



ACT UP

pride

Brick by Brick

Audre Lorde St

**I LIKE
LESBIANS**

Building LGBTQ + Advocacy



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Description of Program

Brick by Brick is an advocacy curriculum.

The goal of this program is to teach students how to work for changes in their schools through exploring, learning, and gathering inspiration from historical and present-day advocacy by LGBTQ+ people of color.

LGBTQ+ people of color have always been leaders in the LGBTQ+ rights movement as well as in racial, gender, and social justice movements more broadly. But their contributions are rarely taught, celebrated, or looked to as models of advocacy and activism. This curriculum turns the traditional model of what advocacy looks like on its head by fully centering the contributions and examples of LGBTQ+ advocates of color. In **Brick by Brick**, the work, perspectives, and contributions of LGBTQ+ people of color are the norm, not the exception.

This curriculum creates a space for LGBTQ+ students of color to feel grounded in a history and experience larger than them. It also enables students of all identities and experiences to gain valuable advocacy insights and skills, to use in whatever form they are able. As students grow as advocates through a combination of know-your-rights education and project-based learning, they can apply what they learn to real-life advocacy situations in their own schools.

Brick by Brick is designed for classroom teachers, for Gender and Sexuality Alliances (GSAs), and for any similar LGBTQ+ youth extracurricular programming. It can be used as a unit of classroom instruction for approximately two weeks or longer. For each lesson plan, look for Extension Opportunities in the Notes that describe options for extending the lessons for longer time frames.

This curriculum addresses several Common Core State Standards at the 8th and 9th grade levels and can be adapted to meet those of other grade levels. The specific standards covered in this curriculum are listed in the Appendix.

Brick by Brick was created by the National Women’s Law Center, an organization that fights for gender justice – in the courts, in public policy, and in our society – working across the issues that are central to the lives of women and girls. We use the law in all its forms to change culture and drive solutions to the gender inequity that shapes our society and to break down the barriers that harm all of us – especially those who face multiple forms of discrimination, including women of color, LGBTQ people, and low-income women and families. For more than 45 years, we have been on the leading edge of every major legal and policy victory for women.

All images included in this curriculum are either in the public domain or are used under creative commons licenses with proper attribution.

Program guiding questions

1. How do I fit in to a larger history of advocacy?

2. How can I advocate for change in my school?

Technology options

This curriculum is designed for in-person sessions, but can be adapted to distance learning. Please see www.knowbrickbybrick.org for additional ideas and examples of adaptation to distance learning.

Throughout the curriculum, options will be noted for different levels of technology access. They will be marked “hi-tech,” “lo-tech,” or “no-tech,” defined as follows.

Hi-Tech: Individual student computers, tablets, or mobile devices with Internet capacity for browser-based project tools.

Lo-Tech: Presentation tools (projector, PowerPoint) for use by teachers or students.

No-Tech: Whiteboard, chalkboard, pen, and paper. Assumes capacity to print or make copies for students.

Note for facilitators

This program is written at roughly a 7th- to 9th-grade level and can be adjusted to the needs of your own middle or high school students. Use the Modifications and Extension Opportunities included in each lesson plan to adjust to the needs of your students.

While this curriculum is written to be generally inclusive of differing student needs, please be sure to consider any specific disability or language needs of your students in implementing this curriculum.

It is important to note that this curriculum is about learning advocacy through the stories and experiences of LGBTQ+ people of color that are rarely centered. Students and facilitators are assumed to have some understanding of LGBTQ+ identity, including common terminology, before beginning this program. For lesson plans that provide foundational information in LGBTQ+ identity and allyship, consult the [Safe Space Kit](#) and [other lesson plans from GLSEN](#).

Brick by Brick provides a suggested 10-session program with Extension Opportunities for longer time frames. While there is time for individual project work in sessions 2, 4, 6, 8, 9, and 10, students can also be expected to work on their advocacy projects on their own time. If you find the time frame is not long enough for your students, feel free to make any extensions or modifications required.

If you cannot commit to 10 sessions and still want to use **Brick by Brick**, we recommend Session 7 in “The Stories We Tell” as a standalone lesson.

This program requires you, as the facilitator, to set norms for creating a supportive and collaborative learning environment.

Suggested timeline

| Module | Title | Session Calendar |
|--------|---------------------|-------------------------|
| 1 | Know Your Rights | Session 1-2 |
| 2 | Brick by Brick | Session 3-4 |
| 3 | What We Remember | Sessions 5-6 |
| 4 | The Stories We Tell | Sessions 7-8 |
| 5 | Until We're Free | Sessions 9-10 or beyond |

**“DISCRIMINATION
HAS GOT TO STOP
SOMEWHERE, AND
IT WON’T UNLESS
SOMEBODY STEPS
FORWARD AND
TAKES A STAND.**

**I GUESS
THAT’S ME.”**

LADY JAVA

