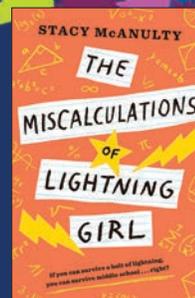
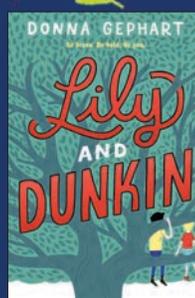
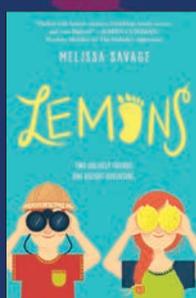


# BUILDING EMPATHY WITH BOOKS

## A Guide for Educators and School Counselors

Bibliotherapy, or the therapeutic use of literature, can support students as they develop empathy and a deeper understanding of themselves and each other.

The middle-grade novels featured in this guide can be used in classrooms, small counseling groups, and book groups. Engaging and timely, these books address themes of neurodiversity, cultural diversity, gender identity, mental health, homelessness, poverty, grief, trauma, domestic violence, and bullying.



Dear Educators and School Counselors,

It is our duty and responsibility to advocate for all students by creating a school culture free from stigma and bias, where each individual is visible, accepted, included, and safe. We can change the cultures of our schools by promoting empathy and acceptance.

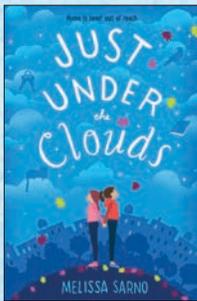
Many of your students will benefit from additional social and emotional support that can be met through class lessons, small counseling groups, or book groups. I highly recommend using the following middle-grade novels to explore themes of diversity and inclusion and to build empathy:

- **JUST UNDER THE CLOUDS** by Melissa Sarno
- **LEMONS** by Melissa Savage
- **LILY AND DUNKIN** by Donna Gephart
- **THE MISCALCULATIONS OF LIGHTNING GIRL** by Stacy McAnulty
- **THE SECRET LIFE OF LINCOLN JONES** by Wendelin Van Draanen

Please adjust the lessons according to the age and population of your students as well as your own teaching and counseling style.

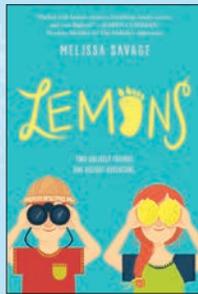
Be well,

*Laura Barbour*



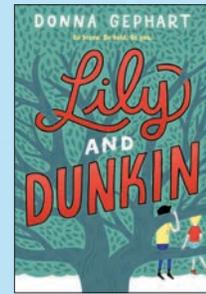
**JUST UNDER THE CLOUDS**  
Melissa Sarno

Grades 3–7 • F&P: W • Lexile: 710L  
HC: 978-1-5247-2008-7 • GLB: 978-1-5247-2009-4  
EL: 978-1-5247-2010-0 • CD: 978-0-525-59553-3



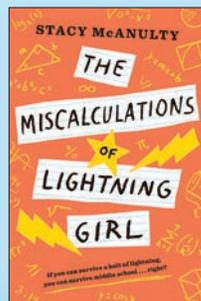
**LEMONS**  
Melissa Savage

Grades 3–7 • F&P: V • Lexile: 630L  
PB: 978-1-5247-0015-7 • HC: 978-1-5247-0012-6  
GLB: 978-1-5247-0013-3 • EL: 978-1-5247-0014-0  
CD: 978-1-5247-7647-3



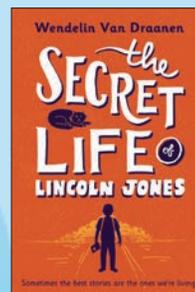
**LILY AND DUNKIN**  
Donna Gephart

Grades 5 & Up • F&P: Z • Lexile: 680L  
PB: 978-0-553-53677-5 • HC: 978-0-553-53674-4  
GLB: 978-0-553-53675-1 • EL: 978-0-553-53676-8  
CD: 978-0-451-48196-2



