

by Christian Robinson (

ART GALLERY WITH STUDENT ART



Friday Theme: Local Pride and Spirit Day!

Word of the day: Identity. Who are you? What are different things about you that you want to share with others? Pride is about building an inclusive community! Celebrate yourself and your classmates. This is a fun today to wear rainbow attire or host a cos-play theme!

Clas

- **Book: Marisol McDona**
(<https://www.youtube.com>)

<https://www.youtube.com>

PRIDE PAPER AIRPLANE CONTEST

We are going
places!



(All Levels)

- ["Recipe for Me" Activity](https://docs.google.com/document/d/1XzUnJ9SAp5y3-MP4C/edit)
(<https://docs.google.com/document/d/1XzUnJ9SAp5y3-MP4C/edit>
elementary)

Saturday Theme: Connect and Celebrate!

10 a.m.–1 p.m. PRIDE OUT! Party in the Park at Eastside
ECHS.

return to
home
page



<https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022>



#AISDPride Week

Mindfulness & Brain Breaks

Monday: Kind Wishes



Monday: Be a Good Friend



Tuesday: Rainbow Breath



Wednesday: Own Your Power



Thursday: Have Compassion



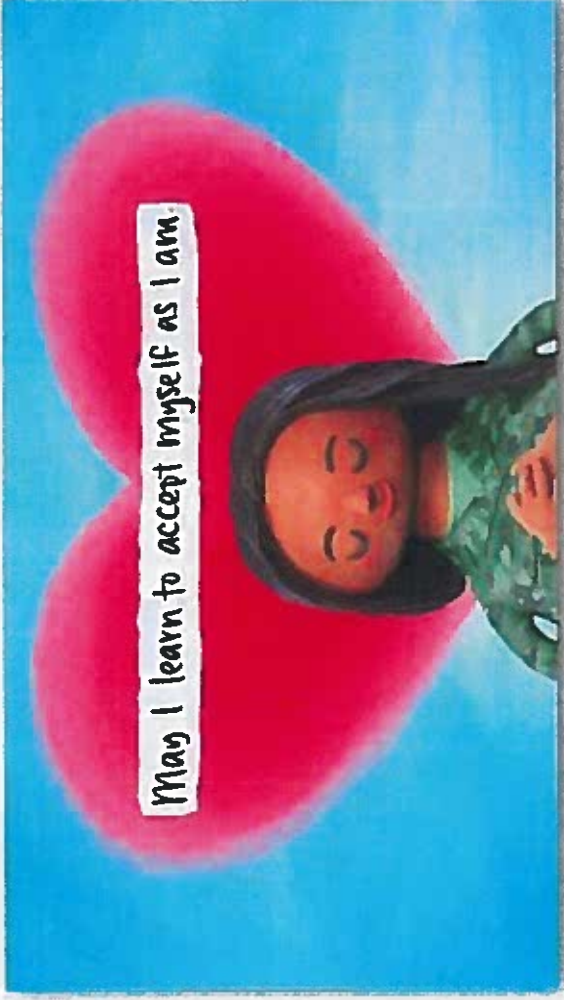
Thursday: Awesome Upstander



Friday: Be Kind to Yourself



Friday: Self Compassion Break



Anytime (instrumental)



Austin ISD Pride Week: District Ideas and Inspiration Guide

Statement of Purpose:

Every year, to celebrate LGBTQIA+ students, staff and families, Austin ISD hosts its own Pride Week, a time to highlight the district's commitment to creating a safe, supportive and inclusive environment. Campuses are encouraged to plan activities that **celebrate, inform, and inspire**. Use this guide to help plan your campus' pride week events during **March 21-26th**. You can also share this [SMORE newsletter](#) with AISD teachers and staff- it contains ideas for daily themes and links to videos of read-alouds.

Day	Theme	Possible Activity Ideas
ALL Week!	PRIDE	Pride Week Brain Breaks
Monday 3/21	All are Welcome	Word of the day: Welcoming <ul style="list-style-type: none"> What does welcoming mean? What would it look like at our school if all are welcome? What are examples of how we welcome people to our campus? How could we be more welcoming? Create a pride obstacle course or welcoming path with movements All Are Welcome Lesson Plan (K-2) Community connection: chalk time outside with welcoming messages I Am Jam Lesson (3rd-5th)
Tuesday 3/22	Differences are awesome!	Word of the day: Diversity <ul style="list-style-type: none"> We Are Family Lesson Plan (K-2) Book: The Great Big Book of Families One thing that makes my family special is... (Draw or write your response) "I am Enough" Lesson Plan (2nd-5th) Book Read Aloud
Wednesday 3/23	Know Your Rights!	Word of the day: Ally <ul style="list-style-type: none"> What does ally mean? Draw or perform what it means to be an ally Resource: 6 ways to be an ally (great for No Place for Hate lesson or discussion about standing up for other people's rights) "Poetic Reactions" Lesson (3-5) Book: Say Something (k-2) by Peter Reynolds Know Your Rights: Elementary (3-5th) Extension activity: Write your senators and representatives about your stance on different issues.
Thursday 3/24	Pride and You: Creative Expression	Word of the day: Acceptance. When have you felt accepted? When have you felt left out? Draw what acceptance means to you. <ul style="list-style-type: none"> Book: You Matter by Christian Robinson (K-2) Julian is a Mermaid Lesson (3-5th) Book: "Red"- Identity Reflection Lesson (all levels) Collaborate with the art teacher for a community art making event (collage, posters, rainbow art, etc.)
Friday 3/25	Local Pride & Spirit Day	Word of the day: Identity <ul style="list-style-type: none"> Pride Spirit Day! Wear rainbows, stickers, cos-play-- express yourself! Book: Marisol McDonald Doesn't Match (all levels) "Recipe for Me" Activity (upper Elem)

Austin ISD Pride Week: District Ideas and Inspiration Guide

Saturday 3/26	Connect and Celebrate	<ul style="list-style-type: none">Everyone is invited to attend the AISD Pride Picnic Party at Eastside Early College Highschool this Saturday, 3/26, from 10am-1pm!
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Additional Activity Ideas suggested by AISD students:

- Host a "gallery" where students share their visual arts and media creations
- Host a "poetry slam" or poetry jam about your identities
- Host a craft table where people can make friendship bracelets or rainbow crafts together
- Create a mural or bulletin board that says "Love Makes a Family" or "All are Welcome"
- Host a gathering where people can color or create pride flags together
- Host a dance off, dance along, or sing along
- Host a lunch gathering and dress in a unique way: fancy, sparkly, best looks, futuristic, fun!

Small Group Activities/ Elementary Counseling ideas (in consultation with administrator)

- Refer to GLSEN's [activity list](#) for No Place for Hate Activity Ideas!
- [Small group lesson](#) (opt in) or activity for families
- [History of the Pride Flag](#) Video
- ["Safe to Be Vision Jamboard"](#) (5th grade and up)

Where's my pride sticker?! Pride materials to be distributed to campuses and should be available for students and staff. Pride Website: <https://www.austinisd.org/pride>

In Elementary, Pride Week means...

- All are welcome
- Everyone should be able to be who they are
- Differences are awesome!
- Love makes a family

[We Listen Without Judgment](#)

- If a child wants to discuss LGBT+ identity, listen with an open mind. Listening without judgement provides them with a safe space to express themselves. As adults, it is our responsibility to use a positive attitude rather than discriminatory stereotypes.

[We Promote Acceptance, Not Discrimination](#)

- Every day we meet people different from ourselves. Promoting an attitude of acceptance supports a positive environment for everyone to be who they are.

Why Pride Week? Refer to [our website](#) or our [LOCAL BOARD POLICY](#) (below)

The District has established as a core value respect for every individual and as a goal fostering and modeling this core value. The District believes that a valuable element of education is development of respect for all individuals, regardless of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law. The District is committed to providing all students a positive learning environment that enhances personal safety and promotes respect, dignity, and equality. High standards are expected for both academic achievement and for behavior. Principals are expected to implement schoolwide, classroom, and individual systems to teach and support positive student behaviors and to respond to and make every reasonable effort to prevent all forms of bullying, harassment, and violence among students.

ASCA Behavior Standards

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term, academic, career and social/ emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

SEL Core Competencies

Self-Awareness & Self-Management	Social Awareness & Relationship Skills	Executive Function & Responsible Decision-Making
Recognizes emotions and thoughts and their influence on behavior	Takes the perspective of and empathize with others, recognizing and respecting differences	Exercises cognitive flexibility, switching gears from one mode of thinking to another
Understands own cultural and personal identity and how it may inform perceptions of others	Recognizes and critically assesses social and contextual norms for behavior	Plans effectively by creating, evaluating, and choosing the set of actions that will best serve goals
Assesses personal strengths and limitations, and recognizes that these are not fixed	Recognizes the family, school, and community resources available	Explores and pursues solutions to difficult or complex issues
Regulates attention, emotions, and desires in service to goals	Communicates clearly, listens attentively, and cooperates with others	Accurately defines the decision to be made, generates various options, anticipates the consequences of each, and chooses with intention
Accesses toolbox of healthy strategies to manage stress	Seeks to resolve conflicts peacefully	Considers the safety and well-being of self and others
	Cultivates and sustains healthy connection with others over time	Evaluates and learns from past decisions
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Topic: I Am Me Poems

Grade(s): 3-5

Learning Objective(s)/Goal(s):

- To help students share and explore their identities through poetry.
- To have students' identities be seen by classmates and teachers
- To build community by learning about one another through poetry
- Students will write a poem and create a visually appealing display.

Materials Needed

- Looking Like Me by Walter Dean Myers ([YouTube Video Read Aloud](#))
- Either colored pencils/markers and paper or computers/tablets and a printer
- [Copies of the template for the "I Am" Poem](#)

Step(s):

1. Read and discuss the book Looking Like Me using the following questions to guide discussion
 - *What are some of the ways that Jeremy sees himself?*
 - *What are some of the ways that others see Jeremy?*
 - *How does Jeremy feel when people give him a "bam"?*

2. After the reading:

We're going to all take Jeremy's advice and have our own I Am Jam!

Consider sharing an "I Am Me" poem that you have written before asking students to write their own pieces. If you share about yourself, students will be more comfortable doing the same. Or you may want to model your I Am Me poem by writing yours together.

3. Provide students with a I Am Me poem template. Consider giving students a choice on whether to create this digitally or on paper. Allow time to students to revise and edit as needed.

4. **Sharing the poems**

Options for sharing might include:

Students could read aloud to the whole class.

Divide the class into smaller groups of 4 – 6. Either you could choose who is in each group or students could count off to create opportunities for students to get to know classmates beyond their immediate friend circles. Post the poems around the walls of your classroom. Have students walk around in groups of 2 – 3 to read each other's poems and discuss.

While listening to the poems, ask your students to look for connections with the student reading the poem.

After each student reads their poem, have the other students in the class or the small group give an appreciation to that student.

Lesson adapted from: [Welcoming Schools Creating Community in Your Classroom I Am Me Poems](#)

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Topic: Welcoming All

Grade(s): Kindergarten-first

Learning Objective(s)/Goal(s): Students will define acceptance and find differences/similarities between themselves and classmates.

Materials Needed:

- Bag of toy cars-all different
- Bag of toy cars- all same
- All are Welcome by Suzanne Kaufman [YouTube Story in English](#)
- [Translation Pages](#)
- Chart paper
- Markers

Step(s):

1. *I have two bags of cars to show you today. Tengo dos bolsas de autos/carros para mostrarles hoy. Pour out bags of cars in two different piles. Which bag would you rather play with? Con qué bolsa preferirías jugar Why? Porque?* Students should say the mixed bag because the other bag is boring, all the same, etc. Let's imagine you had two different classes of kids. Would you want the class that had kids that all thought the same, looked the same, and acted the same? What about groups of friends? Imaginemos que tuvieras dos clases diferentes de niños. ¿Le gustaría la clase que tenía niños que pensaban lo mismo, se veían iguales y actuaban igual? ¿Qué pasa con los grupos de amigos?
2. *So we can all agree that things would be pretty boring if everyone was the same. But sometimes it might be hard when everyone is different. If you're outside playing at recess and you want to play tag and your friend likes to swing, you have to find a way to agree. What if you walk into a room and you're the only boy? It might feel kind of lonely. We have to make sure that we **welcome** everyone who comes into our classroom and remind them that we love being different. How would you welcome someone? Así que todos podemos estar de acuerdo en que las cosas serían bastante aburridas si todos fueran iguales. Pero a veces puede ser difícil cuando todos somos diferentes. Si estás afuera jugando en el recreo y quieres jugar al tag y a tu amigo le gusta jugar en el columpio, tienes que encontrar una manera de estar de acuerdo. ¿Qué pasa si entras en una habitación y eres el único niño? Puede sentirse un poco solo. Tenemos que asegurarnos de darles la bienvenida a todos los que vienen a nuestro salón y recordarles que nos encanta ser diferentes. ¿Cómo le darías la bienvenida a alguien?*
3. Read All are Welcome. Define welcome and how we can make people feel comfortable around us.
4. Create circle chart with "welcome" in the middle. Have students brainstorm different things we can do in our classroom to make sure everyone knows they are included and we celebrate differences rather than judge them.

Lesson Plan Title: All Are Welcome

Follow-Up:

- How did you feel welcome throughout the week? How did you make someone else feel welcome? ¿Cómo sentiste bienvenido durante toda la semana? ¿Cómo hiciste que alguien más se sintiera bienvenido?

Lesson Provided by Lindsay Holley, Baldwin Elementary Counselor (2019)

Lesson Plan Title: I Am Enough

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Lesson Plan Title: I Am Enough

Grades: 2-5

Learning Objective: Students will learn that we all have differences that make us all unique and that we should accept our own uniqueness and the uniqueness of others.

