

EXHIBIT 2

PRIDE MONTH 4-5

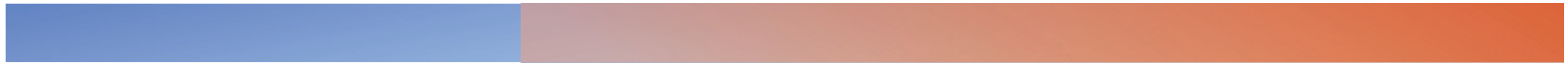
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LEARNING STANDARD

I can understand the history of and empathize with those from diverse backgrounds and cultures





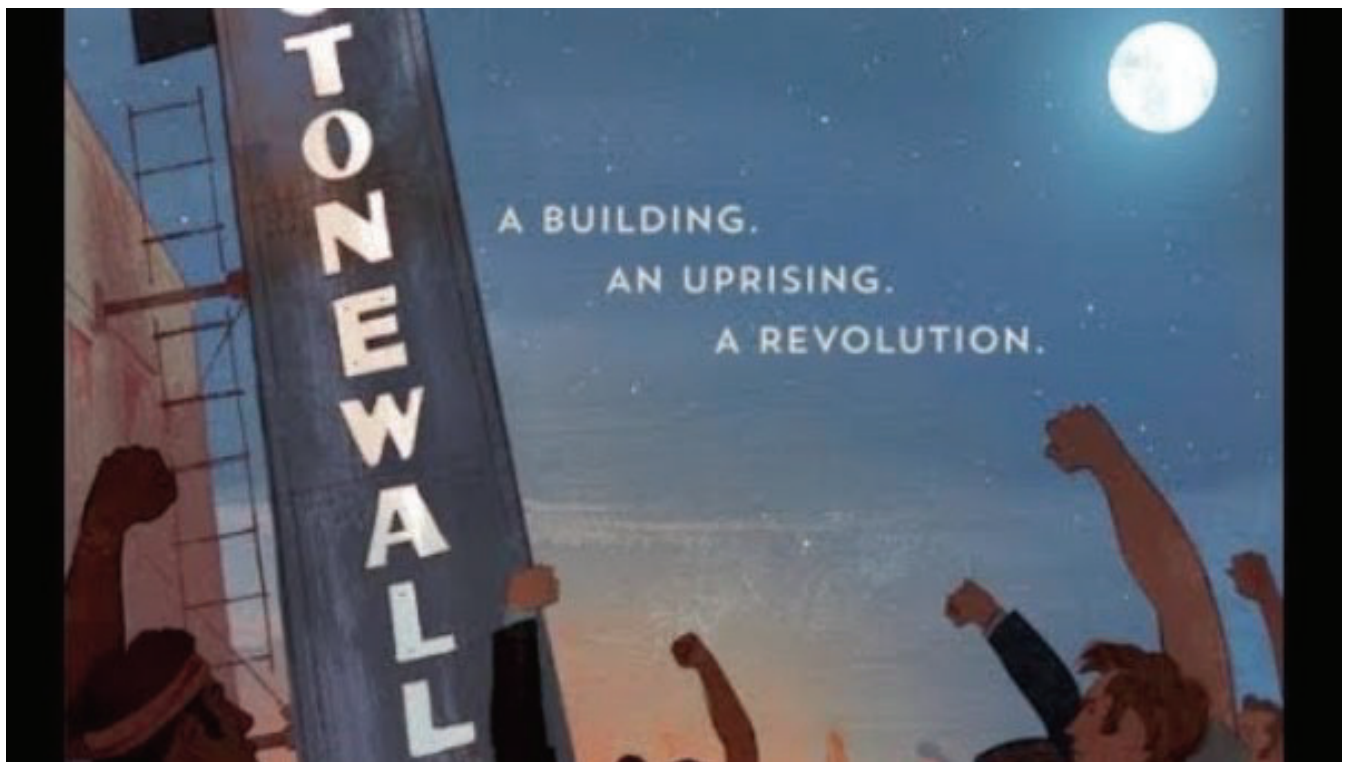


VOCABULARY

- **Homophobia:** a dislike or prejudice against gay people
- **Homophobic:** having or showing a dislike of or prejudice against gay people
- **Gay:** a romantic attraction to people of the same sex or gender
- **Transgender:** a person whose gender identity does not match the sex they were assigned at birth

THE LGBTQ+ MOVEMENT

- Every year, Pride month is celebrated in June to commemorate the progress of the LGBTQ+ movement and their fight for equality
- But do you know when the movement began?
- Many believe that the LGBTQ+ fight for freedom and equality began with the Stonewall Uprising in Greenwich village, New York in the summer of 1969
- Let's learn more about this pivotal event in LGBTQ+ history....



