

READY, SET, RESPECT!

GLSEN's Elementary School Toolkit



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I like to build castles with blocks and dolls.

COMPOSITION
100 Minutes / 200 Designs

READY, SET, RESPECT!

GLSEN's Elementary School Toolkit

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GLSEN (the Gay, Lesbian & Straight Education Network) is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. For more information on our educator resources, research, public policy agenda, student leadership programs, or development initiatives, visit www.glsen.org.

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GroundSpark's Respect For All Project facilitates the development of inclusive, bias-free schools and communities by providing media resources, support and training to youth, educators and service providers.



Electronic versions of this resource and all other GLSEN educator resources are available at:
<http://www.glsen.org/cgi-bin/iowa/all/educator/index.html>

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INTRODUCTION

WHY SUCH A TOOLKIT?

Elementary school is a time of rapid development for children. In addition to gaining knowledge and developing skills, these years are ones during which children typically begin to develop an understanding of themselves and the world and people around them. As such, the social environment of classrooms and schools provides the opportunity for children to initiate and develop relationships and navigate increasingly complex peer relationships. That complexity can often lead to incidents of name-calling and use of hurtful and biased words. If left uninterrupted by educators and other adult role models, these behaviors can escalate as the prejudice and biased attitudes that influence them take root in children's hearts and minds.

To make matters worse, whether at school or home or in the media, elementary school children are bombarded every day with messages about different groups of people in our society, many of which portray these groups in a negative, socially undesirable way. Those who are lesbian, gay, bisexual and transgender (LGBT) are often among these groups. In addition to influencing attitudes, the messages children receive about these people also influences how they will make sense of gender and inform how they think about their own identity and the place they will have within the social fabric of the school and society. Again, without intentional guidance, the messages children receive about groups of people, as well as various identities and gender roles can complicate this process and contribute to bullying, prejudice and bias.

Educators are faced with an increasingly complicated world in which professional expectations are varied and intense. Many educators are under a great deal of pressure resulting from an increased emphasis on standardized test results and other accountability measures. And yet educators still strive to create culturally responsive classrooms by recognizing and encouraging the diversity of all students and their families and fostering acceptance of all people in and outside of the classroom community. While most elementary educators have embraced this work and construct and conduct lessons focused on diversity, recent research suggests that intentional efforts to include explicit lessons that foster respect for differences in gender identity or gender expression or that include families with LGBT parents/caregiver, siblings, or other individuals significant in our student's

lives, are less frequent. As a result, many students go through their elementary school years without positive mentions of families that include LGBT persons or friends or people who may be gender non-conforming.

The elementary school years offer a wonderful and important opportunity to instill and/or nurture positive attitudes and respect for individual, family and cultural differences, including diversity related to sexual orientation, gender identity, and gender expression. As educators lead children to new understandings and help them to develop new academic and critical thinking skills they can also help their students gain and practice important social and emotional skills and develop a sense of shared responsibility for keeping classrooms and school communities safe, respectful and inclusive for all members. This is not easy work, especially given the paucity of easy to implement and developmentally appropriate resources. *Ready, Set, Respect!* fills this gap. A toolkit such as this helps educators get ready to deliver inclusive, diversity-focused lessons and set their classrooms and students up for learning in an environment of respect.



WHAT IS READY, SET, RESPECT!?

Ready, Set, Respect! provides a set of tools to help elementary school educators ensure that all students feel safe and respected and develop respectful attitudes and behaviors. It is not a program to be followed but instead is designed to help educators prepare themselves for teaching about and modeling respect. The toolkit responds to elementary educators' suggestion that they rarely teach about the kinds of topics (name-calling and bias, gender roles, and family diversity) addressed in the *Ready, Set, Respect!* toolkit. While educators have said that these topics simply "don't come up" we know that young children often have their own way of communicating what in fact is coming up, or identifying that which they are ready to explore or learn about. These kinds of issues reveal themselves in dramatic play, student to student dialogue, the informal rules of the playground and in a myriad of other ways. To that end, *Ready, Set, Respect!* asks educators to think comprehensively about "readiness" and in so doing consider what a ready child, ready school, and ready community look and feel like. The toolkit also assists educators in recognizing and understanding the readiness cues that may in fact suggest that these issues are indeed "coming up." To this end, the *Ready, Set, Respect!* poses the following pre-teaching questions:

READY:

How will I know when my students are **ready** for explicit learning about respect and how can I get **ready** to engage them in this learning?

SET:

Do my classroom practices **set-up** and/or reinforce what I hope students will learn?

RESPECT:

What evidence will I have to demonstrate that my students are acquiring **respectful** attitudes and behaviors?

The toolkit provides three sets of thematically developed and grade-span specific (K-2 or 3-5) lessons aligned with both Common Core and McRel standards as well as resources with which educators can extend learning or design other lessons. Each set of lessons is introduced with actual "teachable moments" encountered by educators in schools. Tips for everyday inclusion, respectful recess, and developmentally appropriate responses to disrespectful behaviors complete the kit.

Finally, *Ready, Set, Respect!* supports schools endeavoring to embrace ASCD's Whole Child Initiative, the tenets of which include:

- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each graduate is challenged academically and prepared for success in college or further study and for employment in a global environment.



ARE YOU READY?

A good way to begin this kind of work is to answer the following questions honestly and consider the ways your practices have included or ignored the aspects of diversity addressed above.

- 1. Think back to a time in elementary school when you or a classmate may have been teased for not fitting in. What might an educator have done to disrupt this behavior and/or use it as a “teachable moment?”** Most students experience isolation at one time or another. For many young students the first time this may emerge is in response to others’ perceiving that they are not behaving “enough” like a boy or “enough” like a girl. As educators we have the opportunity to create environments that not only support students as they develop an awareness of gender but that also challenge the stereotypes that may impair healthy development. To what extent have your practices offered such support?
- 2. Did you ever see representations of diverse families (such as those headed by same sex couples, adoptive families, or step-families) represented in your elementary classes when you were in school? Do your own students gain exposure to and respect for diverse families through the literature, word problems, posters, and discussions that are part of the curriculum?** While educators know that it is important to access their students’ experiences as resources for learning, teaching about diverse families cannot be dependent upon this alone. Regardless of students’ backgrounds and experiences, educators must be mindful of their role in preparing students to live and work in a diverse world in which they are likely to encounter such diversity. What curricular and pedagogical practices may exclude certain students’ experiences?
- 3. Have you ever encountered a student using harmful language such as “That’s so gay” or “fag” or “queer” and not known how to respond?** As educators, it is easy to let phrases like this go unaddressed, especially when there is so much to accomplish and so little time and/or when we don’t feel equipped to address such language. While one might think that addressing biased language can occupy too much valuable instructional time, it is crucial to intervene when students use hurtful language. This is a critical part of creating a space that is safe for all students and ensuring that each student is given the opportunity to fully participate in classroom endeavors and learn and achieve. What messages are sent by a non-response?

Regular reflection and collegial dialogue is an important part of professional practice. Once you have had a chance to think about these (and other similar) questions, talk to a colleague or share your responses with a grade-level team, asking others to do the same. Working together towards improved outcomes sends a powerful message to students and models respectful cooperation.



Educators will find several opportunities for reflection in the *Ready, Set, Respect!* toolkit. Each set of Respectful Learning Plans opens with a pair of vignettes based on actual classroom situations that educators have encountered. Rather than prescribing a “textbook” response, the toolkit asks the reader to consider the possibilities for learning that each of these scenes (and countless others like them) provide. Such moments may in fact suggest that students are **ready** and **set** to learn about **respect**.

EVERYDAY INCLUSION:

TIPS FOR TEACHING MORE INCLUSIVELY

Beyond teaching the kinds of lessons and incorporating the kinds of resources included in this toolkit, what educators do and say as they teach or design and implement classroom routines has a great deal to do with students' learning in a safe, respectful and inclusive environment. Educators engaged in this work should try to:

- **Expand students' knowledge of diversity by exposing them to role models through literature, lessons, and classroom guests.** Make sure your students have the opportunity to choose books that portray diverse families as well as men and women outside of gender stereotypes. Seek out classroom speakers, such as women engineers, to present to your class; you might consider using local professional chapters (such as the Association for Women in Science or Hispanic National Bar Association) to find speakers to invite.
- **Make sure the analogies you use when teaching don't rely on hetero-normative or gender-normative images or viewpoints.** A hetero-normative viewpoint is one that expresses heterosexuality as a given instead of being one of many possibilities. Such a viewpoint can translate into the development of all kinds of images that reinforce the view. The assumption (reinforced by imagery and practice) that a boy will grow up and marry a woman is based on such a viewpoint. A gender-normative image, on the other hand is one that delimits the possibilities for children of either gender by reinforcing stereotyped expectations such as boys preferring to play only with blocks while girls preferring dramatic play in a kitchen. The *Ready, Set, Respect!* lesson titled, "What are Little Boys and Girls Made Of?" addresses this. Both hetero- and gender-norming can find their way into practice. For instance, the use of boy/girl attraction as a way of teaching north/south poles of magnets in a science lesson is but one example of how this happens.
- **Find ways of grouping and lining up students other than "boys here, girls there" or "boys do this, girls do that."** While some students may enjoy these ways of separating the class, they can isolate other students who may feel uncomfortable conforming to gender-based stereotypes. Consider other ways of organizing students such as by birthday month or dividing the class into two consistent groups like 1's and 2's.
- **Monitor choice activity time to ensure that students are not segregating themselves by gender.** If you notice this occurring, form groups based on some other characteristics such as birthday months.
- **Use inclusive language when referring to students, families, or others outside of the classroom. Build knowledge of vocabulary like ally, respect, diverse, etc...** By using more inclusive language ourselves, we help students develop more respectful and inclusive vocabularies.
- **Become more aware of the ways that you support gender stereotypes in your expectations of students and their work and intervene when you hear students making gender-based assumptions.** This might be one of the most difficult tips because bias in our expectations usually goes unobserved. Do you expect the boys in your classroom to be more adventuresome or the girls to be more organized? Do you assume certain students want to participate or not participate in activities because they are a boy or girl? Challenging these assumptions can be difficult but this work will help you create a more inclusive environment for all of your students.
- **Write math problems with contexts that include a variety of family structures and gender-expressions.** For example, "Rosa and her dads were at the store and wanted to buy three boxes of pasta. If each costs \$.75, how much will all three boxes cost?" or "Darren wants to bake a special cake for his grandmother. The original recipe calls for 2 cups of flour. If he is doubling the recipe, how much flour does he need?"
- **Integrate Ready, Set, Respect! (and other GLSEN) lessons to address conflicts and utilize teachable moments that arise around gender, diverse families, and bullying/name-calling!** Draw on these age-appropriate resources to build a more inclusive classroom.
- **Connect students' experiences with learning. Practicing respectful attitudes and behaviors takes work.** When students "slip," positively help them recall lesson(s) that relate. Encourage them to practice harder, don't shame them.

RESPECTFUL LEARNING PLANS

The lessons that follow are categorized according to topic: 1) Responding to Name-Calling, Bullying and Bias 2) Family Diversity 3) Gender Roles and Diversity and are further categorized by grade level appropriateness. Each lesson is designed for classroom use in the grades identified, but can be readily adapted to higher or lower grade levels as students' needs (readiness) present themselves and teacher's may see fit. Each lesson can be taught in 1-2 classroom periods and all of the lessons are designed to help students develop:

- respect and acceptance of a broad range of individual, family and cultural differences;
- positive self-esteem and a pride in themselves and their family;
- skills in critical thinking, responsible decision-making and cooperation; and
- an understanding of their ability and responsibility to be "change agents" to address bias, stereotypes or name-calling in themselves and others.

WHEN TEACHING THESE LESSONS, IT IS IMPORTANT TO:

QUESTION:

Ask as many questions as possible of your students as you proceed through the lessons and, encourage their dialogue with each other, not just with you. Questioning and dialogue will help them make meaning and develop a deeper understanding of the material presented.

LISTEN:

Listening carefully to your students is an effective strategy for assessing readiness. The informal conversations, stories, and questions they have can help you determine when one or more of the lessons or resources may be of value in their learning and development. For example, a student declaring that another

child cannot do something because that's something done only by children of another gender, may provide an opportunity to engage in the lessons in Set Three. Observing recess games or the fantasy play created in the classroom can help provide great cues to needs or concepts that are emerging and may require a teacher's guidance. For without such guidance, children may be led to misunderstandings that can lead to anti-social behaviors and intolerant attitudes.

INTEGRATE:

These lessons are intended to be non-sequential and readily integrated/adapted into other curriculum content. Links to related national academic learning standards are provided at the beginning of each unit to guide you further. Finally, many of these lessons may be helpful to supplement other activities used as part of anti-bullying programs or school-wide behavioral initiatives.

PRACTICE PATIENCE:

Developing anti-bias skills and respectful attitudes and language takes time and is a life-long process. Know that your work is building an important foundation for deeper understanding and action as your students grow.