**THE MISCALCULATIONS OF LIGHTNING GIRL**  
Stacy McAnulty

Grades 3–7 • Lexile: 530L  
HC: 978-1-5247-6757-0 • GLB: 978-1-5247-6758-7  
EL: 978-1-5247-6759-4 • CD: 978-0-525-59568-7



**THE SECRET LIFE OF LINCOLN JONES**  
Wendelin Van Draanen

Grades 3–7 • F&P: X • Lexile: 740L  
PB: 978-1-101-94043-3 • HC: 978-1-101-94040-2  
GLB: 978-1-101-94041-9 • EL: 978-1-101-94042-6  
CD: 978-1-5247-2176-3

Laura Barbour, MA, has taught and counseled children from preschool through high school in a variety of educational and mental health settings for thirty years. She presently works as an elementary school counselor at Stafford Primary School in West Linn, Oregon. Laura also runs empowerment groups for girls and has a private practice counseling children and adolescents.

## USING MIDDLE-GRADE NOVELS TO PROMOTE EMPATHY



### Establish a Safe Learning Environment

It is necessary to establish ground rules with students to ensure safe and compassionate discussions. It is essential that you model respect and sensitivity to your students and hold a high standard for respectful conversation in your counseling groups and in the classroom. Here are examples of ground rules that are supportive of safe and open discussions:

- Educators and students honor confidentiality. Personal information shared in the group will not be shared outside the group.
- Students listen respectfully, demonstrate compassion, and honor others' perspectives, opinions, and experiences.
- Students agree and disagree respectfully, using I-statements.
- Students speak for themselves and not for others.
- Students have the right to be silent during group discussions.



### Book Group

Start a structured or semi-structured book group to provide students with opportunities to share their insights and thoughts about the prevailing themes of each book. This will allow students to share experiences and opinions in a more intimate group-learning setting. As the educator, you may lead the group and facilitate discussion or assign roles to the student participants to create more active engagement in the book group.

### Empathy Book Trailer

Have students work collaboratively in small groups to create an empathy book trailer. The trailer will allow the viewer to see the world through the eyes of one of the characters and raise awareness of a specific issue or theme. The purpose of the trailer is to promote the book by leading viewers to have empathy for one of the main characters. Celebrate your students' empathy book trailers by hosting a screening in your class. Here is an example for *The Secret Life of Lincoln Jones*: [youtube.com/watch?v=F5q7aeCShZA](https://www.youtube.com/watch?v=F5q7aeCShZA).

### Quote of the Day

Each day, share an inspirational quote from one of the novels and discuss.

### The Power of Music

Invite students to think of a song that inspires them. After checking that the lyrics are appropriate, compile a brief list of inspirational music. Include songs with historical significance as well as newer songs with encouraging messages. Play the songs in class and discuss the power music has to challenge our perspectives and inspire social change. Use this Song Analysis worksheet from Teaching Tolerance to lead the discussion: [tolerance.org/sites/default/files/general/tt\\_song\\_analysis\\_mid.pdf](https://www.teachingtolerance.org/sites/default/files/general/tt_song_analysis_mid.pdf).

Write and perform a song with your class to educate, influence, and inspire others toward empathy.

## American School Counselor Association (ASCA) Position

The School Counselor and Social/Emotional Development (Adopted 2017)

School counselors implementing comprehensive programs strive to have an impact on student growth in three domain areas: academic, career, and social/emotional development (ASCA, 2012). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined, each affecting the other (Schenck, Anttil, & Smith, 2010). Although this statement focuses on social/emotional development, it is understood academic and career development need to be considered with equal diligence.

