



An Original EduGuide for

# WRITING OUR OWN DICTIONARY

**IT GETS BETTER**  
PROJECT

## Background & Introduction

Welcome to *Writing Our Own Dictionary*, a four-part video series from the It Gets Better Project designed to help students learn about and explore important concepts surrounding gender expression and sexuality. These videos highlight the lesbian, gay, bisexual, transgender, and queer (LGBTQ+) community, but are absolutely not designed for an exclusively LGBTQ+ audience. It is our hope that through these videos and accompanying lesson plans and activities, students of all backgrounds, genders, and sexual orientations will be able to engage meaningfully with these concepts. We aim for students to not only dig deeper into their own identities, but also to develop empathy for those whose experiences may be quite different from their own. The future is inclusive and intersectional, and we are honored to be a part of that conversation. Now let's learn and explore together!

## Video/Lesson Overview

The four videos in this series all follow a similar structure and celebrate individuals and their lived experience. The videos can be shown in any order, though we recommend teaching them to students as follows:



### Bisexual & Pansexual



1

[LINK TO VIDEO](#)

### Transgender



2

[LINK TO VIDEO](#)

### Gender Nonbinary



3

[LINK TO VIDEO](#)

### Self Presentation



4

[LINK TO VIDEO](#)

**NOTE:** Before launching the unit, it might be wise to familiarize yourself with the [LGBTQ+ Glossary](#) on the It Gets Better Project's website to learn more about concepts we will discuss and more.

## Video Structure

### INTRODUCTION OF THE CONCEPT

The videos provide definitions so that all students can be involved in the discussion. Some of these concepts mean different things to different people, but it is still important (especially with topics that might require sensitivity) that we begin all discussions and explorations from a place of shared understanding.

### HISTORICAL CONTEXT

While many of these concepts are more recently being highlighted for the general public, these are far from novel. It is important for learning communities to understand that just because this may be the first time we are discussing these concepts in school, their history goes back generations.

### CELEBRATION OF DIVERSE VOICES

The It Gets Better Project is proud to highlight diverse members and allies of the LGBTQ+ community, uplifting those whose voices have been traditionally overlooked in mainstream media and classroom practices.

## Putting it to Work

With this education guide, we have created ready-to-teach resources (see lesson plans on the following pages) designed for students in Grades 9–12. Each video and accompanying lesson can be taught in a single class period (~1hr), with the option to extend. These lessons can come together to form a unit of study in and of itself, or they can serve as supplements to larger units on identity, self-expression, etc. We recommend using this guide to inspire larger conversations about queerness and acceptance. The main skills and standards addressed in this unit will be personal narrative, research skills, and presentation.

**NOTE:** All lessons can be readily taught in both virtual and in-person settings.



## Launching the Unit

Before playing any of the videos, begin with a discussion of gender and sexuality to activate students' prior knowledge. We live in a society that places considerable emphasis on gender and sexuality. And yet we also live during a time when gender and sexuality are being discussed more openly, in ways that may be new to some people.

- Launch the unit** by writing GENDER & SEXUALITY on the board and asking students to free-write. Depending on classroom dynamics, this might be followed by a whole-class share-out and discussion. If the class is not yet ready for this level of vulnerability, students are welcome to reflect individually with the promise of a whole-class discussion at the end of the unit.
- Distribute Student Checklists** on the next page to your students. Each of the four lessons will ask students to complete a follow-up project. The first three lessons give students an option of completing either a personal narrative or a research-based response. The last lesson has a group project. Explain to students that in order to complete the unit, they are expected to complete at least one personal response and at least one research-based response.

## Common Core Standards Addressed

### Text Types and Purposes

CCSS.ELA-LITERACY.W.9-12.2-3

### Production and Distribution of Writing

CCSS.ELA-LITERACY.W.9-12.4-6

### Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.9-12.7-9

### Range of Writing

CCSS.ELA-LITERACY.W.9-12.10

### Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.9-12.1-2

### Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.9-12.4



## Student Checklist

Welcome to *Writing Our Own Dictionary*, a four-part video series from It Gets Better designed to help you learn about and explore important concepts surrounding gender expression and sexuality. These videos highlight the lesbian, gay, bisexual, transgender, and queer (LGBTQ+) community, but are absolutely not designed for an exclusively LGBTQ+ audience. It is our hope that through these videos and accompanying activities, students of all backgrounds, genders, and sexual orientations will be able to engage meaningfully with these concepts. Now let's learn and explore together!