LESSON ALIGNMENT

THE COMMON CORE STATES STANDARDS FOR ENGLISH LANGUAGE ARTS

The lessons included in *Ready, Set, Respect!* are designed for use at any time in the school year and are adaptable to a variety of desired standards progress or outcomes. The table below suggests the Common Core State Standards that are most relevant to the lesson plans as they are presented in the toolkit. More information about the Common Core State Standards and the specific standards cited below is available on-line from various state education agencies in those states in which they have been adopted. This alignment presentation should not limit teachers and their use of these lessons to address certain desired outcomes. As is best practice, decisions about alignment to standards need to be made with knowledge of specific learners and how the lesson fits within the greater curriculum.

STRAND	COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS BY GRADE					
	K	1	2	3	4	5
Reading–Literature	<i>See Literature Resources</i>					
Reading–Informational Texts	3 9	3 6				
Reading–Informational Skills	1.d	2.b, c 3.b, c	3.c 4.c	3.c		
Writing	2	2 8		1.a-d 2.a-d 4 7 10	1.a-d 2.a-e 4 7 10	1.a-d 2.a-e 4 7 10
Speaking and Listening	1.a 2 4 5 6	1.a 1.3 1.4 1.5	1.a, 3	1.a-d 3 4 6	1.a-d 4	1.a-d 4
Language	1.a 1.b 2.d 5.a 5.c 6	1.a 1.d 2.d 5.a 5.c 6	1.a 1.c 6	1.a-l 2.a-g 3.a 6	1.a-g 2.a-d 3.a 6	1.a-e 2.a-e

LESSON ALIGNMENT

THE MCREL STANDARDS (4TH EDITION)

The code below indicates the lesson set that addresses the standards.

NC= Name-Calling, Bullying and Bias

FD= Family Diversity

GR= Gender Roles and Diversity

BEHAVIORAL STUDIES

1. Understands that group and cultural differences contribute to human development, identity and behavior (NC, FD, GR)
2. Understands various meanings of social group, general implications of group membership, and different ways that groups function (NC, FD, GR)
3. Understands that interactions among learning, inheritance, and physical development affect human behavior (FD, GR)
4. Understands conflict, cooperation and interdependence among individuals, groups, and institutions (NC, FD, GR)

THINKING AND REASONING

1. Understands and applies the basic principles of presenting an argument (NC, GR)
3. Effectively uses mental processes that are based on identifying similarities and differences (NC, GR)
6. Applies decision-making techniques (NC, GR)

WORKING WITH OTHERS

1. Contributes to the overall effort of a group (NC, FD, GR)
2. Uses conflict-resolution techniques (NC, FD)
3. Works well with diverse individuals and in diverse situations (NC, FD, GR)
4. Displays effective interpersonal communication skills (NC, FD, GR)
5. Demonstrates leadership skills (NC, FD, GR)

SELF-REGULATION

2. Performs self-appraisal (NC, FD, GR)
5. Maintains a healthy self-concept (NC, FD, GR)

HEALTH

3. Understands the relationship of family health to individual health (FD)
10. Understands the fundamental concepts of growth and development (GR)

HISTORY

Topic 1. Living and Working Together in Families and Communities, Now and Long Ago (FD)

LANGUAGE ARTS

Writing Standard 1. Uses the general skills and strategies of the writing process (FD, GR)

Listening and Speaking Standard 8. Uses listening and speaking strategies for different purposes (FD, GR)

Viewing Standard 9. Uses viewing skills and strategies to understand and interpret visual media (FD, GR)

LIFE SKILLS: THINKING AND REASONING

1. Understands and applies the basic principles of presenting an argument (FD, GR)
3. Effectively uses mental processes that are based on identifying similarities and differences (FD, GR)
6. Applies decision-making techniques (FD, GR)

Source: Content Knowledge: A Compendium of Standards and Benchmarks for K-12 education (4th edition, 2004) (<http://www.mcrel.org/standards-benchmarks/>.)



SET ONE:

NAME-CALLING, BULLYING AND BIAS

THESE LESSONS WILL HELP STUDENTS:

- Acknowledge and develop an appreciation of individual and group identity and diversity.
- Recognize that they are a part of larger classroom and school communities.
- Become aware of how the words that they use can positively or negatively impact others.
- Challenge their own assumptions and attitudes about others.
- Develop skills and language to interrupt name-calling and bias.

Elementary educators are presented with teachable moments each day. Those presented below are the kind that may provide a natural entry point for the lessons in this section. As you read these, use the following questions to help you consider how you might respond:

1. What is going on? Think as holistically as possible about the classroom and try to take the perspective of different students in the room. Did all students experience the situation the same way?
2. In what ways might the situation suggest that your students are READY for respect-related learning and how READY are you to engage them in that learning?
3. What learning possibilities and/or learning outcomes does such a moment seem to SET up? How might you use the moment for that learning (either in the moment or soon after)? What learning might result from not seizing the possibilities?
4. How might such learning build upon what students already know and lead them to a deeper understanding and practice of RESPECT?

Dancing Around Name-Calling

A class of fourth grade children are brainstorming a list of topics they can write about during writing workshop. The conversation veers towards hobbies and Sami says he wants to write about his dance class. The next day he comes to school in jeans and his dance leotard. Mr. Breen overhears two boys teasing Sami in the hallway as Sami takes off his jacket, "That's a girl's shirt. You look weird!" "How come you're wearing a girl's body suit?" and "Sami's a ballerina." Both break out into laughter.

Bad Words?

Third grade teacher Ms. Rojo learns from one of her student's moms that on the previous day's bus ride home, her son Jordan had been teased by a group of students after sharing that his mom is a lesbian. "Your mom is a lesbian? Jordan's mom is a lesbian! That's gross," the students chanted. While Jordan doesn't say anything to Ms. Rojo about it, Ms. Rojo learns that not only were the children teasing him, but that the bus driver's response was to stop the bus and yell at Jordan, saying "don't ever use that word again."

LESSON 1:

Our Classroom Community (K-2)

OVERVIEW:

This lesson is designed to help students develop an understanding of and connection with their fellow students. By exploring the ways that they are alike and different, students will develop an early appreciation of the diversity around them. Further, this activity introduces the concept of a classroom community and the ways in which members of the community need to support and work together.

WHEN AND WHY TO TEACH THIS LESSON:

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

- You hear students referencing and/or questioning differences between and among themselves, especially as it relates to individual, family and cultural identities
- You are seeking to build connections and community with a new group of students

OBJECTIVES:

Students will:

- explore ways in which they are alike and different from one another;
- build a sense of pride in their own and others' identities;
- develop unity and excitement around their classroom community; and
- establish a common agreement for how they will support one another as part of their classroom community.

ESSENTIAL QUESTIONS:

- What makes each of us unique and different from one another?
- How does the diversity in our classroom make it a richer place?
- What is a classroom community?
- What responsibility do we each have in making our classroom community a happy and productive place?

TIME:

1-2 sessions, 30-45 minutes each

MATERIALS:

Alike and Different Statements; multi-colored construction paper for children to create All About Me! posters; multi-colored markers, crayons, pencils; chart paper

PROCEDURES:

Part I: All About Me...All About You

1. Introduce the first part of the activity by sharing with students that they will be playing a game to learn about their classmates. Explain that this activity will help them see the things that they have in common or share with one another and also to see the things that are special just to them.
2. Direct students to create a large circle around the classroom and also have room to move forward, as the activity suggests. Explain that you will be reading statements out loud. If the information is true for them, (give an example) then you want them to move forward into the circle. If it is not true, then you want them to remain where they are. (If space is limited, an alternative procedure is to have students remain in their seats and to stand or raise hands if a statement is true for them.)
3. Conduct the activity using the Alike and Different statements. Educators are encouraged to add additional or alternative statements based on their knowledge of their classroom and community.
4. After reading 8-10 statements, ask students to return to their seats (as needed) and ask them to think-pair-share their answers to the following questions:
 - a. What were some things you learned that you have in common or share that are the same with other students?
 - b. What was the most fun or exciting thing you learned about one or more of your classmates?
5. Explain that in order to continue learning about one another, they will create an All About Me! poster to share things about themselves and show what makes them each unique. Provide students with construction paper and drawing supplies. Direct students to write their name across the top of the paper, and to use words and/or draw pictures that show some of the important things about each of them. Write and verbally share topics for the students to draw/write (no more than four). These may include: who is in your family, sports or hobbies, favorite foods, favorite TV show or book, pets, etc. (This activity could also be completed with pictures from magazines, if available, to create collages.)
6. Once the posters are completed, create student pairs to explain their All About Me! posters to one another. After they have shared with each other, ask students to share their partner's poster with the entire class and tell one thing that they learned about their partners. A good way to reinforce the learning of this activity is to prepare wall space for students to post their partner's poster around the room.

NOTE: *Depending on time limitations, this portion of the activity could be continued over two days.*

Part II: All About Us!

1. Once all the All About Me! posters are presented and posted, offer to the students that these two activities have taught them a great deal about one another—information like who is in their family, sports or hobbies, languages that they speak, etc. Explain that in all these things, there are some ways that we are like one another and other ways that we are different from one another. Offer some specific examples from the class. Highlight a characteristic that is held by the majority or all of the students and ask them to think about what it might feel like to be the only student in class who was different in that way. Ask them to share their responses. Explain that this is what makes the classroom fun and exciting, as each of them brings different ideas, backgrounds, and interests.
2. Transition to a discussion about their classroom as a community. Invite students to think about and offer ideas about what the word community means. Explain that a community is usually a group of people who live in the same place and who often have shared experiences and interests. Explain that while they do not live at school, they do spend a lot of time together and they have learned that there is much that they share and have in common.
3. On a large sheet of chart paper, create a title that says “Our Classroom Community” followed on the next line by “We will...” Explain that all communities need to have rules or expectations of how to act and behave with one another and for ourselves. Ask the students if they have rules at home about chores they need to do or ways that they need to behave with their family members. Allow for a few examples to be shared. Next, explain that their classroom community is very similar and that setting up expectations for their community will help them be able to learn, play and get along with one another.
4. Invite the students to share “We will...” statements that will help create their classroom community rules/expectations. Model these statements by offering 1-2 concepts to get them started such as, “We will use kind words” or “We will listen when others are speaking”

NOTE: *This is an important place to incorporate your school's established behavioral expectations and/or anti-bullying policies and to help students develop a sense of collective responsibility for practicing these behaviors in their classroom.*

5. Once the “Our Classroom Community” expectations are completed, post these where the students can see them. Use them as a guide and reinforcement as needed. Consider sharing these rules with family members so that they understand the expectations that have been created at school.

CLOSURE:

Ask students to imagine that the next day or some day in the future a student joins the class. Ask the following questions:

- How would we welcome them?
- How would we tell them about our community?

Have students role play, taking the perspective of a new student or the welcoming student.

ALIKE AND DIFFERENT STATEMENTS

1. I like apples
2. I have a pet
3. At home, my family speaks a language other than English (ask for examples)
4. I have more than 1 (or 2 or 3) siblings
5. I like to read
6. I like to play soccer (t-ball, dance, gymnastics, etc)
7. I do not like pizza
8. I was born in a country other than the United States (ask for examples)
9. My favorite color is blue (or red, green, etc)
10. My grandmother or grandfather lives with me
11. I love spinach
12. I have been on an airplane
13. I like to draw

NOTE: *Add more based on what you know about your students and your larger community.*

LESSON 2:

Words Do Matter (K-2)

OVERVIEW:

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

WHEN AND WHY TO TEACH THIS LESSON:

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

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

OBJECTIVES:

Students will:

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

ESSENTIAL QUESTIONS:

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

TIME:

1 session, 30-45 minutes

MATERIALS:

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

PROCEDURES:

NOTE: A good preparatory step for this activity is to send home a pre-lesson note for parents/guardians to ask them to talk to their child about where his/her name comes from, and why it was chosen. Consider offering your own name, its history, meaning to you, etc as an example to assist families in preparing their children.

Part I: Your Name

1. Ask the students as a group to think about the questions below. Be sure to frame the questions below as guiding ideas to think about, not required information to share with the class so as to be sensitive to children who may not know the origin of their name as a result of either adoption or living with guardians/family members who did not name them.
 - Do you know why your name was chosen to be your name?
 - What do you especially like about your name?
 - Do you have any nicknames that you like to be called?
2. Once the children have had sometime to think about the questions, invite students to think-pair-share some or all of their answers. If time permits, allow each student to share at least one answer with the class. Conduct a discussion using the following questions:
 - What did you learn about your classmates today that you didn't know before?
 - What were some similarities or differences in your classmate's answers to the questions?
3. Ask the students to think about the questions:
 - If we all have names, why do we sometimes call each other different names? to the next part of the activity using the following questions:
 - Can you remember a time when someone called you the wrong name or called you by a nickname that you did not like or that was said to you in a teasing way?
 - How did that make you feel and what did you do?

