James Wheeler

**Middle School (6-8) Special Education Mini-Lesson**

**Objectives**

-       To have a discussion about bullying.

-       To raise awareness among students about the presence and consequences of anti-GLBTQ bias and behavior.

-       To have students reflect on remarks made towards them that have affected them emotionally, academically, their self-esteem, etc.

-       Students will understand how common vernacular can be damaging, even if it is unintended.

**Snappy Launch**

From ThinkBeforeYouSpeak.com:  “Lesbian, gay, bisexual and transgender (LGBT) teens in the U.S. experience homophobic remarks and harassment throughout the school day, creating an atmosphere where they feel disrespected, unwanted and unsafe. GLSEN’s 2007 National School Climate Survey found that three-quarters of LGBT teens hear slurs such as “faggot” or “dyke” frequently or often at school, and nine in ten report hearing anti-LGBT language frequently or often.”

**Activities**

\*This type of discussion will hopefully be part of an anti-bullying program in the school I work in, but if not, it will be a useful mini-lesson that can be visited and revisited throughout the year.

1. I will show this brief video: [Think Before You Speak](https://www.youtube.com/watch?v=Nasp3euSqjM) and a Powerpoint about bullying and the use of homophobic remarks.
2. I will introduce these homophobic words that students use in their vernacular that often has unintentional effects as well as substituted phrases that are unconventionally deragatory in place of the word gay (as in "That's So Gay"):
3. We will have a class discussion about what these images mean to them.
4. Students will be given an assignment in which they briefly (in bulleted form) discuss 3 or more instances where they have used derogatory language that is offensive to some whether intentional or not.  Students will also be required to provide 3 or more instances where they were the victims of verbal harassment and how that made them feel.  Lastly, they will be required to take the derogatory remarks they discussed and reword them, or change the verbiage completely, to be more appropriate.

**Assessment**

-       Student provided at least 3 bulleted instances when they have used inappropriate homophobic remarks – 3 points

-       Student provided at least 3 bulleted instances when they have had homophobic remarks directed at them and how that made them feel. – 3 points

-       Student provides “new” ways of saying the same thing in an inoffensive way. – 4 points

\*Total Possible = 10 POINTS