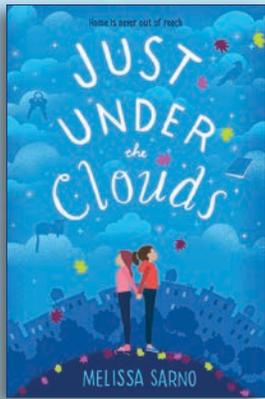
## BE YOURSELF BINGO

We can build resiliency in our students by helping them identify their personal character strengths as well as the qualities they want to improve. Have students take the VIA Character Strengths Survey at [viacharacter.org/www/Character-Strengths](http://viacharacter.org/www/Character-Strengths). Then use what they have learned to play a game of BE YOURSELF BINGO, which is a fun way for your students to interact and get to know themselves and each other better.

Here is a sample bingo card:

# BINGO

<b>Love of Learning</b> You have a passion for mastering new skills, topics, and bodies of knowledge.	<b>Appreciation of Beauty</b> You notice and appreciate beauty and excellence in all domains of life.	<b>Honesty</b> You live your life in a genuine and authentic way.	<b>Humor</b> Bringing smiles to others is important to you.	<b>Zest</b> You approach everything you do with excitement and energy.
<b>Kindness</b> You are kind and generous to others.	<b>Prudence</b> You are a careful person.	<b>Humility</b> You do not seek the spotlight and others recognize and value your modesty.	<b>Judgment</b> You think things through and examine them from all sides.	<b>Fairness</b> One of your abiding principles is to treat all people fairly.
<b>Creativity</b> Thinking of new ways to do things is a crucial part of who you are.	<b>Love</b> You value close relations with others.		<b>Perseverance</b> You work hard to finish what you start.	<b>Bravery</b> You do not shrink from threat, challenge, difficulty, or pain.
<b>Forgiveness</b> You forgive those who have done you wrong.	<b>Perspective</b> People who know you consider you wise.	<b>Spirituality</b> Your beliefs shape your actions and are a source of comfort to you.	<b>Social Intelligence</b> You know how to fit in to different social situations.	<b>Teamwork</b> You excel as a member of a group.
<b>Hope</b> You expect the best in the future, and you work to achieve it.	<b>Self-Regulation</b> You are a disciplined person.	<b>Curiosity</b> You like exploration and discovery.	<b>Leadership</b> You excel at encouraging a group to get things done.	<b>Gratitude</b> You are aware of good things that happen and don't take them for granted.



# JUST UNDER THE CLOUDS

Melissa Sarno

Can you still have a home if you don't have a house? In the spirit of *The Thing About Jellyfish* and *Fish in a Tree* comes a stunning debut about a family struggling to find something lasting when everything feels so fleeting.

## DISCUSSION QUESTIONS

- What does Cora mean by a “forever home”?
- Where does Cora feel safe?
- Why do you think Cora’s family moves so often?
- What is the significance of the Tree Book?
- How would you respond if you witnessed the bullying incited by Meredith Crane?
- What qualities do you admire most in Cora, Adare, and Sabina?

## ACTIVITIES

### The Two-Dollar Challenge

The Two-Dollar Challenge can cultivate empathy and respect for people affected by poverty by joining a mindful movement to end global poverty. One in ten people live on less than \$1.90 a day. By accepting the challenge to live on two dollars a day, students will actively engage with and learn about global poverty. To learn more, visit [twodollarchallenge.org](http://twodollarchallenge.org).

### Experiencing Homelessness

Working in groups of two or three, locate examples in the novel of what it feels like to experience homelessness. Here are a few examples:

- “We’ve never lived in a shelter before, and even if we’ve never lived much of anywhere for too long, it feels like, for the first time, we don’t have a home. We’re *homeless*. For real.” (p. 2)
- “For six years since Daddy died, we’ve been making homes where we can get them, from place to place.” (p. 7)
- “Sometimes I think Mom doesn’t know how to stay.” (p. 49)
- “We live untethered. . . . We’re tied to nothing. Nobody.” (p. 105)

Based on reading *Just Under the Clouds*, what do you imagine it would feel like to experience homelessness? How do you think Cora would define *home*? Take some time to think, discuss, and write in your journal.

