

EDUC 8545A: Language Teaching for Social Justice

Your name: Mari Morooka

Theme: LGBTQ+

LGBTQ+ Bullying in Schools

School/Institution: Tokyo Metropolitan Senior High School in Japan

Grade/Level: 12th graders (about 16 students), low-intermediate (A2-B1 in CEFR)

Language: English

Course: English Presentation Course

This lesson is a complementary lesson to my capstone paper, in which I developed a unit plan and lesson plan that focus on argumentative presentations about issues relevant to their school lives. At the end of the course, students will give a group argumentative presentation, advocating for a change in their current school policy. As part of the preparation for the presentation, they will create a petition about a particular school rule and collect signatures from peers. Before that, they will compare two sample petitions about LGBTQ+ issues (one is about gender-neutral bathrooms and the other is about gender-neutral school uniforms) and analyze the features of petitions. This lesson precedes the sample petition analysis and serves as an introduction to LGBTQ+ topics (before they start analyzing the sample petitions about LGBTQ+).

Unit overview

Introduction to LGBTQ+ and school bullying
Sample petition analysis (comparison of two petitions about LGBTQ+)
Create Ss' own petitions about the school policy of their choice and collect signatures
Give a group presentation, showing the collected signatures on their petitions

Rationale Statement

In Japan, about 8.9% of the total population identify themselves as LGBTQ+ people (Dentsu, 2019). A survey conducted for 15,000 people in their teens to 90s suggests that more than half of LGBT people in Japan experienced bullying in school and nearly 70 % of them reported that their teachers did not help them at all (Mainichi, 2017). Despite the increasing awareness for gender diversity (Dentsu, 2019), the LGBTQ+ issues are rarely discussed in Japanese school settings. In fact, 68 % of the same survey respondents said that they did not learn about homosexuality (Mainichi, 2017). Therefore, it is significant to create an opportunity for open classroom discussions. The aim of this lesson is for students to develop awareness and empathy toward LGBTQ+ people and to enhance critical thinking about LGBTQ+ bullying issues by reading comic stories about the real struggles of Japanese LGBT high school students and suggesting solutions.

Objectives

Content Objectives	Language Objectives
- Define LGBT (understand what each letter stands for) - Define bullying and explain different types of bullying (physical, verbal, online, etc.)	- Apply vocabulary knowledge in reading comic stories and demonstrate understanding of the text - Use conditionals and subjunctive mood (If I were..., I would ...) to express how they would react in the bullying situations
Social Justice Objectives	
- Increase awareness about LGBT bullying at school (by guessing the percentages or numbers in the statistics and comparing their answers with the actual data) - Develop empathy toward LGBT people and gain their perspectives (by reading comic stories about LGBT people's real life experiences at school) - Cultivate critical thinking skills about LGBTQ+ issues (by identifying problems in the discussions) - Suggest solutions to LGBT bullying at school from various perspectives, such as the principal, teacher, parents, classmates (by thinking about what they would do as one of the characters in the comic stories) - State what kinds of small changes they can make to their daily lives (by writing down one thing they can do to prevent bullying or to achieve inclusiveness)	

Materials

• Links

- Comic stories of LGBT bullying in Japan (PDF file in Google drive, taken from the website "The Nail that Sticks out Gets Hammered Down")
<https://www.hrw.org/report/2016/05/05/nail-sticks-out-gets-hammered-down/lgbt-bullying-and-exclusion-japanese-schools>
- LGBT bullying statistics (Appendix C, taken from NoBullying.com)
https://aminoapps.com/c/lgbt-1/page/blog/art-therapy-helps-lgbt-overcome-bullying/Z6BQ_VMrSBu0vKeVRPRxYBdRl2q37Bmap37Tx

• Handouts

- Pictures of famous Japanese LGBT people on TV (Appendix A)
- Definitions of LGBT (Appendix B)
- Vocabulary reference list (Appendix D)
- Discussion questions (Appendix E)
- Summary of the comic stories (Appendix F)
- Exit ticket (Appendix G)

• Others

- Whiteboard & Markers
- Computer lab or laptops
- Projector

Procedures (50mins)