Over the course of this unit, you will watch four videos and be asked to complete a series of responses, one per video. In the space below, keep track of your progress.

Video	Personal Response	Research-Based Response
<p><b>“Bisexual &amp; Pansexual”</b></p>	<p><input type="checkbox"/> <b>Expectations</b> - What expectations have been placed on you? How have you navigated them? Write a letter to your younger self.</p>	<p><input type="checkbox"/> <b>Historical Figures</b> - Research one of history's bisexual or pansexual figures. Write them a letter.</p>
<p><b>“Transgender”</b></p>	<p><input type="checkbox"/> <b>Chosen Family</b> - How does your chosen family play a role that is similar to or different from your given family? Record a personal narrative.</p>	<p><input type="checkbox"/> <b>Cultural Exploration</b> - Research a culture that has traditionally recognized a “third gender.” Record a presentation.</p>
<p><b>“Gender Nonbinary”</b></p>	<p><input type="checkbox"/> <b>The “Script Of Society”</b> - Think of a time when your experiences either profoundly validated or questioned society's gender expectations. Write/ draw a scene to illustrate it.</p>	<p><input type="checkbox"/> <b>Your Name</b> - Look up the history and meaning of your name. What does it tell the world about yourself? Create a character that you think perfectly fits your name.</p>
<p><b>“Self-Presentation”</b></p>	<p><input type="checkbox"/> <b>Group Project</b> - Create a “chosen family” of characters that you describe through their self-presentation.</p> <p><b>Group Members:</b> _____</p> <p>_____</p> <p>_____</p>	

## LESSON 1



CLICK TO WATCH ON  YouTube

### Lesson Introduction

As they are becoming more openly discussed in mainstream media sources, sexuality and sexual fluidity are becoming increasingly destigmatized with our new generation of learners. It is highly likely that your students will have preconceived notions about what these concepts mean before the start of this first lesson. As you launch into our first lesson, encourage students to be open-minded. This unit may touch on topics that they have never discussed in school before, and it's okay to be uncomfortable. That being said, it is not okay to project that onto others, especially when you never know what any individual person is going through on the inside. **Before beginning this unit, consider setting some expectations in the classroom to guide respectful discourse.**

### Key Concepts & Vocabulary

#### BISEXUAL AND PANSEXUAL

Refers broadly to people who are attracted to more than one gender

#### BISEXUAL

Attraction to same or different gender

#### PANSEXUAL

Attraction not limited to particular gender identity or sexual orientation

### Objective

By the end of this lesson, students will be able to define bisexuality and pansexuality, and understand them in relation to the expectations societies place on people. Students will either reflect on their own experiences, or research those of a historical figure.

### Lesson Resources

In this [Google Folder](#), under "1 Bisexual & Pansexual", you will find the following items:

1. A ready-to-teach **Google Slides Presentation** for lesson plan below (includes video).
2. **Student Directions + Rubric Sheet** - for ALL students
3. A separate folder with **Differentiated Supports** - as needed
  - **Scaffolded Notes Sheet** for students who may struggle to take notes independently (to be distributed before class as needed)
  - **Scaffolded support sheet to break down Option 1 Personal Response Task**
  - **Scaffolded support sheet to break down Option 2 Research-Based Response Task**

## Lesson Plan

### 1. Teacher Preparation

Open the Google Slides presentation available in the Google Folder linked above. Print or upload student resources as needed.

### 2. Launch the Unit

(See pg. 1-2 of this EduGuide)

Ask students to freewrite on the words GENDER & SEXUALITY, then distribute student checklists.

### 3. Set Norms

Conversations in this unit will require maturity and sensitivity. Staying curious, while keeping all comments respectful, will be the key to a successful learning experience.

### 4. Move Through Google Slides Presentation

Lead students through the Google Slides.

- Students will be asked to take notes on a separate sheet of paper during the video. For those who may struggle to take notes independently, a scaffolded note-taking sheet is available in the Google Folder for this unit.
- Play this lesson's video, "Bisexual & Pansexual".
- After the video, ask students to share with a partner (or in breakout rooms) their key takeaways from the video. This will lead into a full-class discussion.

### 5. Class Discussion

Guiding questions are listed in the Google Slides.

