



An Original EduGuide for

FEARLESS

LGBTQ+ PIONEERS THAT MADE IT BETTER

IT GETS
BETTER
PROJECT

An Original EduGuide for
FEARLESS



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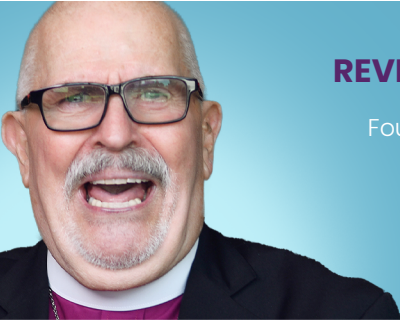
Background & Introduction

Welcome to Fearless, a nine-part video series from MSNBC created in collaboration with the It Gets Better Project and ONE Archives. Each episode highlights a trailblazer in the 20th Century LGBTQ+ movement in Los Angeles. They discuss the context in which they struggled and thrived, and how they fought (and won) against overwhelming challenges like transphobia in the legal system, police raids on queer nightlife establishments, religious discrimination, and so much more.

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 curricular activities presented in this EduGuide, students of all backgrounds, genders, and sexual orientations will be able to engage meaningfully with this history. 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 nine videos in this series all celebrate individual trailblazers and their lived experience. The videos can be shown in any order, though we recommend teaching them to students as follows:



REVEREND TROY PERRY

Founder of the Metropolitan Community Church

[LINK TO VIDEO](#)



MALCOLM BOYD

Gay rights pioneer, best-selling author, and priest

[LINK TO VIDEO](#)



JEWEL THAIS-WILLIAMS

Owner of the former Catch One nightclub, Los Angeles' longest running bar for Black LGBTQ+ patrons in Los Angeles

[LINK TO VIDEO](#)



ALAN BELL

Editor of BLK, a monthly publication for the African-American LGBTQ+ community that ran from 1988 to 1994

[LINK TO VIDEO](#)



VIRGINIA URIBE

Retired Los Angeles teacher and founder of the city's first dropout prevention program for LGBTQ+ high school students

[LINK TO VIDEO](#)



MIA YAMAMOTO

Criminal defense attorney and transgender rights champion

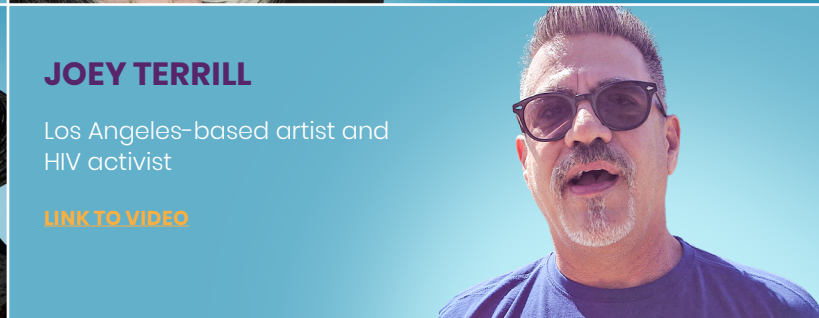
[LINK TO VIDEO](#)



IVY BOTTINI

Comedian and early National Organization for Women (NOW) activist

[LINK TO VIDEO](#)



JOEY TERRILL

Los Angeles-based artist and HIV activist

[LINK TO VIDEO](#)



CAROLYN WEATHERS

Author, activist, and co-founder of the lesbian-oriented Clothespin Fever Press

[LINK TO VIDEO](#)

Putting it to Work

With this discussion-based EduGuide, we have created ready-to-teach resources (see lesson plan and student resources 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, and all lessons can be readily taught in both virtual and in-person settings. 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 civil rights, LGBTQ+ history, identity, 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 in the Speaking & Listening strand of the Common Core State Standards.



Launching the Unit

Before playing any of the videos, begin with a discussion of civil rights to activate students' prior knowledge. Which civil rights movements have they learned about, either in or out of school? What have marginalized groups had to do to advocate for and gain their rights?

