

¡PROFE, YO TAMBIÉN EXISTO!

**VISIBILIZANDO ESTUDIANTES LGBTQIA+ A TRAVÉS
DE LA ENSEÑANZA BASADA EN EL CONTENIDO Y EL
USO DE UN MARCO DE ENSEÑANZA QUEER EN EL
AULA DE IDIOMA EXTRANJERO INGLÉS DESDE LA
FORMACIÓN INICIAL DOCENTE**

Material fotocopiable para docentes de Inglés

*Proyectos de Innovación en Docencia 2024 - Dirección de Pregrado
Financiado por URO 22991*

*Investigador Responsable: Prof. Carlos Cifuentes Bravo
Co-Investigadora: Dra. Ana María Espinoza Catalán*

Proyecto patrocinado por la Universidad Estatal de O'Higgins

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Planificación de clases

Libro de actividades

Proyectos de Innovación en Docencia 2024 - Dirección de Pregrado
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Información del proyecto

Título Proyecto

¡Profe, yo también existo!: Visibilizando Estudiantes LGBTQIA+ a través de la enseñanza basada en el contenido y el uso de un marco de enseñanza queer en el aula de Idioma Extranjero Inglés desde la Formación Inicial Docente (FID)

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La importancia del enfoque CBI/CLIL (Content-Based Instruction/Content and Language Integrated Learning) como una metodología clave para la enseñanza integrada de contenido y lengua, y su intersección con un Marco de Enseñanza Queer no solo promueve el aprendizaje significativo, sino que también crea espacios pedagógicos inclusivos y transformadores que desafían las normas heteronormativas y celebran la diversidad.

El presente booklet es el resultado del trabajo colaborativo y comprometido de lxs docentes en formación del curso ***Metodología de la Enseñanza de la Lengua Inglesa Integrada***. Este recurso reúne propuestas pedagógicas diseñadas bajo los enfoques CBI/CLIL y el Marco de Enseñanza Queer e incluye actividades situadas y contextualizadas que buscan responder a las necesidades de un alumnado diverso, para así promover la justicia social en las aulas de la región de O'Higgins. La reflexión del proceso realizada por lxs futuros docentes han plasmado en estas páginas no solo su creatividad e innovación, sino también su compromiso con la inclusión y el respeto por la diversidad, proponiendo estrategias que celebran todas las identidades de lxs estudiantes, fomentando el aprendizaje significativo.

Este trabajo no habría sido posible sin el apoyo y la colaboración de cada unx de ustedes. Su pasión y esfuerzo reafirman la importancia de construir una educación comprometida con la equidad y el cambio social. ¡Muchísimas gracias!

Finalmente, espero que este proyecto inspire a docentes de otras áreas y profesionales de la educación a continuar explorando prácticas que promuevan la equidad, la inclusión y el cambio social.

Carlos Cifuentes Bravo

Prof. Carlos Cifuentes Bravo

Investigador Responsable

URO 22991 Proyectos de Innovación en Docencia 2024 - Dirección de Pregrado

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Docentes en Formación

Curso Metodología de la Enseñanza de la Lengua Inglesa Integrada

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins

Rancagua

2024

Introducción

¿Por qué clases con CBI/CLIL y un Marco de Enseñanza Queer?

Dentro de las Bases Curriculares de la asignatura Idioma Extranjero Inglés (MINEDUC, 2016; MINEDUC, 2018) podemos encontrar distintos enfoques para la enseñanza de una lengua, entre los cuales se distingue la enseñanza basada en el contenido (CBI por sus siglas en inglés), también conocido como Content and Language Integrated Learning (CLIL) en Europa. Una de las principales características de este enfoque es que el inglés pasa a ser un medio para aprender el contenido (Larsen-Freeman & Anderson, 2011). Por otro lado, el contenido puede estar conectado con asignaturas (Ciencias, Historia y Geografía, etc.) o temas, tales como música o deportes (Larsen-Freeman & Anderson, 2011). Por lo tanto, CBI/CLIL permite a lxs docentes abordar distintas temáticas dentro de las aulas, sin dejar de lado el proceso de enseñanza-aprendizaje de una lengua extranjera.