Materials Needed:

- **Book: I Am Enough**
- **Paper**
- **Crayons, pencils, markers**

Step(s):

Opening:

Look around the classroom..

Do we all look alike?

Dress alike?

Are we all the same size?

We all are one community/school family made of a lot of different students and adults.

We all are special in our own way and we all have a place in our community/school family.

We all belong here and as members of the community/school family we all need to make one another feel like they are part of our community.

Explain that you are going to read a book about how all people are unique and special and how we all are part of one big community/world where everyone is enough and deserves to feel like they have a place.

Read the book I Am Enough:

Questions to ask:

What did you notice about all the children in the story?

What did the children do for each other in the story?

Do you think all the children in the story felt like they were part of the community and had a place?

What makes you think that?

What do you think the author was trying to say by writing this book?

What were some examples of ways the children made each other feel part of the community?

What are things that you could do to make others in our school feel part of our community/school family.

Explain that we all have things that are special about us that make us who we are and that we should be proud of what makes us special and unique and that the people around us also have things that are special and unique about them that they should be proud of.

As members of the community we all should treat each other with kindness and the way we would want to be treated. We all may have differences, but we all want to be treated with kindness and we all want to feel like we have a place in our community.

Explain that the students are going to draw a self-portrait and around their drawing they are going to write 3 things that make them unique and special.

Give the sentence stem: I am....

Examples:

I am a great swimmer

I am a great artist

I am a good listener

I am a good friend

Lesson Plan Title: I Am Enough

Closing:

To close students can come together and share their drawings. Counselor can facilitate discussion by pointing out any similar messages on student work.

Other Suggested Activities:

Link to book read aloud:

https://www.youtube.com/watch?v=mKKRQOs1AJ4&feature=emb_title

This lesson can be done over zoom with students sharing their work virtually

Lesson Provided by, Shannon Saul Odom Elementary Counselor (2020)

BE AN ALLY

TAKE ACTION. STOP BULLYING.

Here are some simple things you can do to be an ally to targets of name-calling and bullying. And remember—always think about your safety first when deciding the best way to respond.

1. Support targets, whether you know them or not.

Show compassion and encouragement to those who are the targets of bullying behavior by asking if they're okay, going with them to get help and letting them know you are there for them. Ask what else you can do and make sure they know they're not alone.



2. Don't participate.

This is a really easy way to be an ally because it doesn't require you to actually do anything, just to not do certain things—like laugh, stare or cheer for the bad behavior. By refusing to join in when name-calling and bullying occur, you are sending a message that the behavior is not funny and you are not okay with treating people that way. The next step is to speak up and try to put a stop to the hurtful behavior.

3. Tell aggressors to stop.

If it feels safe, stand tall and tell the person behaving badly to cut it out. You can let them know you don't approve on the spot or later during a private moment. Whenever you do it, letting aggressors know how hurtful it is to be bullied may cause them to think twice before picking on someone again.

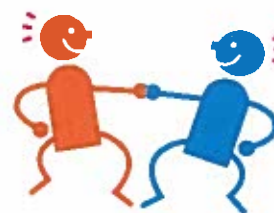
4. Inform a trusted adult.

Sometimes you may need extra help to stop the bullying. It's important to tell an adult who you trust so that this person can be an ally to you as well as the target. Getting someone out of trouble is never "tattling" or "snitching." So don't think twice—reach out to a parent, teacher, guidance counselor, coach or someone else who will get involved.

5. Get to know people instead of judging them.

Appreciate people for who they are and don't judge them based on their appearance. You may even

find that they're not so different from you after all.



6. Be an ally online.

Bullying happens online, too, and through the use of cell phones. Looking at mean Web pages and forwarding hurtful messages is just like laughing at someone or spreading rumors in person. It is just as hurtful, even if you can't see the other person's face. All the rules above are just as important to follow when texting or emailing. So online and offline—do your part to be an ally to others.

Other Resources

[Taking A Stand: A Student's Guide to Stopping Name-Calling and Bullying](#)

[Internet Safety Strategies for Youth](#)

For more information about the Anti-Defamation League's efforts to combat bullying, go to www.adl.org/combatingbullying.

Poetic Reactions

DOCUMENTS

- [NNCW-Poetic-Reactions.pdf](#)

PROGRAM

- No Name Calling Week

TYPE

- Lesson Plans

ISSUE

- Harassment, Bullying, and Discrimination

Share    

OVERVIEW

This lesson is designed for students to express their feelings regarding name-calling using an artistic form of poetry. Students will have the opportunity to reflect on personal experiences regarding name-calling. In addition, students will engage in discussions about the effects of name-calling on their school and emotions connected with name-calling.

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Decline

THINGS TO PREP & TOOLS NEEDED

Flip chart paper, 8 1/2 X 11 paper, pencils, sample poems (included in this lesson plan).

TIME

35-60 minutes.

PROCEDURE: PART 1 – INTRODUCTION/INDIVIDUAL BRAINSTORMING (5-10 MINUTES)

Goal: Students will be introduced to the activity and sample poems.

Preparation: Have students sit in a comfortable group setting such as a circle or half circle.

If

class already has ground rules, review them or quickly create some, e.g. respect each other, speak one at a time and so on.

Activity: Begin the activity by having students read two or more of the poems included in this

lesson. Let students know that these are poems from the No Name-Calling Week Creative Expression Exhibit, submitted by students from across the country. Find last year's Creative Expression submissions at www.glsen.org/nncw. After the poems have been read, inform students that they will create a poem that expresses their thoughts about name-calling.

PART 2 – INDIVIDUAL REFLECTION (5-10 MINUTES)

Goal: Students will engage in individual reflection regarding name-calling and begin to

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Decline

respond. There are no wrong answers, as these are their personal feelings.

Explain that there will be a group reflection later on but for now they should keep their work to themselves and work alone.

Suggested questions: Allow students time to write their responses after each question

- What is name-calling?
- What are the first three words that come to mind when you hear the phrase name-calling?
- Name three reasons why you think name-calling happens.
- Imagine you were being called a mean name or someone made fun of you, what are the first feelings that come to mind?
- Imagine you were the one calling someone a mean name or making fun of someone, what are the first words that come to mind that describe how you are feeling?
- What are some names you want to be called?
- What are some adjectives, describing words, or identities that are important to you?
- What do you think our school would look like if there were no name-calling?

PART 3 – GROUP REFLECTION (5-10 MINUTES)

Goal: Students will engage in group reflection about name-calling and identity.

Activity: Have students share some of their responses to the prior activity. In order to explore similarities in responses, have students raise their hands whenever someone reads a word or phrase that they also wrote down. Record some common words and phrases on flip chart paper for students to see.

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Decline

Activity: Invite students to sit where they can write comfortably. Provide time for students to quietly review their personal and the group responses. Then ask students to think about what name-calling means to them and what are some of the things they would do to stop name-calling. Instruct students to begin writing a poem that expresses these thoughts.

Let students know that there is no right way to write poetry and that they should not be scared to be creative and really express themselves. Let students sit in quiet writing for at least 10 minutes.

PART 4 – CLOSING (10-15 MINUTES)

Goal: Students will share their poems with the rest of the class.

Activity: Ask students if they would like to share their poems. Give students the opportunity to share with someone next to them. Then have students volunteer to read their poems aloud for the class, either from their seat or in front of the room.

OPPORTUNITIES FOR DIFFERENTIATION

Students who need more support can be given an outline structure for their poem, such as an “I Am” list poem, or a “blackout” poem, where students are given a page of words from the brainstorm session and use a marker to cross out words they don’t want to have in their poem. Students who need more of a challenge can be assigned a specific type of poem to create such as a sonnet or a haiku.

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and kinder school.

OTHER LESSONS TO EXPLORE

Building a Bully-Free School, Garden of Kindness, That's a (Gender) Stereotype!

SUPPORT OUR WORK BY DONATING



\$25

\$50

\$100

\$250

OTHER

Donate

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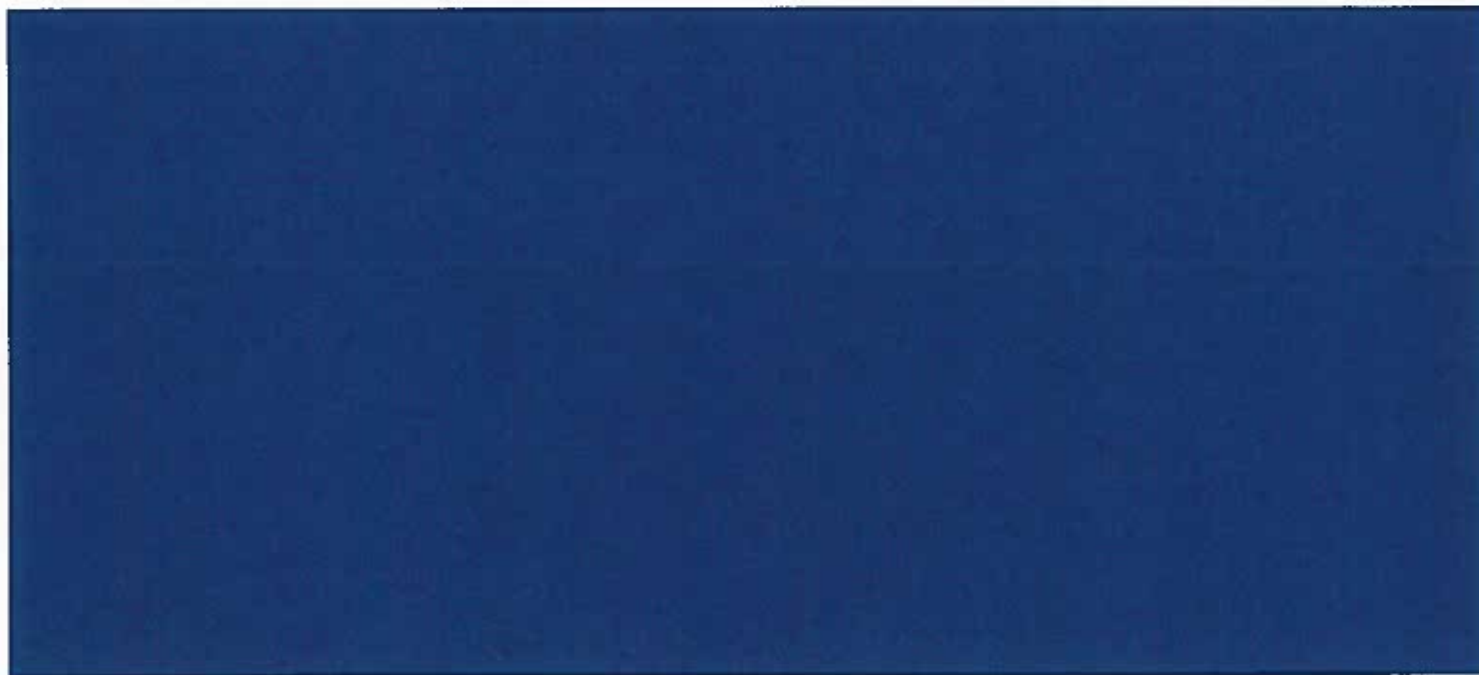


[Crisis hotline & legal support](#)

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[Privacy Policy](#)

[Legal](#)



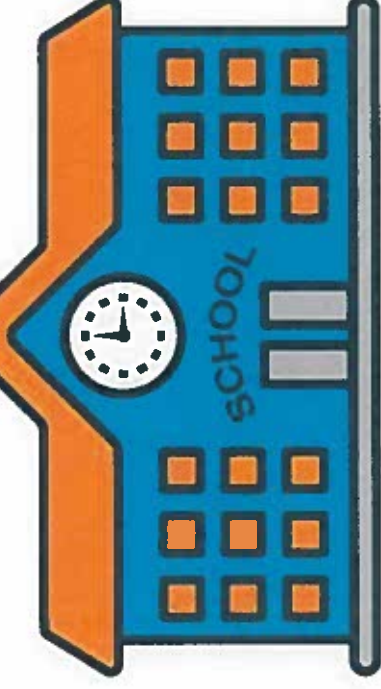
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Human Rights & Freedom from Harassment

KNOW YOUR RIGHTS!



