

Discussing Stereotypes, **including LGBT** **Grade 5**

About Stereotypes including **Lesbian, Gay, Bisexual and** **Transgender People**

In this lesson students will increase their awareness of all stereotypes, those of including lesbian, gay, bisexual and transgender people.

Lesson Purpose

- To define the word stereotype
- To identify stereotypes about lesbian, gay, bisexual and transgender people
- To learn that LGBT people are represented among all races, genders, religions, socio-economic classes and professions
- To learn that LGBT people have made important contributions within the United States and beyond

Materials

Chart paper & markers
Stereotype Circle
Diagram
Descriptions of 10
Famous Lesbian, Gay,
Bisexual &
Transgender People

Vocabulary Words

Stereotypes
Student generated
vocabulary words
LGBT
Lesbian
Gay
Bisexual
Transgender

Time Suggested

Two - 40 minute
sessions.

The Lesson

Activity 1

1. Write the word *stereotype* on the board. Ask students to define what the word means. Record their answers on the board or chart paper.
2. Write on the board the word “teenagers” and ask students to brainstorm all of the stereotypes they have heard about teenagers.
 - Do some teenagers fit some of these stereotypes?
 - Do all teenagers fit all of these stereotypes?
 - How do you think these stereotypes might make teenagers feel?
3. Next:
Pass out the Stereotype diagram. Point out the word Stereotype in the center and the three blank circles. Ask students to get into groups of three to each add a different stereotype. Ask them to answer the same questions above, inserting their own word in the place of “teenagers”.

Give each group a chance to share out. Discuss.

Activity 2

1. Write the acronym LGBT. Ask students the meaning of each letter. After ensuring that they are accurate in the definitions, ask students to do the following.

- Form groups of three students each. Ask each group to brainstorm all the words that come to mind when they think about LGBT people. Have one student from each group record.
- Ask a member of the group to read aloud their list and post them on the board. Review the whole list.

Ask the class:

- a. What do you notice about the words on this list?
 - b. Where did you learn the things you brainstormed?
- Review the class definition of stereotypes.
 - Review how stereotypes can be hurtful.
 - Ask the group to identify why some things on the list are stereotypes.
 - Discuss why these stereotypes are incorrect and hurtful to LGBT people and people with LGBT family members.
 - Ask the students, “Looking back at our definition of stereotypes – is there anything you would add or subtract?”

Activity 3:

1. Famous LGBT People

Share the names on the list of some famous LGBT people without mentioning that these people are also LGBT.

Now read the brief biographies of each.

- Which people were you most surprised to learn were LGBT?
- What does learning something about these people tell us about stereotypes?

Time to Reflect:

We have learned that a stereotype can not only be inaccurate but can be hurtful and unkind. It can make a person or persons feel excluded and unhappy.

We all may have different beliefs and a wide range of experiences and opinions regarding LGBT people, but we are now better informed as to how important it is to provide for the safety and well being of each and every person in our lives.

Assignment: Write a short essay on:

How have your views about any stereotypes changed?