Point out to students that even when we don't know the exact history of our name, often we know at least some information about how or why it was chosen. Suggest to students that names are very important to people because often that is one of the first things people know about us, and it is something that may stay with us our whole life.

Part II: Words as Put-Ups or Put-Downs

1. When students have had the chance to think about and answer the last question, create a chart on the chalkboard, interactive board or on chart paper the terms “Put-Up” and “Put-Down” at the top. Invite students to think about what those words might mean and define them as follows: Put-Ups are words or names that you or someone also would want to be called (like the nicknames you want to be called); these are words that make someone feel good or positive. Put-Downs are words or names that you or someone would not want to be called (like if someone teased you about your name or made fun of it in some way); these are words or names that can make us feel bad, hurt or angry.
2. As a large group, lead students in filling out the top part of the Put-Ups vs. Put-Downs T chart with a few examples of Put-Ups and Put-Downs that they may know or have heard. Then help students identify how those words make us feel or act when we hear them and note some of these feelings at the bottom of the chart.
3. Upon completion of the chart, reinforce with students that when someone uses a name we like or says something kind to us, they are using a Put-Up because we feel good afterwards. Tell students that when someone uses a name we don't like, or says something unkind, they are using a Put-Down because the result is that we may feel bad afterwards.

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

NOTE: *This activity can be linked to the Our Classroom Community expectations and the school's behavioral or anti-bullying policies related to expectations around verbal conduct.*

CLOSURE:

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

EXTENSION IDEAS:

- Follow this lesson with an opportunity for students to each create their own “Put-Up Bag,” which they can decorate and display somewhere in the room. Develop an inclusive approach for students to identify Put-Ups for one another that they can place (anonymously or not) in another person's bag when they have something kind to say about them. **NOTE:** Be careful to avoid making this a “popularity contest.” You may want to organize a series of “Put Up days” focusing on a small number of children at a time.
- Use the discussion of the origins of our names as a starting point for students to begin writing or drawing an autobiography or personal journal. Descriptions of how they got their names can kick-off the stories of their lives; students can bring photos to go along with their work.

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

LESSON 3:

The Ins and Outs of Groups (3-5)

OVERVIEW:

This lesson will help students explore feelings of being outside of the majority and ways in which people can be made to feel left out or rejected from a social group. The lesson also invites students to consider the impact of exclusionary behavior and to develop action steps for building inclusive classrooms and schools.

WHEN AND WHY TO TEACH THIS LESSON:

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

- you observe social grouping among students that produces, or has the potential to produce, hurt feelings or rejection for some students
- you are seeking to build (or re-build) connections and community with students
- you observe or hear reports of name-calling or hurtful language targeting others

OBJECTIVES:

Students will:

- Examine feelings of being part of a majority or minority group;
- Explore experiences with teasing or exclusionary behavior and the impact on those who are excluded as well as those who exclude or tease others; and
- Identify ways to support inclusivity of all students and expand their social groupings.

ESSENTIAL QUESTIONS:

- What harm is caused when people are made to feel excluded outside of the group?
- What is the value to me and my classmates to be inviting and welcoming to others?

TIME:

1 session, 30-45 minutes

MATERIALS:

In and Out statements

PROCEDURES:

Part I

1. Arrange the classroom to allow for students to be able to get across the length of the room. Alternatively, use the hallway could also be used for this segment of the activity. Once prepared, direct students to position themselves wherever and with whomever they want. Explain that you are going to go through a series of statements that will require them to get to a different part of the room, depending on whether the statement is true or not for them. Provide an example of one statement and explain that if the example was true or applied to them, they would get to one end of the room or space, and that if it did not apply or was not true, that they would get to the other end (modify for classes in which there are students who are limited in mobility).
2. Select 6-8 statements from the In and Out list (see page 20). Select items that you think may be most relevant to your students and/or add your own based on items that you think may reinforce the learning of the activity. Be sure that all students have at least a few “in” experiences. As you read the statements, direct students to take their place based on the above directions. Ask them not to speak as they are moving to their spots. Once in place, invite them to note where they are in relation to others and how they are feeling about where they are in the room. Invite them to get back to wherever they want in between reading each statement.
3. Once completed, direct students back to their seats and process the experience using some or all of the following questions:
 - a. How did it feel when you were with a number of other classmates?
 - b. How did it feel if you were by yourself or with just a few others?
 - c. Did anyone feel especially excited or proud when they were on their own or in a small group? If so, why do you think that you felt that way?
 - d. Describe how you felt if you saw that some of your closest friends were at the other end of the room? Did you quickly get back to your friends in between the statements? Why did you do this?
 - e. What do you think we can learn from this activity about how we get along with one another and being a part of a classroom and school community?
4. Using some of the ideas and feelings shared by the students, explain that this activity was intended to help them develop a sense of how it can feel to be outside the group (in the minority), or to feel like you are separate from others. Share that while it is fun to be a part of a group of friends (or in the majority) and to have shared experiences and things in common, it is also important to think about how you or your group of friends could at times exclude others and that even within a group it is common to find differences among members.
5. Explain that these separations used in the activity were based on silly things – who happened to be wearing a certain color shirt or had a pet, etc – but we can make other people feel apart or separate for a lot of reasons. Offer that this could be based on how someone may look, if they are good or not at a particular activity or sport, or if you feel like they are similar to you or not, or maybe you just don't know the person very well – but all of these are ways that we can create divisions with one another and make others' feel hurt or isolated. Ask students if being similar to someone else or a lot of others makes someone better?

Part II:

1. Ask students to think about words or comments that they may have said or heard others' say to make someone feel apart from other classmates or leave them out of a particular group of friends.
2. Ask for a few volunteers to share some of the words or comments that they have heard, without naming names of anyone involved in the situation. Ask the students how they think the person who was left out might have felt in these situations. Connect these feelings back to their experiences in the line-up activity.
3. Explore with the students why these situations of leaving others out or seeking to make others feel isolated are problematic. Encourage students to think about the harm (hurt feelings, anger, etc) that this might cause the person who is targeted but also what the person or group who ostracizes or leaves out another "loses" in the process. (This may include punishment for using mean or hurtful language, but also limits their opportunity to make new friends and expand their experiences with others, who they may find they have things in common and enjoy.)

CLOSURE:

End the lesson by encouraging students to develop some specific strategies that they can use to support a classmate whenever that classmate is being made to feel left out as well as things they can do to keep this from happening to anyone. This could be done in small groups with presentations of ideas, individual written reflection, or as a large group classroom discussion. Consider posting ideas developed in the room to reinforce their application and use.

EXTENSION IDEAS:

- Assign students to form new social groups (for a day or a week) to sit with at lunch or play with at recess. The students could share verbally or in writing the new things that they learned about one another by spending time together.
- Students could engage in a story writing about someone (animal or human) starting at a new school or in a new class and to share ways that others made the new student feel welcome and a part of the classroom and school.
- Have students write a personal contract to commit to spending time with each classmate to learn more about them. Have them create a chart with all of the students' names on it and a box to document their learning or have students individually identify five things they like or don't like and interview their classmates to document the similarities and differences they find. Have students commit to take this one step in the next two weeks. After that time, have students reflect on if they were able to fulfill their contract, and if so, what they learned from the experience.

IN AND OUT STATEMENTS

1. I have a dog.
2. I am wearing red.
3. I write with my left hand.
4. I have blue eyes.
5. I have more than three siblings.
6. I went to the movies last weekend.
7. I have traveled outside of the United States.
8. I have curly hair.
9. I am wearing plaid (stripes, polka dots, etc).
10. I have an iPod (or cell phone, mp3 player, etc).
11. I like to wear hats.
12. I have been swimming in an ocean.

LESSON 4:

I Can Make a Difference (3-5)

OVERVIEW:

This lesson encourages students to develop and practice skills for confronting biased language and hurtful words, and to think critically about the use of put-downs that demean groups of people.

WHEN AND WHY TO TEACH THIS LESSON:

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

- you observe or hear reports of name-calling or hurtful language targeting others, especially using words such as “gay”, “retarded” and/or other terms demeaning to groups of people
- you observe increased “bystander” or “following the crowd” types of behaviors among students

OBJECTIVES:

Students will:

- Create or explore common experiences with name-calling and biased words;
- Develop an understanding of the role of the bystander and the impact of this behavior;
- Develop and put into practice skills for confronting name-calling and bullying; and
- Think critically about the use and impact of terminology that demeans groups of people.

ESSENTIAL QUESTIONS:

- Why is it sometimes difficult to stand up in the face of name-calling or bullying? What is the harm of not intervening in name-calling and bias-related incidents?
- How can we prevent the use of words and phrases like “that’s so gay” or “retard” used to tease and bully people?
- How can we practice and increase our skills in confronting name-calling or hurtful words?

TIME:

2 sessions, 30-45 minutes each

MATERIALS:

None

PROCEDURES:

Part I:

1. Explain to the students that this lesson is going to help them develop specific ways to intervene in the face of name-calling or bullying. Offer to the students that one of the biggest challenge in stopping name-calling is to figure out what to say or do to respond, whether the hurtful words are targeted at you or at someone you know.
 - How does this compare with what you think some students you know would actually do in this situation?
 - How does it feel to do the right thing?
 - How does it feel to do the wrong thing when you know what the right thing to do is?
 2. Begin by posing 1-2 of the following scenarios to the class, using those that are more fiction than fact for the group of students (alternative entry points could be asking students to reflect, write and submit situations that they have seen or encountered with name-calling and create composite scenarios from these submissions).
 - *After the bell rings, a group of students are putting their things away and a few girls whisper hurtful remarks about the clothes of another girl that they think are ugly. You and the girl that they are whispering about hear the comments.*
 - *A group of kids are playing football at recess and one boy drops the ball several times. Another student remarks to him, "Oh, you're so gay! Just stop playing. We don't want you on the team." You are on the team of the student making the remark.*
 - *At lunch, a girl trips and drops her tray as she is walking to the lunch table. Several other students laugh and call her a "retard." You are sitting very close to where the girl falls and also next to the kids calling her names.*
 - *In class, your reading group is reading a story of a physically small boy who wants to be a professional basketball player. A couple of students laugh and tell a boy in your group, who is also smaller than most of the other students, that the story is about him – and he couldn't make a team either and maybe should join the chorus instead.*
 3. For each scenario, ask students to respond to the following questions. This could be done in small groups or as a large group discussion.
 - What is the right thing to do in this situation?
 4. Write the word "bystander" either on the board or chart paper. Ask students what they think the word means. Using their ideas, confirm that a bystander is someone who witnesses an incident but doesn't take part in it. Explain that with name-calling and bullying, most often there are bystanders involved. Note that while bystanders are not to blame for bullying or teasing, if they laugh at it, ignore it, or simply do nothing, they may play a part in keeping it going. Offer that there have probably been times when each of us has been a bystander to name-calling and not done anything to try to stop it.
 5. Return to the list of reasons why students sometimes stop short of doing the "right thing" and begin a brainstorm to list ideas to overcome these challenges so that students can be better friends to those who are targeted for name-calling and bullying. This list should just be general ideas (tell the perpetrator to stop, get a teacher, aid or help the student who is targeted, don't laugh, etc.)
 6. Close this portion of the lesson by asking students to identify one of the ideas that they have tried and one they are not sure they feel confident doing just yet. Have them share their answers with a partner.
- NOTE:** *This is an important time to link this work to your school's anti-bullying and behavioral expectations policies and programs.*

Part II:

1. Should this lesson be taught in two sessions with time in-between, ask students to recall their work and tell them how encouraging it has been to hear them come up with solutions to the problem of name-calling and bullying. Remind them of the scenarios. And using these or others created for the lesson, divide students into small groups of 4-6 members and tell students that you want them to create role-plays in order to practice ideas for responding to the hurtful words or name-calling. Explain that practicing using words to interrupt or say something in response gives us more confidence to be able to intervene if faced with a similar scenario in real life. For more support and direction in this process, an alternative approach is to go through each scenario one at a time with the entire class, verbally discuss ideas for response and then to ask for volunteers to role-play the scenario for the class.
2. After each role-play presentation, engage students in dialogue using the following questions:
 - Why do you think the student in this scenario was targeted for teasing or bullying?
 - What do you think the person being targeted was thinking and feeling during the incident?
 - Why do you think the student(s) who targeted the other students did this? What were they trying to do in this scenario?
 - Was the strategy used to respond in this situation? How was it helpful? Do you have any other ideas for things that could be done?

In the case of the use of “that’s so gay” or “retard” and other similar expressions, these phrases are often used to express that a person or situation is stupid or in some way less-than or undesirable. While students may respond that this “doesn’t mean anything” or “everyone says it”, it is important to help students understand that this terminology is expressing a bias about groups of people in our society, and that this is unacceptable. Here are some recommended responses that may be useful:

- It’s perfectly fine to use gay or lesbian when referring to people who are gay or lesbian, but not acceptable as a way to describe something silly or stupid.
- To use the word “retard” is hurtful to people who have intellectual disabilities or who are physically or mentally challenged.
- It’s not okay to use a word that describes someone’s identity as a put-down.
- How would you feel if who you are was used as an insult?
- We have all been on the receiving end of an insult, so let’s put a little effort into avoiding language that hurts others.

