



Expanding Your Knowledge Like a Girl

Objectives:

- Girls will be able to define and understand concepts related to LGBTQ identities.
- Girls will know the appropriate and inappropriate conversations surrounding these topics to better navigate future interactions and respect those around them.
- Girls will be able to know the difference between myth and fact surrounding LGBTQ concepts
- Girls will be given the opportunity to explore their own identities.

Lesson Plan:

- Icebreaker (5 minutes)
- Introduction: Talk on respect (10 minutes)
- Activity: Identity Wheel (10 minutes)
- Activity: First Impressions (10 minutes)
- Break (5 Minutes)
- Activity: Privilege for Sale (20 minutes)
- Introduce final Project (5 minutes)

Review Previous Materials: (5 minutes)

- What are your biggest pet peeves?

Introduction: Respect (10 minutes)

- Facilitators should create an anonymous survey to make sure that girls feel comfortable to ask questions before getting started and ensure that they are addressed at the next meeting based on anything that has been covered so far.
- Facilitator should read the following directions or some variation.
- “Today we will be talking about a topic that may be sensitive for some people in this class. While we should always have respect for one another, today it is extra important. I want to go back to the expectations we had at the beginning of this class

and ask you to remember them today. We are a group of strong, amazing, girls and we should treat each other the same way.”

- Have the girls repeat the following phrases or create phrases of their own:
 - I show respect by listening attentively and not interrupting.
 - I show respect by not making rude comments about anything we talk about.
 - I show respect by being positive and encouraging.
 - I show respect by not laughing or making fun of these topics.
 - I show respect by being willing to change my perspective and having an open mind.
 - Before the class takes a break encourage the girls that if they are nervous to talk about LGBTQ topics to come and talk to you. This allows the opportunity for the facilitator to be more sensitive or attentive to various people in the class.

Activity: Identity Wheel (10 minutes)

Materials:

- Identity Wheel Activity Sheet

Facilitator Notes:

- Students may have questions about the relevance of this activity, and what different identities mean. For example, students may not understand the difference between “sex” and “gender” or “ethnicity” and “race”. Be prepared to discuss these nuances, and assure participants that this activity is important because 1) we are empowered when we understand ourselves and 2) our community is empowered when we understand one another.

Objectives:

- Participants will identify their social identities, and reflect on how these become more or less keenly felt in different social contexts.
- Participants will reflect on how privilege operates to normalize some identities over others.
- Participants will become more aware of the identities they share with their peers and the diversity in the group, fostering a sense of community and empathy.

Procedure:

1. Explain what social identities are and how they are different from personal identity: “While personal identities are the things that make us unique from other people, the term social identity refers to the social groups we belong to, like race, gender, and religion. In this activity we are going to explore our social identities.”
2. Instruct participants to fill out the wheel, giving definitions as needed/desired. For students new to the topic, it can be overwhelming to try to grasp new terms and complete the wheel. It may be ideal to let participants use whatever definitions they already know to complete the activity. (5 minutes)

3. Debrief
 - a. What did it feel like to complete this activity?
 - b. Was there anything surprising or uncomfortable?
 - c. What identities do you think about the most? The least?
 - d. How do your social identities play a role in who you are as an individual?
 - e. How do your identities influence how you interact with others?

Activity: First Impressions of Trans* People (10 Minutes)

Materials:

- First Impressions Activity Sheet

Facilitator Notes:

- This activity helps participants begin to reflect on their experiences and socialization around trans* identity and people.
- The activity can be effective at contextualizing the importance of the workshop or talking openly about these issues (and how often rare that open conversation can be). As well as how change and growth have already happened for your participants around trans* issues and identity.
- Participants sharing about their past (or present) views can expose prejudice. While some prejudice being named isn't inherently a bad thing, too much is unproductive to the learning outcomes. Try to invite shares from participants from a variety of views and perspectives. Keeping the debrief on the shorter side does not negatively impact the goals and will help you manage the feelings that may come up for folks.
- Depending on your group, the words transgender, genderqueer, and/or cisgender might be completely new and/or hinder participants from answering the questions and having time to reflect on those thoughts because they will instead be focused on those new words. You could always remove the words genderqueer and cisgender if you want to introduce those words later in the project, or briefly go over vocabulary before step 2.