Pre-Activities: Description	Time Frame/ Materials	Objective(s) Targeted
<Basic knowledge of LGBT> - Show pictures of famous Japanese LGBT people on media and have Ss guess the topic of the lesson (activate their knowledge by asking questions “Who are these people?” “What’s something in common among all of them?”) - Introduce the topic of sexual minority people - Have Ss discuss the definitions of LGBT in pairs - Ask some pairs to share their definitions with the whole class - Show the definitions of LGBT and check their answers	10 mins Appendix A Appendix B	Define LGBTQ+ (understand what each letter stands for)
< LGBT bullying > - Ask Ss what the Japanese proverb “The nail that sticks out gets hammered down” means (= difficulty of being different in society) and make connections to bullying - Have Ss think about the definition and the types of bullying (physical, verbal, online, etc.) and elicit oral responses - Show a simple figure of LGBT bullying statistics (without the percentages or numbers) and have Ss guess the numbers or percentages - Show the numbers or percentages and explain the situation surrounding LGBT bullying issues	10 mins Appendix C	Define bullying and explain different types of bullying (physical, verbal, online, etc.) Increase awareness about bullying incidents of LGBTQ+ at school by guessing the percentages or numbers in the statistics and comparing their answers with the actual data
During activities: Description	Time Frame	Objective(s) Targeted
<Jigsaw reading part 1> - Tell Ss that we are going to read about the real individual experiences of bullying incidents in Japan from a bullied student’s perspective in the form of comic stories - Put Ss into 4 groups of 4 and give comic story#1 to two groups, and comic story#2 to the other two groups (everyone in the group gets a copy of a comic story)	15 mins PDF file in Google doc	Apply vocabulary knowledge in reading comic stories and demonstrate understanding of the text

- Pre-teach vocabulary in both comic stories - Give Ss time to read the comic stories individually - Put Ss in groups of 4 and give Ss discussion questions that are specific to both of the comic stories to think about the micro impact of LGBT bullying - Review conditionals and subjunctive mood (If I were..., I would ...) briefly and tell Ss to use the form in answering question 3 and 4 - Have Ss discuss the questions in groups	Appendix D Appendix E	Use conditionals and subjunctive mood (If I were ..., I would ...) to express how they would react in the bullying situations Develop empathy toward LGBT people and gain their perspectives
<Jigsaw reading part 2> - Ask Ss to form a new group of 4 (2 people who read comic story #1 and 2 people who read comic story #2) and share what they discussed in the previous group with the new members (make sure both people who read the same comic story speak, i.e. one person can talk about discussion question 1 and 2, while the other person can talk about discussion 3 and 4) - Ask Ss to fill out the summary table and also discuss the follow-up questions to think about the macro impact of LGBT bullying - Ask Ss to report back and summarize the main ideas (problem and solutions) for each comic story in the table on the whiteboard	10 mins Appendix F	Cultivate critical thinking skills about LGBTQ+ issues Suggest solutions to LGBT bullying at school from various perspectives
Post Activities: Description	Time Frame	Objective(s) Targeted
<Exit ticket> - Ask Ss to write one take-away from today's lesson on a small sheet of paper (i.e. "What is one thing you can do to prevent LGBT bullying?") - Collect the exit tickets from all the Ss	5 mins Appendix G	State what kinds of small changes they can make to their daily lives

Formative Assessment Strategy

The teacher will assess her students' ability to explain "LGBT" and "bullying," read the comic stories with empathy, think critically about LGBT bullying, and suggest solutions. She will monitor their pair/group work in each stage and give necessary feedback. The summary of the comic stories (Appendix F) and the exit ticket (Appendix G) will demonstrate students' understanding of the materials.

Differentiation

All the students are encouraged to speak English as much as they can, but they can also use Japanese if necessary, especially while having discussions.

Lower-level students can

- read the Japanese version of the comic stories if necessary
- look at the Japanese translations of the vocabulary list
- choose some of the follow-up discussion questions if necessary

Higher-level students should

- read only the English version of the comic stories
- only look at the English definitions of the vocabulary list (not the Japanese translation)
- try to answer all the follow-up discussion questions

Reflection

Strengths

- The pictures of famous Japanese LGBT people will spark the students' interest.
- The comic stories are authentic in that they are based on Japanese high school students' real experiences and reflect their voices. They are directly relevant to my students' lives. Also, comic stories can be more fun, easier to read, and motivating.
- The use of various activities and handouts can keep learners engaged.
- The target grammar point "If I were..., I would..." is contextualized in the comic stories and allows learners to take the perspectives of various characters, which could lead to developing empathy.

Weaknesses

- Students might not be able to guess the commonalities among the famous people, depending on how much they know about the example people. They might also find the examples confusing because some of them are both gay and transgender.
- Time management is a big challenge in this lesson because of many activities. Students might need more time to read the comic stories, discuss the questions, and share what they discussed with a new group.