Opening quote

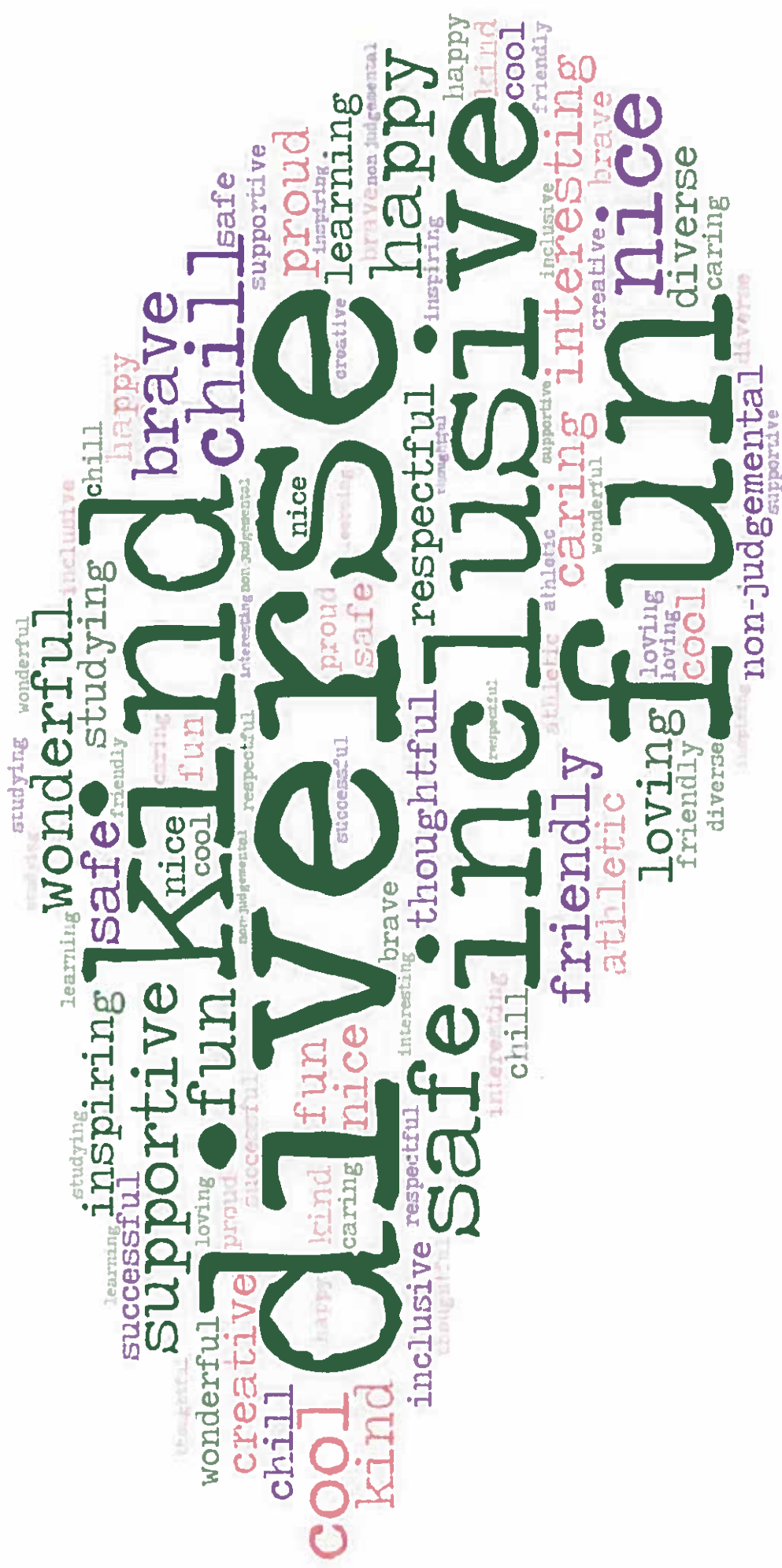


We, as human beings, must be
willing to accept people who
are different from ourselves.

Barbara Jordan

 quotefancy

What do you want your classmates to be like at school?





NAME

FOOD

SAFE PLACE



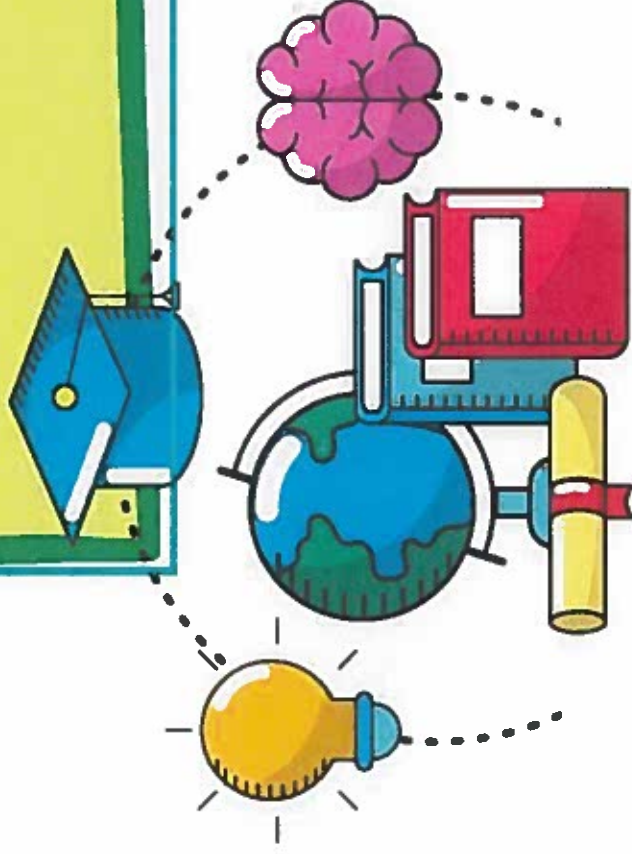
What are some examples of human rights?



Discussion Questions about human rights...

- What are some examples of rights that humans should have?
- Which right is most important to you?
- How can you make sure everyone's rights are respected?

**You have a right to learn and to
get an education**



**You have a right to express yourself
and freedom of speech**



**You have a right to be free from
harassment**



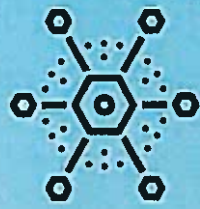
STOP

**STAY
SAFE**



AISD Anti-Harassment Policy:

**The District prohibits act of any kind,
including harassment,
based on race, color, religion, sex, gender,
gender identity, gender expression, sexual
orientation, national origin, age, disability,
immigration status, or any other basis
prohibited by law.**



CAREER

CONNECTION

Lawyer

Analyst

Policy Expert

Community Organizer

Politician/ Government

Journalist

Communications

Non-profit manager

Lobbyist

Researcher

Legal Assistant/ Paralegal

Social Worker

Closing

Hope
will
never be
silent.

- Harvey Milk

Extra Discussion/Morning Meeting:

- What would it look like at our school if **all are welcome**?
- What are examples of **how** we welcome and include on our campus?
- How could we be **more welcoming**?



ASCA Behavior Standards

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term, academic, career and social/ emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

SEL Core Competencies

Self-Awareness & Self-Management	Social Awareness & Relationship Skills	Executive Function & Responsible Decision-Making
Recognizes emotions and thoughts and their influence on behavior	Takes the perspective of and empathize with others, recognizing and respecting differences	Exercises cognitive flexibility, switching gears from one mode of thinking to another
Understands own cultural and personal identity and how it may inform perceptions of others	Recognizes and critically assesses social and contextual norms for behavior	Plans effectively by creating, evaluating, and choosing the set of actions that will best serve goals
Assesses personal strengths and limitations, and recognizes that these are not fixed	Recognizes the family, school, and community resources available	Explores and pursues solutions to difficult or complex issues
Regulates attention, emotions, and desires in service to goals	Communicates clearly, listens attentively, and cooperates with others	Accurately defines the decision to be made, generates various options, anticipates the consequences of each, and chooses with intention
Accesses toolbox of healthy strategies to manage stress	Seeks to resolve conflicts peacefully	Considers the safety and well-being of self and others
	Cultivates and sustains healthy connection with others over time	Evaluates and learns from past decisions
	Understands when and how to ask for help and when and how to offer it	

Topic: Julian is a Mermaid

Grade(s): 3-5th

Learning Objective(s)/Goal(s): Students will learn about the importance of treating others with respect and understanding differences between others.

La importancia de cómo tratar a otras personas siendo respetuoso y entendiendo las diferencias entre otras personas.

Materials Needed:

- Julian is a Mermaid by: Jessica Love
- Translation pages
- Chart paper
- Index Cards
- Post its
- AISD pride stickers

Step(s):

1. To prepare for this lesson, have chart paper divided into three columns (KWL). Have index cards with the words Equality, Respect, and Acceptance to post on the chart. Equalidad, Respetar, Aceptar
2. Before reading the book, gauge awareness of the words acceptance, respect and equality (KWL)
3. Lead students towards the correct definitions of each word so that you can connect the words to the story.
4. Read the book Julian is a Mermaid.
5. Use the following discussion questions as the book is read: ¿Cuáles son algunas de las cosas que disfrutas hacer para divertirte?
 - o What are some things that you love to do? You may give students time to write on a post-it. Keep post-it. Lead into a discussion of how we respect the students in our own community. Respetamos a todas las personas en nuestra comunidad. (los alumnos en nuestra clase, la escuela, hasta nuestros vecinos.)
 - o What do you think Grandma is going to say after you see the Uh-oh page? Que piensas que va a decir la abuela cuando dice "uh-oh." Will she be upset? Crees que esta enojada? Why? Porque? The answers to these questions will give you an idea to understand and go with their perspective.
 - o Should you get in trouble for being who you want to be as long as it doesn't hurt anyone else or break a law? ¿Debes estar en problema por ser quien quieres ser? No debes si no estas lastimando a nadie más o violando la ley.
 - o Why is it important to respect others? (Reflection) ¿Por qué es importante respetar a los demás?
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Topic: Julian is a Mermaid

and discussion, allow students to share post-its with each other. What was learned?

- Is it okay for girls to play football? Is it okay for boys to be ballerinas? Who decides if it is okay? We do! And it is okay to do what makes you happy. ¿Está bien que las niñas jueguen al fútbol? ¿Está bien que los niños sean bailarinas? ¿Quién decide si está bien? ¡Nosotros! Y está bien hacer lo que te hace feliz.
6. Allow partners to share their post-its. What is it that they love doing? Were there any things that they had in common? Were their differences? Did the story make you think of something else that you enjoy but didn't write down? ¿El cuento te hizo pensar en otra cosa que disfrutas pero que no escribiste?
 7. Have students share out any final thoughts or likes. Leave chart with class. Pass out stickers as a pledge to be respectful to everyone and accepting of one another.

Follow-Up:

- Remind students to treat each other with respect, even when it has to do with something they don't agree with or don't understand.

Lesson Provided by Danielle Trejo, Hart Counselor (2019)

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Lesson Provided by Danielle Trejo, Hart Counselor (2019)



Red: A Crayon Story

Identity Reflection Activity

Reflect on the book Red: A Crayon Story

Think about the following questions as you watch the video

- How was the crayon labeled?
- How were they treated?
- How does this relate to students at your school?



Michael Hall

Red

A Crayon's Story



Uh-oh



What?



Discuss/ Reflect on Red: A Crayon Story

Write or discuss the following:

- How was the crayon labeled?
- How were they treated?
- How does this relate to students at your school?



Reflect on the Following:

- **Who am I? What are some of my identities?**
- **How do my identities impact how I see the world?**
- **How I am perceived by others because of my identities?**

“The Real Me” Creative Expression

- Draw a picture of things or create an online collage of images
- What do you want people to know about the REAL YOU?
- Examples:
 - People think I am creative, but I am also athletic
 - I live alone with my aunt and we like to dance on TikTok



Everyone deserves to feel safe to be themselves at school

AISD Anti-Harassment Policy:

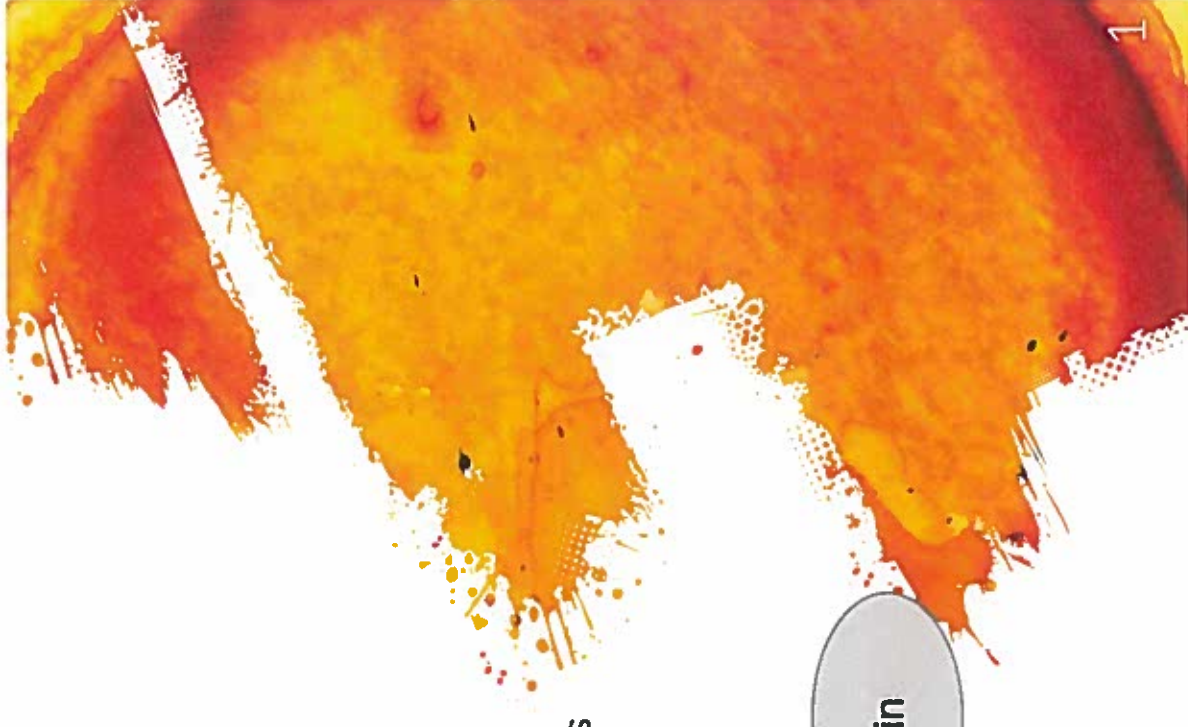
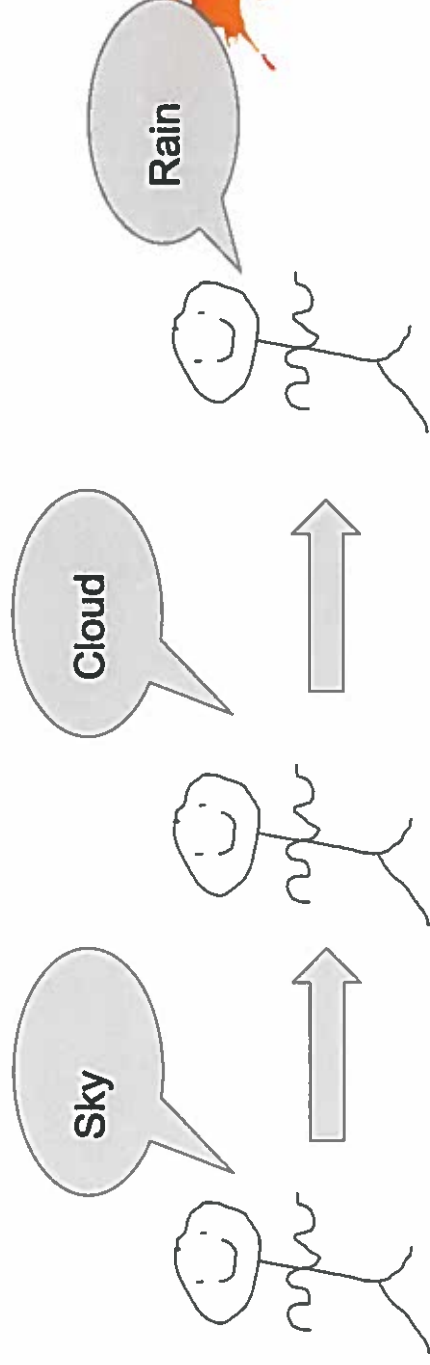
**The District prohibits act of any kind,
including harassment,
based on race, color, religion, sex, gender,
gender identity, gender expression, sexual
orientation, national origin, age, disability,
immigration status, or any other basis
prohibited by law.**