- Launch the unit** by writing this question on the board and asking students to free-write: *How have different groups worked to gain their civil rights?* Depending on classroom dynamics, this might be followed by a whole-class share-out and discussion. If you do not have a share-out right away, completing this discussion-based unit should sufficiently prepare students for collaborative conversations by the end.
- Distribute Passport Sheets** available below in this EduGuide to your students. During the course of this unit, students will be expected to do four tasks to complete their passport: Create, Research, Participate, and Share. They are allowed to choose the order in which they complete these tasks. A completed passport will constitute their "exit ticket" from this unit and their preparedness to take their learning and apply it outside of the classroom.

NOTE: It would be wise at this point to also familiarize yourself and your students with the terms in the LGBTQ+ Glossary available on the It Gets Better Project's website - www.itgetsbetter.org/glossary.

Common Core Standards Addressed

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.9-12.6

Range of Writing

CCSS.ELA-LITERACY.W.9-12.10

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.WHST.9-12.7

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.9-12.1-3

Presentation of Knowledge and Ideas

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



LESSON PLAN



FEARLESS HOW TEN LGBT ACTIVISTS MADE IT BETTER

Lesson Introduction

Each video in this series highlights a different Los Angeles-based trailblazer in the 20th Century LGBTQ+ movement. These videos may cover topics students have never discussed in school before, and it is of paramount importance that students remain respectful at all times. It is okay to be uncomfortable, but it is not okay to project that onto others, especially when you may 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

- Educators should preview each video before presenting it to their learners. Reference the LGBTQ+ Glossary - www.itgetsbetter.org/glossary - on the It Gets Better Project's Website for definitions and videos that can establish a shared baseline for student discussion.

Objective

By the end of this unit, students will be able to reflect on the impact of LGBTQ+ trailblazers in Los Angeles and engage in collaborative discussions about identity, advocacy, and representation. They will then complete a series of tasks that ask them to engage in creative and compassionate ways with communities and identities they care about.

Lesson Resources

At the end of this Lesson Plan, you will find the following printable documents for your students:

1. **Student Passport**, for all students.
2. **Scaffolded Ticket to Learning**, for students who may need assistance with their notetaking and engagement with each video. This Ticket to Learning is organized in the TQE (Thoughts, Questions, Epiphanies) method.

Lesson Plan

1. LAUNCH THE UNIT

(see the section 'Introducing the Unit' above)

Ask students to freewrite on the question: *How have different groups worked to gain their civil rights?* This may or may not be followed by a whole-class discussion. Then distribute student checklists. For future lessons, you may choose to either direct students to revisit their checklists, possibly sharing their work so far with a partner, or launch with another free-write question to get students thinking.

2. 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. **Remind students of this before each lesson in this unit.**

3. DISTRIBUTE NOTES SHEET

(as needed)

To gather their thoughts during the unit and prepare for discussion questions, students are encouraged to complete a TQE (Thoughts, Questions, Epiphanies) chart. A differentiated, printable TQE chart is available on page 14 of this EduGuide.

4. PLAY A VIDEO

After the video, ask students to share with a partner (or in breakout rooms) their key takeaways. This will lead into a full-class discussion. This will be the same format for each video you present to your students, and each video should be the focus of its own lesson.

5. REVISIT NOTES

Before moving on from the discussion, give students 5 or so minutes to revisit their TQE notes from earlier. Is there anything they would like to add? Taking time for individual reflection after group discussion can help students better process their thinking.

6. INTRODUCE STUDENT RESPONSE TASKS

During the course of this unit, students will be expected to complete four tasks, one from each column of the Student Passport. Students are able to choose the order in which they complete these tasks. We would recommend having students complete one task every two sessions, leaving time in the final lesson for students to present their favorite piece of work from the unit.