LET'S TALK ABOUT IT!

What Did You Learn?

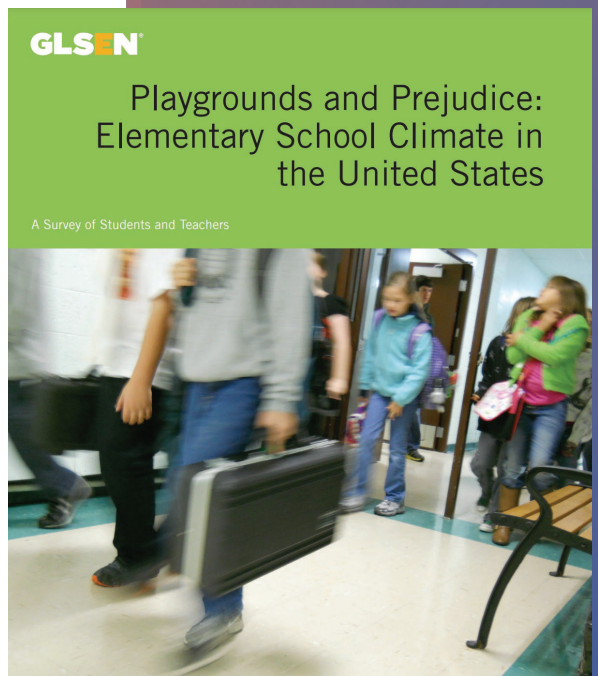
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What Do You Wonder?

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LONG WAY TO GO...

- While some progress has been made since 1969 and the Stonewall Uprising, the LGBTQ+ community continues to fight for equality and justice today
- Let's look at a survey taken by 3rd, 4th, 5th, and 6th graders to learn more about the current issues facing LGBTQ+ students today...



2010 PLAYGROUNDS & PREJUDICE: ELEMENTARY SCHOOL CLIMATE IN THE U.S. SURVEY

GLSEN

Playgrounds and Prejudice: Elementary School Climate in the United States

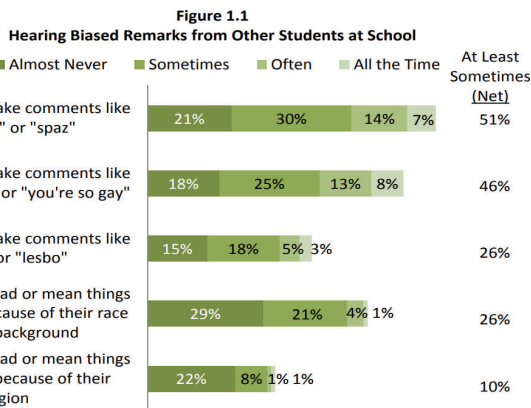
A Survey of Students and Teachers



Previous research conducted by GLSEN (the Gay, Lesbian & Straight Education Network) has documented the prevalence of biased language, name-calling and bullying, as well as supportive resources, at the secondary school level¹; yet, the precursors to secondary school climate are less understood. The current study examines school climate, student experiences and teacher practices at the elementary school level.

In this study, students in elementary school were asked about their school climates, including hearing biased remarks, witnessing and experiencing bullying as well as lessons they received on bullying, gender issues and family diversity. Elementary school teachers were asked similar questions about school climate, as well as questions about attitudes and efforts toward students with lesbian, gay, bisexual and transgender (LGBT) parents and students who may not conform to traditional gender norms, their schools' anti-bullying or harassment efforts and their own professional development experiences.