CBI/CLIL se transforma en una herramienta clave para la visibilización de personas LGBTQIA+ al tener la posibilidad de abordar diferentes temas desde una perspectiva mucho más diversificada e inclusiva. Por ejemplo, un estudio realizado en Argentina evidencia que al abordar dichos temas, lxs docentes-estudiantes se han vuelto más confiados en la planificación de clases CBI/CLIL y en algunos casos han sido implementadas incluso en sus prácticas pedagógicas (Banegas et al., 2019). Por tanto, el enfoque promueve una perspectiva de justicia social y diversidad dentro de las aulas.

Content	Communication	Cognition	Culture
The matter of the subject	The language learnt and used	The learning and thinking processes	the development of intercultural awareness and global citizenship

Figura 1: Las 4 Cs de CLIL – Coyle D., Hood P. & Marsh D. (2010). CLIL Content and Language Integrated Learning. Cambridge University Press.

La integración del enfoque CBI/CLIL y el Queer Literacy Framework (QLF) ofrece una oportunidad única para transformar las aulas de inglés en espacios más inclusivos, diversificados y comprometidos con la justicia social. CBI/CLIL, al utilizar el idioma como medio para enseñar contenido, permite abordar temáticas relacionadas con diferentes asignaturas o intereses, como las artes, las ciencias o el deporte, desde una perspectiva crítica e inclusiva. Este enfoque facilita la incorporación de temas LGBTQIA+, promoviendo la visibilización de identidades históricamente marginadas, empoderando tanto a estudiantes como a docentes.

Por su parte, el QLF, con sus principios orientados a la representación positiva y la interseccionalidad, guía a lxs docentes en la creación de espacios seguros y en la enseñanza del género como una construcción fluida. Al combinar ambos enfoques, se fomenta no solo el desarrollo de competencias lingüísticas y cognitivas, sino también el respeto por la diversidad, el pensamiento crítico y la capacidad de autorepresentación. En este sentido, la articulación entre CBI/CLIL y un Marco de Enseñanza Queer permite que las aulas de inglés sean no solo espacios de aprendizaje, sino también agentes de cambio social.



Principles	Commitments of Educators Who Queer Literacy	Material Available
1. Refrains from possible presumptions that students are heterosexual or ascribe to a gender	Educators who use queer literacy never presume that students are a particular sexual orientation or a gender.	7° básico
2. Understands gender as a construct that has and continues to be affected by intersecting factors (e.g., social, historical, material, cultural, economic, religious)	Educators who employ queer literacy are committed to classroom activities that actively push back against gender constructs and provide opportunities to explore, engage, and understand how gender is constructed.	5° básico
3. Recognizes that masculinity and femininity constructs are assigned to gender norms and are situationally performed	Educators who engage with queer literacy challenge gender norms and gender stereotypes and actively support students' various and multiple performances of gender.	II medio
4. Understands gender and sexuality as flexible	Educators who engage with queer literacy are mindful about how specific discourse(s) can reinforce gender and sexuality norms, and they purposefully demonstrate how gender and sexuality are fluid, or exist on a continuum, shifting over time and in different contexts.	I Medio
5. Opens up spaces for students to self-define with chosen (a)genders, (a)sexuality, (a)pronouns, or names	Educators who engage with queer literacy invite students to self-define and/or reject a chosen or preferred gender, sexual orientation, name, and/or pronoun.	II Medio
6. Engages in ongoing critique of how gender norms are reinforced in literature, media, technology, art, history, science, math, etc.	Educators who use queer literacy provide ongoing and deep discussions about how society is gendered and primarily heterosexual, and thus invite students to actively engage in analysis of cultural texts and disciplinary discourses.	I medio
7. Understands how Neoliberal principles reinforce and sustain compulsory heterosexism, which secures homophobia; and how gendering secures bullying and transphobia	Educators who employ queer literacy understand and investigate structural oppression and how heterosexism sustains (a)gendered violence, and generate meaningful opportunities for students to become embodied change agents and to be proactive against, or to not engage in, bullying behavior.	8° básico
8. Understands that (a)gender and (a)sexuality intersect with other identities (e.g., culture, language, age, religion, social class, body type, accent, height, ability, disability, national origin) that inform students' beliefs and, thereby, actions	Educators who engage with queer literacy do not essentialize students' identities, but recognize how intersections of culture, language, age, religion, social class, body type, accent, height, ability, disability, and national origin inform students' beliefs and, thereby, actions.	I medio
9. Advocates for equity across all categories of (a)gender and (a)sexuality orientations	Educators who employ queer literacy do not privilege one belief or stance, but advocate for equity across all categories of (a)gender and (a)sexuality orientations.	7° básico
10. Believes that students who identify on a continuum of gender and sexual minorities (GSM) deserve to learn in environments free of bullying and harassment	Educators who use queer literacy make their positions known, when first hired, to students, teachers, administrators, and school personnel and take a stance when any student is bullied or marginalized, whether explicitly or implicitly, for (a)gender or (a)sexuality orientation.	III medio