## American School Counselor Association (ASCA) Positions

The School Counselor and Children Experiencing Homelessness (Adopted, 2010)

School counselors recognize the effects of homelessness/displacement on children’s mental and physical health and academic functioning. School counselors collaborate with community stakeholders, advocate to remove barriers to academic success, and implement educational and prevention programs to promote successful performance and interactions within the school environment.

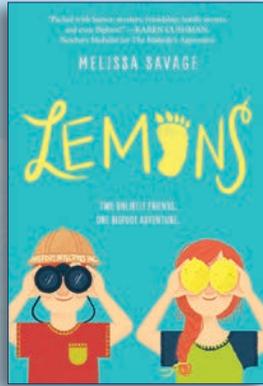
The School Counselor and Students with Disabilities (Adopted 1999; Revised 2004, 2010, 2013, 2016)

School counselors encourage and support the academic, career, and social/emotional development of all students through comprehensive school counseling programs. School counselors are committed to helping all students realize their potential and meet or exceed academic standards with consideration for both the strengths and challenges resulting from disabilities and other special needs.

## American School Counselor Association (ASCA) Position

The School Counselor and Trauma-Informed Practice (Adopted, 2016)

School counselors understand the impact of adverse childhood experiences on students' academic achievement and social/emotional development. School counselors strive to identify, support, and promote the success of students who have experienced trauma through the implementation of a comprehensive, data-driven school counseling program.



## LEMONS

Melissa Savage

Lemonade Liberty Witt's mama always told her: When life gives you lemons, make lemonade. But Lem can't possibly make lemonade out of her new life in Willow Creek, California—the Bigfoot Capital of the World—where she's forced to live with a grandfather she's never met after her mother passes away.

### DISCUSSION QUESTIONS

- How did Lemonade get her name?
- Why does Lemonade leave San Francisco to go live with her grandfather?
- When did this story take place? How do you know?
- What are the three things that Charlie did not know about Lemonade?
- What does Lemonade learn about her mom from the residents of Willow Creek?
- How does Lemonade finally find her home and her family?
- What are the greatest character strengths of Lemonade, Charlie, Tobin, and Mrs. Dickerson?

### ACTIVITIES

#### Sensory Poem

Melissa Savage uses rich language to describe the sights, sounds, tastes, and sensations experienced by Lemonade. Make a list of words that describe your home or another special place, and then write a sensory poem that captures that place.

#### Think-Pair-Share

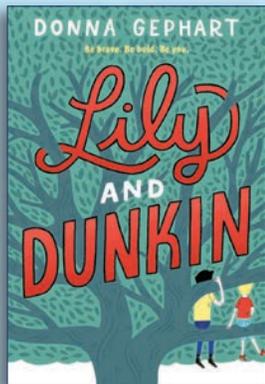
Working in groups of two or three, identify descriptions of grief in *Lemons*. For example:

- “How do you learn to breathe again?” . . . I wonder if he knows what I mean. About the sadness inside me. Sometimes I feel so sad inside, I don't think I'll ever feel good again. Not ever. And it scares me. Like I'm drowning in sadness quicksand, and if I don't get out, no one will ever find me.” (p. 87)
- “You know what it feels like sometimes? . . . Kind of like I have to carry something that's way too heavy, and I can't find any place to set it down. And it makes my whole body ache.” (p. 129)

Discuss and share ideas on the following questions:

- How does grief manifest for each character?
- How does each character cope with grief?
- What are some ways that the characters support each other?
- How does each character recover and heal?