The findings from this study provide an important context for the discussion of bullying and harassment across school grades and insight into the precursors of the types of biased language and bullying that characterize secondary schools, particularly the middle school years when bullying and harassment are most prevalent.²



Biased Remarks

As shown in Figure 1.1, the most common forms of biased language that elementary school students report hearing are terms that are meant to criticize someone's intellectual abilities and the use of "gay" in a negative manner. About half of students (51%) say that students at their school make comments such as "retard" or "spaz" at least sometimes, with one in five saying that it happens all the time or often (21%). Nearly half of students (46%) report that they hear comments like "that's so gay" or "you're so gay" from other kids at school with some regularity (i.e., all the

time, often, sometimes), with nearly a quarter (21%) saying that it happens all the time or often.

The use of homophobic slurs, such as "fag" or "lesbo," and negative comments about race or ethnicity also occur in elementary school, but are less commonly heard. Around a quarter of elementary school students (26%) hear other students at their school say "fag" or "lesbo" at least sometimes and about a quarter (26%) also hear racist remarks as frequently. Elementary school students are least likely to report hearing other students make negative remarks about religion, with only one in ten (10%) reporting that students make biased religious comments at least sometimes.

HEARING BIASED REMARKS FROM OTHER STUDENTS AT SCHOOL

**HOW SAFE WOULD YOU
FEEL AT A SCHOOL WHERE
STUDENTS REPORTED THE
KIND OF BULLYING YOU
READ ABOUT FROM THE
PREVIOUS SLIDE?**

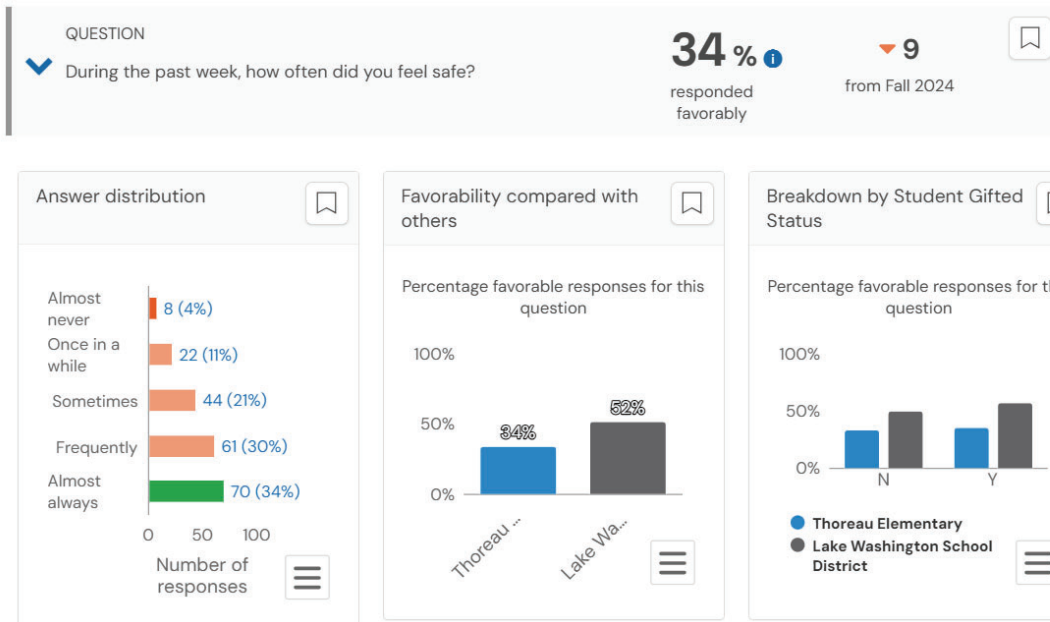


HUMAN BAROMETER ACTIVITY

TIME TO MOVE!



THOREAU ELEMENTARY SPRING 2025 PANORAMA DATA



**WHAT DOES THE DATA TELL
YOU ABOUT HOW SAFE
STUDENTS FEEL AT
THOREAU?**



**WHAT INFERENCES OR
CONNECTIONS CAN YOU
MAKE BETWEEN THE 2010
SURVEY DATA AND THE
2025 THOREAU PANORAMA
DATA?**



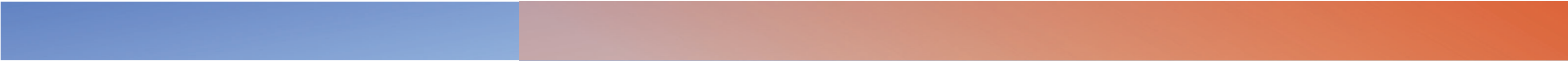
CHECK IN

Thoughts

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Feelings

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HOW DO YOU KNOW IF YOU BELONG?