- How can we define bisexuality? How can we define pansexuality?
- The video notes that the way individuals define bisexuality and pansexuality can be unique to them. What other words can you think of that also might mean different things to different people? What impact do you think this has?
- In the video, Karen Spruill (she/her, he/him, they/them) talks about expectations placed on us when we are younger. What impact do you think others' expectations have on the way we develop as individuals?

### 6. Introduce Student Response Tasks

Students have two options, explained in the Google Slides. Remind them that they will have to choose at least one personal response and at least one research-based response during the course of this unit.

- **OPTION 1 (Personal Response):** What expectations are placed on you? These might come from parents, other adults, even yourself. How have these expectations informed who you are and how you approach the world around you? With this in mind, write a letter to your younger self. What advice would you give?
- **OPTION 2 (Research-based Response):** Research one of history's bisexual or pansexual figures. You may choose one of the figures listed in the video: Walt Whitman, Babur the Mongolian Emperor, Francis Bacon, Lord Byron, Sor Juana Inés de la Cruz. In your research, be sure to look up the culture and society in which they lived. Do you think their sexuality was accepted? Why or why not? Write a letter to this historical figure. What would you like to ask them? What would you like to share about your learning?

### 7. Independent Activity

Distribute student worksheets & give them time to work. For students who need additional support, provide the scaffolded worksheets to help break down the process for these independent tasks. Depending on how much time you have, and how in-depth you want students to go in their response tasks, you may ask students to complete this during a later class period or as a homework assignment.

### 8. Exit Ticket

In the video, Nia Roe (she/her) discusses her sexuality in terms of music. What kind of music best describes how you feel when you experience strong emotions? Pick an emotion (it does not have to be romantic) and choose a song that best expresses how that emotion makes you feel. Share in small groups or in virtual break-out rooms.

### 9. Extension (Optional)

Have students partner up and share their responses, asking questions and providing each other with feedback. You may consider a round-robin where students share with a different partner after each lesson. You may also consider allowing those students who are willing to share their work with the class. This all depends on the time you have, and the culture of your classroom.

## Take It Further

- Check out the [Bisexual Stories page](#) on the It Gets Better Project's website to learn more about bisexuality.
- Check out the It Gets Better Project's [playlist celebrating pansexual stories](#).

## Common Core Standards Addressed

- **Grades 9-10:**  
CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.9-10.9
- **Grades 11-12:**  
CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.9



## LESSON 2



CLICK TO WATCH ON  YouTube

### Lesson Introduction

As we embark on Lesson 2, discussions will move from sexuality to gender identity. While often confused, these are very different concepts, and one does not dictate the other. Sexuality is all about attraction, how we engage with others. Gender identity, on the other hand, is about how we feel in our own skin, and in relation to the gender assigned to us at birth. Our society tends to uphold a gender binary: man or woman. This has not always been the case across human history, though. As you dive deeper into this lesson, consider asking students to reflect on the gender binary. Why do some societies fight to maintain it, while others are open to embracing a broader spectrum of gender identity?

### Key Concepts & Vocabulary

#### TRANSGENDER

Someone whose gender identity differs from the one that was assigned to them at birth

#### TOP SURGERY

A surgical procedure to remove breast tissue as a part of gender affirming surgery

### Objective

By the end of this lesson, students will be able to define transgender, and understand the difference between gender and sexuality. Students will either reflect on their own experiences with “chosen families”, or research a culture that has traditionally recognized more than two genders.

### Lesson Resources

In this [Google Folder](#), under “2 Transgender”, you will find the following items:

1. A ready-to-teach **Google Slides Presentation** for lesson plan below (includes video).
2. **Student Directions + Rubric Sheet** - for ALL students
3. A separate folder with **Differentiated Supports** - as needed
  - **Scaffolded Notes Sheet** for students who may struggle to take notes independently (to be distributed before class as needed)
  - Scaffolded support sheet to break down **Option 1 Personal Response Task**
  - Scaffolded support sheet to break down **Option 2 Research-Based Response Task**



## Lesson Plan

### 1. Teacher Preparation

Open the Google Slides presentation available in the Google Folder linked above. Print or upload student resources as needed.

### 2. Reminder of Norms

Refer back to classroom norms set in Lesson 1. Remind students that we all need to remain respectful and sensitive during the course of this unit.

### 3. Move Through Google Slides Presentation

Lead students through the Google Slides.

- Students will be asked to take notes on a separate sheet of paper during the video. For those who may struggle to take notes independently, a scaffolded note-taking sheet is available in the Google Folder for this unit.
- Play this lesson's video, "Transgender".
- After the video, ask students to share with a partner (or in breakout rooms) their key takeaways from the video. This will lead into a full-class discussion.