Next, have the groups discuss Lem and Tobin's friendship. Lem needs to figure out how to be Tobin's friend while still befriending the other kids she meets in her new town. For example, Lem does not tell Tobin about playing kick the can with the neighborhood kids. Why is she conflicted? Do you think she was right not to tell Tobin? Reread chapter 33, “Termination.” (pp. 189–193) Discuss the fight between Lem and Tobin. Why is Tobin so hurt when he learns that Lem was with Eliza Rose and the other kids? Do you think Lem deserved to be fired?



## LILY AND DUNKIN

Donna Gephart

Award-winning author Donna Gephart crafts a compelling dual narrative about two remarkable young people: Lily, a transgender girl, and Dunkin, a boy dealing with bipolar disorder. Their powerful story will shred your heart, then stitch it back together with kindness, humor, bravery, and love.

### DISCUSSION QUESTIONS

- What are Lily's greatest strengths?
- What challenges does Lily overcome in the book?
- Give examples of Lily's resilience.
- What are Dunkin's skills and talents?
- Why does Dunkin stop taking his medication? What does he hope to accomplish?
- What are the consequences of Dunkin going off his medication?
- Give examples of Dunkin's resilience.

### ACTIVITIES

#### Walk in Our Shoes

Explore [walkinourshoes.org](http://walkinourshoes.org) with your students and encourage them to learn more about mental health challenges and listen to personal stories. Then have them create their own shoe on the website at [walkinourshoes.org/shoes](http://walkinourshoes.org/shoes).

Invite students to bring their favorite shoe (sneaker, ballet slipper, cleat, hiking boot, high heel) to school. Each shoe should represent the student's unique and diverse talents, skills, tastes, and personality, quirks and all. Display the shoes to represent the diversity of the students in your class.

#### Be-True Challenge

Lily and Dunkin face and overcome many obstacles to be true to themselves. They have friends and family who support them as well as others who challenge them. Working in groups of two or three, locate examples of:

- Characters who sacrifice their authentic selves to fit in
- Characters who stand up for what they believe in
- Characters who are doing one small thing at a time to be true to themselves

Lily and Dunkin describe doing "one small thing" at a time. Ask your students to think about this, and then write in their journals: What is one small thing you can do to be more true to yourself?

### American School Counselor Association (ASCA) Positions

The School Counselor and Transgender/Gender-Nonconforming Youth (Adopted 2016)

School counselors recognize all students have the right to be treated equally and fairly with dignity and respect as unique individuals, free from discrimination, harassment, and bullying based on their real or perceived gender identity and gender expression. School counselors work to safeguard the well-being of transgender and gender-nonconforming youth.

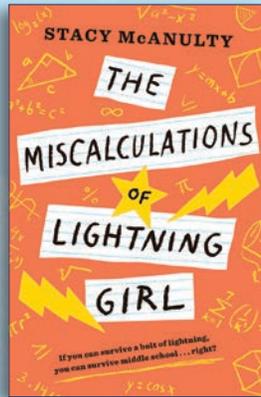
The School Counselor and Student Mental Health (Adopted 2009, Revised 2015)

School counselors recognize and respond to the need for mental health and behavioral prevention, early intervention, and crisis services that promote psychosocial wellness and development for all students. School counselors are prepared to address barriers and to assess ways to maximize students' success in schools, communities, and their family structure by offering education, prevention, and crisis and short-term intervention until the student is connected with available community resources.

## American School Counselor Association (ASCA) Position

The School Counselor and Gifted and Talented Student Programs (Adopted 1988; revised 1993, 1999, 2001, 2007, 2013)

The school counselor delivers a comprehensive school counseling program as an integral component of the school's efforts to meet the academic and developmental needs of all students. Gifted and talented students have unique and diverse needs that are addressed by school counselors within the scope of the comprehensive school counseling program and in collaboration with other educators and stakeholders.



## THE MISCALCULATIONS OF LIGHTNING GIRL

Stacy McAnulty

A celebration of friendship, Stacy McAnulty's smart and thoughtful middle-grade debut reminds us all to get out of our comfort zones and embrace what makes us different.