7. INDEPENDENT ACTIVITY

Give students time to work on their Passport tasks. Depending on the dynamics of your classroom, you may allow students to work in pairs as they complete these tasks. You may also consider grouping students based on the tasks/themes they choose each lesson, so that they can support each other as they complete their individual work. We want this curriculum to work best for you and your learning environment, so feel free to adapt this as needed.

8. EXIT TICKET

On post-it notes, or on a virtual discussion board, have students write one major takeaway or lingering question they have from this week's video and discussion.

Take It Further

- Check out the [Stories page](#) on the It Gets Better Project's website to hear more inspiring stories from the LGBTQ+ community.
- Check out the It Gets Better Project's [Out in Front playlist](#) to learn about the next generation of LGBTQ+ activists changing the world.

Class Discussion

Guiding Questions for each video are provided in the section below.

As this is a discussion-based unit, we have also provided nine different protocols below. You can use these protocols in your classrooms or learning environments to encourage students to think more deeply and collaboratively about the questions that are provided here. Feel free to use these protocols as you wish, and in any particular order. You do not need to use one per lesson - we just wanted to provide you with some options to facilitate productive discussion.



Discussion Questions

LESSON/VIDEO	QUESTIONS
<p>LESSON/VIDEO 1 REVEREND TROY PERRY LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. At the beginning of the video, Reverend Perry said: "I knew I was a Christian again, and I knew that I was gay... and that I could be both." How did he embrace these two identities? How do you bring together your own differing identities? 2. Reverend Perry realized his mission to create a church with special outreach to the LGBTQ+ community that is open to everybody. How can you make a community you belong to more open to the LGBTQ+ community or other groups? 3. Reverend Perry thinks it's important for young people to learn about LGBTQ+ history. At one point in the video, he advised that we should all use books and the Internet to search for "the other side of the story." What do you think he means by that? Have you enjoyed any educational media about the LGBTQ+ community that you can recommend? 4. Reverend Perry is one of the co-founders of the "Oldest Gay Pride Parade in the World," which started on June 28, 1970 at Christopher Street West in Los Angeles. Either from personal experience or from what you've seen in the media, how have Pride protests, marches, and celebrations changed through the years?

LESSON/VIDEO	QUESTIONS
<p>LESSON/VIDEO 2 MALCOLM BOYD</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. When talking about Los Angeles, Boyd says, "We were all treading this dangerous territory all the time. You couldn't forget it and you couldn't forget to play a role. You were on stage." What do you think he meant by that? Do you feel like there are roles that society, your family, your friends, etc. expect you to play? 2. What do you think: is "taking a stand" for something, similar to how Boyd did, a necessary part of a "fulfilled" life? Why or why not? 3. Boyd says, "I wanted more meaning in my life. I wanted more depth. I didn't want to be just another success story." What did that lead Boyd to do? What does success mean to you? 4. What do you think of Boyd's advice in the second half of the video on getting a sense of humor? How do you use humor to deal with struggles in your own life? If not humor, what do you turn to to help you with your struggles?
<p>LESSON/VIDEO 3 JEWEL THAIS-WILLIAMS</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. Thais-Williams said that The Catch One disco club was a haven for her as she faced the "same thing" as many of the club's queer patrons. What "same thing" is she talking about? 2. Thais-Williams said there was one "blessing" that came out of the AIDS crisis. What was this blessing? What makes this blessing bittersweet? 3. The Catch One disco club was a safe space for a lot of queer people, particularly queer people of color. What specifically makes somewhere a safe space for you? Where are the safe spaces in your school or your community? 4. What did Thais-Williams mean when she said, "practice, practice, practice"?
<p>LESSON/VIDEO 4 ALAN BELL</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. Since the onset of the AIDS crisis, the LGBTQ+ community has sought out innovative ways to stall its progress. How was combining a sex club with safe sex workshops a "practical version of addressing the AIDS crisis," as Bell suggested? 2. BLK was the first magazine to run a cover story that featured the best companies for Black gays and lesbians to work for. Why was Bell so proud of this decision? What do you think this action meant for BLK's readers? 3. Bell said, "I suspect that young Black gay and lesbians who feel oppressed [today] probably feel oppressed in similar ways to how they did when I was growing up." What examples of oppression do many young Black people face today? What examples of oppression do many young LGBTQ+ people face today? How might those examples be compounded when someone is both Black and LGBTQ+? 4. Why is it important to collect and share intersectional stories like Alan Bell's (i.e. stories that demonstrate the experiences of people with multiple marginalized identities)? What power do those stories hold?