### 4. Class Discussion

Guiding questions are listed in the Google Slides.

- How can we define transgender?
- A key takeaway from the video in relation to top surgery: "Everyone's journey is unique. While some trans people seek out surgery, surgery is not necessary to be trans or to be authentically you." How would you explain this to someone who was not here for this lesson?
- In the last lesson, we discussed bisexuality and pansexuality. In this lesson, we learned about transgender. What is the difference between sexuality and gender?
- In the video, Lee LeBreton (he/him, they/them) discusses moving to Brooklyn and finding his chosen family. Chosen families refer to support systems you have outside of your given family, the one you were born into. Who is in your chosen family? Share in small groups or in virtual breakout rooms.

### 5. Introduce Student Response Tasks

Students have two options, explained in the Google Slides. Remind them that they will have to choose at least one personal response and at least one research-based response during the course of this unit.

- **OPTION 1 (Personal Response):** Reflect on your chosen family. Who is in your chosen family? How does your chosen family play a role that is similar to or different from your given family? Record a personal narrative (can be audio or video) that includes examples and specific moments.
- **OPTION 2 (Research-based Response):** Research a culture that has traditionally recognized a third gender. Some suggestions: Indian, Native American, Thai. Organize your findings into a recorded presentation (can be audio or video) for an audience unfamiliar with this culture.

### 6. Independent Activity

Distribute student worksheets & give them time to work. For students who need additional support, provide the scaffolded worksheets to help break down the process for these independent tasks. Depending on how much time you have, and how in-depth you want students to go in their response tasks, you may ask students to complete this during a later class period or as a homework assignment.

### 7. Exit Ticket

In the video, we saw individuals using art to express how they feel about their gender identity. Draw a picture that represents how you feel in your own skin.

**NOTE:** If you have more time, this can be extended into another lesson, even recreating the painting activity seen in the video.

### 8. Extension (Optional)

Have students partner up and share their responses, asking questions and providing each other with feedback. You may consider a round-robin where students share with a different partner after each lesson. You may also consider allowing those students who are willing to share their work with the class. This all depends on the time you have, and the culture of your classroom.

## Take It Further

- Check out the following resources on the It Gets Better Project's website to learn more about transgender individuals, their experiences, and supports available.
  - [Resources for Trans and GNC \(Gender Non-Conforming\) Youth](#)
  - [Celebrate Trans Awareness Week](#)

## Common Core Standards Addressed

- **Grades 9-10:**  
CCSS.ELA-LITERACY.W.9-10.3, CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.9-10.7
- **Grades 11-12:**  
CCSS.ELA-LITERACY.W.11-12.3, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.7



## LESSON 3



# GENDER NONBINARY

CLICK TO WATCH ON  YouTube

## Lesson Introduction

Our last lesson, “Transgender,” introduced students to gender fluidity with regards to the gender binary, man or woman. This time, we are taking that one step further. Gender, like many other concepts often misrepresented as such, is not in fact binary. As we will learn, gender can have a universe of possibilities. For students new to discussions of queerness, this may be a challenging concept to grasp. Before beginning this lesson, ask students to brainstorm other binaries that exist in our collective consciousness. Examples may include: masculine/feminine, active/passive, strong/weak, peace/war, young/old, and good/evil. Guide students in reflecting on these binaries. Are they always adhered to? What impact would it have if they were?

## Key Concepts & Vocabulary

### GENDER NONBINARY

Someone whose gender identity does not conform to the gender binary, what we know as male and female

**NOTE:** Nonbinary is often used as an umbrella term for agender, bigender, genderqueer, genderfluid, and more. Individuals may use gender neutral pronouns they/them, or neo pronouns such as ae and thon.

### GENDER DYSPHORIA

a condition that causes distress and discomfort when the gender you identify with conflicts with the sex that you were assigned at birth

## Objective

By the end of this lesson, students will be able to define gender nonbinary, and what it means to not conform to what the video calls the “script of society”. Students will either reflect on their own experiences with society’s norms, or research the meaning and significance of their name.

