

# WHAT IS DRAG?

## Introduction to Drag

Grade: K to 4

(20-30 minute session)

### Learning Outcomes & Lesson Focus

#### Students will:

- Receive exposure and a brief introduction to the concept of Drag
- Understand how Drag can be shown/represented
- Identify that character and confidence are created through Drag

#### Lesson Focus

As a result of the learning activities within this lesson, students will be able to:

- Identify how Drag is represented and how it can be shown and expressed
- Gain a level of exposure to the topic of Drag

### Resources

#### Lesson Materials/Supplies

- Internet access for students to research history and events

#### Audiovisual

- Kids Explain Drag and Why They Do It | CBC Kids News  
<https://www.youtube.com/watch?v=dpk2EulpaJs>
- LGBTQ+ Kings & Queens  
<https://www.youtube.com/watch?v=VhNbGTnA53s>  
[https://www.huffpost.com/entry/queer-kid-stuff-drag\\_n\\_594d8816e4b05c37bb768284](https://www.huffpost.com/entry/queer-kid-stuff-drag_n_594d8816e4b05c37bb768284)

#### Print/Publications

- Picture books (Julián is a Mermaid, Auntie Uncle: Drag Queen Hero, Be Amazing: A History of Pride, The Sublime Ms. Stacks, The Art of Drag, etc.)
- \*\*\* CPHS Pride organization resources, if available, can be the primary resource for any research being completed by the students



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### Notes to Teacher

The use of the term Pride, even outside the context of Gay Pride or the GSRD (LGBTQ2+) communities, is sensitive due to its connection with religious or other beliefs. It will likely be necessary to acknowledge that there are both positive and negative connotations to the term pride.

It might be necessary to provide lead-in knowledge to the students which introduces that discrimination and harm has taken place based on who people “love” or “are attracted to”.

Treat the topic of sexuality and gender roles with sensitivity, always showing consideration for others. Encourage students to respect differences and to celebrate the rights and feelings of others, keeping in mind that not all families/cultures value the same things. To neutralize the topic or make it less personal, choose stories or books about how social and cultural influences affect sexuality and gender roles. It is important to allow students to form their own opinions about what kinds of messages the media convey to youth.

### Acronyms

- LGBTQ2+: Lesbian, Gay, Bisexual, Transgender, Queer, 2-Spirit
- GSRD: Gender, Sexual, and Relationship Diversity
- There are many versions of acronyms for this community with letters being added, removed, or reordered based on who is being represented and how. There is no perfect or authorized version for use in education, rather, being aware of any local cultural sensitivities can assist in utilizing culturally competent language.

### Suggestions for Instruction

- Read a picture-book story with the students (perhaps, “Julián is a Mermaid”) or select from the suggestions under “print/publications” above, etc.
- Have a discussion with the students about the plot of the story and the characters involved (for example: Who is Julián?, Who does Julián see on the subway? Why is Julián dressing up?)
- Discuss how Julián is creating character and confidence through his act of dressing up as a “mermaid”
- Discuss with students the ways in which Drag can be shown and expressed
- Have students watch the YouTube videos under “audiovisual” and discuss

### Suggestions for Assessment

#### Paper and Pencil Task

Teacher Assessment: Inventory

Have students either draw and/or write about a drag character of their choosing (could be themselves as well). Some prompts for the students could be about confidence and being yourself, special talents, etc.

