

## **“General Preview of LGBT Lesson Plan themes”**

**By Robben Wainer**

This document is designed to highlight effective strategies for teaching an LGBT curriculum to an entire class regardless of sexual orientation or preference. While a complete lesson plan is not provided the general discussions I outline are focused on the goal of increasing school safety from LGBT Bullying through the process of conscious awareness of the discrimination, and hatred that have victimized the LGBT population. In an interesting comparison of the African American Civil Rights movement with the LGBT civil rights movement, it may be of value to note that while we do not categorize the LGBT homophobia and victimization to an LGBT race we do attribute this need for equality to the LGBT sex. That issues of gender and tolerance are needed to increase the prevention of hate crimes and the spread of homophobia from ever reaching the point that it has in history. My philosophy is that it is time to make this antagonizing assault and fear of Lesbian, Gay, Bisexual and Transgender equality a place in the past history of our civilized country, by teaching the students of our schools the vast significance of assimilated roles of LGBT individuals, and assimilating this awareness of diversity with a greatly upheld level of acceptance and tolerance.

### **Lesson Plan Theme A: LGBT Mentoring**

Describe an LGBT mentor you may have had, who was someone you might feel was unlikely to provide moral support as an example. Describe the issues you were having with homophobia, and LGBT acceptance and what this Mentor did to provide you with insight as to gender roles, sexual orientation and preferences. Describe how this has helped you to resolve the conflict you were having at the time.

Mentorship is not a clear cut definitive role. This Lesson Plan theme includes the understanding that the conflict was an LGBT issue most likely surfacing from an act of bullying. The mentor in discussion was a homosexual, but one who the student may not have expected to serve as a role model. By discussing this initiation into homophobia as a pervasive negative influence the establishment of a learning experience based on the example set by a homosexual, may foster the potential for acceptance as an experience that was supported by an emotional reinforcement that had opened the doors to self perception, awareness and questions of values the student may have had of themselves.

### **Lesson Plan Theme B: Famous LGBT figures in History**

The class is provided with a list of famous LGBT figures in history, with a brief outline of the contributions they have made in society. A suggested list may include this link at: [www.safeschoolscoalition.org/herorolemodelcards.pdf](http://www.safeschoolscoalition.org/herorolemodelcards.pdf) . Utilizing the brief description on a list such as this, the student will construct a Biographical research document that outlines the highlights of this figures career. What their main struggle was, the contributions they have made, and how the student feels this figure contributed to LGBT equality.

By familiarizing each student with at least one LGBT famous figure in History, each student in the class will know of at least one homosexual who had contended with discrimination and bullying, and who responded by rising above this prejudiced to eventually overcome this stigmatization. This lesson in character can influence, inspire, educate and foster the potential for growth, and a learning experience, by understanding the key issues that a figure has working against them, and how as a homosexual they were able to stand for what they believe in to proceed to make contributions to our society that may not have been made otherwise.

The student will be writing a brief documentary that will outline the figures life. This ability to depict the LGBT issue and struggle this figure faced will open doors to an awareness of how there are heroes emerging everyday who have to contend with issues of discrimination, but who are rising above to make their contributions known, and their voice in the LGBT movement for equality heard. Thereby, creating for the student a role model of influence who was instrumental in forming a perception of the contributions of the LGBT community, and what it means to rise above unfair discrimination.

### **Lesson Plan theme C: History Lesson**

In covering the subject of World War 2 and the genocide that took place, discuss the pink triangle victims of the holocaust who were murdered for having a homosexual orientation.

In a discussion about Ethics have the student research one issue that is being decided upon by our government in terms of LGBT immigration and the issue of asylum to LGBT documented and undocumented immigrants. Discuss the difference in same sex marriage equality amongst citizens and LGBT immigrants.

This Lesson plan theme can be expanded to include historical comparisons of LGBT genocide to African American slavery. While discussing the two issues together can be used to help further a debate amongst classroom students about what they know about the nature of LGBT hatred, and the message that is being sent by international governments such as those in South Africa, and those in the USSR.

The students will discuss current events of the actions that have been taken by the US government, and other organizations like Amnesty International which are struggling to insure the complete legalization of LGBT equality, and who are advancing methods to insure the homophobia by government never reach the level of hatred it had by such regimes as led by Adolf Hitler and Nazi Germany.

## **LGBT Lesson Plan Theme D: LGBT Story Telling**

The class will write a brief short story with a beginning, a middle, and end that describes at least one LGBT experience they have had, witnessed or observed. The student will depict the feelings and conflicts of this experience, and any theme or moral they have learned in the telling of the story.

The students will choose amongst themselves who will present their story as a finely crafted example of how an LGBT experience or a member of the LGBT community has touched their lives profoundly. They will describe how any experience of homophobia would only serve to take away from the experience and make the conflict that is being resolved escalate.

The students will then choose amongst themselves the story or stories they would like to role play as a fine example of clear and concise language, and finally in a form of theater, act the role on a platform of the LGBT story that has been chosen to be seen.

While no website is provided here, LGBT digital storytelling can be found on a number of websites that can be served as a method of composing these stories.

As a Lesson in English Literary Storytelling, each student as an author of a story will relate an LGBT experience that speaks against homophobia, and will be utilizing instruments of Language, Genre, Character, Setting, and Plot, in a way that is expository and compository in that the author will be providing as evidence how they feel they have benefited by, and what they have gained through this LGBT experience.

### **Conclusion**

This brief description of general LGBT Lesson themes was designed to cover methods that have been, and are being used in schools presently. The purpose of this document is that only by teaching the student's equality and anti homophobia hatred, will they begin to understand the implications of this

victimization cast onto a minority based on their sexual orientation. By participating in interactive methods that demonstrate LGBT awareness, the students will turn from their own closets of immorality to be examples of those who can demonstrate that LGBT rights are Human Rights, and that one goes hand in hand with the other as an undeniable truth.

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