Local Policy- Student Welfare: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Welcoming Ritual

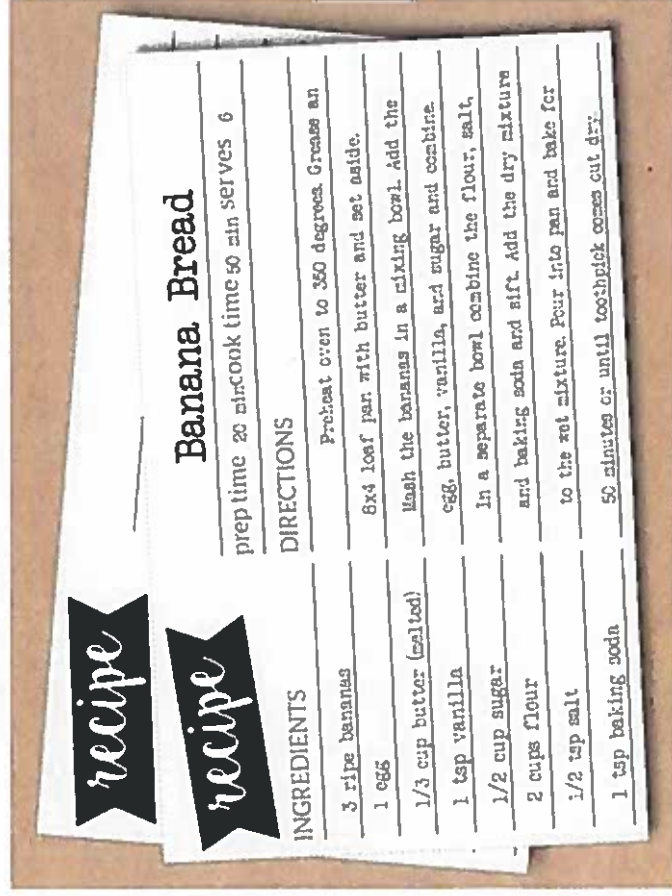
Word Association! Go fast!

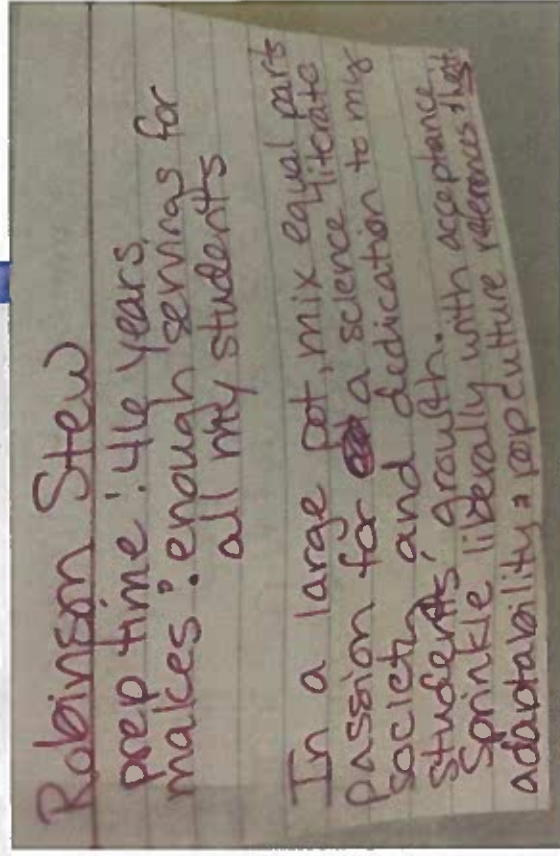
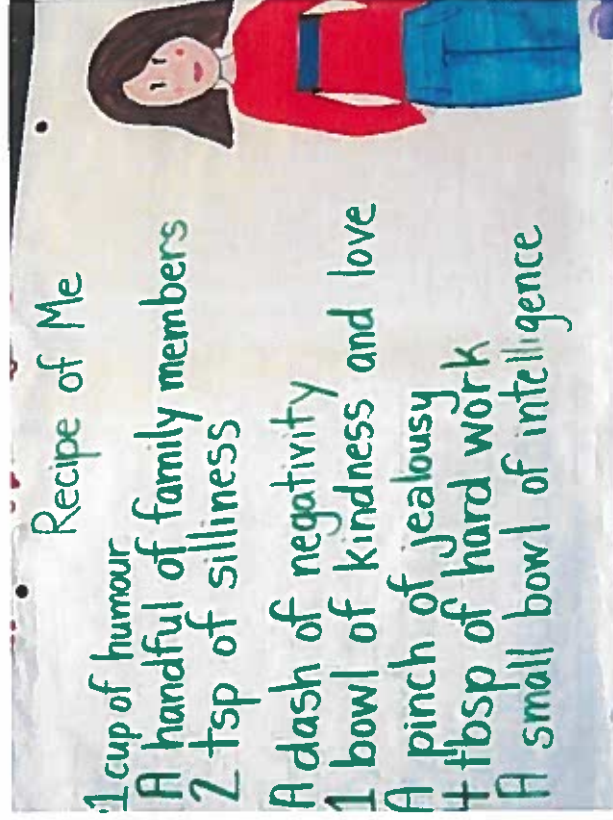
1. Stand in a circle.
2. The first person in the circle will say a school appropriate word.
3. The next person will say the first word that pops into their head that is connected to the first word.
4. The next person will say a word related to the second person's word.
5. And so on and so forth.



Recipe for Me

1. Create a list of words that describe who you are (5-10).
2. Using these words, create a recipe for YOU that includes ingredients, amounts, and instructions for creating YOU.
3. Make it look like an actual recipe!



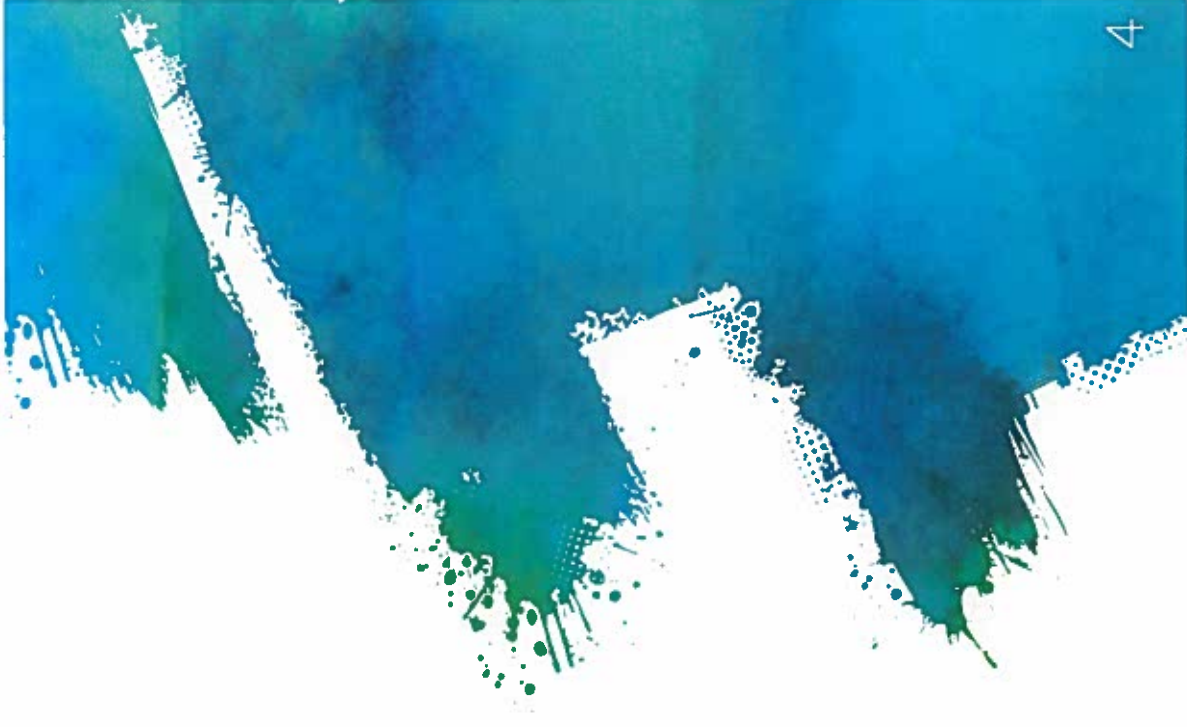


Optimistic Closure

Share your recipe with a partner.

Which parts of your recipe do you think will always be the same throughout your life? Why?

What are some of your favorite “ingredients” about yourself?



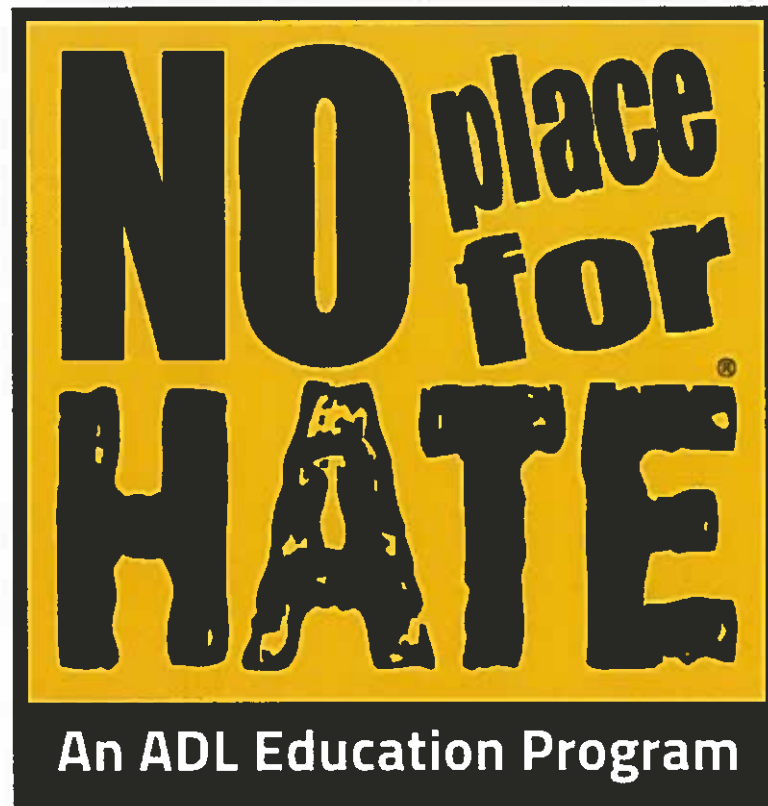
Why Pride Week?



Every year, to celebrate LGBTQIA+ students, staff and families Austin ISD hosts its own Pride Week, a time to highlight the district's commitment to creating a **safe, supportive and inclusive** environment.

See the research about our LGBTQ+ student experiences that support the need for inclusive activities:

- **[2020-21 Gender Diverse Students' Experiences in AISD](https://www.austinisd.org/dre/surveys/2020-2021/gender-diverse-students-experiences-aisd)**
(<https://www.austinisd.org/dre/surveys/2020-2021/gender-diverse-students-experiences-aisd>)
- **[2018 Transgender Students' School Perceptions and Experiences in AISD](https://www.austinisd.org/dre/surveys/2017-2018/transgender-students-school-perceptions-and-experiences-2018)**
(<https://www.austinisd.org/dre/surveys/2017-2018/transgender-students-school-perceptions-and-experiences-2018>)
- **[2016-17 Austin ISD Transgender Students' School Perceptions and Experiences](http://%20%20%20https://www.austinisd.org/dre/surveys/2016-2017/transgender-students-school-perceptions-and-experiences-2017)** (<http://%20%20%20https://www.austinisd.org/dre/surveys/2016-2017/transgender-students-school-perceptions-and-experiences-2017>)
- **[Stories and Numbers \(sponsored by UT Austin SOGI Health and Rights Lab\)](https://storiesandnumbers.org/)**
(<https://storiesandnumbers.org/>)
- **[The Trevor Project National Survey Results 2021](https://www.thetrevorproject.org/wp-content/uploads/2021/05/The-Trevor-Project-National-Survey-Results-2021.pdf)**
(<https://www.thetrevorproject.org/wp-content/uploads/2021/05/The-Trevor-Project-National-Survey-Results-2021.pdf>)



"No Place for Hate was developed to organize schools to work together and develop projects that enhance the appreciation of the lived experiences of all and foster harmony among different groups of people. The campaign empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry."

