

Queer, Trans-Affirming & Collective Value
Wednesday

Before You Begin

The work of empowering and centering the voices of Queer and Trans people of color in our classrooms and schools is an evolving process that requires consistent reflection, engagement of all staff and students, and resources. These materials are meant to be used to start, continue, and build on the conversations that you are already having.

Please make sure you can explain the meaning of the vocabulary words listed below.

Make sure that you understand that “The Gender Spectrum” refers to the idea that there are many **gender identities (female, male, transgender, etc.).**

Content/Goal

Students will think deeply through the concept of “collective value” and the impact/importance of inclusion and empowerment of all identities.

Students will consider the impact/importance of erasure of queer and trans people of color from historical and current narratives.

Students will lift up the work of queer and trans people of color in movements for social resistance and social justice.

Intersectional identities impact Black trans and queer individuals in specific and unique ways.

Key facets of identity—like **gender**, social class, **age**, sexual orientation, race and ethnicity, religion, **age** and disability—play significant roles in determining how we understand and experience the world, as well as shaping the types of opportunities and challenges we face.

Standards

Identity 5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both

Identity 1 ID.6-8.1 I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.

Identity 3 ID.6-8.3I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.

Identity 4 ID.6-8.4 I feel good about my many identities and know they don't make me better than people with other identities.

Materials

[Black Self White World by Jabari Lyles \(9:12 YouTube video\)](#)

Vocabulary

Gender identity: One's concept of self as male, female or neither (see "genderqueer"). A person's gender identity may not align with their sex at birth; not the same as sexual orientation.

Internalized Racism- The personal conscious or subconscious acceptance of the dominant society's racist views, stereotypes and biases of one's ethnic group. It gives rise to patterns of thinking, feeling and behaving that result in discriminating, **minimizing**, criticizing, finding fault, invalidating, and hating oneself while simultaneously valuing the dominant culture.

LGBTQ- Lesbian, Gay, Bisexual, Transgender, and Questioning or Queer

Transgender: A person whose gender identity differs from the sex they were assigned at birth. **Cisgender:** A person whose gender identity aligns with the sex they were assigned at birth.

Gender role: The social behaviors that culture assigns to each sex. Examples: Girls play with dolls, boys play with trucks; women are nurturing, men are stoic.

Intersectional Identities Theory- asserts that people are often disadvantaged or privileged by multiple sources: their race, age, class, gender identity, sexual orientation, religion, and other identity markers.

Learning Plan

Please read the vocabulary words and their meanings to the students.

Teacher: Gender is a spectrum. “The **Gender Spectrum**” refers to the idea that there are many **gender** identities (female, male, transgender, non-binary, gender fluid, etc.).

Tell the kids that there are people that do not conform to narrow gender norms.

Say, Most history books share primarily facts about and from White cisgender people. Cisgender people are people whose gender identity aligns with the sex they were assigned at birth. There are also cases where a person full identity (race or sexual orientation may not be included in their story. E

After each question, give the kids a few seconds to think about their answer.

Have you ever thought how it would feel to be expected to act/look a certain way because of the sex that you were assigned at birth?

How might it feel to to think less of yourself and to begin believing the racist views that people share.

What if the sex that you have a ssigned doesn't match how you feel?

How might a Black member of the LBGTQ community feel about not seeing members of the LBGTQ community represented in school or the community?

We need to learn stories about Black LBGTQ members. Black members of the LBGTQ community are a multiply marginalized population subject to microaggressions associated with both racism and discrimination on the basis of sexual orientation.

Before you watch Black Self White World, I want you to write down your identity list. Then write how you would feel if your identity was never mentioned in school or at home.

Next, you will watch Black Self White World.

https://www.youtube.com/watch?v=HF5K3J_Z8nk **After** you watch the video, I want you to

write your response to the following question.

What are the relationships between Black, Trans and Queer identities and how people with those identities experience the world. You can share personal experiences. Try to use at least three of the vocabulary words in your response.

The educator can create space for students to share if students choose to share. Set norms for safe space discussion prior to sharing.

If pacing allows, a second video, A [Black Trans Woman's Journey to Joy](#) (First Person Series on PBS) can also be shared. It will add a second yet aligned perspective while bringing a Black Trans voice into the space.

In closing it is important to remember that overlapping identities combine to make us who we are. The identity of one group is not more important than the identity of another group. It is important to include and value the identity of every group, especially Black members of the LGBTQ community.

Exit Slip/Project/Performance -What are the relationships between Black, Trans and Queer identities and how people with those identities experience the world. You can share personal experiences. Try to use at least three of the vocabulary words in your response.