Opportunities

This lesson will give students opportunities to talk about LGBTQ+ issues, especially the sensitive and serious issues like bullying. Since these topics are almost never dealt with in the textbooks, it will be a valuable opportunity for both teachers and students.

Potential threats

- The lesson might threaten the students who are LGBTQ+ or those who are getting bullied (or were bullied) and make them feel uncomfortable, depending on how the teacher manages the flow of discussions.
- Since bullying is a serious and sensitive topic, it is unrealistic to cover all the issues in this lesson. Therefore, bullying issues will be covered in the previous units or lessons to build the

students' background knowledge (schema) about bullying beforehand.

- The comic stories are told in a way that criticizes teachers' attitude and current educational systems, which might generate disrespect or distrust for teachers by some students.
- The school principal and some other teacher colleagues might react negatively when they hear about this lesson.

References

Dentsu diversity lab conducts "LGBT Survey 2018." (2019) Retrieved from
<http://www.dentsu.com/news/release/2019/0110-009756.html>

Over half of LGBT people in Japan bullied in school: survey. (2017, March 4). *The Mainichi*,
Retrieved from <https://mainichi.jp/english/articles/20170304/p2a/00m/0na/009000c>

Appendix A
Pictures of Famous Japanese LGBT People on TV

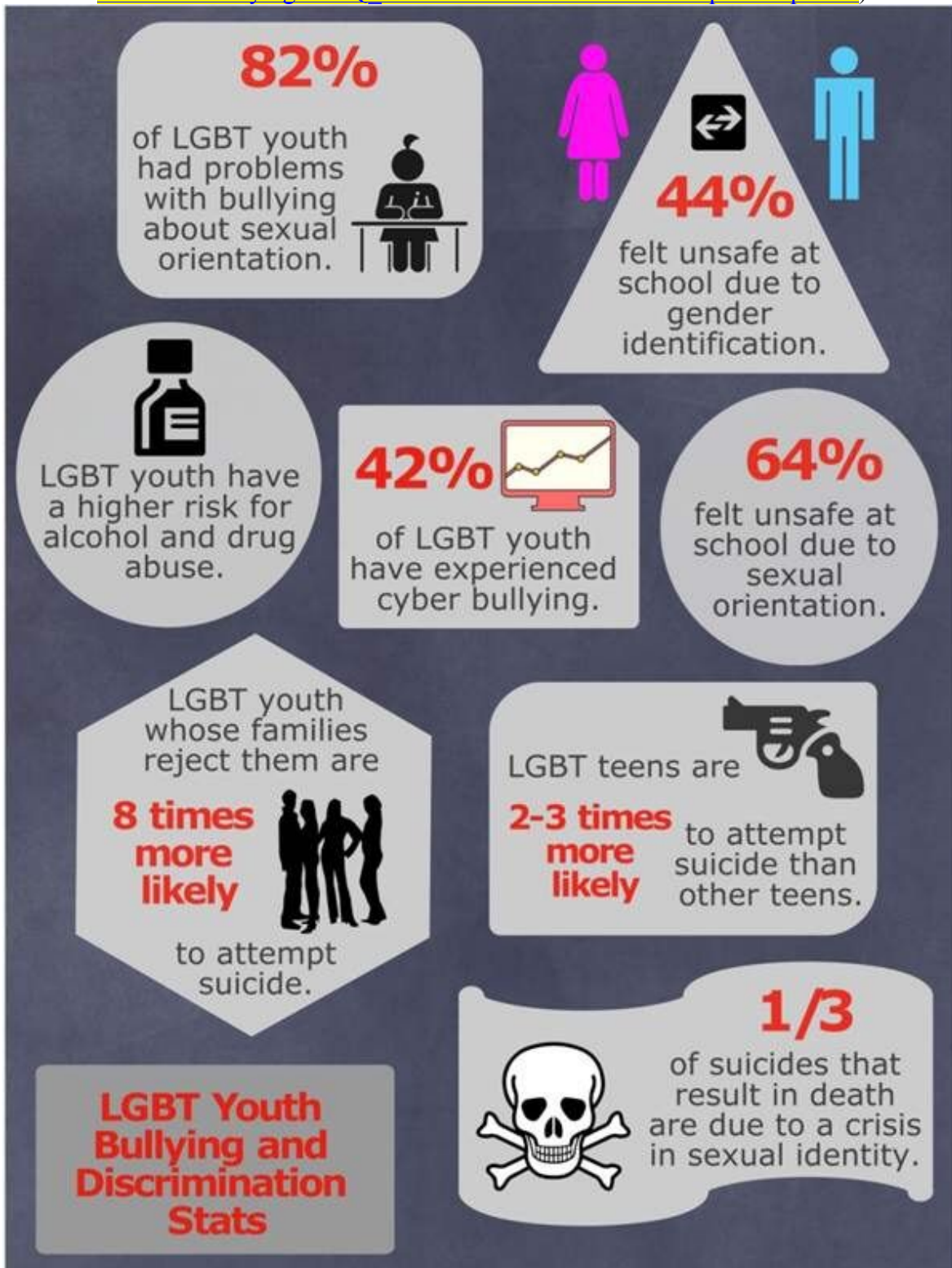
Ayaka Ichinose Gravure idol 	Lesbian
Matsuko Deluxe Columnist, essayist, TV personality 	Gay
Kazlaser Comedian 	Bisexual
Ai Haruna TV personality, singer 	Transgender