--Austin ISD [SEL and CPI](https://www.austinisd.org/sel-cpi/implementation/no-place-for-hate) [_ \(https://www.austinisd.org/sel-cpi/implementation/no-place-for-hate\)](https://www.austinisd.org/sel-cpi/implementation/no-place-for-hate)

<https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022>



Resources



[\(https://www.outyouth.org/\)](https://www.outyouth.org/)

Resource Guides from Outyouth:

<https://www.outyouth.org/resource>

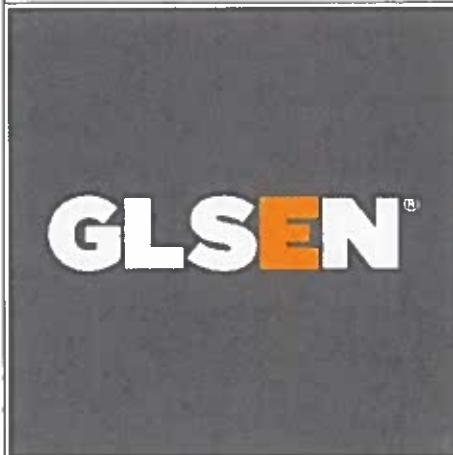
<https://www.outyouth.org/resource-gu>



[\(https://www.thetrevorproject.org/\)](https://www.thetrevorproject.org/)

Resources from the Trevor Project:

<https://www.thetrevorproject.org/reso>



[\(https://www.glsen.org/\)](https://www.glsen.org/)

Gender and Sexuality Club Resource
GLSEN:

<https://www.glsen.org/resources/studi>
resources

Resources from the Texas GSA Netw
Start a Club, Advocacy, Etc.)

<https://www.txgsa.org/> <https://www.txgsa.org/>

**TEXAS GSA
NETWORK**
A PROGRAM OF OUT YOUTH



[\(https://www.txgsa.org/\)](https://www.txgsa.org/)



AMERICAN CIVIL LIBERTIES UNION

<https://www.aclu.org/issues/lgbtq-rights>

Starting a GSA (Tips from the American Liberties Union):

<https://www.aclutx.org/en/know-your-rights/starting-GSA-in-high-school>
(<https://www.aclutx.org/en/know-your-rights/starting-GSA-in-high-school>)



<https://www.learningforjustice.org/topics/gender-sexual-identity>

Learning for Justice: Gender and Sex

<https://www.learningforjustice.org/sexual-identity>
(<https://www.learningforjustice.org/sexual-identity>)



<https://pflagaustin.org/>

Booklets from PFLAG Austin:

<https://pflagaustin.org/booklets>
(<https://pflagaustin.org/booklets>)

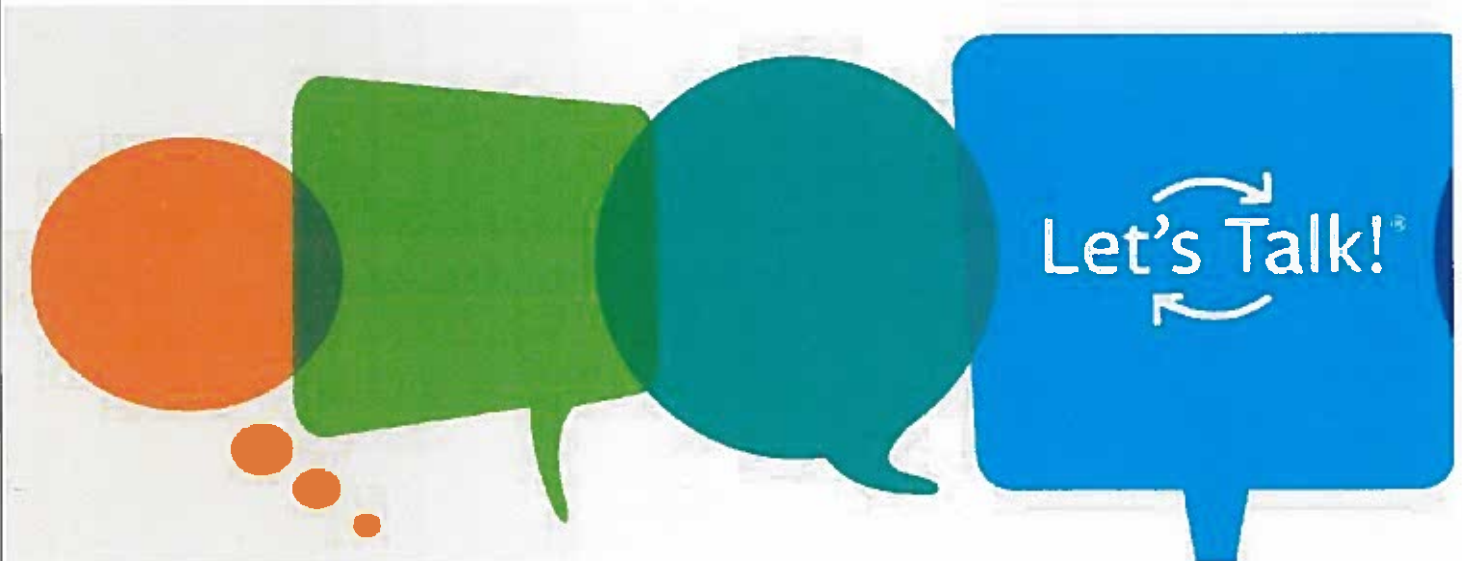
Calendar Events and Lists of Dates:



<https://www.txgsa.org/eventscalen>
(<https://www.txgsa.org/eventscalendar>)
<https://youth.gov/youth-topics/lgbt-youth/events-celebrating-lgbt-iden>
(<https://youth.gov/youth-topics/lgbtq-y-celebrating-lgbt-identity>)

Mental Health Resources

[Report A Safety Concern via "Let's Talk" in](#)



(<https://www.austinisd.org/letstalk>)



Mobile Crisis Outreach Te

24/7 HELP · 512.472.HELP (4357)

Mobile Crisis Outreach Team is a team made up of mental health professionals who he

<https://integralcare.org/program/mobile-crisis-outreach-team-mcot/> [\(https://integr](https://integralcare.org/program/mobile-crisis-outreach-team-mcot/)



<https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022>



Pride Spotlights

Artifacts and Inspiration from AISD Pride Week
and No Place for Hate Events from Austin ISD
Campuses!

05:30

AISD TV®

Austin ISD raises pride flag at headquarters

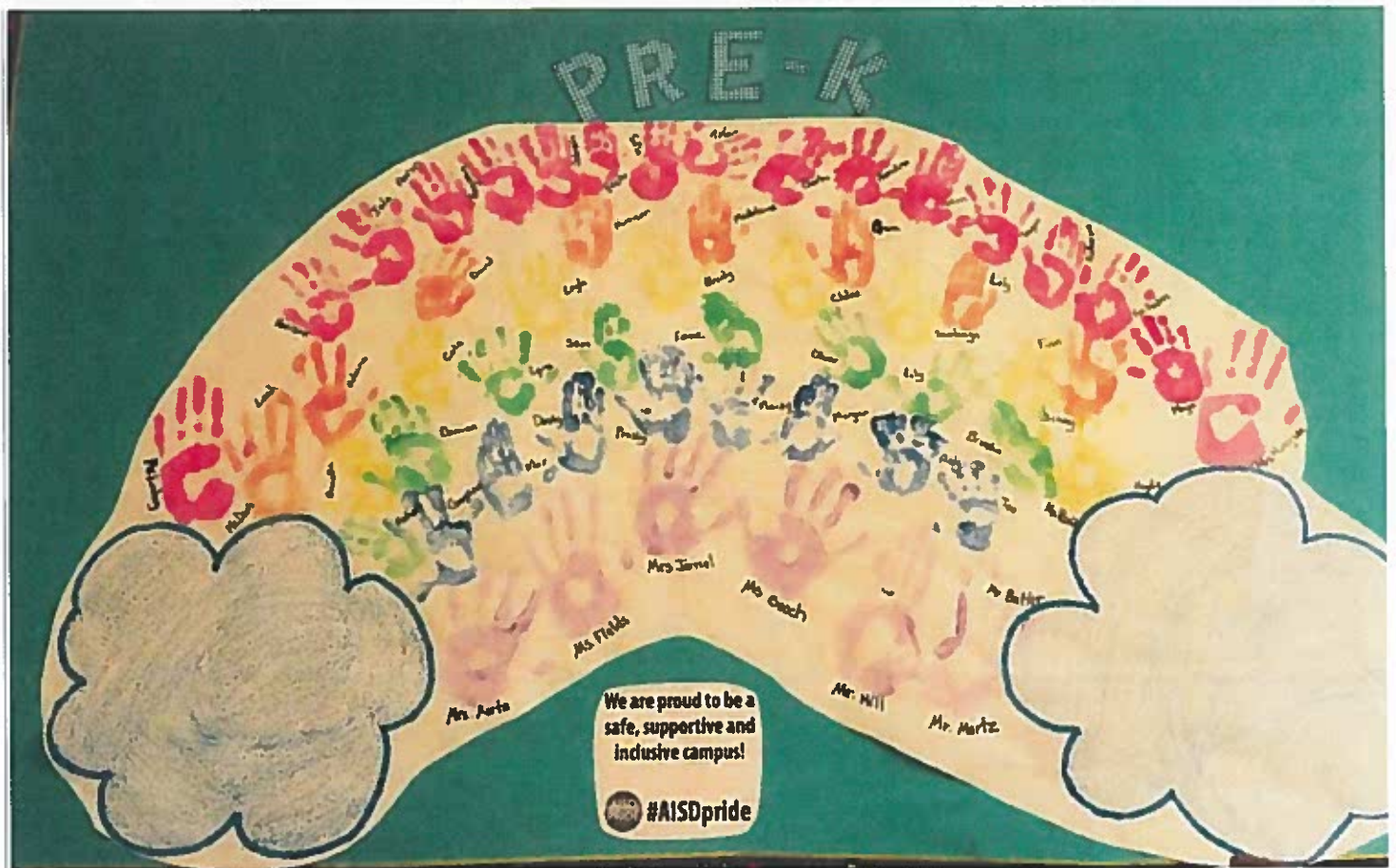


Austin ISD Pride Week 2021 Conference - Celebrate, Inform...





(Student Artwork from Lively MS)





Clint Small MS
@CSMSCougars1415

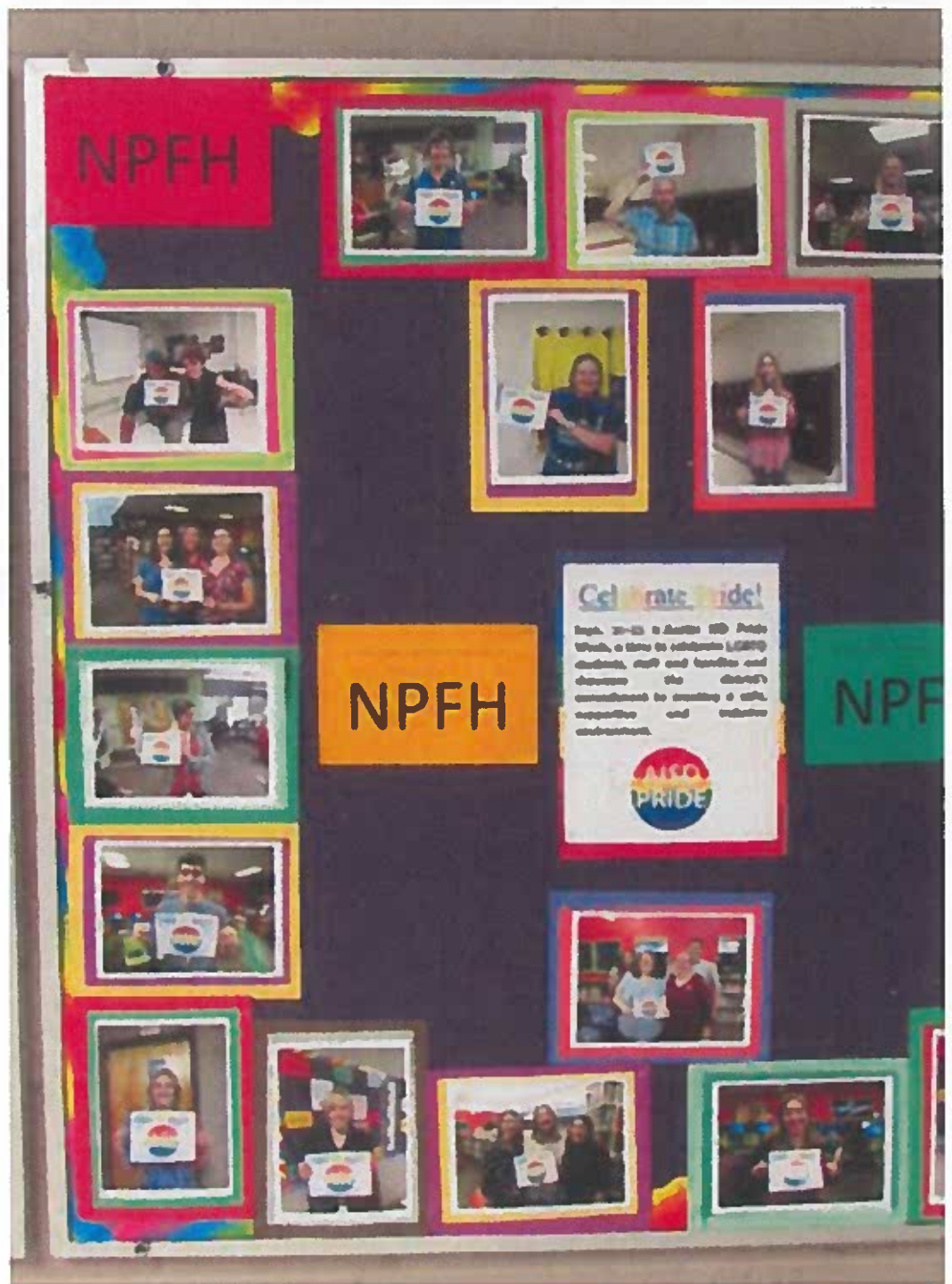
Showing our support for PRIDE week
Cougars want everyone to Take Pride
They Are! ❤️ @smallprincipal @AISD