## Lesson Resources

In this [Google Folder](#), under “3 Gender Binary”, you will find the following items:

1. A ready-to-teach **Google Slides Presentation** for lesson plan below (includes video).
2. **Student Directions + Rubric Sheet** - for ALL students
3. A separate folder with **Differentiated Supports** - as needed
  - **Scaffolded Notes Sheet** for students who may struggle to take notes independently (to be distributed before class as needed)
  - Scaffolded support sheet to break down **Option 1 Personal Response Task**
  - Scaffolded support sheet to break down **Option 2 Research-Based Response Task**

## Lesson Plan

### 1. Teacher Preparation

Open the Google Slides presentation available in the Google Folder linked above. Print or upload student resources as needed.

### 2. Discussion on Binaries

Begin with a whole-group discussion. Ask students to brainstorm as many binaries in our collective consciousness as they can think of. Examples: good/evil, truth/lies, masculine/feminine. To what extent are these binaries true? Is there room for a gray area?

### 3. Reminder of Norms

Refer back to classroom norms set in Lesson 1. Remind students that we all need to remain respectful and sensitive during the course of this unit.

### 4. Move Through Google Slides Presentation

Lead students through the Google Slides.

- Students will be asked to take notes on a separate sheet of paper during the video. For those who may struggle to take notes independently, a scaffolded note-taking sheet is available in the Google Folder for this unit.
- Play this lesson's video, "Gender Nonbinary".
- After the video, ask students to share with a partner (or in breakout rooms) their key takeaways from the video. This will lead into a full-class discussion.

### 5. Class Discussion

Guiding questions are listed in the Google Slides.

- How can we define gender nonbinary? What are some examples of pronouns that gender nonbinary individuals might use? What is gender dysphoria?
- In the video, Telloyd Richards (she/her) says that being nonbinary to her is about not conforming to "a script of society". What script does society give us, with regards to gender? What other scripts does society give us? Do we always follow them? Should we?
- In the video, Sage Newman (they/them) talks about the significance of their name. What do you know about your name? Do you know what it means? Do you know where it comes from? Share in small groups or in virtual breakout rooms.

### 6. Introduce Student Response Tasks

Students have two options, explained in the Google Slides. Remind them that they will have to choose at least one personal response and at least one research-based response during the course of this unit. Students should refer to their checklists from the unit launch. If they have not done one of the two categories, this is their last chance.

- **OPTION 1 (Personal Response):** Reflect on the "script of society". Think of a time when your experiences either profoundly validated or questioned society's gender expectations. Write, draw, or somehow design a scene to illustrate it.
- **OPTION 2 (Research-based Response):** Look up the history and meaning of your name. What does it tell the world about yourself? Your parents? Your family? Does your name reflect your personality? Create a character, with your name, that you feel fits the name perfectly. You may use any format you see fit (drawing, description, etc.). How similar or different are they from you?

### 7. Independent Activity

Distribute student worksheets & give them time to work. For students who need additional support, provide the scaffolded worksheets to help break down the process for these independent tasks. Depending on how much time you have, and how in-depth you want students to go in their response tasks, you may ask students to complete this during a later class period or as a homework assignment.

### 8. Exit Ticket

If you could change your name, would you? What would you choose and why? Students may answer on a post-it note, or in a virtual classroom chatbox.

### 9. Extension (Optional)

Have students partner up and share their responses, asking questions and providing each other with feedback. You may consider a round-robin where students share with a different partner after each lesson. You may also consider allowing those students who are willing to share their work with the class. This all depends on the time you have, and the culture of your classroom.