Figura 2: Marco de Enseñanza Queer - Miller, sj. (2015). A queer literacy framework promoting (a)gender and (a)sexuality self-determination and justice. English Journal, 104(5), 37-44.

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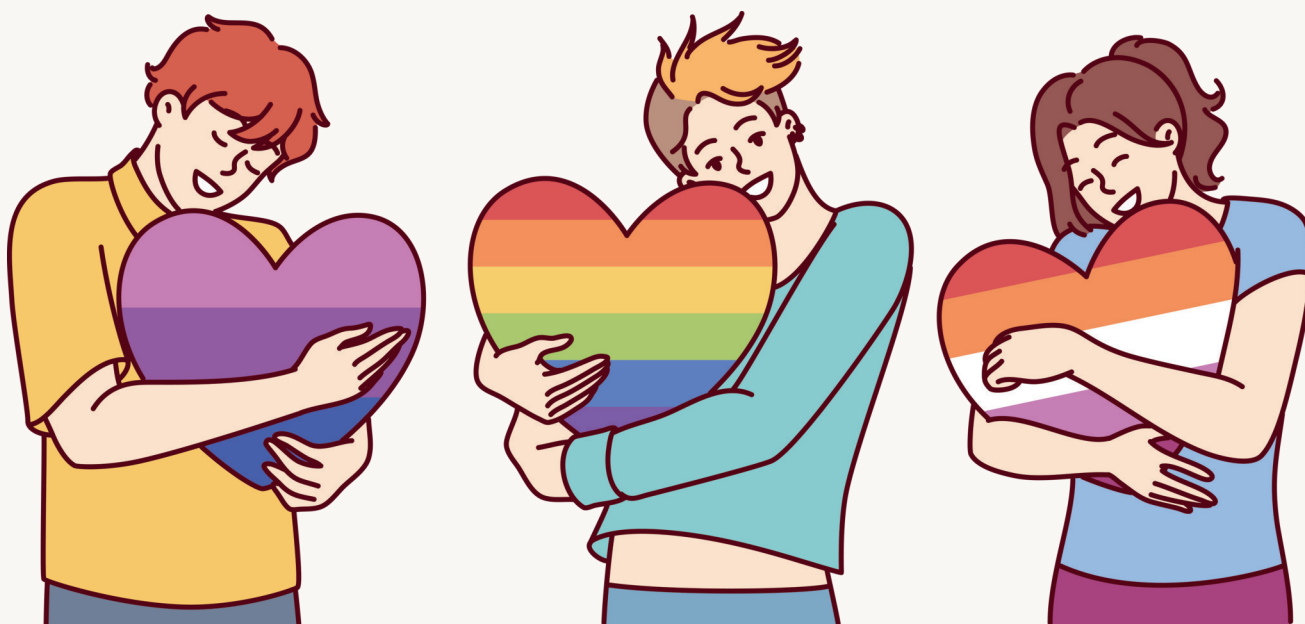
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QUEER LITERACY FRAMEWORK