### DISCUSSION QUESTIONS

- What makes Lucille Fanny Callahan extraordinary?
- How does Lucy describe herself?
- What is acquired savant syndrome?
- What are some characteristics of a person with obsessive-compulsive disorder?
- Why does Lucy live with her nana?
- Why does Nana send Lucy to East Hamlin Middle School?
- Why does Nana say that Lucy is "100 percent ordinary. Normal. Plain. Boring. Average."? (p. 204)



### ACTIVITIES

#### Exploring Stereotypes and Labels

Engage students in a discussion about stereotypes. Ask the following questions:

- Why do people label and stereotype others based on one category of their identity?
- What examples of stereotypes do you see in school?
- What examples of stereotypes do you see in literature and media?
- What do you think about labels and stereotypes?

Working in groups of two or three, locate examples in the book of the characters using labels to define themselves and each other. For example: "I've thought of myself as a genius, a savant, and a freak, but never an orphan." (p. 93) Write down your answers to share with the class.

Consider ways that you have been labeled or stereotyped by others. What words were used to label you? How do those labels make you feel? Take some quiet time and then write in your journal.

#### "I Am" Poem

Have students write an "I Am" poem from Lucy's perspective. They should brainstorm significant events in her life and create a list of words from the novel that evoke emotion. Next they should use the words in a poem that captures Lucy's joy and heartache.

Adapted from "I Am" Poem (Levstik & Barton, 1997)

#### FIRST STANZA

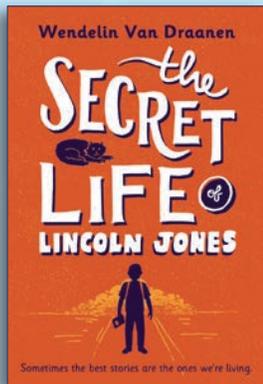
I am (two special characteristics)  
I wonder (something Lucy is curious about)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem repeated)

#### SECOND STANZA

I pretend (something Lucy pretends to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that really bothers Lucy)  
I cry (something that makes Lucy very sad)  
I am (the first line of the poem repeated)

#### THIRD STANZA

I understand (something Lucy knows is true)  
I say (something Lucy believes in)  
I dream (something Lucy actually dreams about)  
I try (something Lucy really makes an effort to do)  
I hope (something Lucy hopes for)  
I am (the first line of the poem repeated)



## THE SECRET LIFE OF LINCOLN JONES

Wendelin Van Draanen

A terrifically funny and poignant story about a boy finding the courage to get to know the real characters all around him—and to let them know him

### DISCUSSION QUESTIONS

- Why did Lincoln Jones and his mom move?
- Why is Lincoln Jones an outcast and the target of bullying at Thornhill School?
- Why does Lincoln call Mrs. White a “psychic vampire”?
- How does Lincoln escape from the challenges in his life?
- What does Lincoln learn from his afternoons at Brookside?
- What are Lincoln’s character strengths?

### ACTIVITIES

#### Intergenerational Relationships

The relationships between Lincoln, his mother, and the residents of Brookside are significant in this story. Have students work in groups of two or three to research perspectives on aging across different cultures. The class will explore intergenerational relationships, caregiving, and quality of life, and relate this research to the dynamics in their own families. Students will present their knowledge and share their experience with classmates to inspire further discussion.

#### The Meaning of Home

Home is a major theme in *The Secret Life of Lincoln Jones*. Lincoln and his mom leave their home to escape an abusive relationship. Lincoln’s mom works in a retirement home, where Lincoln spends his afternoons. Levi is a character who is experiencing homelessness. By the end of the story, Lincoln realizes how hard his mother works to provide a safe home for him.

Explore diverse concepts of home with your students by asking:

- What are some reasons people leave their homes?
- What makes a place home?
- What does it mean when we say we feel at home?
- What does *home* mean to you?