Objectives:

- Participants will reflect upon their first impressions with trans* people and identity.
- Participants will reflect on how their understanding of trans* people and identity has changed over their lifetime.
- Participants will have an opportunity to hear how diverse the group's experience with trans* people and identity are.

Procedure:

1. Provide directions for the activity and assure participants that this activity is primarily reflective and they won't be asked to share anything they don't want to.
 - For example, "We are going to do a reflective activity called First Impressions. We're going to give you a few minutes to think on and write some answers to the list of questions on this sheet. These questions are for your reflection, we aren't going to collect your sheets or have you pass them to the person on your right, or anything of that nature. If there is any question you're struggling with skip it and we'll come back to it at the end of the activity. We'll

give you a few minutes here to answer the questions and then bring it back to the big group.”

2. Give participants time to reflect and fill out the First Impressions Activity Sheet (3-5 minutes). Remind them that these are personal reflection questions and are not necessary to share with the group unless they feel comfortable.
3. Move into the debrief questions.
 - What was it like to do that activity?
 - Does anyone have an experience that was significantly different that they'd be interested in sharing?
 - What about question 3, would anyone share how their understanding of trans* issues and identity have changed over time?
4. Wrap-up the activity.
 - The highlight for participants that each of them has likely has shifted their understanding of trans* people and identities over the course of their lifetimes and that this workshop may or may not also shift their understanding of trans* people and identities.
 - Often there is a mention of language and/or public conversation that has shifted over the course of someone's lifetime and you can call back to this mention in order to create a seamless transition into the vocabulary.

BREAK

Activity: Privilege for Sales (20 Minutes)

- *Materials:*
 - *Scrap Paper*
 - *Privileges for Sale Handout*
- The facilitator will write different dollar amounts of money between \$300-\$1400 on the scrap paper — one piece per group.
- Break participants into small groups, ideally no more than 4 people.
- the directions:
- “On your sheet, there is a list of privileges, for the purposes of this activity, you do not have any of these privileges. We have removed of these privileges and you, as a group, need to buy them back from us. Each privilege costs \$100. One of us is going to come around in a moment and give an amount of money to each group. That is the amount of money that you as a group have to spend. We will give you a few minutes to talk together and decide what privileges you'd like to buy. After we're going to come back to the big group and debrief.”
- Check to see if the group has any questions on the directions.
- Pass out dollar amounts for the different groups on scrap paper.
- Give the groups approximately 5 minutes (giving them a “half-way” / 2-minute warning) to discuss and decide which privileges they would like to buy.

- Debrief the activity as a whole with the group.
 - What was this activity like?
 - How did this activity make you feel?
 - For some people, this is a new experience because they've never thought of privilege in this way, or in a list form like this.
 - It can sometimes be a deeply triggering or frustrating activity because perhaps you don't have access to a lot of these privileges and seeing all of the privileges in a list can be challenging.
 - For others, it can be deeply moving/emotional because they've never thought of all the privileges that they do have before. This can bring up feelings of guilt or even feelings of shame for taking things for granted.
 - How did you go about picking privileges?
 - Some groups go democratic of everyone gets to pick one privilege. Groups with less money often don't have the opportunity to go that route.
 - Sometimes different amounts of money change our priorities. Often times groups with less money will make different decisions than if that same group had had more money.
 - Often times conversations about values and about life goals come up when folks begin picking privileges.
 - What on this list surprised you?
 - A lot of times people don't realize all of the privileges that they take for granted. And that's often because privilege is invisible to those of us who have privilege it.
 - Sometimes people mention that they'd never thought of what it would actually be like not to be able to use a public bathroom without threat or punishment. It is interesting to think about that conversation from a personal perspective rather than as a political issue.
 - Why do you think this activity is called "Privilege for Sale" instead of "Heterosexual Privilege for Sale" or "Cisgender Privilege for Sale?"
 - While some of these privileges may apply to sexuality or gender they may also relate to race, class, ability, or even religion. We are all likely approaching it from a lens of gender and sexuality because that's what we've been focused on today but a lot of different marginalized experiences/identities apply to this list.
 - Why do you think we choose money? We could have easily said that each privilege was worth a token and you have 5 tokens, what does money represent?
 - When you have more money you can actually buy privileges, you can move to new locations where some of the social privileges may be