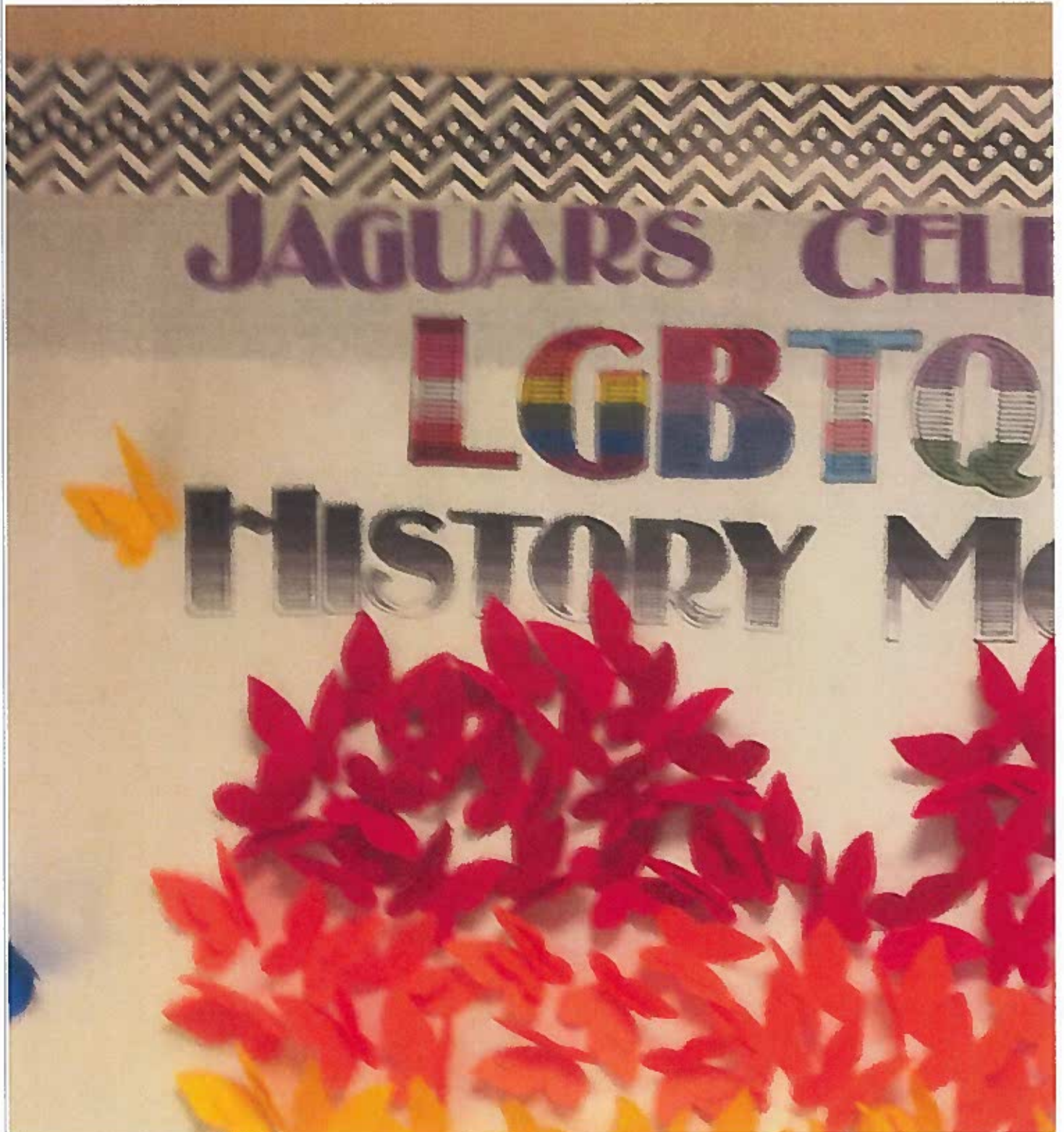


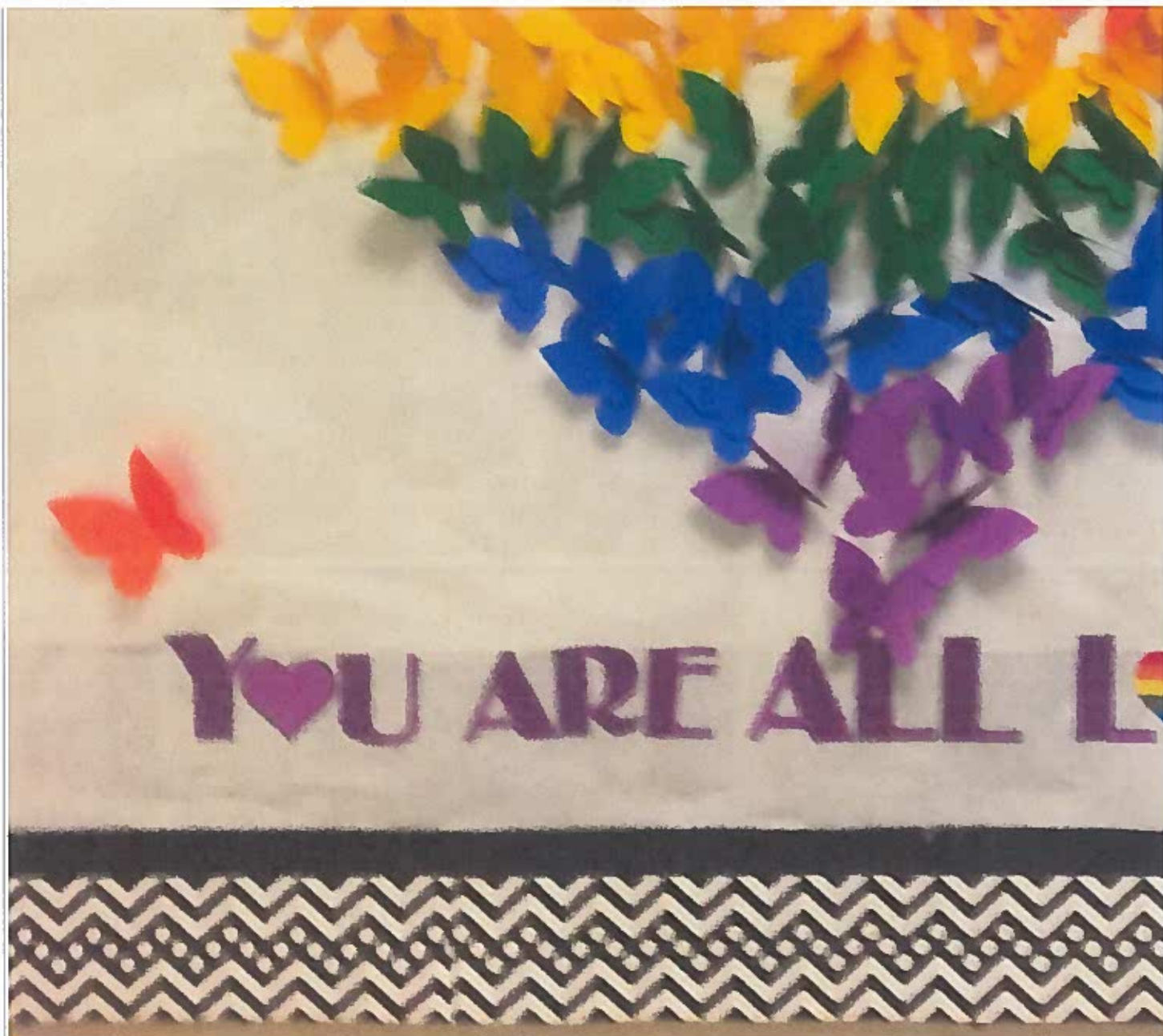
The Akins High School Gender and Sexuality Alliance (GSA-formerly Gay S started mass producing ally stickers and buttons for distribution across the campus!