WHAT DOES BELONGING LOOK LIKE? FEEL LIKE? SOUND
LIKE?



REASONS OTHER STUDENTS ARE BULLIED

Table 2.2
Reasons Other Students are Bullied or Called Names at School by Grade Level,
School Type and School Location

Base: All students who say bullying occurs at school (n=994)

	Grade Level		School Type		School Location		
	3 rd -4 th grade	5 th -6 th grade	Public	Private/ Parochial	Urban	Suburban	Rural
	A	B	C	D	E	F	G
Base:	512	482	876	111	294	401	296
The way they look	66%	70%	69% ^D	47%	76% ^{FG}	65%	63%
Not being good at sports	35%	39%	36%	45%	35%	39%	36%
How well they do at schoolwork	26%	26%	27% ^D	14%	26%	27%	26%
Does not conform to traditional gender norms (Net)	20%	25%	24% ^D	7%	27%	21%	21%
They are a boy who acts or looks "too much" like a girl	18%	18%	19% ^D	6%	22%	16%	17%
They are a girl who acts or looks "too much" like a boy	12%	17%	15% ^D	4%	17% ^G	15%	10%
Other people think they act gay	16%	28% ^A	22% ^D	11%	22%	21%	19%
They have a disability	19%	20%	21% ^D	6%	17%	19%	23%
Their race or ethnic background	15%	17%	17% ^D	4%	24% ^{FG}	14%	10%
Their religion	3%	9% ^A	6% ^D	-	9%	4%	4%

Q710. Why are students called names, made fun of or bullied at your school?

Reasons Other Students Are Bullied or Called Names at School

In order to understand the nature of bullying in elementary schools, students who said that

bullying and name-calling occur at school were asked about the reasons why bullying occurs. As shown in Figure 2.2, physical appearance was the most common reason – two thirds of students (66%) attribute the bullying and name-calling to students' looks. About a third of students report that bullying occurs because of how they perform at schoolwork (26%) and about a quarter (23%) of elementary school students report that other students in their school

are bullied because they are girls who act or look "too much" like boys or boys who act or look "too much" like girls. About a fifth of students also report that students are bullied because other people think they act gay (21%). Name-calling and bullying because of religion is the least common reason given by students.

As shown in Table 2.2, being bullied or called names at school may be related to grade level. Although younger and older students report similar frequencies for most types of bullying, two exceptions arise: older students are more likely than younger students to say that other students are bullied because others think they are gay (28% vs. 16%) or because of their religion (9% vs. 3%).

**DO YOU THINK THAT THE
STUDENTS WHO WERE
SURVEYED IN 2010
(PREVIOUS SLIDE DATA)
FEEL LIKE THEY BELONG?**

WHY OR WHY NOT?



THOREAU
ELEMENTARY
SPRING 2025
PANORAMA
DATA

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾ [Use full width charts](#)

QUESTION	58% ⁱ	▼ 3	🔖
▶ How well do people at your school understand the kind of person you are?	responded favorably	from Fall 2024	
QUESTION	60% ⁱ	▼ 9	🔖
▶ How much support do the adults at your school give you?	responded favorably	from Fall 2024	
QUESTION	47% ⁱ	▼ 11	🔖
▶ How much respect do students at your school show you?	responded favorably	from Fall 2024	
QUESTION	66% ⁱ	▼ 2	🔖
▶ When you are at school, how much do you feel like you belong?	responded favorably	from Fall 2024	