Appendix B
Definitions of LGBT (answer key)

Ayaka Ichinose Gravure idol 	Lesbian A woman who is attracted to women
Matsuko Deluxe Columnist, essayist, TV personality 	Gay A man who is attracted to men
Kazlaser Comedian 	Bisexual An individual attracted to people of their own and opposite gender
Ai Haruna TV personality, singer 	Transgender A person whose gender identity differs from their assigned sex at birth

Appendix C
LGBT Bullying Statistics

(Taken from NoBullying.com https://aminoapps.com/c/lgbt-1/page/blog/art-therapy-helps-lgbt-overcome-bullying/Z6BQ_VMrSBu0vKeVRPRxYBdRl2q37Bmap37Tx)



Appendix D
Vocabulary Reference List

Comic story #1

Words	English definition	Japanese translation
Injunction	An official order given by a court which demands that something must or must not be done	命令、指令
Dampen	Make something such as a feeling or a reaction less strong	挫く、落胆させる
Unbearable	Too painful, annoying, unpleasant to accept	耐えがたい
Corrupt (v.)	Have a bad effect on somebody and make them behave in an immoral way	腐敗させる、墮落した
Scars	A permanent feeling of great sadness or mental pain	心の傷
Torment (v.)	Make somebody suffer very much	ひどく苦しめる

Comic story #2

Words	English definition	Japanese translation
Depressed	Very sad and without hope	落ち込んだ、憂鬱な
Isolated	Without much contact with other people	孤立した
Grant (v.)	Agree to give somebody what they ask for, especially formal/legal permission	応ずる、承諾する
Nauseous	Feeling as if you want to vomit	吐き気のする、不快な
Psychiatrist	A doctor who studies and treats mental illness	精神科医
Diagnosis	The act of discovering the exact cause of an illness	診断

Appendix E

Discussion Questions

Comic story #1: Why are gays treated as if we don't exist?

Comic story #2: Do minorities have to make an effort to fit into the majority?

<About the comic story>

1. What is the problem the main character is experiencing? How is the character feeling?
2. Is bullying happening here? If so, how?
3. If you **were** one of the students observing the situation here, what **would** you do? Where and how would you react? Add a scene with a speech bubble if possible.
4. What **would** you do if you **were** the school principal/ the father/ the mother?

*The question list is the same for both comic story #1 and comic story #2.

Appendix F
Summary of the Comic Stories

	Comic story #1	Comic story #2
Problems	- difficulty of coming out, might get bullied more - teachers and parents' lack of understanding and hostile attitude toward LGBT people	- feeling uncomfortable with the school rules like gender-specific bathrooms and uniforms but the teacher doesn't listen to the request - parents' lack of understanding - financial burden of seeing a doctor - no one to talk to, getting more and more isolated
Solutions	- show more understanding and empathy toward LGBT people - stop making discriminatory comments (I would....)	- allow the student to take off the ribbon at least - reconsider school rules about uniforms and bathrooms (I would...)

*Sample answers are already filled out in the table above.

<Follow-up discussion questions>

1. What kind of impact does bullying have on the students' future?
2. What can we do to stop LGBT bullying?
3. What can we change to improve the situation at schools? Are there any school rules or policies we can change?
4. What are examples of NOT including all gender in everyday school lives? (i.e. gender-specific uniforms, bathrooms, etc.)
5. How can we make schools more inclusive in terms of gender diversity?

Appendix G
Exit Ticket

One take-away

- What did you learn from today's lesson?
- What is one thing you can do to stop LGBT bullying?
- What is one thing you can do to make a school more comfortable for LGBT students?

From now on, I will