CLOSURE:

Have students write a personal pledge and post these on a poster or bulletin board. This can be used as a tool to remind students of their commitment to intervene in name-calling or bullying.

EXTENSION ACTIVITIES:

- Students could research the Special Olympics’ campaign “R-Word: Spread the Word to End the Word” (www.r-word.org) and report on what they learned.
- Have the class work together to develop a student-awareness campaign on why “We Don’t Put-Up with Put-Downs” for the school about the importance of using respectful and inclusive language.
- Explore resources and possible participation in GLSEN’s No Name Calling Week (www.nonamecallingweek.org). Have students become “ambassadors” for the campaign by researching, writing and presenting on the value and importance of it to the Principal and/or other faculty and students.



SET TWO:

FAMILY DIVERSITY

THESE LESSONS WILL HELP STUDENTS:

- Recognize that families are important
- Develop an understanding that families have different structures and compositions
- Examine different roles and responsibilities as family members
- Evaluate the images of families portrayed in the media
- Reflect on ways to show respect and consideration to their own and others' families

Elementary educators are presented with teachable moments each day. Those presented below are the kind that may provide a natural entry point for the lessons in this section. As you read these, use the following questions to help you consider how you might respond:

1. What is going on? Think as holistically as possible about the classroom and try to take the perspective of different students in the room. Did all students experience the situation the same way?
2. In what ways might the situation suggest that your students are READY for respect-related learning and how READY are you to engage them in that learning?
3. What learning possibilities and/or learning outcomes does such a moment seem to SET up? How might you use the moment for that learning (either in the moment or soon after)? What learning might result from not seizing the possibilities?
4. How might such learning build upon what students already know and lead them to a deeper understanding and practice of RESPECT?

Picture This

Ms. Williams takes a class into her art room for the first lesson of the year. In an effort to get to know the students she asks them to draw pictures of their families. As they work, she notices a boy who is not engaged in the activity. She asks, "Jonathon, don't you want to draw a picture of your family?" Shrugging, Jonathon responds by getting paper and crayons and then sits back down and remains disengaged. A few minutes later Ms. Williams looks over and notices Jonathon is drawing and as she walks she sees that he has drawn a large sun on his paper. The period ends and Jonathon leaves without drawing his family.

Two Dads, No Mom and Two Homes

Ms. Ahl is beginning a social studies unit on families. To start the unit she asks the children to list all the people who are in their family and write something they like about each member. Later that day she hears Matt say to Christina, "How can he be your dad if he doesn't live with you and you already have one dad?" Christina explains, "I have two dads but they are divorced."

LESSON 1:

What Makes A Family? (K-2)

OVERVIEW:

This lesson helps students explore the definition of a family and to understand that there are a variety of family structures. Students will also explore what makes their own family special to them and the importance of their family in their daily lives.

WHEN AND WHY TO TEACH THIS LESSON:

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

- You are seeking to build connections and community with a new group of students
- You are planning to assign/read books with family representations or family references in the story lines
- You want to emphasize creative expression, reflective writing skills with your students
- You hear children express curiosity or a lack of understanding about their classmates or others' diverse family structures

OBJECTIVES:

Students will:

- Identify the definitions and characteristics of a family
- Understand that there are many family structures
- Explore their own family structure and the importance of their family to them

ESSENTIAL QUESTIONS:

- How do we decide what makes a family?
- In what ways are families unique?
- What is the importance of family to my life?

TIME:

1-2 sessions, 30-45 minutes each

MATERIALS:

Construction paper or poster board for all students, multi-color markers, crayons, pens, magazines, glue sticks, random pictures of people from magazines, family-themed books (optional)

PROCEDURES:

1. Begin the lesson by explaining to the students that they will be exploring families and what makes them important and special in our lives. Note, teachers are encouraged to begin this lesson by reading with their students any number of the books listed in the resource section that explore different types of family structures.
2. On a piece of chart paper or on the board, write the word FAMILY in the center in a circle and then ask students to start sharing responses to the question, “What makes a family?” Encourage children to identify not just the members of families but also what they do together, what they share and how it feels to be part of a family. An important point to make is that families—regardless of their specific composition—share feelings or expressions of care, love, responsibility and support to one another. Offer that for some children, those actions of care and responsibility may not be by their parents or other relatives—but could be from adults in a child’s life who are caring for them in different ways and thus, are their family.
3. Explain that families—just like individual people—are all different and unique. This next part will get students thinking about and testing the definition of family, by considering how families could look different connecting those differences to the common definition of family. The teacher should cut random pictures of people from magazines, making sure to include variations of race/ethnicity, colors, abilities, sizes, doing various things, etc. Using chart paper, randomly select pictures of different family constructions (for example, a picture of a multi-racial family such as two white women with a black child, or an older man and woman and a dog). Ask the students if the people in the photo could be a family? Explore their responses. Expect some students to say no. Refer back to the common definition of family and remind the students that it’s not about how the families look; it’s about how they support, love and nurture each other.
4. This next part of the lesson will allow them the opportunity to show the class who is in their family and what makes their families special to each of them.

Using construction paper or poster board, have students create a poster that represents their family. Explain that they can use words, draw pictures, and use pictures from magazines. Encourage students to think about who is their family, what they like to do together, where they live, etc. If time permits, students could be invited to bring in photos of their families to add to their posters and share.
5. Once the children have finished their posters, tell them there is one more step to complete this portion of the activity, which is to the bottom of the poster or on another piece on paper the answer to the following question: “My family is special to me because...” Assist children as needed with writing their answer.
6. Once the posters are completed, invite children to present and share their posters with the class sharing what makes their family special to them. Paraphrase on the board each child’s statement of what makes their family special.

CLOSURE

Conclude the lesson by showing the students the pictures of the diverse families presented earlier, and asking them to consider whether or not the families pictured might also feel special for the same reasons.



EXTENSION IDEAS:

- Continue reflection and sharing about each unique family by creating additional posters or information to share about each student's unique family. This could include pages that highlight special foods, activities, celebrations, etc of each child's family. The entire collection of stories and posters could be compiled to share with family members and/or presented at a family night.
- Using story books such as those listed in the *Set For More* section of this toolkit that represent different families structures, assign students with the task of creating a poster representing the characters of the book and showing who is their family, sharing what they learned about what makes the character's family special or unique.
- Ask students to interview members of their family, asking them what they think make a family. Students could then report on their findings to the class.

LESSON 2:

Family Roles and Responsibilities (K-2)

OVERVIEW:

This lesson encourages children to examine their family structure and the roles and responsibilities that their family members have in their family. By comparing and contrasting these roles, students will develop an appreciation for the different ways that families function and work together.

WHEN AND WHY TO TEACH THIS LESSON:

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

- You are seeking to build connections and community with a new group of students
- You are planning to read books with family representations in the story lines
- You hear children ask questions or express a lack of understanding about the different roles of family members, i.e., there may not be a dad or mom in the family, there may be two moms or dads, children may be raised by a guardian, etc.

OBJECTIVES:

Students will:

- Develop an appreciation for the different responsibilities people have to help their family function
- Understand that different members of families can carry out the same responsibilities.

ESSENTIAL QUESTIONS:

- Why is it important for family members to have responsibilities?
- How is a family like a machine? How is it like a team? What are other ways to think of a family?
- What are some of the different roles and responsibilities that people have in their families? In what ways are these similar or different from family to family?
- Are there responsibilities that may only belong to certain family members such as a father or mother? What happens when there is not a mother or a father or when a family has only a mother or father are when there are two mothers or two fathers?

TIME:

1 session, 30-45 minutes

MATERIALS:

chart paper, paper, crayons, colored pencils, markers

PROCEDURES:

1. Explain to the students that in this lesson you are going to ask them to think about the roles and responsibilities members of their family have and the ways families work together. After identifying these terms, invite ideas about some of the ways families work together to take care of each other and their home.
2. Provide each student with a sheet of paper with the heading, “Ways My _____ Helps Our Family” written on it. Explain to the class that you want them to think about different members of their families and the important ways that they help them and their family. Reviewing the title of the page, “Ways My ____ Helps Our Family” ask students to put the name of one family member in the blank space in the title – this could be a sibling, parent, grandparent, etc – anyone they can think of who is important to them as a family member. Ask students to use the whole paper to draw an outline of the person (model this on the board or on large chart paper). Once they have completed this, invite them to either draw pictures or write words inside the body to describe the different ways you think this person helps your family. Provide an example to the class, ideally using a non-parent role. For example, “my grandfather plays with us, reads to us, goes to church with us, or drives us to the doctor” or “my auntie cooks for the family, sings with us, walks us to school, and tells us stories.”
3. Once the students have completed their pictures, invite them to share them with another student in the class. Direct each student to take a turn sharing the information in their picture. Once completed, invite students to take turns sharing with the entire class

one thing that they learned about their partner’s family member and what this person does in their family.

4. As information is shared, this can be written on the board or chart paper, with the emphasis on the different people in each child’s family who all do different things to help the family function and to take care of each of them.

CLOSURE:

Conclude with the following ideas/questions:

- Let’s name some of the family members we heard about.
- What were some of the ways that they helped in the family and took care of you or your classmates?
- What did we learn about our family members that they all share or have in common? (they do lots of things to help and take care of each other)
- Did every mom, dad, grandparent, etc do exactly the same thing in each family? What were some of the roles that were different or the same? What does this tell us about families? Do family members always have the same responsibilities? What would happen if moms could only do certain things and dads could only do others? What does a family do when there is not a mom or dad? When there are two moms or two dads?
- What would someone in your family draw to show us how you help your family?

EXTENSION IDEAS:

- Invite students to bring their pictures home and share their learning with their families. Provide them with one additional blank and ask them to work with the same or other family member complete one with the child to bring in to the class to share.
- Using the completed pictures, have students write sentences defining each role to help reinforce their understanding of family relationships. (Granddaughter: The daughter of my father’s father, Cousin: The child of my mother’s brother, etc.)

LESSON 3:

Families on TV (3-5)

OVERVIEW:

This lesson helps students investigate images of family on TV and in movies and examine how families are portrayed in the media. They will also compare and contrast their findings with their own family structures and experiences.

WHEN AND WHY TO TEACH THIS LESSON:

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

- You are aware and observe the increasing impact of the media on your students' attitudes and understanding of society and the world
- You hear children express a lack of understanding or stereotypical attitudes about individual and/or family differences
- You are teaching units about the U.S. population and demographics, calculating data, media literacy

OBJECTIVES:

Students will:

- Evaluate the ways that families that are portrayed in media and compare/contrast these portrayals with their own and other's.
- Identify and explore the messages about families and family structure that they and others learn from the media
- Develop media literacy skills

ESSENTIAL QUESTIONS:

- Does the media accurately portray different family structures that exist in the United States?
- What impact does it have when only certain kinds of families or individuals are portrayed in the media or on TV?
- Why should the media reflect different family structures?

TIME:

2 sessions, 30-45 minutes each; with a week in between sessions

MATERIALS:

Families in the Media Assessment (see page 34)

PROCEDURES:

Part I:

1. Explain that this assignment will invite students to watch TV and commercials! Explain that the purpose of this assignment is to look at types of families that are portrayed in the TV shows, commercials or movies that they see and watch. To get them started, invite the students to take a moment to reflect on their own or another family and to write down the how that family is structured. Ask them to write down things like how many children are in the family, who the grown-ups are in the family, what kind of home they live in, and do they have pets?
2. Once the children have completed this reflection, chart out the different types of family structures that they share. Engage in dialogue to expand their awareness and understanding of different types of family structures using some or all of the following questions:
 - a. Do family members always look alike or have the same skin or eye color? Why or why not? Explore ideas that some families come together through adoption or maybe are of different racial or cultural background so their physical features are different from one another.
 - b. Do children always live with one mom and one dad in a family? What are other examples? Explore ideas of families where children's parents are divorced and live in separate homes, or families that have two moms or dads, or how some children may be parented by a relative like a grandmother or another guardian.
 - c. Do siblings always have the same mom and dad? Explore that some families are called "blended" families where there may be parents who come together after being married or with other partners and they have children from these families that become part of new families.
 - d. Where do families live? Explore lots of residences that are all homes – not just houses.
3. Explain to the students that now that they have thought about many of the different types of families that may exist in our school, community and the world, they will be viewing TV shows (provide examples or develop an agreed upon list of possible appropriate shows) or movies to see what kinds of families they see. Explain that this assignment will help them develop a skill called "media literacy." Help students to define this term and why this skill is important. To help you guide their creation of a definition, you should know that according to the Center for Media Literacy, the short definition is "... the ability to access, analyze, evaluate and create media in a variety of forms." Explain that this skill is important so that they will be able to better understand the information, messages and content that they see in the media.
4. Explain that for the next week, using the Families in the Media Assessment on page 34, you want them to answer the questions for at least five TV shows, commercials or movies that they see that have families in them. Review the assessment chart and clarify any questions. Encourage students to work alone on this assignment so that there will as many TV shows and movies as possible.