## Take It Further

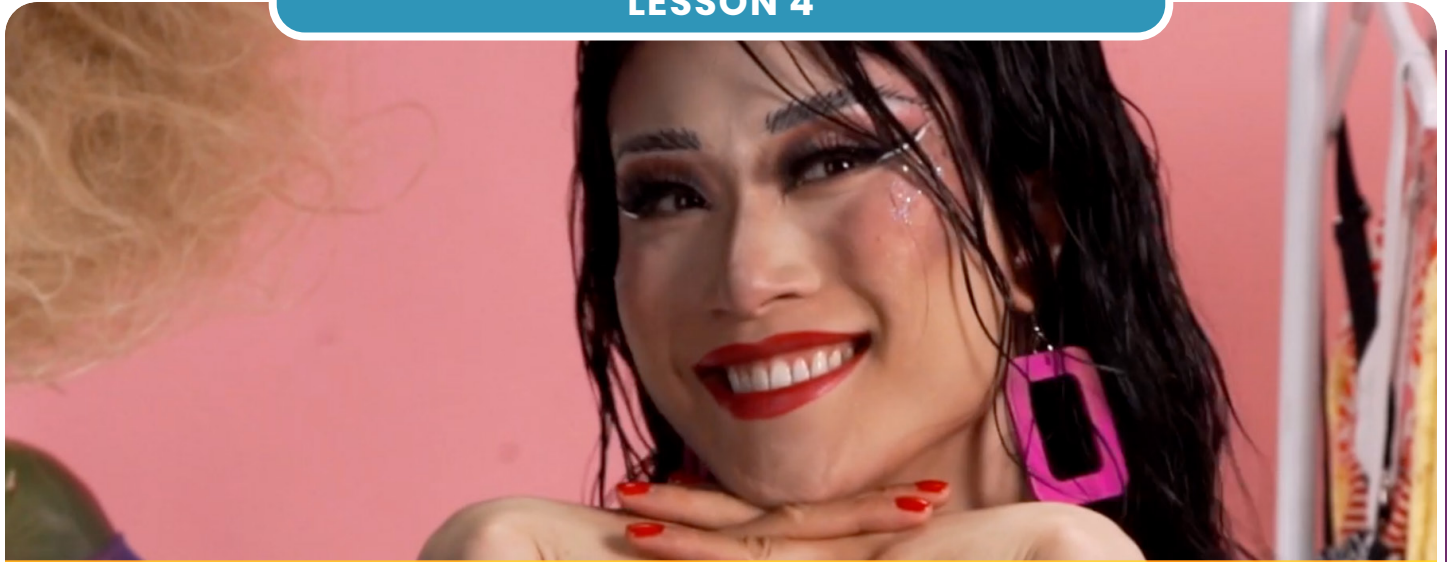
- Check out the [Nonbinary Stories page](#) on the It Gets Better Project's website to learn more about gender fluidity.

## Common Core Standards Addressed

- **Grades 9-10:**  
CCSS.ELA-LITERACY.SL.9-10.1, CCSS.ELA-LITERACY.SL.9-10.2, CCSS.ELA-LITERACY.SL.9-10.4
- **Grades 11-12:**  
CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.2, CCSS.ELA-LITERACY.SL.11-12.4



## LESSON 4



# SELF-PRESENTATION

CLICK TO WATCH ON  YouTube

### Lesson Introduction

For this, our last lesson, we are changing things up a bit, and giving students the opportunity to work together. By this point in the unit, students should be comfortable enough to begin to share their experiences more openly. If you have elected to allow students to reflect individually thus far, now is the time to push their comfort zones. The topic of this week's lesson, "Self-Presentation," is all about playing, using trial and error until you find what fits you best, pun intended. It is our hope that this lesson, and this unit at large, will help students feel more agency over their own choices, understanding the difference between what they truly want and what society has told them to expect of themselves.

### Key Concepts & Vocabulary

- What society considers feminine and masculine in clothing has changed a lot throughout the eras.
- Clothing and style are fluid, just like us.

### Objective

By the end of this lesson, students will be able to discuss self-presentation in relation to society's expectations. Students will work in groups to design a chosen family of characters that they describe through their self-presentation.

### Lesson Resources

In this [Google Folder](#), under "4 Self-Presentation", you will find the following items:

1. A ready-to-teach **Google Slides Presentation** for lesson plan below (includes video).
2. **Student Directions + Rubric Sheet** - for ALL students
3. A separate folder with **Differentiated Supports** - as needed
  - Scaffolded **Notes Sheet** for students who may struggle to take notes independently (to be distributed before class as needed)
  - Scaffolded support sheet to break down **Option 1 Personal Response Task**
  - Scaffolded support sheet to break down **Option 2 Research-Based Response Task**

## Lesson Plan

### 1. Teacher Preparation

Open the Google Slides presentation available in the Google Folder linked above. Print or upload student resources as needed.

### 2. Reminder of Norms

Refer back to classroom norms set in Lesson 1. Remind students that we all need to remain respectful and sensitive during the course of this unit. This lesson will rely particularly heavily on these norms, as we will be completing a group task after the video.

### 3. Move Through Google Slides Presentation

Lead students through the Google Slides.

- Students will be asked to take notes on a separate sheet of paper during the video. For those who may struggle to take notes independently, a scaffolded note-taking sheet is available in the Google Folder for this unit.
- Play this lesson's video, "Self-Presentation".
- After the video, ask students to share with a partner (or in breakout rooms) their key takeaways from the video. This will lead into a full-class discussion.