Principle 1

**Refrains from possible
presumptions that students
are heterosexual or ascribe to a
gender**

QLF PRINCIPLE 1 - LESSON PLAN

SUBJECT:	English	TEACHER:	Maximiliano Reyes	
GRADE:	7th grade	UNIT:	Unit 2: Healthy Habits	
OA				
OA - EVALUATION INDICATOR(S)				
OA 7 (Oral communication) - Participan en intercambios con pares y adultos sobre temas conocidos, a veces formulando preguntas. - Hacen conexiones y comparten ideas sobre actividades y experiencias del entorno inmediato. - Hacen conexiones entre nueva información e ideas y conocimientos previos sobre el tema de la unidad. OA 16 (Writing) - Expresan obligación o prohibición al escribir acerca de los alimentos o la salud; por ejemplo: You must eat healthy food and practice sports. - Describen rutinas y hábitos; por ejemplo: I play computer games frequently; I practice sports every week.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the lesson, students will be able to exchange information about professional athletes' routines from different sports (Physical Education) through a negotiation task collaboratively.			Vocabulary related to sports (previous knowledge) Vocabulary related to habits and routines (vocabulary from the unit) Frequency adverbs (previous knowledge) Present Simple tense Past Simple tense Vocabulary to express preferences (previous knowledge): I like, she prefers, you want...	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can: - Identify vocabulary related to sports, habits and routines - Describe a professional athlete's routine and habit - Negotiate ideas present and past simple - Work collaboratively				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Physical Education	Sports, Professional Athletes, and their routines and habits	Expressing healthy habits and routines. (Past simple, present simple, vocabulary of the unit)	To evaluate routines or habits	Chilean professional athletes (from different genders) and their habits. Gender stereotypes in sports (such as chess associated with men, gymnastics related to women)
QLF Principle and Rationale				
The following lesson aims to promote awareness about gender stereotypes that sports may have. For this reason, this lesson will include flashcards with professional athletes who practice a sport that is not usually associated with their gender, and some of these professional athletes belong to the LBGTQ+ community. These flashcards will contain a picture and a description of the professional athlete's routines/habits.				

1. ANTICIPATORY SET

The teacher greets the students and asks the students how they feel.

After that, the teacher presents the warm-up activity.

Warm-up:

On the PPT projected on the board, there will be a list of sports:

Football/soccer, chess, gymnastics, boxing, athleticism, dancing, ballet, figure skating, volleyball, basketball, swimming, martial arts (such as karate), weightlifting, yoga, and motorcycle.

The teacher asks the class if they know each of those sports.

If there are doubts about some of these sports, the teacher can use gestures and facial expressions to explain the concepts to them.

Then, the teacher will ask the students to classify the list into three categories: if the sport is associated with men, women, or both.

The teacher selects volunteers to go to the board and complete the activity.

Next, the teacher presents the friendly version of the Class Objective using the PPT:

You will negotiate with your classmates what habit that a professional athlete has you can do

2. INTRODUCTION OF THE NEW CONTENT

The teacher highlights vocabulary learned in previous sessions using a paragraph about professional athletes and their routines.

Cristiane Endler: She is a professional goalkeeper who plays in the Olympique Lyonnais soccer team. She **practices** 4 times a week and has three days to **rest**. **Every day** after waking up, she does a **stretching routine** to have a strong **determination**. In addition, her **diet** consists of eating every type of **vegetable**, and she even eats at least one **fruit daily**. Although she has a busy schedule, she **always** has **a bottle of water** to **hydrate** herself. Finally, she **never** goes to parties because she prefers to **focus on her training**.

The class reads the text. Once the students finish, the teacher asks the following:

- What are the words highlighted?

Expected answers: frequency adverbs and routines or habits.

What do we use these words for?

Expected answers:

frequency adverbs are to say the frequency of an action

routines or habits are actions that we do regularly

After the students answer the question, the teacher shows on the PPT a summary of useful vocabulary about routines that students can use. This vocabulary is classified into the following categories:

Routines or habits: practice, rest, stretching, routine, determination, diet, vegetable, fruit, exercise, training, schedule, bottle of water, hydrate, focus.