NOTE: Teachers should consider whether students have access to TV and send home the chart with an explanation of the assignment to parents/guardians in advance of teaching the lesson. This language might include: "Our class is exploring families and the differences and similarities in family structures. As part of the assignment, students are being asked to view TV shows or movies that they would normally watch that include families. Their assignment is to complete the attached chart documenting what they see and learn about these family portrayals. The purpose of this assignment is to help promote students' overall media literacy and specifically help them become aware of the images and impressions that occur about families represented in the media. If you have any questions or concerns, please contact me." If access creates barriers for certain students, consider having the students read age appropriate books or look at pictures in magazines.

Part II:

1. After the assigned viewing week, convene students to review the information in a collective manner. This step of the process will allow students the opportunity to compare and contrast what they saw and observed with other students' findings, and for the class to develop conclusions based on their discussion and review.
2. Conclude the process using some or all of the following questions. One processing method is to have the students first form small groups to discuss their findings, which would then lead into a large group process.
 - a. In reviewing the completed chart, what family structures did you see portrayed most often? Least often? Why do you think this is the case?
 - b. In reviewing the families seen and ways that they acted or communicated, did you find this similar or different to your or other families that you know?
 - c. Did you see any families that had two moms or two dads? If not, why do you think it would be important to show this family structure along with other family structures?
 - d. What do you think it is like for a child who never or rarely sees a family like their own on TV or in the media? Why is it important to show lots of different types of families and families of different backgrounds on TV?
 - e. In what ways will this experience impact the way you watch TV or view movies in the future?

CLOSURE:

Have students imagine that they are a TV Network Executive in charge of programming for a certain channel (you may have to explain what this is). Have them work in small groups to compose a letter to all TV show producers on their TV channel to convince them to include more diverse families in their shows.

EXTENSION IDEAS:

- Assign students with a writing assignment to describe their findings from the assessment chart and to describe the conclusions that they and the class developed through the large group processing.
- Students can continue to develop media literacy skills by creating their own "Viewer Questions" to be used to increase critical viewing skills when watching TV or movies. These questions could be formulated in small groups and/or could include a research component to review various websites related to media literacy in children. (Sites such as the Media Awareness Network (www.media.awareness.cc), Center on Media and Child Health (www.cmch.tv), and the Center for Media Literacy (www.medialit.org) may be of assistance.)
- Extend the viewing assessment to other media content to evaluate portrayals of families, looking at the types of pictures shown and roles of family members presented, etc. Additional content to review might include books, video games, comics, magazines, catalogs, etc.
- Have students create fractions or percentages or develop some other way to visually represent their data on the different types of families portrayed in their assessments and compare and contrast with one another, as well as with U.S. Census information. <http://2010.census.gov/2010census>.

FAMILIES IN THE MEDIA ASSESSMENT

Name: _____

ASSIGNMENT:

Watch TV shows or movies that have families as main characters. Answer the questions below about five different families portrayed in the shows that you watch during the week. If you need more room to complete your answers, please use an additional sheet of paper. **REMINDER:** *Complete one assessment for each show.*

Name of TV show or movie: _____

Describe the different family members (i.e., moms, siblings, grandparents, etc.) _____

Describe the home, neighborhood and/or community of the family _____

Describe the cultural background of the family (race or ethnicity, languages spoken, etc.) _____

Describe how the family talked to and behaved towards one another _____

Describe any other observations about the family _____

LESSON 4:

Respect for My Family...and Yours (3-5)

OVERVIEW:

In this lesson, students will identify the important role that their family members have in their lives and the importance of showing respect for their own and others' families.

WHEN AND WHY TO TEACH THIS LESSON:

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

- Your students are reading books that have family relationships, diverse family structures and other family themes in their story lines
- You are teaching reflective writing and creative expression skills
- You hear or are aware of insensitive or hurtful comments expressed by students about family differences

OBJECTIVES:

Students will:

- Identify the ways in which different family members support their growth and well-being
- Understand the value of respecting their own and other families
- Develop and practice ways to constructively respond to hurtful words or comments and show respect for all families

ESSENTIAL QUESTIONS:

- What is important to me about my family members?
- In what ways do family members take care of one another?
- How can I show respect for my own and other families?

TIME:

2-3 sessions, 30-45 minutes each with time between for completing the individual homework projects

MATERIALS:

none

PROCEDURES:

Part I:

1. Explain to the students that in this lesson, they will be spending time thinking about their own families and how the different members of their family are important to them and why. Share that we all have different types of families—there are family members who we may live with or spend time with and we have family members who may not live with us but who are still important to us in our lives.
2. Ask students to write down the name of a family member who they feel is very important in their lives—this could be a parent, grandparent, aunt, sibling, etc. Try to help students expand their thinking as much as possible about family members. Ask students to write sentences answering the following questions about this family member: (This portion of the lesson could be completed as homework or as an in class writing assignment.)
 - a. What words would you use to describe this family member?
 - b. How does this person show you that you are loved and cared for?
 - c. In what ways do you show this person or another member of your family that you love and care for them?
 - d. What things do you like to do most with this family member?
 - e. What things do you feel this person has taught you? This could include skills, like sports or drawing, but also lessons about how to act or treat others, etc.
3. As a follow-up to the writing assignment above, assign students with the homework assignment of either writing a poem, creating a collage, poster, or video that shares their ideas about why this family member is important to them.
4. Create class time for presentations of the above projects. After students present their projects (which may take several class periods depending on time constraints) engage in a class dialogue about the themes and ideas presented by the students using some or all of the following questions:
 - a. What did you learn about the things that are important to each of you about your special family members?
 - b. In what ways were these things similar and different from one another?
 - c. What do you feel you learned about what family means to each of you? Emphasize the idea that it is not about one type of relationship or that the relationships are all the same, but about the ways that family members help one another, take care of each other and make each other feel about being a member of a family.

Part II:

1. Transition by explaining that while the students have shared how important their families are to them, there are probably times when they may not agree with a decision made in their family or may not like something someone in their family may do. Yet, most of the time they treat their family member with respect and kindness.
2. Ask students to share some of the ways that they show respect and care for family members. Once these ideas have been presented, ask students to expand that idea to how they show respect and consideration for other families? This could be when they visit a friend's house, given a ride to an event or see family members on the playground.
3. Ask students to think about how they would feel if someone said something hurtful or mean about someone in their family or another family. Offer to the students that sometimes people may say something that can be hurtful or may ask a question about a family member or structure that they are not familiar with and that is different to their own. It may be that the other person is trying to understand how that family came together and not necessarily trying to be mean or hurtful. This might be because of physical differences between the parents/guardians and children in terms of the color of their skin or type of hair or because there are two parents of the same gender, or grandmother raising the children in the family. Explain to the students that there are lots of different types of families and it is important to respect all of those families.

CLOSURE:

Conclude by asking students to generate ideas to respond to a hurtful comment or uncomfortable question that they may hear about another student's family or directed at them. Stress the positive and constructive ways that they can respond. Consider charting students' responses and guide them to think about different types of comments that might be raised, such as why family members may look different from one another or that there may be one mom or one dad, or two moms, two dads, etc. Stress that one way of responding is to emphasize that no matter how this family came together that, "This is my/his/her family and that is what matters most." Generate additional affirmative responses with the students.

NOTE: *Be sure that adopted children and/or those who are members of non-traditional families feel comfortable responding to questions or comments that they will likely hear from others. It is important to be sensitive to the fact that such processes as described above may raise discomfort for these students. It is important to make sure that these students do not feel that they have to "teach" their classmates about their family, though some children may be very comfortable doing so.*

Spend time thinking about your students and classroom to prepare for the above portion of the lesson. Consider reaching out to family members to describe the lesson and the intent of the skill-building portion. You may find that family members are great resources in helping to offer ideas and strategies for students' learning and understanding of the diversity of the families around them.



SET THREE: GENDER ROLES AND DIVERSITY

THESE LESSONS WILL HELP STUDENTS:

- Develop an appreciation around individual identity as it relates to societal expectations of gender roles and behaviors.
- Increase their own and others' awareness of assumptions and stereotypes around gender roles and behaviors.
- Develop skills to be allies to others in the face of bias or name-calling related to gender identity or expression.

Elementary educators are presented with teachable moments each day. Those presented below are the kind that may provide a natural entry point for the lessons in this section. As you read these, use the following questions to help you consider how you might respond:

1. What is going on? Think as holistically as possible about the classroom and try to take the perspective of different students in the room. Did all students experience the situation the same way?
2. In what ways might the situation suggest that your students are READY for respect-related learning and how READY are you to engage them in that learning?
3. What learning possibilities and/or learning outcomes does such a moment seem to SET up? How might you use the moment for that learning (either in the moment or soon after)? What learning might result from not seizing the possibilities?
4. How might such learning build upon what students already know and lead them to a deeper understanding and practice of RESPECT?

The Purse Problem

In the dramatic play center, Javier points and laughs at Sean who is busy at play with a purse over his shoulder. "What is so funny over here?" Ms. Abbas asks. Javier replies with laughter, "boys can't wear purses!" "Why not?" Ms. Abbas asks. "Because only girls can wear purses."

Up on the Roof

A group of students are busy at work when a noise is heard from outside. Their curiosity draws them to the window where they see a tall ladder. Immediately they want to know if someone is on the ladder. Mr. Gomez says, "I don't know. Do you think someone is up there?" The students answer yes but they can't see. "Who do you think is up there?" Mr. Gomez inquires. One child says, "A man. He is fixing the roof."

LESSON 1:

That's Just for... (K-2)

OVERVIEW:

Through a cooperative group activity and facilitated role play, this lesson helps students develop an understanding of the negative effects of gender stereotyping and related behaviors.

WHEN AND WHY TO TEACH THIS LESSON:

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

- You hear children express limited attitudes or perceptions about boys' or girls' abilities, interests, opportunities based on their gender
- You observe children enacting play that reinforces limited attitudes or perceptions about boys' or girls' abilities, interests, opportunities based on their gender
- You are planning to assign/read books with story lines that explore a broad range of gender behaviors and experiences

OBJECTIVES:

Students will:

- Explore their own and others' developing concepts about gender roles and behaviors
- Consider the fairness of limiting personal interests and activities based on one's gender
- Develop awareness of the messages they see, read and hear about gender roles

ESSENTIAL QUESTIONS:

- Is it fair to tell someone or be told you cannot do something because you are a boy or a girl?
- Why is it important for girls and boys to be able to learn and explore all sorts of activities and interests?

TIME:

1 session, 30-45 minutes

MATERIALS:

None.

PROCEDURE:

1. Explain to students that you need their help in planning and choosing activities for the school field day or a class “fun day.”
2. Divide the class into four teams of near equal members based on a characteristic other than gender such as birthday months or seasons. Tell them that these will be their teams for the day they are planning. Have students on the same team sit in a designated area of the room.
3. Tell the students that each team will get to choose a name, a color for their team shirt, an activity or game that their team would enjoy playing that day and what other team they would most like to compete with.
4. Give the students time to collaborate on the task and then present their team’s plan to the larger group. As each group presents their plan, choose one piece of the plan to identify unacceptable for that team using phrases like, “Only the ____ team can wear orange shirts” “Only the ____ team is allowed to play that game, your kind of team can’t” “Your team cannot play with the ____ team, only a team like the ____ team can.” “That’s not a name you can use, that name is for a different kind of team.”
5. After all of the teams have presented, highlight how each team had something they could not do. Ask students to think about how it felt to be told you could not do something. Have them share that with a partner and then take a few answers in the large group or share what you heard as students talked to one another.
6. Ask students, “have you or someone you’ve known ever been told that you couldn’t play something, or dress some way, or play with certain friends or that the name they wanted to be called was not right for them?”
7. Ask volunteers to share. If it does not get started, share with students that sometimes you’ve heard a student say to another student something like, “You can’t do that, that’s something a boy does” or “that’s not a girl color.” Ask students “remember how you felt when your team couldn’t do something? I wonder how someone might feel if they were told they couldn’t do something because they are a boy or a girl.”

CLOSURE:

Ask students to consider what they can do to make sure everyone is allowed to do and wear whatever they want or enjoy doing when they are given a choice. Give students examples (or have them think of their own) to role play their responses. Be sure to pair students up in various gender pairings. Make a class list of these strategies to post in the room. If students struggle with this, ask them “What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl?”

EXTENSION IDEAS:

- Provide other examples of how we limit choices based on gender using additional activities or pursuits that are often gender defined, such as types of jobs, household chores, musical instruments, etc.
- Extend the learning by having students read books that are specifically about girls and boys exploring activities or interests that are often not associated with their gender. Have students share with the class what they learned about what boys and girls can do through their reading.

