

Bullying and Violence Prevention: Marvin

Lesson Title: Letters of Love: Supportive Acrostic

Grade Level: Middle School



Project and Purpose

Students create acrostic poems that demonstrate the power of being an ally.

Essential Question

How can YOU help to control sexual and gender-based harassment in our community?

Notes

This lesson could be conducted over the course of two class periods.

Materials

- Letters of Love Worksheet
- Writing utensils
- In a remote environment, meeting software will need to have “breakout room” or similar function enabled to allow pairs of students to have discussions. Also, handouts may need to be emailed to students ahead of time or shared in meeting software chat function

Procedure

1. Remind students about the ways that Marvin was treated by other kids and how little support he received from teachers and his classmates. Marvin tells us: “I have been beaten up, chased down, I have been thrown in dumpsters, but of course none of that was as bad as the verbal harassment because you couldn’t escape it. You can run away from someone trying to beat you up, but in a classroom there was no where to run.”
2. Discuss the following terms and definitions with students:
 - **harassment:** Conduct that actually or intends to substantially interfere with a student’s educational opportunities by creating an intimidating, hostile, or offensive school environment.
 - **LGBTQ+:** an acronym for Lesbian/Gay/Bisexual/Transgender/Queer (and/or Questioning)
 - Lesbian:** females who are sexually attracted to females
 - Gay:** males who are sexually attracted to males
 - Bi-sexual:** a person who is sexually attracted to both males and females
 - Transgender:** a person whose gender identity does not correspond to that person’s biological sex assigned at birth
 - Queer or Questioning:** the stage when a person is exploring and discovering his/her gender identity or gender expression
 - +** (plus): other gender identities or sexual orientations not included above (this has recently been added to demonstrate inclusivity)

3. Explain that sometimes people add an A to the end of the LGBTQA acronym to represent “Ally,” a person who stands up for or supports the rights of LGBTQ people. Discuss ways students can be allies and/or ways the law* requires us to respect the rights of LGBTQ people.
4. Have students create an acrostic message using the letters LGBTQA or their own first names. Write the letters down the left side of the page or copy and distribute the Letters of Love worksheet. Each letter becomes the first letter of a word, words, or phrases to express ways they can be allies to those experiencing sexual or gender-based harassment. An example: L=listening, learning about the person, lending a hand.

Conclusion

Have students share their acrostics and post them in the room as reminders of their role in stopping sexual and gender-based harassment in the classroom, the school, and in the community.

**Federal Law requires schools to address conduct that is: severe, pervasive or persistent; creates a hostile environment; is based on a student's race, color, national origin, sex, disability, or religion. For more information, see www.stopbullying.gov. This information is also included in the Pre-viewing materials.*

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Letters of Love

L

G

B

T

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