Engage your students in a discussion and write down their answers and ideas. Work together to write a definition of the word *home*. Challenge your students to explore ways to make their classroom and school “feel like home” to all students.

### American School Counselor Association (ASCA) Positions

The School Counselor and Cultural Diversity  
(Adopted 1988; revised 1993, 1999, 2004, 2009, 2015)

School counselors demonstrate cultural responsiveness by collaborating with stakeholders to create a school and community climate that embraces cultural diversity and helps to promote the academic, career, and social/emotional success of all students.

The School Counselor and Trauma-Informed Practice  
(Adopted, 2016)

School counselors understand the impact adverse childhood experiences have on students’ academic achievement and social/emotional development. School counselors strive to identify, support, and promote the success of students who have experienced trauma through the implementation of a comprehensive, data-driven school counseling program.

# INTERNET RESOURCES

## APPRECIATING DIFFERENCES

### THE ANTI-DEFAMATION LEAGUE (ADL) - [adl.org](http://adl.org)

The nation's premier civil rights and human relations agency, ADL fights anti-Semitism and all forms of bigotry, defends democratic ideals, and protects civil rights for all.

### TEACHING TOLERANCE - [tolerance.org](http://tolerance.org)

A place to find thought-provoking news, conversation, and support for those who care about diversity, equal opportunity, and respect for differences in schools.

## GRIEF & LOSS

### THE COMPASSIONATE FRIENDS: SUPPORTING FAMILY AFTER A CHILD DIES - [compassionatefriends.org](http://compassionatefriends.org)

The Compassionate Friends exists to provide friendship, understanding, and hope to those going through the natural grieving process.

### DOUGY CENTER: THE NATIONAL CENTER FOR GRIEVING CHILDREN AND FAMILIES - [dougy.org](http://dougy.org)

The Dougy Center provides support in a safe place where children, teens, young adults, and their families grieving a death can share their experiences.

## HEALTHY RELATIONSHIPS

### GIRLS INC. - [girlsinc.org](http://girlsinc.org)

Girls Inc. inspires all girls to be strong, smart, and bold, by providing programming that equips girls to navigate gender, economic, and social barriers so they grow up healthy, educated, and independent.

### HEALTHY CHILDREN

[healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Expect-Respect-Healthy-Relationships.aspx](http://healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Expect-Respect-Healthy-Relationships.aspx)

HealthyChildren.org is the only parenting website backed by 64,000 pediatricians who are committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.

## HOMELESSNESS

### HUD EXCHANGE

[hudexchange.info/homelessness-assistance/resources-for-family-homelessness/](http://hudexchange.info/homelessness-assistance/resources-for-family-homelessness/)

Government-sponsored resources for families facing or experiencing homelessness

### YOUTH.GOV

[youth.gov/youth-topics/runaway-and-homeless-youth/federal-programs](http://youth.gov/youth-topics/runaway-and-homeless-youth/federal-programs)

Access to government programs and resources for youth facing or experiencing homelessness

## MENTAL HEALTH

### MENTAL HEALTH AMERICA (MHA): BIPOLAR DISORDER IN CHILDREN

[mentalhealthamerica.net/conditions/bipolar-disorder-children](http://mentalhealthamerica.net/conditions/bipolar-disorder-children)

MHA is the nation's leading community-based nonprofit dedicated to addressing the needs of those living with mental illness and to promoting the overall mental health of all Americans.

### NATIONAL ALLIANCE ON MENTAL ILLNESS MENTAL (NAMI): HEALTH IN SCHOOLS

[nami.org/Learn-More/Public-Policy/Mental-Health-in-Schools](http://nami.org/Learn-More/Public-Policy/Mental-Health-in-Schools)

NAMI is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

### **NATIONAL INSTITUTE ON MENTAL HEALTH (NIMH): BIPOLAR IN CHILDREN AND TEENS**

[nimh.nih.gov/health/topics/bipolar-disorder/index.shtml](http://nimh.nih.gov/health/topics/bipolar-disorder/index.shtml)

NIMH is the leading federal agency for research on mental disorders.