LESSON 2:

Such a Tomboy (K-2)

OVERVIEW:

This lesson helps students develop an understanding of the impact of gender stereotypes as well as how to be a friend or ally to someone targeted with related name-calling.

WHEN AND WHY TO TEACH THIS LESSON:

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

- You observe children express limited attitudes or perceptions about boys' or girls' appearance, interests, opportunities based on their gender
- You hear gender-based name-calling such as "you're acting like a girl" or "why are you dressed like a boy today?"
- You are planning to assign/read books with story lines that explore a broad range of gender behaviors and experiences

ESSENTIAL QUESTIONS:

- Why is it important for girls and boys to be able to express themselves the way they want to in their clothes, hairstyles, activities, etc?
- How can we respond to name-calling or hurtful words that we hear about boys or girls' abilities or appearance?

OBJECTIVES:

Students will:

- Explore their own and others' developing concepts about gender appearance and behaviors
- Understand the harm inflicted by name-calling based on stereotypical ideas about gender appearance and interests
- Explore ways to respond to gender-based name-calling and to support individual identity and expression

TIME:

1 session, 30-45 minutes

MATERIALS:

Internet access and large screen for viewing of "Tomboy." Note: "Tomboy," written by Karleen Pendleton Jiménez and produced and directed by Barb Taylor, can be found at <http://vimeo.com/10772672>. This 13-minute animated video is based on the book, "Are you a Boy or a Girl?" by Green Dragon Press, "Tomboy" explores a day at school for 9 year-old Alex who is teased because some of her classmates think she acts "like a boy."

PROCEDURE:

1. As an introduction to this lesson, and the film, engage your students in a discussion about colors and how they relate to gender roles and expectations using the following questions:
 - a. When baby boys are born, what color do they often wear in the hospital or in the clothes they first wear? What other colors are boys told to or expected to wear?
 - b. When baby girls are born, what color do they often wear in the hospital or in the clothes they first wear? What other colors are girls told to or expected to wear?
 - c. Are there other things besides colors that you think only boys are told to like or only girls are told to like?
2. Explain to your students that they will be watching a short film about 9 year-old Alex called “Tomboy.” Ask students if they have heard the word “tomboy” and to ask them what they think this word means. Ask them to pay close attention to Alex’s feelings throughout the film.
3. After the film, answer any specific questions that your students may have about the story and then lead a group discussion based on the following questions:
 - a. What things did Alex’s classmates think made her look like a boy? In what ways did they think she acted like a boy?
 - b. How did Alex feel when she was teased about looking or acting “like a boy”?
 - c. What did you learn from what Alex’s mom told her at the end of the film?
 - d. Have you ever been told that you couldn’t wear or do something you wanted to because you are a boy or a girl? If so, how did that make you feel?
 - e. Does it really matter what colors kids wear on their clothes? Why or why not?
 - f. How do you think Alex would be treated if she was in our classroom or school?
 - g. If you were in Alex’s class, what could you do if you saw her getting teased?

CLOSURE:

Ask students to imagine that they are an author who has decided to rewrite this story but with a main character of a boy. Ask them to describe what else they would need to or want to change in the story and why. Finally, tell them that as an author it is important for them to be able to describe what their story is about. Have them practice doing this as you listen in on their descriptions and leading the whole group to the understanding that the story is really about how boys and girls can and should be allowed to do the same things.

EXTENSION IDEAS:

- Invite students to draw pictures of favorite TV or storybook characters and dress them in clothes that are different colors and styles from what they would typically wear. Invite students to invent stories with one another about their characters and their new adventures based on changing their usual outfits or clothes. (Examples to get them thinking might include Cinderella in a knight’s armor, Spiderman wearing a magic tiara, Bob the Builder with a cape, Angelina Ballerina playing football , etc.)
- Assign students with the task of asking a family member to share stories of their own experiences with being told they could not do something because of being a boy or a girl.

LESSON 3:

Let's Go Shopping (3-5)

OVERVIEW:

This lesson is designed to help students to identify messages we receive in terms of gender roles and expectations. Through a research assignment, students will develop a lens for recognizing such messages and strategies for identifying when they are being influenced by them.

WHEN AND WHY TO TEACH THIS LESSON:

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

- You observe children expressing stereotypes or biased-attitudes related to appearance based on gender (i.e., teasing a girl for looking “like a boy” or a boy wearing colors that are “girlie” or “sissy.”)
- You are aware and observe the increasing impact of the popular culture and media on your students’ attitudes and understanding of gender roles and expectations (i.e., references to TV shows or video games that suggest boys are to be tough, physical, etc and girls to be focused on clothes, appearance, dancing, etc.)

OBJECTIVES:

Students will:

- Increase awareness of the messages related to gender roles and expectations conveyed in media by popular clothing companies
- Examine the impact of messages related to gender roles and expectations on themselves and others
- Explore how to be allies to others related to individual expression and identity

ESSENTIAL QUESTIONS:

- What messages about gender roles and behaviors are shared in popular clothing and shopping media content?
- Why is it important for print and visual media (TV commercials, shopping advertisements, catalogs, etc) to reflect diversity as it relates to gender differences in appearance and behaviors?

MATERIALS:

Collection of catalogs from various popular kids clothing companies, such as Old Navy, J. Crew, Gap, Abercrombie Kids, Hollister, Halloween Costume catalogs, department stores, and the like.

TIME:

2 sessions, 30-45 minutes each; with a week in between sessions (depending on the assignment format)

PROCEDURE:

Part I:

1. Explain that this assignment will invite students to review clothing catalogs and/or websites. Explain that the purpose of this assignment is to look at the information the companies are showing as it relates to differences between boys and girls in clothing, appearance, behaviors, etc. Explain that this assignment will help them develop a skill called “media literacy.” Help students to define this term and why this skill is important.

According to the Center for Media Literacy, the short definition is “... the ability to access, analyze, evaluate and create media in a variety of forms.” Explain that this skill is important so that we can better understand the information, messages and content that we see in the media. In this case, they will be looking at catalogs designed to get people to buy clothing, shoes, accessories, etc but also offer a lot of information about our society and what is valued and important.

2. Provide students with copies of the Let's Go Shopping Questionnaire on page 47. Review the questions with the students. Depending on how the assignment is being conducted, students should be assigned to small groups, ideally with a mix of gender representation, to review a set of catalogs and work collaboratively to complete the questionnaire and present their findings.
3. Assign either small groups or individuals with catalogs to review. Students should complete a review of 3-4 catalogs in order to compare and contrast findings and have ample information to draw conclusions. It is acceptable to have students or groups review the same companies, but try to ensure a broad range of options.

NOTE: *Teachers should send home the questionnaire with an explanation of the assignment to parents/guardians. This language might include: Our class is exploring messages about gender roles, and the appearance and behaviors of males and females in shopping catalogs. Their assignment is to complete the attached question-*

naire documenting what they see and learn about these portrayals. The purpose of the assignment is to develop media literacy skills while also developing their awareness aware of the images and impressions that occur about gender as represented in the media. If you have any questions, please contact me.

Part II:

After the allotted time has been provided for students to conduct their research, students can be assigned to write a report on their findings, work in small groups to discuss their findings, or convene as one large group to review the information in a collective manner. Regardless of the steps used, ultimately students should be able to compare and contrast what they saw and observed with other students' findings.

CLOSURE:

Conclude the process using some or all of the following questions. Alternatively, these questions can be used to guide students in doing a written summary of their work.

1. In reviewing the information shared, what ideas about boys or girls clothes, looks, and behaviors did you see portrayed most often? Least often? Why do you think this is the case?
2. In reviewing the types of boys and girls images shown, what they wore and/or were shown to like to do, did you find this similar or different to your own likes or experiences? Provide specific examples.
3. Do you think it is important to show different types of girls and boys in looks, appearance, and clothing choices in catalogs? Why or why not?
4. How do you think it might make some people feel if they don't want to dress in the clothes most often shown for people like them?
5. Do you think that people (kids and adults) should dress the way the catalogs suggests that they dress even if they don't really like the colors or styles? Why or why not?
6. What can you say to support someone who wants to dress in colors or styles different than what is shown in the majority of these catalogs?
7. In what ways, if any, will this experience impact the way you look at catalogs in the future?

EXTENSION IDEAS:

- Extend the assessment to other media content to evaluate gender portrayals, looking at the types of images shown and how boys/men or girls/women are presented, etc. Additional content to review might include TV shows, movies, books, video games, comics, etc.
- Add a social justice component to the above by having students strategize ways to share or express concerns over stereotypical images or offerings from the companies that they saw. This might be related to gender diversity but also physical ability, race, ethnicity, etc. Ideas for expressing concerns might be to compose letters to the companies sharing their findings and asking for specific modifications or changes. Generate additional ideas with students.
- Assign students to research the history of clothing trends for men and women. Explore the connections to changes in cultural norms and expectations throughout history, such as during WWII when many women joined the workforce, women's liberation movement, etc and how this impacted dress, hairstyles, etc for men and women.

LET'S GO SHOPPING QUESTIONNAIRE

Your Name: _____

ASSIGNMENT:

Review the assigned catalog and answer the questions on this sheet. Be specific and offer examples as much as possible which could include pictures from the catalog. **REMINDER:** *You need to complete one questionnaire for each company assigned.*

1. Name of Company: _____

2. What products do they sell? _____

3. What colors, patterns and designs were most often used for the boys' products? _____

4. What colors, patterns and designs were most often used for the girls' products? _____

5. In looking at the models used to show the clothing or other products, describe any differences in how boys and girls are shown or portrayed. *(For example, what are they doing, how are they standing or sitting, facial expressions, etc.)*

6. What did you notice in terms of the physical appearance of the girls and boys models used? *(For example, racial, ethnic or other cultural diversity, hair length and/or styles, color of hair and eyes, etc.)*

7. Any other observations?

LESSON 4:

What are little boys and girls made of? (3-5)

OVERVIEW:

This lesson helps students to challenge their own and other's assumptions about gender and gender roles.

OBJECTIVES:

Students will:

- Develop a greater understanding of the ways in which norms and ideas around gender differences have changed over time
- Explore their own and others' assumptions of behaviors and attributes based on gender
- Understand the difference between generalizations and stereotypes

WHEN AND WHY TO TEACH THIS LESSON:

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

- You observe children express rigid or biased-attitudes related to gender and gender roles or identity.
- You observe students making stereotypical statement or observations about groups of people.

ESSENTIAL QUESTIONS:

- What is the negative consequence of making assumptions about individuals or groups based on gender?
- Why it is important to understand the difference between generalizations and stereotypes?

MATERIALS:

None

TIME:

1 session, 30-45 minutes

PROCEDURE:

1. Introduce this lesson by sharing the following nursery rhyme that has been around since the 1820, attributed to English poet Robert Southey:

What are little boys made of?
What are little boys made of?
Frogs and snails
And puppy-dogs' tails,
That's what little boys are made of.
What are little girls made of?
What are little girls made of?
Sugar and spice
And everything nice,
That's what little girls are made of.

2. Ask students if they have ever heard the rhyme before? Solicit a few ideas, reactions from the students and then introduce another version that was written in 1974 by Elaine Laron, which appeared in *Free to Be You and Me*:

What are little boys made of?
What are little boys made of?
Love and care
And skin and hair
That's what little boys are made of.
What are little girls made of?
What are little girls made of?
Care and love
And (SEE ABOVE)
That's what little girls are made of.

3. Ask students for their reactions to the second poem using some or all of the following questions:
 - a. What ideas about boys and girls in terms of their behavior or attitudes are being shared in the first version of the rhyme?
 - b. What ideas about boys and girls are being shared in the second version?
 - c. Why do you think Elaine Laron wanted to write a new version of the poem 150 years later?
 - d. Which rhyme do you like better? Explain why.
4. Offer to the students that the first poem was written at a time when women's and men's roles were very different than today and there was not equality be-

tween them in most societies. Offer some examples about voting rights, employment and education opportunities, etc. to help students understand the historical context of the poems. Transition to the next portion of the lesson by explaining that while attitudes and ideas about boys and girls (and men and women) have changed over time, we still often hear and learn about differences in the ways we think boys and girls should act or behave.

5. To explore this idea further, create a two-column chart either on the board, flip chart or promethean board. Write "We Are Taught That Boys Are..." at the top of one column and "We Are Taught That Girls Are..." at the top of the second column. Ask students to offer their ideas about the physical characteristics, emotions or behaviors that they think of for boys and girls. Explain that there are no wrong answers and that some characteristics may be taught to both boys and girls. As needed, students can be prompted by questions that will help them in this process, such as "What about being physically strong? Which category should this go in?" "What about being able to cry if you are hurt? Can both boys and girls do that?" "How about being smart (athletic, quiet, loud, funny)?"