LESSON/VIDEO	QUESTIONS
<p>LESSON/VIDEO 5 VIRGINIA URIBE</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. In your own words, describe Project 10. Why do you think many LGBTQ+ teachers didn't want to get involved with the program? What was the importance of non-LGBTQ+ allies for the project? 2. Uribe says that her LGBTQ+ students' experiences of "finding themselves" were similar to her own. What are some challenges that young people experience in that process? What challenges do you think exist for self- discovery as an older adult? 3. Uribe equates being able to openly self-identify as LGBTQ+ as being "free." What do you think she means by that? Why do you think coming out can feel so freeing for so many LGBTQ+ people? 4. Implementing programs that support LGBTQ+ students is one way schools can create safer and more inclusive spaces for all. Do any such programs or resources exist in your local schools? If so, how could you best support them? If not, how could you help advocate for their implementation?
<p>LESSON/VIDEO 6 MIA YAMAMOTO</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. In what way does Yamamoto feel that her experiences earlier in life prepared her for her being a lawyer and out as transgender? Have you had any experiences that have helped you be your most authentic self? 2. Why do you think the judge had such a deeply emotional reaction to Yamamoto's story? How important do you think it was for Yamamoto's career to have an ally of such stature? 3. What makes coming out a "constant, ongoing process" for queer people, as Yamamoto says? How might gender, race, socioeconomic status, or other factors influence this process? 4. Yamamoto feels that the experience of being transgender is different today than it was in the past. In what ways might it be different, easier/harder, etc.?
<p>LESSON/VIDEO 7 IVY BOTTINI</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. Bottini started a panel called Is Lesbianism a Feminist Issue?. What kinds of conversations do you think arose on this panel? How do you think LGBTQ+ issues and feminism are connected? How do you think they are different? 2. Why do you think Bottini used comedy to address women's issues and LGBTQ+ topics? What are some ways you've seen comedy used for good? Provide at least one specific example. 3. Bottini says her comedy was "consciousness-raising." What do you think that means? What does raised consciousness have to do with LGBTQ+ inclusion? 4. Keeping the video in mind, what does "equality" mean to you? What would a more equitable world look like from your perspective?

LESSON/VIDEO	QUESTIONS
<p>LESSON/VIDEO 8 JOEY TERRILL</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. Terrill and his friends chose to make and wear t-shirts displaying the very slurs that were commonly used against queer people at the time. Those t-shirts ended up being a hit among their community. Why do you think that is? What value might people glean from reclaiming words originally intended to hurt them? 2. Terrill mentions that he and the other queer teens around him in the 80s often discussed whether or not they thought of themselves as mentally ill. Why do you think that was such a prevalent topic of conversation for them at the time? 3. Why do you think Terrill chose to create still-life paintings that included HIV medication? What sort of statement do you think he is trying to make? 4. How important is it for you to see yourself (i.e. the identities and communities you represent) reflected in popular art and media? Do you feel well represented, underrepresented, or over represented in popular art and media today? What might be some of the downfalls of seeing yourself represented in those mediums?
<p>LESSON/VIDEO 9 CAROLYN WEATHERS</p> <p>LINK TO VIDEO</p>	<ol style="list-style-type: none"> 1. At the beginning of the video, Weathers says that she always felt compelled by a "deep sense of fairness." What sort of beliefs compel you to act, to try and make a difference for your community? 2. What kind of impact did Weathers' sister make on her growing up? What about her sister's actions made them seem "heroic" in Weathers' eyes? Who do you see as a hero in your own life? 3. Why was it so important to Weathers and the other protesters that they stop the film screening taking place at the Biltmore Hotel? What was the outcome of that protest? If you were to join a protest (or you have already), which cause would you champion and why? 4. How does Weathers answer the question, "What do you think of the state of affairs for young people today?" In what ways do you agree/disagree with her? How would you describe the state of affairs for LGBTQ+ young people today?