### **SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA)**

[www.samhsa.gov/children](http://www.samhsa.gov/children)

SAMHSA's Caring for Every Child's Mental Health Campaign seeks to raise awareness about the importance of children's mental health.

### **WALK IN OUR SHOES**

[walkinourshoes.org/what-is-mental-health/](http://walkinourshoes.org/what-is-mental-health/)

The California Mental Health Services Authority (CalMHSA) is working to reduce stigma associated with mental illnesses by debunking myths and educating nine- to thirteen-year-olds about mental wellness. The Walk in Our Shoes campaign utilizes real stories from teens and young adults to teach youth about mental health challenges and mental wellness.

## **RESOURCES for LGBTQ STUDENTS**

### **GAY, LESBIAN, AND STRAIGHT EDUCATION NETWORK (GLSEN) - [glsen.org](http://glsen.org)**

GLSEN works to ensure that LGBT students in grades K–12 are able to learn and grow in a school environment free from bullying and harassment.

### **GLAAD - [glaad.org](http://glaad.org)**

GLAAD rewrites the script for LGBT acceptance. As a dynamic media force, GLAAD tackles tough issues to shape the narrative and provoke dialogue that leads to cultural change.

### **GAY-STRAIGHT ALLIANCE (GSA) NETWORK: BEYOND THE BINARY**

[gsanetwork.org/files/getinvolved/BeyondtheBinary-Manual.pdf](http://gsanetwork.org/files/getinvolved/BeyondtheBinary-Manual.pdf)

GSA Network is a next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans, and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities.

### **PFLAG - [community.pflag.org/transgender](http://community.pflag.org/transgender)**

PFLAG is the nation's largest family and ally organization. Uniting people who are lesbian, gay, bisexual, transgender, and queer (LGBTQ) with families, friends, and allies, through its threefold mission of support, education, and advocacy.

### **TRANS STUDENT EDUCATIONAL RESOURCES - [transstudent.org](http://transstudent.org)**

Trans Student Educational Resources is an organization led by youth dedicated to transforming the educational environment for trans and gender-nonconforming students through advocacy and empowerment.

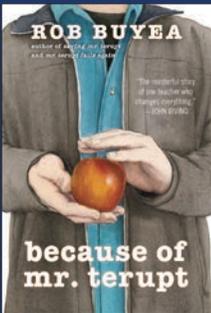
### **TRANS YOUTH FAMILY ALLIES - [imatyfa.org](http://imatyfa.org)**

TYFA empowers children and families by partnering with educators, service providers, and communities to develop supportive environments in which gender may be expressed and respected.

### **TREVOR PROJECT LIFELINE - [thetrevorproject.org/section/about](http://thetrevorproject.org/section/about)**

Provides 24/7 crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

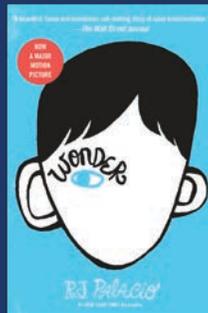
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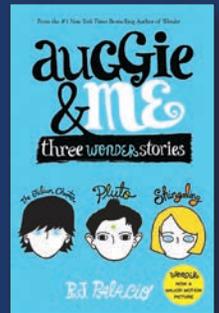
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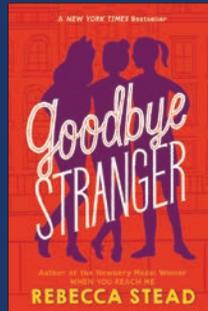
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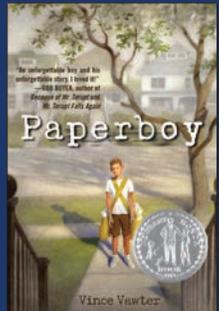
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