NOTE: *This activity can also be done by the students independently or in small groups with a large group discussion to follow to share ideas.*

6. After the list is completed, ask the students if they think that the characteristics placed in either the boy or girl category apply to all the boys and girls they know? Or all the grown-up men and women they know? Ask the students if they know the meanings of the words "generalization" or "stereotype"? Explain to the students that while the meanings of these two words are similar there is an important distinction. Generalizations, which are necessary and useful in our lives, help give insight to the tendencies of a particular group of people. A stereotype is similar to a generalization because it also identifies and categorizes the tendencies of groups of people. However, stereotypes are more extreme as they are used to apply the character or behavior to every member of a group. One way

of being able to identify a stereotype is if the word “all” is used to describe the conclusion someone is making. For example, all boys like football or all girls like to play with dolls are stereotypes. It may be that many girls like dolls and many boys like football, but we really cannot say all do. Redirecting the students back to the chart, explain that what they have learned here is that while we may be able to identify characteristics or behaviors that some boys or girls have, we really can’t and should not say that all boys or all girls are a certain way or like certain things. Invite questions from students to help clarify their understanding.

7. Conclude the activity using the following questions:
 - a. Outside of rules for everyone that we must follow who should decide how we ought to act or behave?
 - b. Have you ever observed someone being teased or made fun of because of the way they acted or behaved? Have you ever teased someone for the same reason?
 - c. What could you say or do to respond to someone who might say something mean or hurtful because of how someone is acting or behaving?

CLOSURE:

Have students write their own poems or rhymes about all children and “what they are made of.” Consider posting the original works around the classroom or school.

EXTENSION IDEAS:

- Assign students with interviewing family members about their memories of lessons that they learned about their own gender growing up and ways in which they think these messages were true or not for them.
- Explore other ways in which male and female roles and gender norms have changed over time through an independent research assignment. Topic areas could be a review of changes in professional arenas, such as military, politics, teaching, etc as well as on social/cultural levels, such as sports, fashion, music, and child rearing. Students could explore both progresses in equal access and opportunity as well as disparities that still exist in various arenas.

READY AND SET FOR RESPONDING:

CULTIVATING RESPECT AND INTERVENING IN BULLYING

As adults, we may feel uncertain about how to handle bullying when we see or hear it happening. Or we may respond in ways that do not make the best use of the opportunity to teach a young child or children the difference between appropriate and inappropriate behavior. We could end up inadvertently promoting, rather than reducing bullying. Knowing your school's discipline code is very important. In the absence of a school-based protocol, here are some tips to help respond more effectively on-the-spot and make the best use of the "teachable moment" with all students at school.

WHEN YOU SEE OR HEAR BULLYING

- **STOP IT.** Immediately stop the bullying. Stand between the bully(s) and those bullied, preferably blocking eye contact between them. Don't send any students away, especially bystander(s). Don't ask about or discuss the reason for the bullying or try to sort out the facts now.
- **CITE THE RULES.** Refer to/name the bullying behavior and identify relevant school or classroom rules. Use a matter-of-fact tone of voice to state what behaviors you saw/heard. Let students know what you saw or heard is unacceptable and against the rules.
- **PROVIDE SUPPORT.** Support the bullied child in a way that allows him/her to regain self-control and to feel supported and safe from retaliation. It can be very uncomfortable to be questioned in front of other students, so wait until a private moment to talk to the bullied child about the incident and his/her feelings. If you are not the child's primary teacher, let that person know what happened so they can provide additional support and protection.
- **ENGAGE BYSTANDERS.** Include the bystanders in the conversation and give them guidance about how they might appropriately intervene or get help next time. Don't put bystanders on-the-spot to explain publicly what they observed. Use a calm, matter-of-fact, supportive tone of voice to let them know that you noticed their inaction or that you are pleased with the way they tried to help, even if they weren't successful. If they did not act, or responded in aggressive ways, encourage them to take a more active or pro-social role

next time (e.g., "Maybe you weren't sure what to do. Next time, please tell the person to stop or get an adult to help if you feel you can't work together to handle the situation.")

- **IMPOSE CONSEQUENCES.** If appropriate, impose immediate consequences for students who bully others. Do not require students to apologize or make amends during the heat-of-the-moment (everyone should have time to cool off). All consequences should be logical - that is, connected to the offense, and ideally, students should know what these are in advance. Let students who bully know you will be watching them and their friends closely to be sure there is no retaliation
- **AVOID A "WORKING THINGS OUT" APPROACH.** Do not require the students to meet and "work things out." Because bullying involves a power imbalance, such a strategy will not work and can actually re-traumatize the student who was bullied. It generally does little to improve relationships between the parties. Instead, encourage the student who bullied to make amends in a way (after follow-up with an adult) that would be meaningful for the child who was bullied.

RESPECTFULLY HELPING THE BULLIED CHILD

- **MAINTAIN PRIVACY.** Don't do further damage by lending too much support in public. Youth are concerned about what their peer group sees and knows. It may be more helpful to lend your supportive words and gestures in private.
- **LISTEN.** Spend time with the student. Learn about what's been going on. Get the facts (who, what, when, where, how) and assess the student's feelings about the bullying. Recognize that this discussion may be difficult for the student. Tell him or her that you are sorry about what happened and assure the student that it's not his or her fault.
- **PRAISE INDIVIDUAL COURAGE.** Discussing bullying experiences with others can be quite challenging for students. Let students know how much you admire their bravery and explain how helpful they are being by providing this important information, not only for themselves, but also for the rest of the school.

- **DETERMINE NEEDS.** Ask students what they need to feel safe. Those who are bullied may feel powerless, scared, and helpless. Give students a voice. Follow through to grant their requests, when possible. Emphasize the confidential nature of your discussion, and be clear about who will and will not be given this information.
- **PROVIDE SPACE.** Don't force meetings between students who are bullied and those who bullied them. Those who are bullied may need distance from the offenders. Such meetings can cause much further harm. Forced apologies don't help.
- **OFFER REASSURANCE.** Provide as much information as you can about what your "next steps" are. Information is helpful for the student to regain a sense of safety and control. Urge the student to report any further incidents of bullying, involving the same or different students.

BEYOND THE TEACHABLE MOMENT

The nature of bullying requires efforts that extend beyond the "teachable moment" that may include extensive intervention and/or the delivery of specific lessons such as those included in the *Ready, Set, Respect!* toolkit. Here are some tips on how to approach follow-up and maximize the learning opportunities that teachable moments provide:

- **FOLLOW-UP.** Make sure you follow up with students who have been bullied. Let them know that you are a resource and that you plan to "check in" with them in two to three days, and beyond.
- **ENGAGE OTHERS.** Communicate with colleagues about the bullying incident. Other staff members who have contact with the students who were bullied can also lend support and assistance. Tell them to step up their observations to be sure that the bullying has stopped, and be sure that they communicate progress or further incidents to all the appropriate staff members.
- **INVOLVE PARENTS/CAREGIVERS.** Explore how students' parents may be of support to them. Many children keep incidents of bullying a secret and don't tell their parents. Explain that if their parents know, more support may be available. Talk with parents about your concerns. Focus on observable behaviors and avoid assumptions or perceptions that you or others (including students) may have about the situations.
- **REFER.** Make a referral, if needed. Bullying can be traumatic. Talk with your school counselor about a counseling or mental health referral. Bullying is no longer viewed as a

rite of passage that all children just have to put up with. It is a form of abuse that can cause psychological, physical, and academic problems for children who are bullied.

- **TEACH.** Incidents such as these often signal the need for more specific group or individual learning and the development and delivery of lessons or individual learning plans that may help students gain knowledge and skills around such issues. *Ready, Set, Respect!* includes a set of plans and resources designed specifically for responding to name-calling, bullying and bias. In addition to these lessons, it can be important to structure specific learning opportunities for:
- **BULLIED STUDENTS.** In addition to the support described in this section, some bullied students may need assistance reading or interpreting social signals, practicing assertive behavior, building self-esteem, or identifying friends and classmates who can give them support.
- **BULLIES.** Students who bully may need help taking responsibility for their behavior, developing empathy and perspective-taking abilities, and finding ways to make amends. Individual lessons might focus on helping these students learn how to use power in socially appropriate ways (e.g., focusing their energy on causes they care about).
- **BYSTANDERS.** Bystanders need opportunities to discuss and practice responses outside of the heat of the moment in order to be successful. The more options they have, the more successful they will be.
- **DESIGN INTERVENTION PLANS.** Even if you make good use of the "teachable moment" when bullying occurs, there may be situations that require more extensive follow-up interventions. These can be time-consuming and may not be appropriate in every case of bullying. Some interventions may even require specialized skills or training, so it is important to clarify the expectations of your school's administration in this regard. Work with your principal and school counselor to determine what interventions are needed, who will provide them, and what role parents/caregivers can and should play.

RESPECTFUL RECESS AND PHYSICAL EDUCATION

Recess play time and physical education are integral parts of the curriculum. Not only do they give students the opportunities to learn fundamental movement and fitness skills and enjoy a wide range of motor and fitness activities, these times of day provide opportunities for students to apply and practice those aspects of respect taught in the classroom. Unfortunately, because the majority of the school day takes place in very different setting from those that recess and physical education provide, students sometimes struggle to apply their learning about respect in these spaces. It is important to purposefully assist students with transfer of their learning to these spaces so that they become equally safe, respectful and inclusive for all students.



OUT OF BOUNDS: WHAT TO AVOID

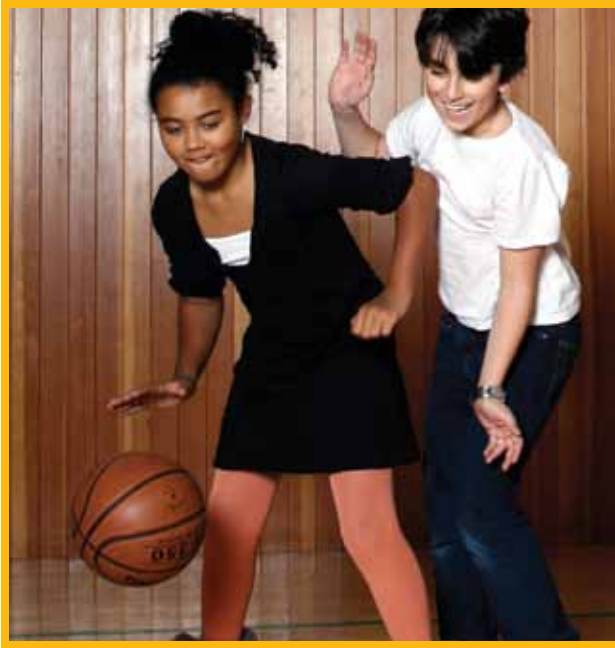
NAME-CALLING, BULLYING OR TAUNTING. When teachers ignore disrespectful talk or engage in disrespectful talk themselves on the playground or in the gymnasium, students assume that name-calling, taunting and bullying are an acceptable part of the climate in these spaces. Physical education and recess times should promote participation of all students in a positive climate.

FREE-FOR-ALL DODGE BALL GAMES OR OTHER PLAY THAT IS AGGRESSIVE. Physical education classes and recess times should include games and activities that are inclusive and physically and emotionally safe for everyone. Free-for-all dodge ball or any game or activity in which the strongest, biggest and most aggressive students dominate at the expense of the participation of other students is not an acceptable instructional or recess activity.

OVEREMPHASIS ON COMPETITIVE ACTIVITIES AND WINNING. Competitive activities have an important place in physical education, but they should not dominate class activities or recess periods. When competitive activities are part of the curriculum, winning should be kept in perspective and students should be taught how to be good sports, win or lose. When competition and winning become the focus in physical education, some students will quickly find ways to avoid or limit their class participation as protection from embarrassment by or ridicule from peers.

PUBLICLY PICKING TEAMS. Though picking teams has been a long-time practice among children on the playground, this often results in the public humiliation of children who are chosen last. Students should be taught other, more respectful ways of dividing themselves for game play in classes and in recess times. Such options as dividing into teams by birthday month or date, sneaker colors, favorite ice cream flavors or other creative ideas can be fun and serve the purpose of dividing students into groups or teams.

DIVIDING STUDENTS BY GENDER. Dividing physical education classes or recess activities by gender for instruction, game



play or open activities is illegal according to Title IX. Moreover this practice is based on gender stereotypes that assume that interest in and aptitude for sport and activity participation and performance are linked to gender. By dividing students by gender, these stereotypes are reinforced rather than challenged. For students who are gender non-conforming, dividing students in this manner places them in a position that calls attention to their gender expression or gender identity in ways with which they may not be comfortable. Educators should monitor these peer divisions to make sure that no students are excluded from participation in an activity because of their gender or gender expression.

GENDER STEREOTYPING. Elementary educators need to make sure that physical activities and sports are presented as appropriate for students of all genders. This is especially important for activities that are strongly gender stereotyped such as flag football or jump rope. If teachers present activities as “boy” or “girl” activities or teachers communicate the expectation that girls or boys will be more interested in a particular activity, it is more difficult for students to make activity choices based on their own interests rather than gendered expectations. This leads students to use anti-LGB name-calling as a way to tell others that they are stepping out of the bounds of gender expectations. Often this name-calling involves anti-LGB words and phrases such as “fag,” “lesbo,” and “that’s so gay.”