Frequency adverbs: every day, daily, always, never, once a week, twice a week, three times a month, often, rarely, usually.

Then, the teacher asks the following Content Checking Questions (CCQs) to check students' understanding:

Can you name a routine or habit?

Why do we use frequency adverbs?

**** These questions can be asked to the whole class or to a specific student****

3. GUIDED PRACTICE (WE DO)

or the guided practice, the teacher explains the task to the students. This class will follow the Task-Based Language Teaching stages: pre-task and task cycle.

Pre Task:

The teacher shows the same professional athlete on the board with a description of their habits and routines used in the Introduction of new content stage.

Cristiane Endler: *She is a professional goalkeeper who plays in the Olympique Lyonnais soccer team. She practices 4 times a week and has three days to rest. Every day after waking up, she does a stretching routine to have a strong determination. In addition, her diet consists of eating every type of vegetable, and she even eats at least one fruit daily. Although she has a busy schedule, she always has a bottle of water to hydrate herself. Finally, she never goes to parties because she prefers to focus on her training.*

The students read the paragraph: they can have 1 minute to do it and 30 extra seconds if necessary. The teacher uses the following Instruction Checking Questions (ICQs) to check students' understanding of the instructions:

- Are you going to read the text or write it?
- How much time do you have to read it? 5 minutes? 1 minute?

**** These questions can be asked to the whole class or to a specific student****

Once the students finish reading the description, the teacher asks the following:

- What is the name of this professional athlete?
- What sport or discipline does the person practice?
- What routines or habits does this person have?

After that, the teacher asks what routine or habit they want to follow

The teacher receives no more than five answers due to time constraints.

Next, the teacher and the class negotiate two activities or routines they want to follow in their lives.

Expected answers: I want to have a bottle of water every day and eat one fruit every day.



4. INDEPENDENT PRACTICE (YOU DO)

For the independence practice, students are going to work in pairs, and they are going to face the following task.

Task:

- Students work in pairs. In case there is one student alone, trios would be allowed.
- Each pair receives two flashcards. If trios, three flashcards.
- Flashcard example

Tomás González  Agurto, Freddy. "Tomás González". Flickr. https://lic.kr/p/c5heX3. Bajo licencia Creative Commons BY 2.0. https://creativecommons.org/licenses/by/2.0/	Tomás González is a Chilean gymnast. He practices gymnastics daily to improve his routines. He always stretches before training to stay flexible and avoid injuries. Tomás follows a healthy diet with lots of vegetables and fruit to keep his body strong. He usually drinks a bottle of water during practice to stay hydrated. Rest is also important, so he focuses on getting enough sleep every night. His determination helps him train hard every day.
--	---

- These flashcards show professional athletes with their habits and routines.
- Each student has to express what habits the professional athlete has.
- Once each member has described their flash card, each group must agree on 3 routines or habits they want to do.
- During the entire task, the teacher monitors the class and helps the students if necessary.

Planning:

- Each pair (or trio) prepares a short oral presentation. No supporting material is needed, and students present from their place.
- This short presentation must include the professional athletes' names, their discipline, and the three routines or habits they want to follow.
- The two (or three) of them must present and speak out loud while presenting. Students can use notes as supporting material but cannot read them.
- The teacher walks around the classroom to support students when they need it.

Report:

- Each group presents their short presentation from their seat and shares the requirements (athletes' names, disciplines, three habits or routines)
- Each presentation should last at most 3 minutes.

**** Disclaimer: Due to time constraints, it will be optional that each group will present their work.****

- The teacher asks for volunteers due to time constraints.
- The teacher takes notes about the students' performance to provide comments and feedback to the class later.

5. ASSESSMENT (CLOSURE)

After that, the teacher presents the Exit Ticket.

Exit Ticket:

On a piece of paper given by the teacher (*see Appendix 2*), students are going to answer the following based on a professional athlete habit shown in the PPT:

- **Megan Rapinoe:** Megan Rapinoe is a professional soccer player from the United States. She practices soccer every day to improve her skills. Her routine includes stretching, running, and team training sessions. Megan always eats a healthy diet with vegetables and fruit to stay strong and energized. She drinks a bottle of water during and after practice to hydrate. Once a week, she rests to recover from intense training. Her focus and determination help her follow her schedule and perform her best on the field.