Discussion Protocols

PROTOCOL	IMPLEMENTATION
<p>SILENT CONVERSATION</p>	<p>For in-person learning: Break students into groups and provide each member with a pen or marker in a different color. Give each group a question to consider, preferably on chart paper. For the first round, ask students to answer the question their group has been assigned. For future rounds, students can visit other questions and agree, disagree, or expand upon their classmates' responses. By the time they return to their original question, they will have a record of a silent conversation to engage with and reflect on.</p> <p>For virtual instruction: Create Google Docs or virtual discussion boards with each question and ask students to choose their own color/font combination for their response. Ask students to start with one question, then move to others after each round. When they encounter questions that have already been answered, they can agree, disagree, or expand upon their classmates' response. By the end, they will have a record of a silent conversation to engage with and reflect on.</p>
<p>COLLABORATIVE NOTE-TAKING</p>	<p>Break students into groups and assign each group a question. Allow group members to brainstorm together either on a separate sheet of paper (for in-person learning) or on a shared document (for virtual learning). Groups will then present their findings to the class.</p>
<p>GALLERY WALK</p>	<p>Gallery walks work well with diverse documents for students to reflect on. When leading these, we would recommend supplementing the discussion questions with relevant pictures or even videos. The It Gets Better Project's website, specifically the Stories page, has a host of videos and resources to choose from.</p> <p>Post questions or images around the room for in-person learning, and break students into groups that start at each document. For virtual learning you can organize students into breakout rooms. Give students time to visit each question and note their responses. By the end, students should have visited and engaged with every document.</p>
<p>FISHBOWL DISCUSSIONS</p>	<p>For in-person learning: Set up two tables facing each other in the center of the room. And rearrange all other tables or desks in a center around them. Invite students to sit at the tables, maybe two or four at a time, and engage with their classmates about the questions. Build in time between questions, or even more frequently as you see fit, to give students on the outside of the fishbowl the opportunity to tap in, replace one of their classmates at the center table, and engage in back-and-forth discussions.</p> <p>For virtual learning: Rather than using tables, invite a set number of students to begin the discussion while the rest of the learners observe in a whole-class meeting. Students may virtually raise their hands or type in the comment box when they are ready to tap into the conversation.</p>

PROTOCOL	IMPLEMENTATION
AFFINITY MAPPING	<p>This strategy works best with broader, open-ended questions. The teacher will lead this discussion one question at a time. For each question, students will answer individually on post-it notes (or on a virtual discussion board). Once the class has amassed a collection of ideas, students may work together to group responses into similar categories or themes. They then work together to label these categories and discuss not only how the ideas within each category relate, but also how the categories themselves are in conversation with one another.</p>
SPEED DATING	<p>Arrange students in two circles, one facing the other. You may alternatively organize this as two straight lines, also facing each other. Each student should be facing one of their peers. The teacher then poses a question to the group, and allows the pairs to discuss. At intervals, either between questions or part way through a discussion, the teacher gives a predetermined signal (maybe ringing a bell) and the students in one circle (or along one line) move one chair to the left to continue the conversation.</p> <p>This protocol works best with in-person instruction, though can be adapted to virtual environments with the use of breakout rooms.</p>
CONVER-STATIONS	<p>Break the students into groups of 4-6 students to discuss one of the week's questions. After the groups have had time to unpack their thinking, ask 1-2 students from each group to move while the others remain. In their new groups, students will be able to discuss a different question and share their previous group's thinking about theirs. For the next rotation, all students who have not yet moved will go to a new station, and the cycle will continue. This protocol works well in both in-person and virtual environments.</p>
SNOWBALL	<p>Students begin in pairs and are posed a question by the teacher. Once both members have had the chance to share their thinking, each group joins another group, where they share again. This cycle will continue with groups of 2, 4, 8, etc. until you build to a whole-class discussion.</p> <p>This protocol works best with in-person instruction, but can be adapted to virtual environments with the use of breakout rooms.</p>
THINK-PAIR-SHARE	<p>Students begin by reflecting independently on a discussion question. Once they have had time to gather their thinking, they join a partner and listen, share, and question each other's thinking. After sufficient time has passed, the teacher (or certain pairs) may lead the class in a share-out discussion.</p>

