



What is Pride?

Suggested Grade Levels: 1-3

Length of Time: 45 minutes

Goals

- + To understand the meaning of the word “pride” and how the word relates to the LGBTQ+ community
- + To connect with the feeling of being proud of yourself for who you are or something you do

Objectives

At the end of this lesson, students will understand and relate to the many ways that we can feel pride and be proud of ourselves. They will have the opportunity to explore why June is called “Pride Month” and why it is important to the LGBTQ+ community.

Academic Standards

- + CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- + CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Educator Notes

During this lesson, students may have questions about what it means to be part of the LGBTQ+ community. Depending on your students' level of understanding of the LGBTQ+ community, you may need more time to answer questions. Use [Defining LGBTQ+ Words for Elementary School Students](#) for a list of educator-friendly ways of explaining new words and [What Does “Gay” Mean?](#) or [Who Can Marry Whom?](#) to answer questions.

Materials Needed

For the teacher:

- + Chart paper
- + Markers
- + Suggested:
 - o Books from Welcoming Schools [Welcoming Schools Pride Booklist](#)
 - o Amaze Video: [Why Do We Celebrate Pride Month?](#)
 - o [Defining LGBTQ+ Words for Elementary School Students](#)

For the students:

- + Pencils and paper
- + Coloring materials

Activity

Introduction

- + Write the word “PRIDE” on the chart paper.

Pride is the happy feeling you have about yourself based on who you are or something you do. Another way of describing pride is by saying you are “proud.”

- + Write the sentence frame, “I am proud_____” on the chart paper.
- + Share something about yourself that makes you feel proud.

I am proud of myself for growing a garden.

I am proud of how I taught math today.

I am proud to be a teacher!

- + Write your statement on the chart paper.

Every person in this room has something to be proud of. Today, we are going to explore what makes us feel proud and share the happy feeling of pride!

Part I: Exploring our pride

Explain to students that they will brainstorm in pairs to identify at least two things that make them feel proud of themselves. Encourage creative pairing, such as students who like dogs pair with students who like cats, or the oldest/only child in a family pair with the youngest in a family. If someone is left without a partner it is ok to invite them to be in a group of 3. Give students **5 minutes** to talk with their partner(s).

Note: Students who are feeling uncomfortable with the activity may focus on the accomplishments of others. For example, if a student associates the feeling of pride with, “I am proud that Jaylin learned to ride a bike” teachers should affirm that feeling and guide them back to a statement about themselves or a group they belong to. For example, “I am proud that I learned how to ride a bike” or “I am proud of my soccer team for winning the game on Saturday!”

Teachers should monitor for statements that steer the conversation toward competition. Students who do not have accomplished talents or the opportunity to play on an outside team, take lessons or have expensive things (game consoles, snowboards, dance recitals) still have lots to be proud of. Statements can be as simple as,

I am proud of myself for getting up and coming to school today!

I am proud that my table group keeps their markers capped so they don't dry out!

I am proud to be a first grader!

I am proud to be a big sister!

Part II: Sharing our pride

As the class returns to the group, encourage students to share their ideas. If time allows or students benefit from visual support, you can write every student's sentence on the chart paper. Affirm responses and give positive feedback as students share.

At this point, ask students if they know the opposite of feeling pride.

*The opposite of pride is shame. Sometimes, we may feel shame about something we do or have done, such as being unkind to a friend or taking something that doesn't belong to us, but no one should **ever** feel shame about **who** they are.*

Part III: Understanding what pride means to the LGBTQ+ Community

Explain that June is Pride Month. In June, people celebrate Pride to remind each other that we should all be proud of exactly who we are. If you are able, show the class the Amaze Video: [Why Do We Celebrate Pride Month?](#)

Note: For the next part of this lesson, guidance can be found in [What Does “Gay” Mean?](#) and [Who Can Marry Whom?](#) to assist in answering questions and [Defining LGBTQ+ Words for Elementary School Students](#) for a list of educator-friendly ways of explaining new words. Students will need to know the meaning of LGBTQ+.

Welcoming Schools explains,

- + *Gay describes a boy who wants to have a boyfriend or a girl who wants to have a girlfriend.*
- + *The word “gay” means two people of the same gender, a man and a man or a woman and a woman, who love each other.”*

- + *Some people feel that the traditional ways of being a “boy” or “girl” do not fit for them. They live their lives showing that there are many ways to be a girl, boy, both or neither.*

It's important to have statements prepared when questions arise:

- + *At our school, we respect all people and who they love.*
- + *At our school, we respect all people and how they express their gender.*
- + *People can fall in love and want to be in a relationship with people of the same gender or with people of a different gender.*

Explain that people in the LGBTQ+ community have been, and are still being, treated unfairly for who they are. It is not ok for anyone to make a person feel shame for who they love or their gender identity or gender expression!

The rainbow flag is a symbol that we often see during Pride month. The rainbow is also used to show respect for all people and who they love. You may see more rainbows than usual in June!

Part IV: Summative Activity

Pass out paper, pencils, and coloring materials. Ask students to write and complete the sentence, “I am proud _____.” Then, make a drawing to illustrate how they feel. Depending on the amount of time you have and the abilities of your students, you may ask them to write more than one sentence about their feelings of pride.

Closing

Collect and share students' finished work with the class or do a class gallery walk. Conclude by affirming that we support and protect people in the LGBTQ+ community just as we have supported each other today. *We want everyone to feel pride because we all deserve to feel loved and accepted, just as we are.*

We recommend reading PRIDE: The Story of Harvey Milk and the Rainbow Flag, by Rob Sanders. You could also select a different book from the [Welcoming Schools Pride Booklist](#) to read aloud to your students as you continue to explore the meaning and themes of Pride Month.

Assessment and Evaluation

Academic:

- + When students discussed why they felt pride, did they use statements that show they understood the meaning of pride?
- + In their written task, did the students clearly describe something they are proud of and does this illustration reflect their idea?

Social-Emotional:

- + Who easily identified what they feel proud of? Who needed more guidance?
- + Did students affirm each others' feelings?

Create a display of the students' pride statements in the classroom or the hallway.