more easily accessed or you can hire a lawyer to manage adoption paperwork for instance.

- Money is a form of privilege. When you have money you may not be as concerned that you could lose your job or maybe rejected from housing.
- We take money very seriously and we understand how it can affect our decision-making processes.
- Why do you think we gave groups different amounts of money?
 - Sometimes you can think that you only have \$500 until you realize that someone was less privileged than you and then all of a sudden the \$500 feels differently.
 - It can create animosity between groups even though the groups were simply assigned the money and it was really the facilitators who should be receiving the animosity.
- What have you learned from this activity?
- How does this activity and what you're learning from this activity translate into your job or work?

Week Wrap-Up/Final Project Introduction (5 minutes)

- How did the activities today make you feel?
- Do you think that this is something that our greater society should speak about more often?
- *(Optional)* Invite girls to participate in a final project where they can create anything of their choosing to show what they have learned throughout the entire project.
 - This can be photography, drawing, dance, or anything that the girl wants to do to show her creativity and understanding of the material that has been gone over.

Parent Email

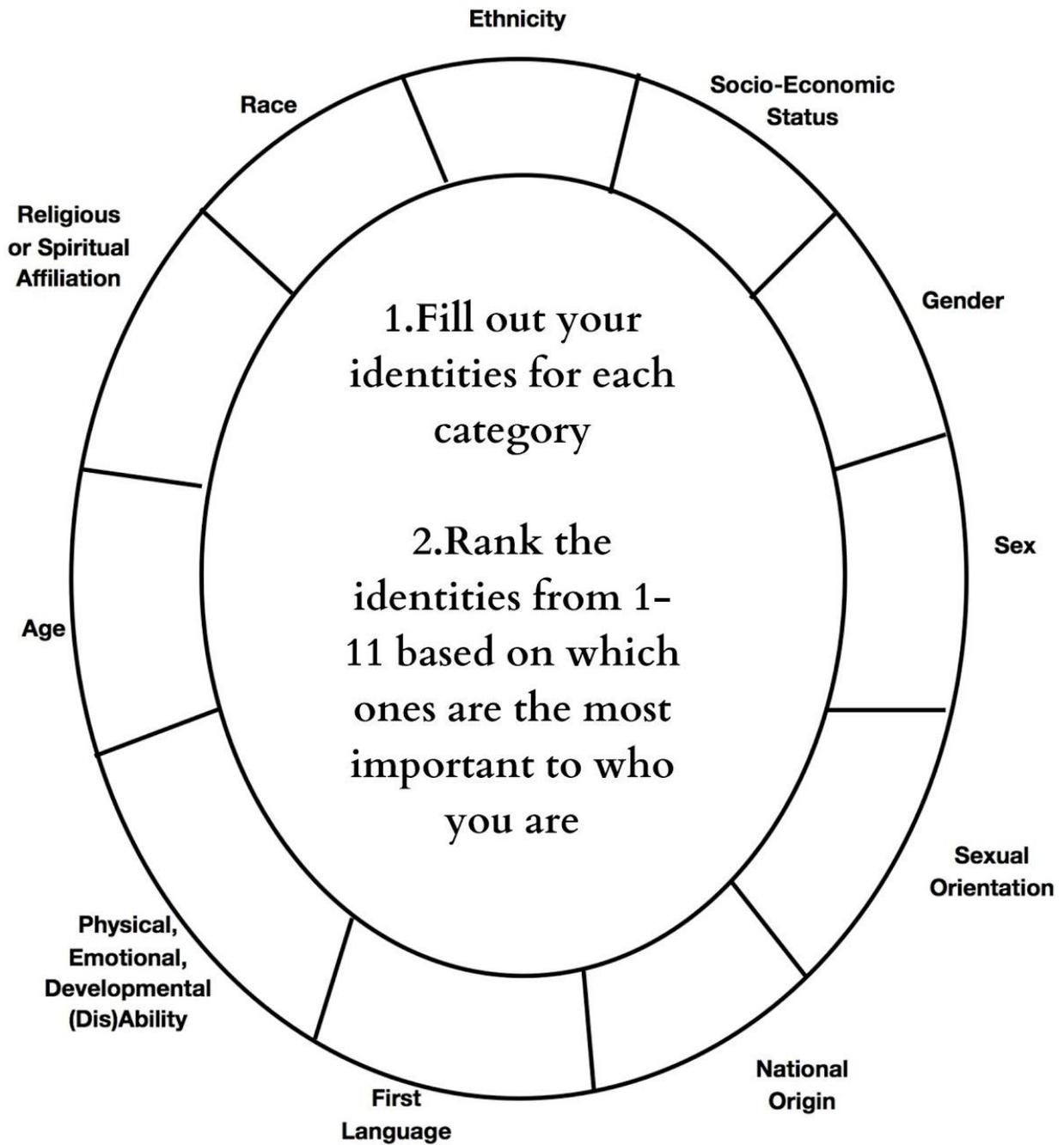
Today's Objectives

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Discussion Questions

- *How can we recognize the privilege that we have in our lives?*
- *What are some ways that we can be confident in our own identities?*

Identity Wheel Activity Sheet



First Impressions Activity Sheet

Answer the following questions to the best of your ability:

1. When was the first time you can remember learning that not all people identified as cisgender and that some people identified as transgender or genderqueer?

2. Where did most of the influence of your initial impressions/understanding of transgender and genderqueer people come from? (e.g., family, friends, television, books, news, church)

3. How have your impressions/understanding of transgender and genderqueer people changed or evolved throughout your life?