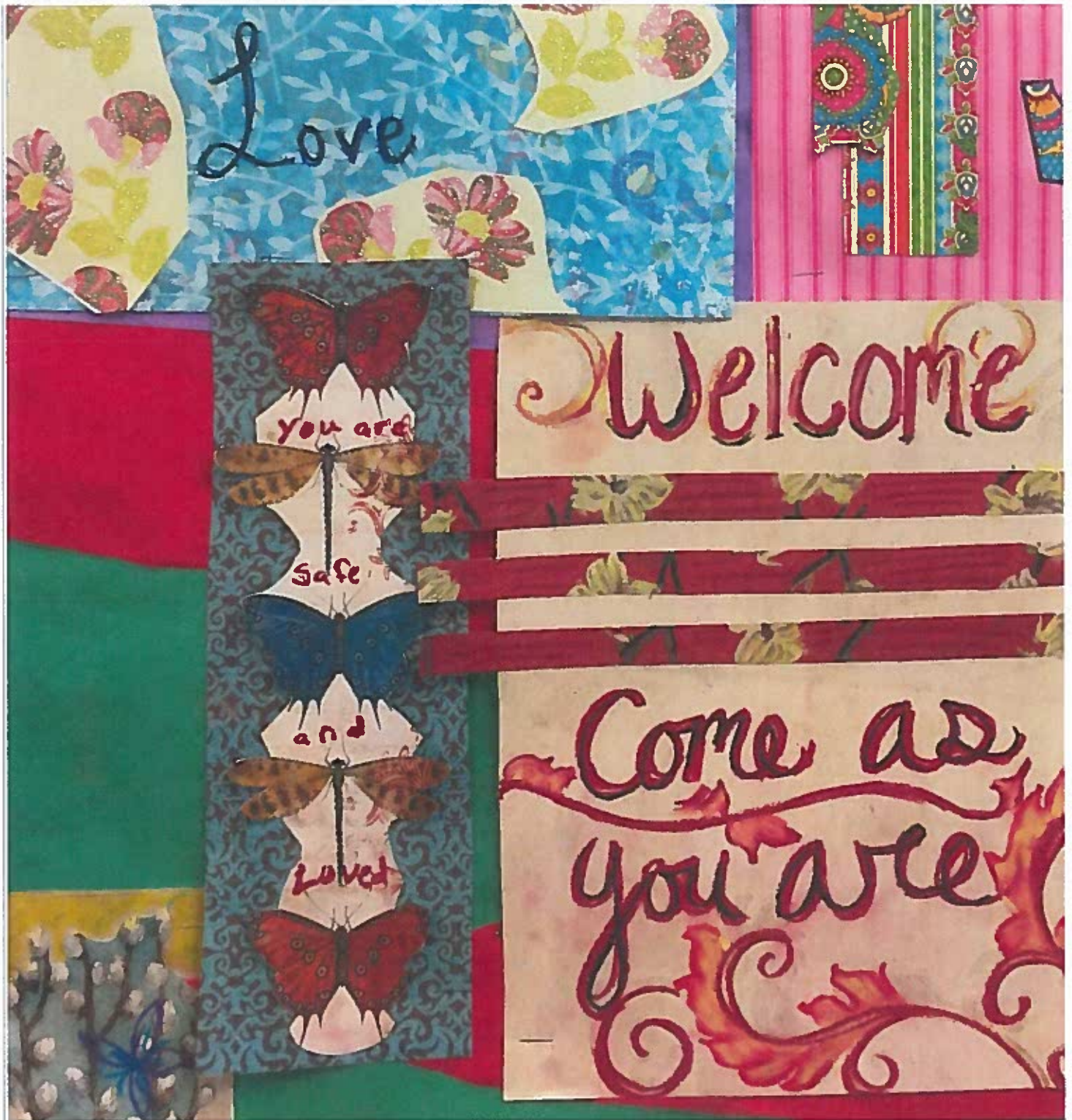


...Small MS put up a bulletin board celebrating students, fa













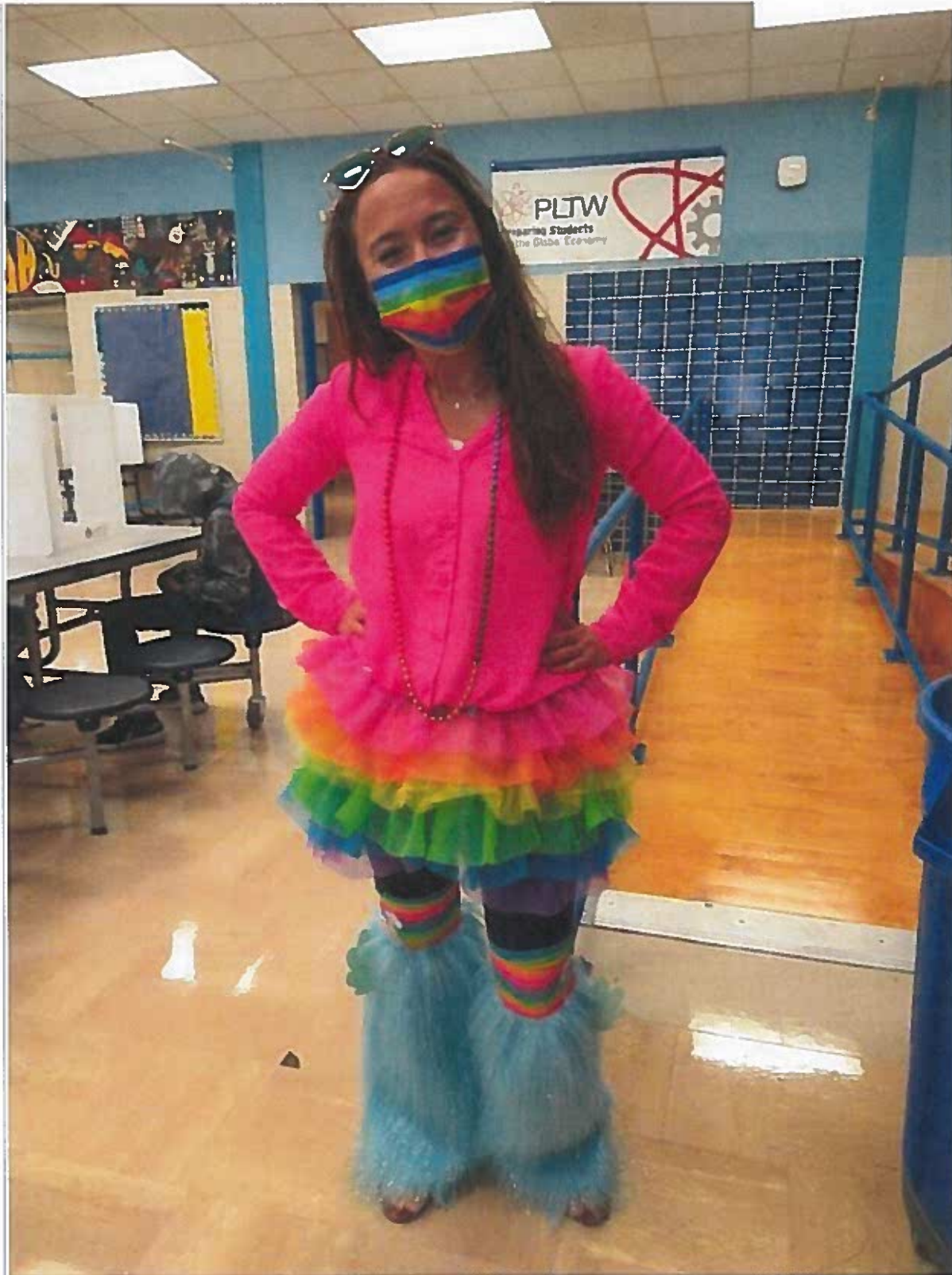
Find the Rainbow

Look around you and find each color of the rainbow
Red, Orange, Yellow, Green, Blue, Purple





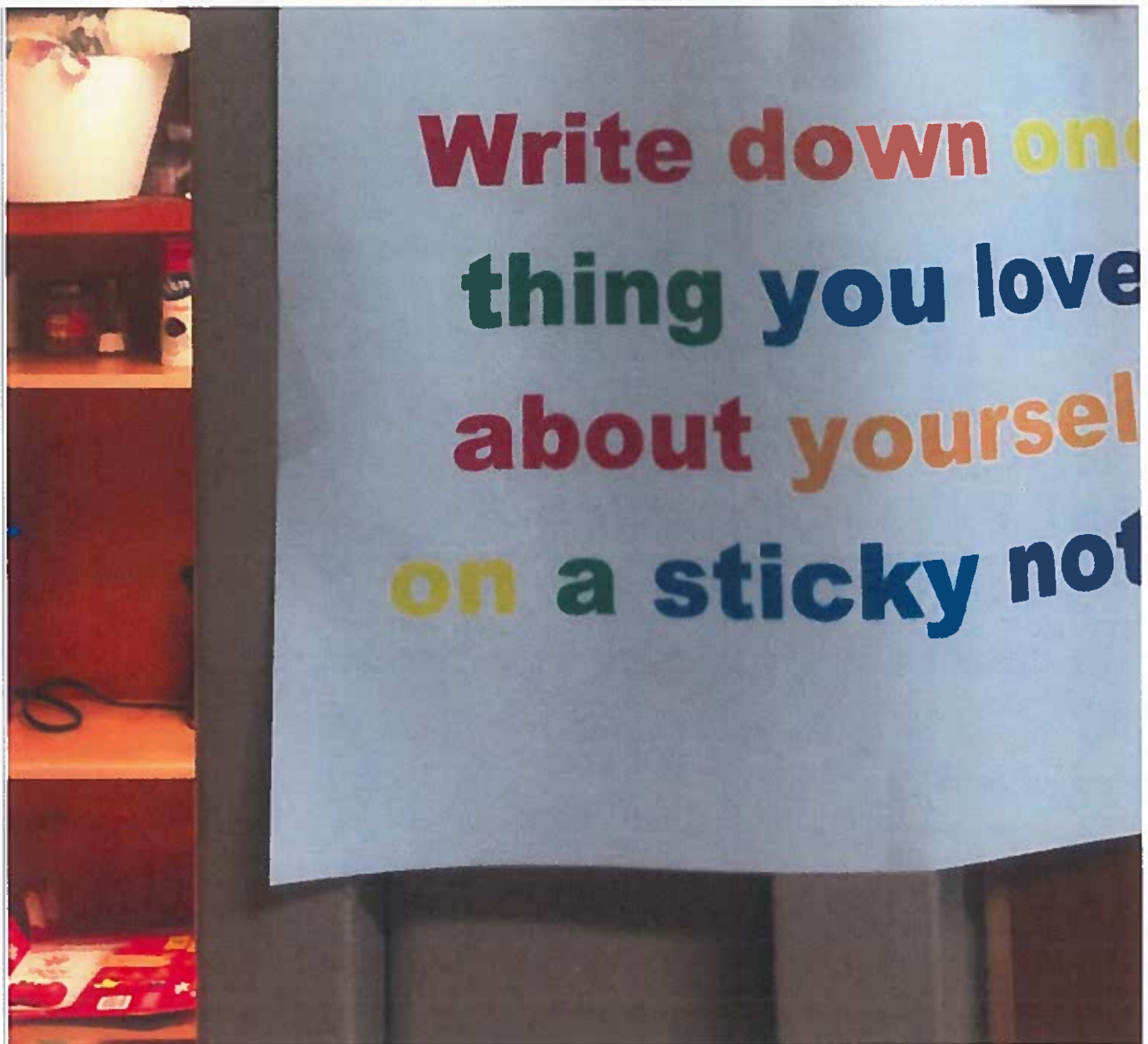




**TRY TO BE A RAINBOW
IN SOMEONE'S CLOUD.**

Maya Angelou

**Love
Who You
Are!**

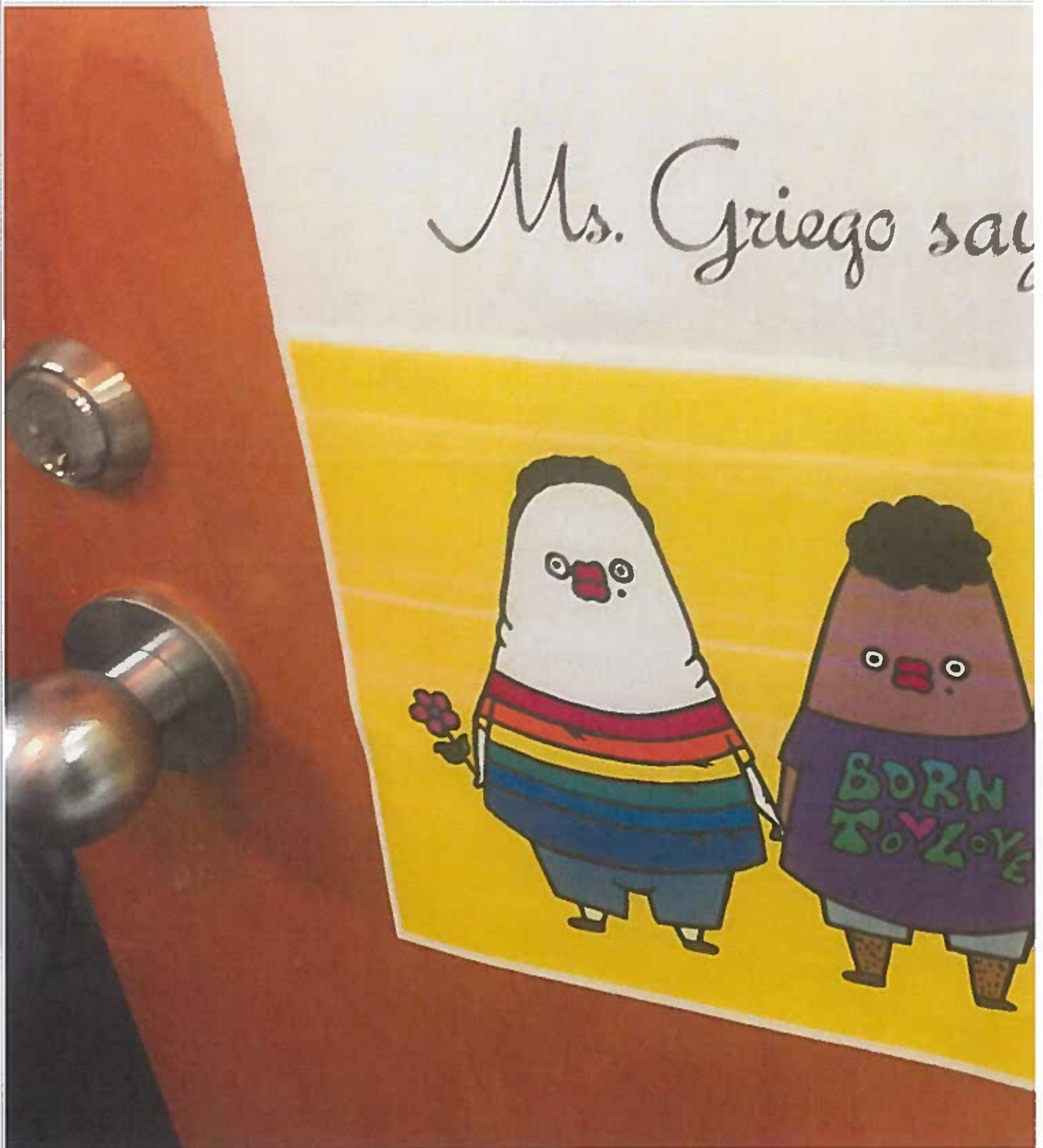




Bedichek Middle School Cheerleaders cheered us on to cheer



And Patton Elementary had their own bilingual display of love

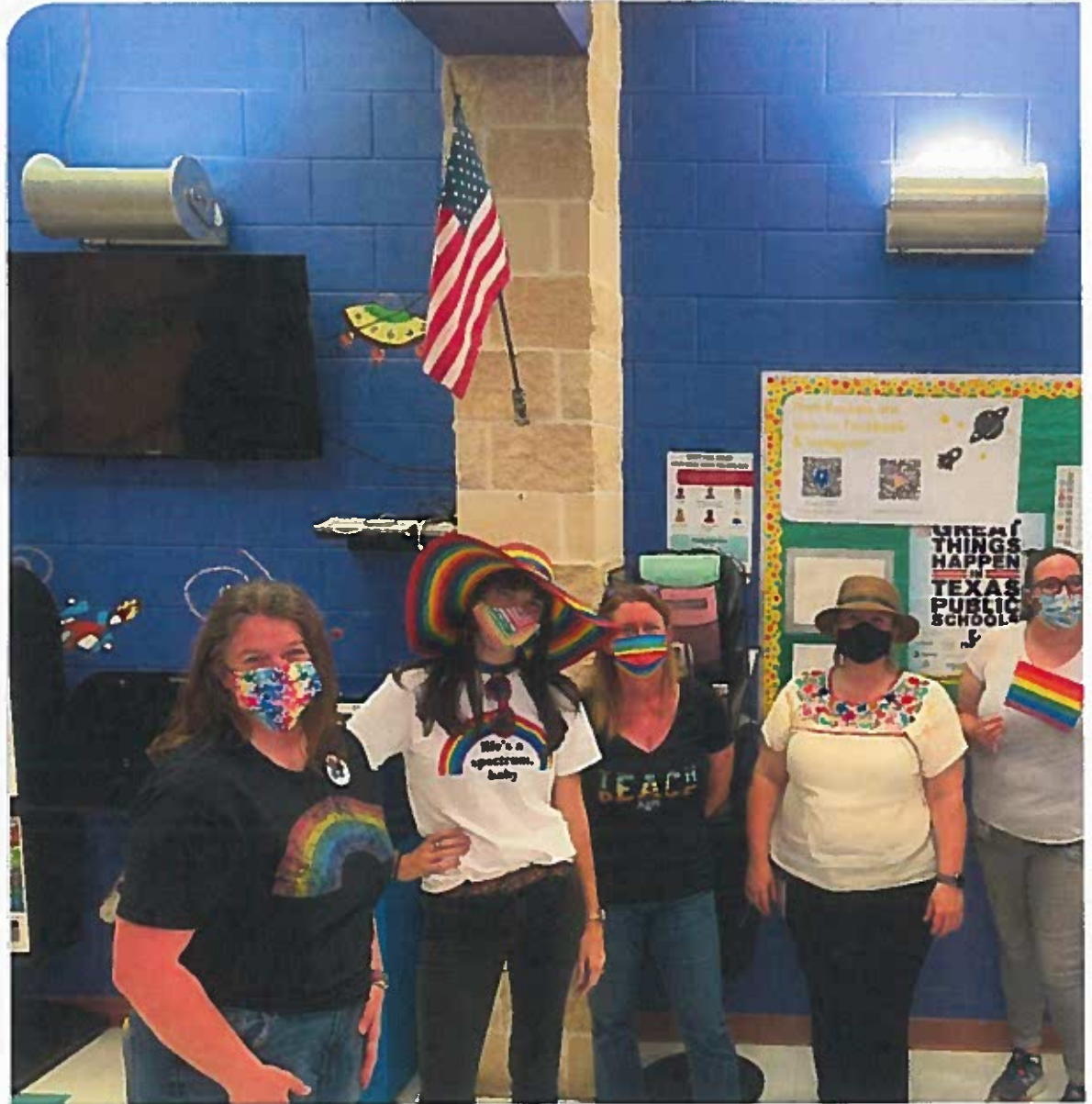






Danielle Trejo @TREJOMS · Apr 22, 2021

Equality 🌈❤️❤️❤️❤️❤️❤️ Happy Pride Week A
@AustinISDSEL @HARTROCKETS1 #AustinISDPri
#acceptance #appreciation #Respect #diversity

