



Game Changer

Activity 1

1. *Fill* in the blanks.

During this short film, LaGOLDA and the team are on a mission to _____ up a very _____ school property and prepare the _____ field to be used again. One of the students at that _____ is gay (lesbian) and her classmates have been treating her _____ and unkindly.

Word Bank: unfairly school clean littered soccer

Let's see what else you've learned from this short!

2. Break up into pairs/small groups. *Name* as many of the terms you can remember in this acronym. Discuss what you think each term means within your small group. It's ok if you don't know, we'll all review together!

L-

G-

B-

T-

Q-

3. Why are some students mistreating Ryan? *Check* all that apply.

___ Because of her name.

___ She looks different.

___ She "acts like a boy".

___ She wears dresses.

___ She likes soccer.

___ She dresses "like a boy".

___ She likes girls.

___ She's gay.

4. What does the rainbow flag represent?

- A. Unicorns
- B. Colombia
- C. The LGBTQ community
- D. Science

5. Name calling isn't kind. Which words have you heard kids use to hurt other people's feelings? *List* as many as you can think of.

_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Kindness spreads like a ripple from a pebble dropping into a pond. Can you picture that? *Draw* a dot in the middle of this space and draw circles around it. Think about your friends and family and write kind words to describe them on those lines.

7. How do the kids in this episode show Ryan that they appreciate/like her just the way she is? *Discuss.*

8. How did the principal of the school react towards Ryan? *Circle* all that apply.

- a. He showed lots of respect for her by accepting her for who she is.
- b. He hurt her feelings by taking down her artwork submission because it had the rainbow flag on it.
- c. He tried to encourage the other kids to show kindness toward Ryan.
- d. He ignored the issue of bullying that was happening in his school.
- e. He had a meeting with the kids to discuss acceptance and kindness towards all people.

9. What does it mean when someone is gay/lesbian?

- a. A boy who dresses like a girl.
- b. A girl who has short hair and wears "boy clothes".
- c. A man who loves another man; a woman who loves another woman in a very special way and may start a family together.
- d. A man who likes likes to sing and dance but doesn't like sports.

10. When you use the word "gay" to mean something is bad or stupid, that is hurtful. *Discuss* as a class why it's hurtful. Whose feelings could you be hurting? What else can you say if you don't like something or someone?



Activity 2

I will read these sentences aloud. You close your eyes, or put your head down, and just notice how you feel as I read them. I will pause for a moment after each sentence. There are no right or wrong feelings. Just notice how you feel.

If your teacher told you he/she was gay/lesbian, you would...

If your best friend had two dads, you would...

If one of your friends, who is of the same gender as you, told you they "liked" you, you would...

If you saw two women kissing on the lips, you would...

If a boy came into class wearing a pink shirt that your sister has, you would...

If a TV show came on that showed a family with two dads and a baby, you would...

If you saw two men holding hands as they walked down the street, you would...

If you saw two boys in your class playing with dolls at recess, you would...

If a girl in your class came into school with a "boys" haircut, you would...

If you heard kids calling your friend "gay", or "sissy", or "weird", you would...

Explore student's feelings with them. Remind them that their feelings are ok and that if they didn't like the way they felt as they thought about these possibilities, that feelings change. Students should know that their school a safe place to talk about LGBTQ issues and that if they have any questions, they can ask in the group or privately.



Activity 3- Guided Imagery

Close your eyes. Imagine that you have met the perfect friend...a best friend, your most favorite person in the world. You love spending time with them...they make you laugh...you have lots of fun together...you feel happy when you are together. You are sad when you are away from this person for a long time, when they go away on vacation, when you don't have any play dates scheduled, when they are absent from school. You are totally and completely content and happy when you are together. You hope you and this friend could be friends forever and could imagine growing up together and growing old together.

There is only one catch though...you can't tell ANYONE about this friend!! You can't bring this person home to meet your parents and family, and you can't tell any of your other friends about this person. You have to hide your friend from others and can only spend time together when you're alone.

Think about how this would make you feel? How does this make your "special friend" feel? What do you do? It doesn't feel fair that you can't be open about your friendship, that you can't just BE together because you love to be together. Why should you have to HIDE?

FACILITATORS NOTE: *This should be read out-loud to the group. This exercise is simply to get the kids to think about what life is like, everyday, for someone who may associate themselves as gay, lesbian, bi-sexual, or transgender. You should facilitate this through conversation about how difficult it might feel to hold a secret like love for someone you're not "supposed to" love.*

*Exercise adapted from the University of Southern California's Lesbian, Gay, Bisexual, Transgender Resource Center- Imagine This



Activity 4

DO SOMETHING FUN WITH YOUR STUDENTS!

Lighten up this topic and demonstrate that diversity is FUN! Choose one or more art activity to do with your students. Create a bulletin board or a space in your classroom to display the colorful, rainbow colored projects. Don't wait until June (Pride Month)!

https://www.huffingtonpost.ca/entry/rainbow-craft-ideas_ca_5cd555b8e4b07bc729771857

<https://equalli.com/blog/27-gay-crafts-celebrate-lgbt-culture-history/>

<https://www.teacherspayteachers.com/Browse/Search:lgbtq%20bulletin%20board>



RESOURCES

<http://www.welcomingschools.org/pages/be-prepared-for-questions-and-put-downs-about-gender/>

<http://www.welcomingschools.org/pages/what-does-gay-mean/>

<http://www.welcomingschools.org/resources/challenging-questions/>

<https://www.hrc.org/videos/join-jazz-jennings-and-hrc-for-a-reading-of-her-book-i-am-jazz>

<https://thesafezoneproject.com/teach/>

<https://www.pragmaticmom.com/2017/02/10-lgbtq-childrens-books/>

Book recommendations to include in your classroom library. Mostly for grades K to 5:

- *All Are Welcome* by Alexandra Penfold and Suzanne Kaufman
- *Julián Is a Mermaid* by Jessica Love
- *Pride: The Story of Harvey Milk and the Rainbow Flag* by Rob Sanders
- *Queer Heroes: Meet 52 LGBTQ Heroes From the Past and Present* by Arabelle Sicardi
- *Pink Is for Boys* by Robb Pearlman
- *A Family Is a Family Is a Family* by Sara O'Leary
- *George* by Alex Gino
- *The Boy and the Bindi* by Vivek Shraya