THOREAU ELEMENTARY SPRING 2025 PANORAMA DATA

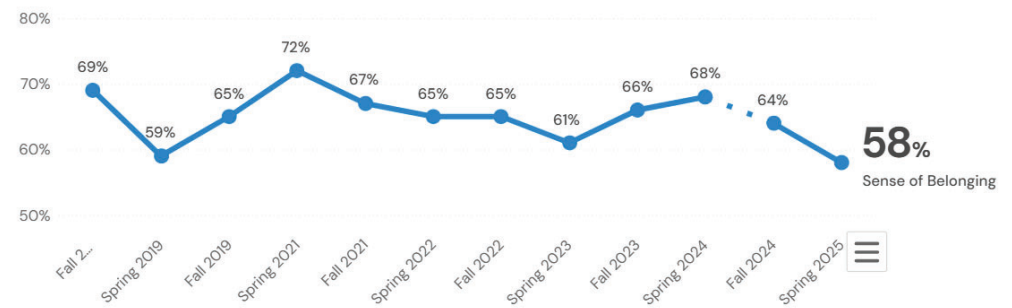
Sense of Belonging

Based on **202** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable



**WHAT INFERENCES OR
CONNECTIONS CAN YOU
MAKE BETWEEN THE 2010
SURVEY DATA AND THE
2025 THOREAU PANORAMA
DATA?**



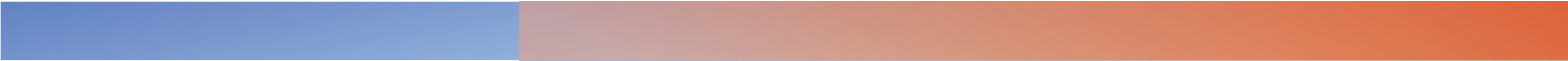
CHECK IN

Thoughts

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Feelings

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**BASED ON THE HISTORY AND DATA, WHAT
INFERENCES CAN YOU MAKE ABOUT HOW
LGBTQ+ STUDENTS MIGHT FEEL...?**

About School...

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About Society...

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WHAT DO WE NEED TO DO TO MAKE THINGS BETTER?

As Individual Allies

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As a Classroom Community

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WHAT DO WE NEED TO DO TO MAKE THINGS BETTER?

As a School Community

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As a Society

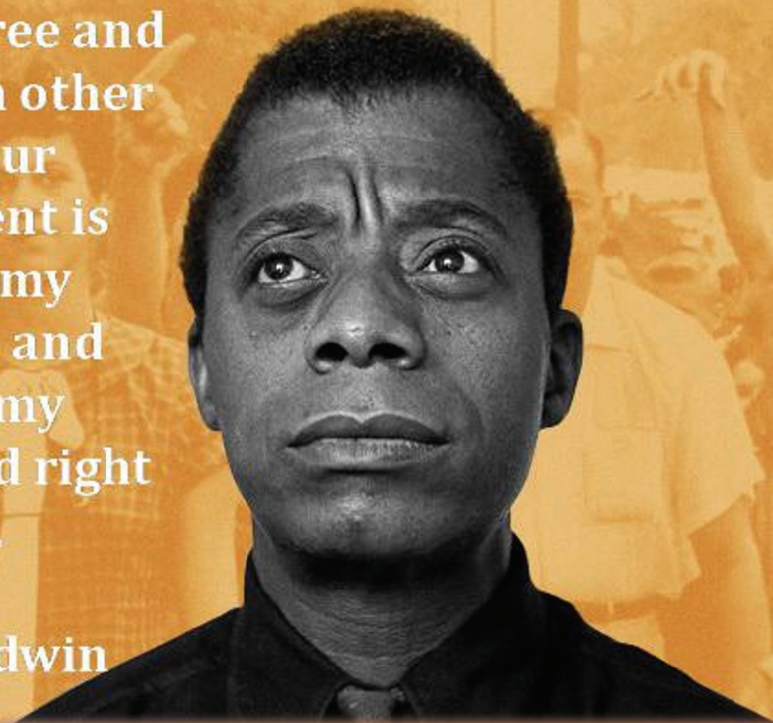
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CHOIR VIDEO

We can disagree and
still love each other
unless your
disagreement is
rooted in my
oppression and
denial of my
humanity and right
to exist.

- James Baldwin





END

THANK YOU FOR PARTICIPATING IN TODAY'S LESSON

- 2024-25 THOREAU EQUITY TEAM