Student Passport

Welcome to *Fearless*, a nine-part video series from MSNBC created in collaboration with the It Gets Better Project and [ONE Archives](#). Each episode highlights a trailblazer in the 20th Century LGBTQ+ movement in Los Angeles. They discuss the context in which they struggled and thrived, and how they fought (and won) against overwhelming challenges like transphobia in the legal system, police raids on queer nightlife establishments, religious discrimination, and so much more.

While these videos highlight the lesbian, gay, bisexual, transgender, and queer (LGBTQ+) community, they are absolutely not designed for an exclusively LGBTQ+ audience. It is our hope that through these videos and accompanying activities, learners of all backgrounds, genders, and sexual orientations will be able to engage meaningfully with these concepts. Now let's explore together!

Over the course of this unit, you will be expected to complete **four tasks, one in each category below**. It is up to you to determine the order in which you complete them. Your teacher will guide you further on deadlines and expectations.

FEARLESS PASSPORT			
STUDENT NAME:			
Create	Research	Participate	Share
<input type="checkbox"/> Self-Portrait Design a self-portrait or create a collage that represents the multitude of identities you embody. Use words/symbols that connect these to different communities.	<input type="checkbox"/> Say Thanks Find an activist in your own community that inspires you. Write them a letter.	<input type="checkbox"/> Join in! Find organizations that are working with communities/issues you care about. Take the first steps to get involved.	<input type="checkbox"/> Make a Video Make your own It Gets Better video, sharing your personal story, reflecting on this unit, and offering words of support to an LGBTQ+ young person having a tough time.
<input type="checkbox"/> Poet's Corner Write a poem about how your various identities intersect and how you navigate being a part of different communities.	<input type="checkbox"/> Gather Resources Choose a community you are passionate about supporting. Create a pamphlet of resources that you can share with others.	<input type="checkbox"/> Campaign Plan a campaign to advocate for a cause you are passionate about. How will you convince others to join you?	<input type="checkbox"/> Write your Story Write a personal narrative, sharing your story, what matters most to you, and how you are making/plan to make a difference.
<p>What is one thing you can take away from this unit and apply to your life today?</p>			
<p>How can you use your learning to contribute to your community?</p>			

Ticket to Learning

Use this TQE sheet to guide and organize your notes during today's video and discussion.

STUDENT NAME:

Thoughts

What stood out to you from today's video?

Questions

If you could meet this person, what questions would you ask them?

Epiphanies

Did anything surprise you about today's discussion?

What will you take with you?

ABOUT THE IT GETS BETTER PROJECT

We hope you enjoyed this official EduGuide for *Fearless*. 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 more about It Gets Better EDU at itgetsbetter.org/edu, and for inquiries, email us at 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.

Connect with the Organization:

Website: itgetsbetter.org

Email: info@itgetsbetter.org

Get Help: itgetsbetter.org/GetHelp

Follow the Organization:

Facebook: facebook.com/itgetsbetterproject

Instagram: instagram.com/itgetsbetter

TikTok: tiktok.com/@itgetsbetter

Tumblr: itgetsbetterproject.tumblr.com/

Twitter: twitter.com/ItGetsBetter/

YouTube: youtube.com/itgetsbetter

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