Questions:

- Name one habit that Megan Rapinoe has.
- What habits from Megan Rapinoe do you like?
- What habit can you do?

Exit Ticket

Name:

Date:

Questions:

- Name one habit that Megan Rapinoe has.

○ _____

- What habits from Megan Rapinoe do you like?

○ _____

- What habit can you do?

○ _____

QLF PRINCIPLE 1 - CLASS MATERIAL

Tomás González



Agurto, Freddy. "Tomás González". Flickr, <https://flic.kr/p/c5heX3>. Bajo licencia Creative Commons BY 2.0. <https://creativecommons.org/licenses/by/2.0/>

Gymnastics

Tomás González is a Chilean gymnast. He practices gymnastics daily to improve his routines. He always stretches before training to stay flexible and avoid injuries. Tomás follows a healthy diet with lots of vegetables and fruit to keep his body strong. He usually drinks a bottle of water during practice to stay hydrated. Rest is also important, so he focuses on getting enough sleep every night. His determination helps him train hard every day.

Anna Cramling



Peeters, Frans. "Anna Cramling presenting her Twitch channel from the pressroom". Flickr, <https://flic.kr/p/c5heX3>. Bajo licencia Creative Commons BY 2.0. <https://creativecommons.org/licenses/by/2.0/>

Chess

Ana Cramling is a chess player who often competes in tournaments. She practices chess strategies every day and studies famous games to improve. Ana follows a schedule to balance her training and rest. She always eats healthy food, like vegetables and fruit, to stay focused. During practice, she keeps a bottle of water nearby to hydrate. Once a week, she plays online matches to test her skills. Her determination helps her improve daily.

Hidilyn Diaz

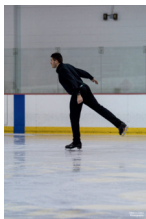


李 李. "Hidilyn Diaz of Philippines competes in the women's 55kg weightlifting event, at the 2020 Summer Olympics, Monday, July 26, 2021, in Tokyo, Japan". Flickr, <https://flic.kr/p/2mdAphy>. Bajo licencia Creative Commons BY 2.0. <https://creativecommons.org/licenses/by/2.0/>

Weightlifting

Hidilyn Diaz is a weightlifter who trains every day to get stronger. Her routine includes lifting weights, stretching, and doing exercises to build muscle. She always eats vegetables and fruit to have energy for training. Hidilyn drinks a bottle of water during practice to hydrate. She rests once a week to recover. Her determination helps her follow her schedule and reach her goals.

John Curry



REFERENCE PHOTO

Cotini, Marco. "2017_05-MCP_Essex Special Skaters-065". Flickr, <https://flic.kr/p/5Mwku>. Bajo licencia Creative Commons BY 2.0. <https://creativecommons.org/licenses/by/2.0/>

Figure skating

John Curry was a figure skater who practiced skating daily. His routine included jumping, spinning, and stretching to improve his performance. He always followed a schedule and stayed focused on his goals. John ate healthy meals with vegetables and fruit to stay fit. He rarely skipped rest days because he knew it helped him stay strong. His determination made him a great skater.

Ignacia Riveros Nahuelcheo



REFERENCE PHOTO

Tamnik, Allan. "Motorcycle". Flickr, <https://flic.kr/p/b3Jafyz>. Bajo licencia Creative Commons BY 2.0. <https://creativecommons.org/licenses/by/2.0/>

Motorcycle

Ignacia Riveros Nahuelcheo is a motorcycle racer. She trains on the track three times a month to improve her skills. She always stretches before riding to avoid injuries. Ignacia eats vegetables and fruit to have energy and keeps a bottle of water to hydrate during training. She usually rests after practice to stay focused for the next race. Her determination and schedule help her succeed in this exciting sport.

Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

Desde mi percepción, y casi nula experiencia, traer estos tópicos (LGBTQ+) de forma indirecta nos ayuda a crear conciencia entre nuestros estudiantes. Incluí una Warm Up activity en la que les estudiantes plasmen los estereotipos que ya traen, a través de clasificar una lista de deportes en los deportes que ellos asocian a hombres, a mujeres y a ambos. Después, se les presentará a la clase ejemplos de deportistas profesionales que practican un deporte que no es asociado a su género.

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

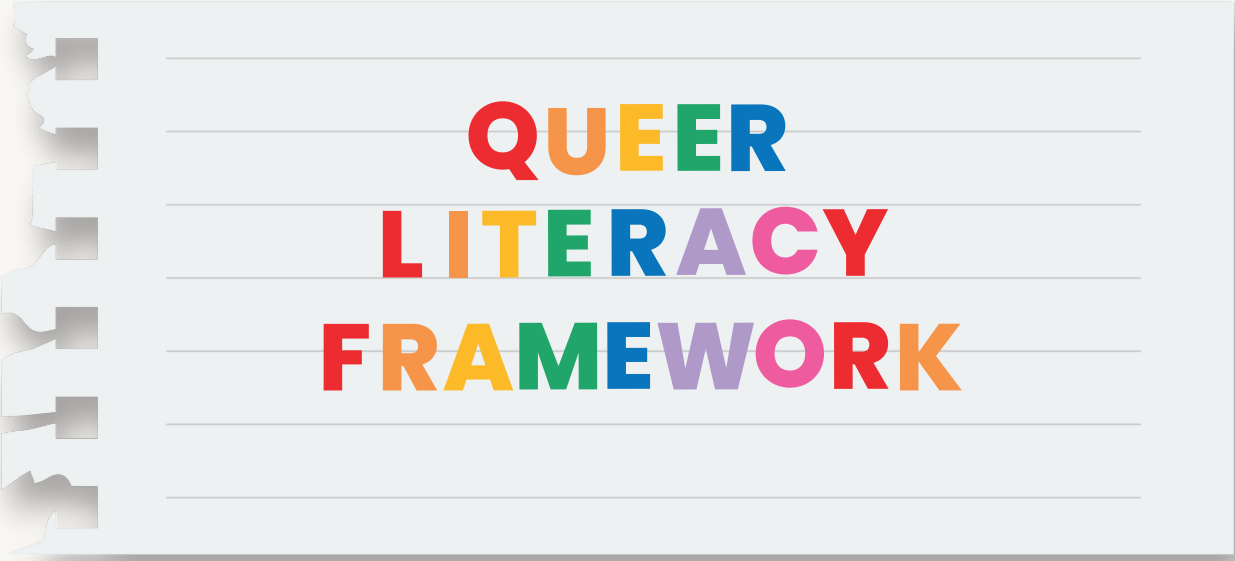
No puedo decir mucho, esta es una planificación que aún no se ha implementado y además es mi primera vez diseñando materiales considerando esto. Al menos, teniendo esta experiencia, puedo decir que sí se pueden incluir materiales que muestren de forma implícita la realidad de la comunidad LGBTQ+.

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QUEER LITERACY FRAMEWORK

Principle 2

**Understands gender as a
construct that has and continues
to be affected by intersecting
factors (e.g., social, historical,
material, cultural, economic,
religious)**