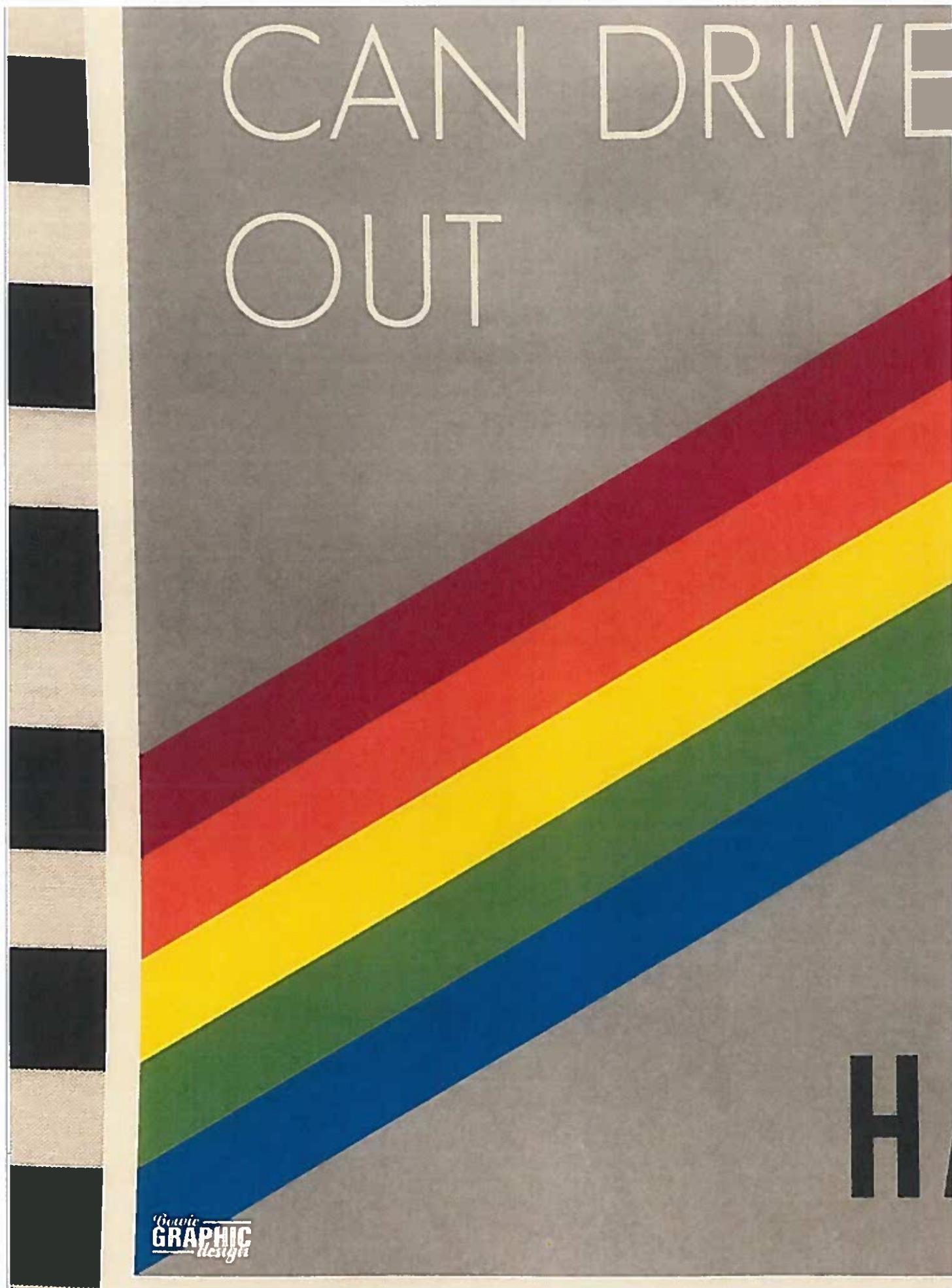




Guerrero Thompson EL @GTGrizzlyBears · Apr 21,
ALL the colors & sweets to kick off **#AISDpride** we

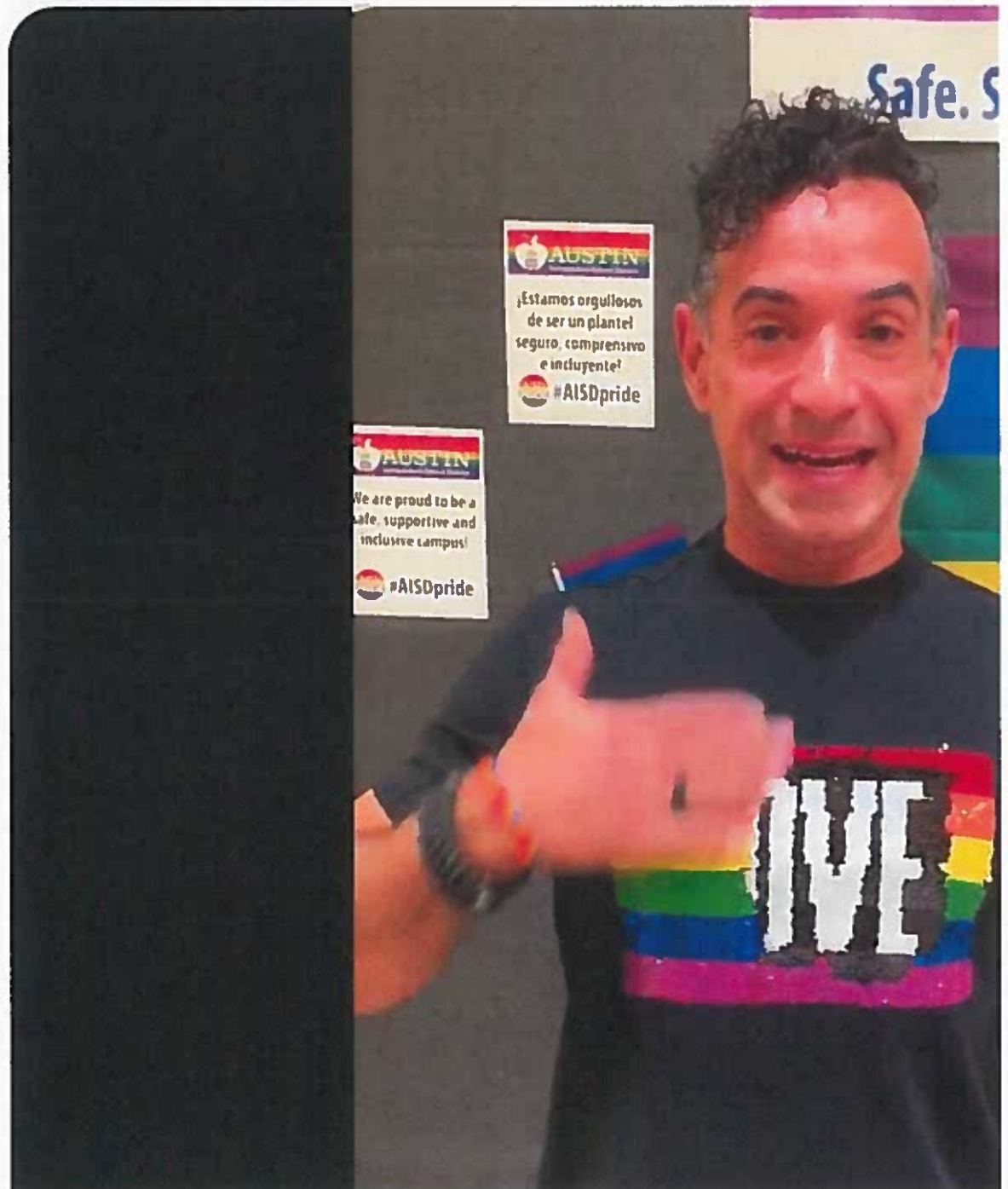








Darla Caughey @DarlaCARES · Oct 7, 2019
Celebrating **#AISDpride** with dedication and style!
@WeAreAISD





<https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022>

Books and YA Reads

Building an Inclusive Library on Your Campus

The following are suggestions of books and resources students can self-select, so you can create a more inclusive space for LGBTQ+ students:

- **And Tango Makes Three** by Justin Richardson and Peter Parnell, illustrated by Henry Cole (S. & S., 2005). PreS-Gr 2. Two male penguins and their baby.
- **Be Who You Are!** by Jennifer Carr (AuthorHouse, 2010). Gr 3-5. "About trans kids, written for younger kids."
- **Gender Outlaws: The Next Generation** edited by Kate Bornstein and S. Bear Bergman (Seal Pr., 2010). An adult publication appropriate for teens. "Provides a lot of different perspectives about gender."
- **Daddy, Papa, and Me** by Lesléa Newman (Tricycle, board book edition, 2009). PreS. "Board book for a very young level."
- **Beautiful Music for Ugly Children** by Kirstin Cronn-Mills (Flux, 2012). Gr 7 Up. "Includes a transgender character."
- **Better Nate Than Ever** by Tim Federle (S. & S., 2014). Gr 4-8. A 13-year-old boy heads to the Big Apple looking to audition for a big-city musical.
- **The Miseducation of Cameron Post** by Emily M. Danforth (HarperCollins, 2012). Gr 8 Up. Teen coming-of-age book.
- **10,000 Dresses** by Marcus Ewert, illustrated by Rex Ray (Triangle Square, 2008). K-Gr 4. A picture book about a child who dreams at night of dresses.
- **Violet in Bloom: A Flower Power Book** by Lauren Myracle (Abrams, 2010). Gr 4-8. "Has character with two moms, an experience that some readers may have in common."
- **Zero Fade** by Chris L. Terry (Curbside Splendor, 2013). Gr 5 Up. The main character struggles with homophobic feelings about his uncle, who is coming out.

- **[Using Books to Create a Safe Space for LGBTQIA+ Teens](https://www.theguardian.com/childrens-books-site/2014/may/14/james-dawson-best-lgbt-books-for-book-groups)**
(<https://www.theguardian.com/childrens-books-site/2014/may/14/james-dawson-best-lgbt-books-for-book-groups>)

- [LGBTQIA+ Pride and Two Spirit People](https://www.smithsonianmag.com/blogs/national-museum-american-indian/2021/06/23/lgbtqia-pride-and-two-spirit-people/) [\(https://www.smithsonianmag.com/blogs/national-museum-american-indian/2021/06/23/lgbtqia-pride-and-two-spirit-people/\)](https://www.smithsonianmag.com/blogs/national-museum-american-indian/2021/06/23/lgbtqia-pride-and-two-spirit-people/)



[_ \(https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022\)](https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022)

Policy

Austin ISD FFH Local POLICY: [_ \(https://pol.tasb.org/Policy/Download/1146?filename=FN%28LOCAL%29.pdf&filename=FN%28LOCAL%29.pdf\)](https://pol.tasb.org/Policy/Download/1146?filename=FN%28LOCAL%29.pdf&filename=FN%28LOCAL%29.pdf)

"The District has established as a **core value respect for every individual** and as a goal **fostering and modeling this core value**. The District believes that a valuable element of education is development of respect for all individuals, regardless of race, color, religion, **sex, gender, gender identity, gender expression, sexual orientation**, national origin, disability, age, immigration status, or any other basis prohibited by law. The District is committed to providing all students a **positive learning environment** that enhances personal safety and promotes respect, dignity, and equality. High standards are expected for both academic achievement and for behavior. **Principals are expected to implement schoolwide, classroom, and individual systems to teach and support positive student behaviors** and to respond to and make every reasonable effort to prevent all forms of bullying, harassment, and violence among students."

Austin ISD FN Local Policy:

"... The District believes that a valuable element of education is development of respect for all individuals, regardless of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law. The District is committed to providing all students a positive learning environment that enhances personal safety and promotes respect, dignity, and equality. " ... Each student is expected to respect the rights and privileges of other students, teachers, and District staff. All teachers, administrators, and other District personnel are expected to respect the rights and privileges of students."

Visit the following link for additional policies and research briefs:

<https://www.austinisd.org/respect-for-all/policies-research>

[\(https://www.austinisd.org/respect-for-all/policies-research\)](https://www.austinisd.org/respect-for-all/policies-research)

<https://www.aclu.org/issues/lgbtq-rights/lgbtq-youth>

[\(https://www.aclu.org/issues/lgbtq-rights/lgbtq-youth\)](https://www.aclu.org/issues/lgbtq-rights/lgbtq-youth)



[\(https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022\)](https://aisdblend.instructure.com/courses/282395/pages/austin-isd-pride-week-2022)