4. What is something that you are still in the process of unlearning about in regards to transgender and genderqueer identity?

Privileges for Sale Handout

Please look at the following list of privileges. Each privilege costs \$100 to purchase. As a group, please purchase as many privileges as your money allows.

1. Celebrating your relationships(s) with your family, friends, and coworkers.
2. Being able to openly discuss your relationship with a close friend without them judging the person that you liked.
3. Inheriting from your partner(s)/lover(s)/companion(s) automatically after their death.
4. Having multiple positive TV role models.
5. Being able to find role models of the same sexual orientation.
6. Being able to see your partner(s) immediately if in an accident or emergency.
7. Being able to be praised in school without your sexuality playing a factor.
8. Being able to complete forms and paperwork with the information you feel most accurately communicates who you are.
9. Being able to feel safe in your interactions with police officers.
10. Being able to travel, or show ID in restaurants without fear you'll be rejected.
11. Kissing/hugging/being affectionate in public without threat or punishment.
12. Being able to discuss and have access to multiple family planning options.
13. Not questioning normalcy both sexually and culturally.
14. Reading books or seeing movies about a relationship you wish you could have.
15. Having others comfort and support you when a relationship ends.
16. Using public restrooms without fear of threat or punishment.
17. When you're babysitting and take the child out in public, you don't get weird looks.
18. Parents will hire you to be a babysitter without assuming you will "corrupt" the children.
19. Dating the person you desired.
20. Going into a store and not be followed.
21. Receiving validation from your religious community.
22. Being accepted by your neighbors, colleagues, and new friends.
23. Being able to go to a doctor and getting treatment that doesn't conflict with your identity.
24. Being able to access social services without fear of discrimination, or being turned away.
25. Being born with/ receiving US citizenship.
26. Being open and having your partner(s) accepted by your family.