WINNING STRATEGIES: WHAT TO DO

CREATE GUIDELINES FOR RESPECTFUL PLAY. Invite Students to Identify Ways They Can Be Respectful in Recess and Physical Education. Post these guidelines in instructional spaces and on the playground. Review them with students at regular intervals. Thank students who are respectful, cooperative and helpful. Remind students who are not that they need to act in accordance with agreed upon rules. Changing the Game: the GLSEN Sports Project offers examples. These can be found at sports.glsen.org.

ACTIVELY MONITOR STUDENTS. Though recess times enable students to choose activities in which to participate, teachers who supervise recess times should provide a range of activity options and actively monitor student interactions during play to assure that recess time is inclusive and respectful for all students.

INTERVENE. Call students’ attention to rules whenever one or more of them fail to abide by them. Good sports behavior in games or other activities is an important goal. When educators fail to intervene in student name-calling, bullying or taunting, students assume this behavior is acceptable.

SET FOR MORE? MULTIMEDIA RESOURCES (K-5)

The themes outlined in the preceding lessons can be introduced and reinforced using a wide variety of books and other multimedia content. There are a growing number of wonderful children's books that address bullying, family diversity and families with LGBT members, and gender diversity. Thus, the list below is by no means exhaustive. Additional resources and ideas for school-wide programs such as No Name-Calling Week can be found at glsen.org

Educators are encouraged to use these and other favorites throughout the year to encourage children's respect and appreciation for individual, family and cultural diversity and to build anti-bias skills and knowledge.

BOOKS:

ANTI-BULLYING:

Bully Blockers Club

Teresa Bateman (K-3)

On the first day of school, Lotty Raccoon encounters Grant Grizzly, the class bully, who taunts her at every turn. Nothing seems to work to combat his bullying, until Lotty comes up with an unusual solution: a Bully Blockers Club.

Chrysanthemum

Kevin Henkes (PreK-2)

A young mouse is teased by her classmates because of her unusual and very long name. Chrysanthemum begins to "wilt" until she and the children learn that a favorite teacher also has a long first name and is also named after a flower.

Goal!

Mina Javaherbin (K-4)

In a township in South Africa, Ajani and his friends have earned a brand-new, federation-size soccer ball. When a crew of bullies tries to steal their ball, Ajani and his friends work together to beat them at their own game.

Just Kidding

Trudy Ludwig (1-4).

With the help of his dad and teacher, D.J. learns how to stand up to his smart-aleck classmate, who takes his teasing too far.

My Name Is Bilal

Asma Mobin-Uddin & Barbara Kiwak, Boyds (3 – 5).

Bilal and his sister transfer to a new school where they are the only Muslim students. After a boy pulls off Ayesha's headscarf, Bilal, with the help of a teacher, finds the courage to stand up to the bullies.

The New Girl ... and Me

Jacqui Robbins (K-2)

When the new girl, Shakeeta, introduces herself by telling the class, “I have an iguana,” Mia is intrigued, but shyness holds her back. When a bully bars them both from playing soccer, the pair strike up a conversation and become fast friends.

One

Kathryn Otashi (PreK-1)

A deceptively simple color and counting book that explores bullying and exclusionary behavior.

Say Something

Peggy Moss (K-5)

A young girl shares experiences of being a bystander to bullying in her school. When the tables are turned on her, she realizes the pain and harm caused — and the importance of being an ally to others.

Stay Away from Rat Boy

Laurie Lears (K-3)

Tyler isn't nice to the other kids and he doesn't care about anyone until he gets to know the class pet, a white rat named Snowball. Tyler tells everyone his new name is Rat Boy! Now all the kids are afraid of him. One day Snowball escapes but who will help Rat Boy find the rat, when he has no friends.

You're Mean, Lily Jean

Frieda Wishinsky (PreK-3)

Carly loves playing in the backyard with her big sister, Sandy. When Bossy Lily Jean moves in next door, she takes over their games and tries to shut Carly out. Carly finds a clever way to get back at her, and Lily Jean realizes she needs to change her ways in order to play.

FAMILY DIVERSITY/FAMILIES WITH LGBT MEMBERS

All Families are Different

Sol Gordon (2-5)

A nonfiction picture book showing that when it comes to families, they are all different. The author touches upon a wide range of family differences and issues including adoption, multiracial families, foster care, religion and same sex headed families.

All Families are Special

Norma Simon (K-3)

When a teacher asks her students to tell about their families, each child speaks of a different configuration - big, small, some who live with a mom and dad, grandparents, two same-gender parents, or stepparents.

And Tango Makes Three

Justin Richardson and Peter Parnell (PreK-3)

The true story of Roy and Silo, two male penguins who share a nest like other penguin couples, and who are given an egg in need of nurturing. The dedicated fathers do a great job of hatching their adorable daughter, and the three can still be seen at the Central Park Zoo today.

Antonio's Card/La Tarjeta de Antonio

Rigoberto and Cecilia Gonzalez (1-4)

Mother's Day is coming soon, and Antonio searches for the words to express his love for his mother and her partner, Leslie. But he's not sure what to do when his classmates make fun of Leslie, an artist, who towers over everyone and wears paint-splattered overalls. This story resonates with all children who have been faced with speaking up for themselves or for the people they love.

Asha's Mums

Rosamund Elwin and Michele Paulse (3-5)

Asha, an African-Canadian girl whose lesbian mums become an issue for the teacher and the curiosity of classmates, responds with clarity and assuredness that having two mums is no big deal—they are a family.

The Different Dragon

Jennifer Bryan (K-3)

Noah and his mom create a bedtime story with a fierce and ferocious dragon. As the story progresses, it turns out that the dragon is upset because he just can't be terrifying anymore, so Noah befriends the dragon and shows him that it's okay for him to be different. Noah has two mothers, who are presented as a normal part of his life, and not the central focus of the tale.

Families

Susan Kuklin (3-5)

This book consists of interviews with the children from 15 different families, including mixed-race, immigrant, gay, lesbian, and divorced, as well as single parents and families for whom religion is a focal point

One Dad, Two Dads, Brown Dad, Blue Dads

Johnny Valentine (K-2)

Two children, one with blue dads and one from a more traditional family, compare their fathers and realize that they aren't so different after all.

The Family Book

Todd Parr (PreK-2)

Celebrating a wide array of family structures and differences, this book also highlights the ways that all families are alike: all like to hug each other, are sad when they lose someone they love, enjoy celebrating special days together, and can help each other to be strong.

Uncle Bobby's Wedding

Sarah Brannen (PreK-2)

Guinea pig Chloe is worried her favorite uncle, Bobby, won't have time for her anymore when he announces that he is getting married to his boyfriend, Jamie. The book is a celebration of family happiness and the special bonds of family members.

EXPLORING NON-TRADITIONAL GENDER ROLES

10,000 Dresses

Marcus Ewert (K-3)

Unfortunately, no one wants to hear about Bailey's dreams of magical dresses. Then Bailey meets Laurel, an older girl who is inspired by his imagination and courage. Working together, they make Bailey's dreams come true.

Ballerino Nate

Kimberly Brubaker Bradley, (PreK – 2)

Nate decides he wants to dance after attending a recital, but his older brother tells him that boys can't be ballerinas. Nate does wonder why he is the only boy in his class, but with his mom's support, Nate perseveres to follow his dream.

Elena's Serenade

Campbell Geeslin (1-4)

In this story set in Mexico, a young girl longingly watches her papa blow into a pipe to create bottles, and dreams about doing the same. Papa disapproves, with comments about her size and gender. Hurt and angry, Elena takes her brother's advice and, disguised as a boy, begins a journey to Monterrey, home of the great glassblowers.

Justin and the Best Biscuits in the World

Mildred Pitts Walter. (3-5)

Justin struggles in his female dominated family, but his cowboy grandfather teaches him that there's more to being a man than riding horses and tending to livestock. This story broadens children's view of gender roles and provides a look at the little-known history of the black cowboys who helped settle the West and create rodeos.

Kate and the Beanstalk

Mary Pope Osborne (K-3)

Kate (instead of Jack) trades her family's cow for magic beans and climbs the beanstalk to find a kingdom in the clouds.

The Manny Files

Christian Burch. (4 – 5)

Matthew, the latest Manny (as he prefers to be called) to the Dalinger family, is an unconventional, joyful, and insightful man. With Manny's help, 3rd grader Keats learns to overcome his shyness, deal successfully with bullies and speak up for what he believes in.

My Princess Boy

Cheryl Kilodavis (K-2)

Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy. This is a story about unconditional love and acceptance.

Oliver Button is a Sissy

Tomie dePaola (PreK-2)

Even though Oliver doesn't win first prize at a talent show, his parents and classmates cease their jeering of his "sissy" pursuits.

Paperbag Princess

Robert Munsch (K-2)

A dragon smashes beautiful princess Elizabeth's castle, burns her clothes, and prince-naps her fiancé Ronald. Wearing a large paper bag, she sets off to slay the dragon and bring home her cherished prince. Upon his rescue, the Prince Not-So-Charming criticizes Elizabeth for her appearance and they do not live happily ever after.

The Sissy Duckling

Harvey Fierstein (K-3)

Elmer, who likes to bake and put on shows, is not like the other male ducklings. When they call him a sissy, his mother insists that he is simply special but his father is embarrassed by him. When his father shot by hunters, Elmer rescues him and nurses him back to health, leading his father to boast about his son's bravery and loyalty.

Tomboy Trouble

Sharon Dennis Wyeth (2-3)

The kids at her new school don't know what to make of her; she is repeatedly mistaken for a boy. With the help of a friend, she proves she's her own kind of girl!

MUSIC AND VIDEO:

Free to Be You and Me (K-3)

The 36th Anniversary Edition, released in 2010, offers book, DVD and CD formats of positive, life-enhancing messages about growth and change. This ground-breaking material explores children's authentic experiences, their dreams and concerns, and their fears and fantasies.

It's Elementary and It's Still Elementary (K-12)

It's Elementary was the first film of its kind to address anti-gay prejudice by providing adults with practical lessons on how to talk with kids about people who are gay. The video shows that children are eager and able to wrestle with stereotypes and absorb new facts about what it means to be gay or lesbian. It's Still Elementary revisits the students and teachers from the original film and explores the profound impact of using film as a tool for social change. www.groundspark.org

That's A Family (K-8)

The video That's a Family! and the accompanying teacher's guide introduces young students to family diversity in a responsible and engaging way. Students learn that families are not defined by race, blood relations or sexual orientation, but instead by love, respect and comfort. www.groundspark.org

Walk This Way (3-5)

Each of the three videos in Walk This Way features young people relating personal stories of their struggles to overcome challenges and learn more about tolerance and diversity. This flexible curriculum expands on topics of race, gender, language, appearance and ability through a mixture of individual reflection, classroom discussion and creative activity. A teacher's resource binder is included. Distributed by Human Relations Media. www.hrmvideo.com

We Are Family: A Musical Message For All (PreK-1)

A "multi-species" musical lesson in tolerance and diversity. This DVD has all the cartoon favorites of young children promoting the values we all hold dear. Join SpongeBob SquarePants and all his friends and sing along. Includes a curriculum guide. Free for educators. www.wearefamilyfoundation.org

ABOUT OUR PARTNERS



Founded in 1926, **The National Association for the Education of Young Children (NAEYC)** is the world's largest organization working on behalf of young children with nearly 80,000 members, a national network of more than 300 state and local Affiliates, and a growing global alliance of like-minded organizations. NAEYC recommends the following additional resources as complements to the *Ready, Set, Respect!* toolkit:

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (3d ed.)

Carol Copple & Sue Bredekamp, Eds., Washington, DC: NAEYC, 2009

Based on what research says about child development, learning, and effective educational practices, as well as what experience suggests about teaching intentionally, DAP articulates principles that should guide teachers' decision making when working with young children, birth through age 8.

Anti-Bias Education for Young Children and Ourselves

Louise Derman-Sparks & Julie Olsen Edwards, Washington, DC: NAEYC, 2010

This book's practical guidance will help you to confront and eliminate barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity and to find tips for helping staff and children respect each other, themselves, and all people.



The **National Association of Elementary School Principals (NAESP)**, founded in 1921, is a professional organization serving elementary and middle school principals and other education leaders throughout the United States, Canada, and overseas.

NAESP was a founding member of a coalition of organizations that helped to create GLSEN's **No Name-Calling Week** initiative, an annual program that focuses attention on name-calling in schools. In 2007, NAESP collaborated with GLSEN to create several No Name-Calling Week lessons for elementary schools.

NAESP's **Best Practices for Better Schools™** is an online publication series intended to strengthen the effectiveness of elementary and middle-level principals by providing information and insight about research-based practices (such as those focused on anti-bullying efforts) and by offering guidance for implementing them in schools.



The Gay, Lesbian & Straight Education Network

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