### 4. Class Discussion

Guiding questions are listed in the Google Slides.

- In the context of this lesson, what does self-presentation mean, in your own words?
- Identify two figures from history whose fashion choices were contrary to what we today consider masculine and feminine.
- In the video, Yuhua Hamasaki (she/her) says, "Most people don't know this. When they woke up today, they actually did drag." What does this mean? Do you agree? Why or why not?
- In the video, Sara Hart (she/her/they) says, "I think to survive, as a lot of queer people do, we try to fit in as best as we can." What does she mean, in terms of survival? Now reflect on your own experiences. All of us, at some point or another, feel the pressure to fit in. Share a time that you have had to fit in. What did you do? How did it feel?

### 5. Introduce Student Response Tasks

For this task, students will work in groups. We recommend assigning 3-4 students per group. These groups can be heterogenous or homogenous, whichever you feel works best for your class.

- **GROUP TASK:** Create a chosen family of characters that you describe through their presentation. Each character should be drawn or designed online, and come with a brief description about what their self-presentation says about them. Depending on the time you have, consider asking students to take this a step further and write a scene in which these characters interact. This may take the form of a script, a comic, or even a video. For optimal group dynamics, have students self-assign roles within their groups: artists, description writers, videographers, etc.

### 6. Independent Activity

Distribute student worksheets & give them time to work. For students who need additional support, provide the scaffolded worksheets to help break down the process for their independent task. Depending on how much time you have, and how in-depth you want students to go in their response tasks, you may ask students to complete this during a later class period or as a homework assignment.

### 7. Exit Ticket

Reflect on your outfit today. If someone who's never met you saw a picture of you taken right now, what assumptions would they make? Would they be correct?

### 8. Extension (Optional)

Have groups share their work with the class, asking questions and providing each other with feedback. As this is the end of our unit, you may also ask students to share their experiences overall. What did they learn? Did anything surprise them? This can be completed as an individual reflection or as a whole-class sharing discussion. When you are done, challenge students to at some point share their learning with at least one person outside of this class.

## Take It Further

- Check out the other stellar [EduGuides](#) on the It Gets Better Project's website. Let this unit be just the beginning!

## Common Core Standards Addressed

- **Grades 9-10:**  
CCSS.ELA-LITERACY.SL.9-10.4, CCSS.ELA-LITERACY.W.9-10.10, CCSS.ELA-LITERACY.W.9-10.6
- **Grades 11-12:**  
CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.6





## ABOUT THE ORGANIZATION

We hope you enjoyed this official EduGuide for *Writing Our Own Dictionary*. This resource is part of a growing portfolio of materials currently made available through It Gets Better EDU.

It Gets Better EDU exists to ensure that the uplifting stories crafted and collected by the It Gets Better Project reach LGBTQ+ youth wherever learning takes place. We do this by offering educators and student leaders easy-to-access and easy-to-use resources, information, and more. Learn about It Gets Better EDU at [itgetsbetter.org/edu](https://itgetsbetter.org/edu), and for inquiries, email us at [education@itgetsbetter.org](mailto:education@itgetsbetter.org).



**It Gets Better Project** is a nonprofit organization based in Los Angeles, California. Its mission is to uplift, empower, and connect LGBTQ+ youth around the globe. With affiliates operating on 4 different continents, the It Gets Better Project boasts a truly global operation. Together, this networks use the power of story - told through online videos, social media, films, television specials, books, and more - to uplift, empower, and connect LGBTQ+ youth around the globe.

### Connect with the Organization:

Website: [itgetsbetter.org](https://itgetsbetter.org)

Email: [info@itgetsbetter.org](mailto:info@itgetsbetter.org)

Get Help: [itgetsbetter.org/GetHelp](https://itgetsbetter.org/GetHelp)

### Follow the Organization:

Facebook: [facebook.com/itgetsbetterproject](https://facebook.com/itgetsbetterproject)

Instagram: [instagram.com/itgetsbetter](https://instagram.com/itgetsbetter)

TikTok: [tiktok.com/@itgetsbetter](https://tiktok.com/@itgetsbetter)

Tumblr: [itgetsbetterproject.tumblr.com/](https://itgetsbetterproject.tumblr.com/)

Twitter: [twitter.com/ItGetsBetter/](https://twitter.com/ItGetsBetter/)

YouTube: [youtube.com/itgetsbetter](https://youtube.com/itgetsbetter)

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