QLF PRINCIPLE 2 - LESSON PLAN

SUBJECT:	English	TEACHER:	Alanis Espinoza	
GRADE:	5th grade		UNIT:	Unit 4: What's the weather like?
OA				
OA - EVALUATION INDICATOR(S)				
OA 14 (Writing) Completar y escribir, de acuerdo a un modelo y con apoyo de lenguaje visual, textos no literarios (como postales, mini libros, listas de compras) y textos literarios (como rimas, tiras cómicas) con el propósito de compartir información en torno a los temas del año. • Describen el clima y la ropa. • Expresan preferencias y gustos en relación con el clima, las estaciones del año y la ropa.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the class, students will be able to express their preferences about gender-neutral clothes by using vocabulary related to clothes, adjectives, and chunks of language through a written activity in a respectful and collaborative manner.			Vocabulary: Adjectives for clothes like funny, happy, bright... and use of previous knowledge (colors and clothes). grammar structures: Present simple and chunks of language for preferences (we like...).	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can: • Identify vocabulary related to clothes. • Use adjectives to describe clothes. • Use the language chunks provided. • Show a respectful attitude. • Work collaboratively.				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Advisory Class (Orientación)	Explore clothes and gender assumptions regarding them.	Identifying vocabulary related to clothes and describing what they like.	To give examples of people wearing all types of clothes regardless of gender, to accept gender neutrality and non-binary people.	Everyone's clothing preferences should be accepted and respected within our society.
QLF Principle and Rationale				
The lesson integrates Miller’s (2016) Principle 2 by addressing gender as a fluid construct shaped by historical, cultural, and social contexts. It challenges binary perceptions of "man" and "woman" through activities like exploring non-gendered clothing preferences and characters such as Haruka and Darcy, who prompt students to question binary definitions of identity. This approach highlights Miller’s argument that gender roles have always evolved and vary across cultures and eras.				
Also, language is used as a key tool to deconstruct gender norms, supporting Miller’s (2016) assertion that inclusive strategies expand understanding of identity. Neutral vocabulary like “bright” or “funny” and simple grammatical structures such as “we like” remove gendered bias and encourage students to see clothing as a personal choice. Always considering that this lesson is being planned for young learners of 10 years old overall. Hence, the examples provided aim to be appealing for children, in order to make it engaging for them. These linguistic strategies make inclusivity accessible and provide students with tools to express their preferences openly.				
The lesson further empowers students to reflect critically on societal expectations about gender. Discussion prompts, such as “Should these characters feel bad for how they express themselves?” foster empathy, while Chilean LGBTQ+ narratives ground these ideas in local realities. Creative tasks like the fashion parade normalize nonbinary expressions, aligning with Miller’s goal of dismantling binary constructs and promoting diversity in classrooms.				
As for the CLIL connection, this lesson aligns with the advisory class, more specifically with Unit N°3 “Relaciones interpersonales”. This lesson works with the OA5 of the advisory Class, which considers the principles of equality, dignity, inclusion, and non-discrimination.				

1. ANTICIPATORY SET

First, the teacher will greet the students.

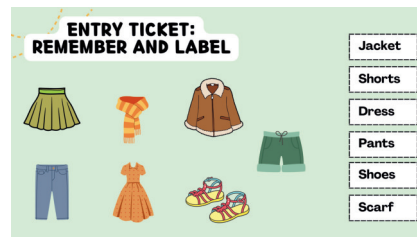
Second, she will ask students how they feel.

Then, the teacher will review the rules of the class.

After that, the teacher will present and model a short activity to remind the previous class content: clothes.

Finally, she will present the objective of the class and ask the students to write down the objective of the class.

Objective: To express your preferences about gender-neutral clothes using clothing words and simple phrases in a kind and respectful way.



2. INTRODUCTION OF THE NEW CONTENT

The teacher will start with a quick chat about the questions:

- "What kinds of clothes do you like?"

Expected answer: Dress, skirt, pants, shorts, t-shirt, etc.

- "Do you think certain clothes are just for boys or girls?"

Or can anyone wear anything?"

Expected answer: Yes, No, Yes.

The teacher talks to students about how some students in Chile have felt discriminated against because of their gender expression and how they feel comfortable. This information is extracted from the "Experiencias, sentires y narrativas de las juventudes LGBTQI+" report by Stephanie Farias (2024).

In order to contextualize, the teacher will provide examples of characters with written sentences about what clothes they like and their gender expression.

Then, the teacher asks:

"Using the example of Haruka and Darcy, do you think people can identify just with boys and girls?"

Expected answer: No

The teacher finally asks in L1 to facilitate the communication:

Do you think these characters should feel bad because of how they express themselves? Why?

¿Creen que estos personajes deberían sentirse mal por cómo se expresan de sí mismos? ¿Por qué?

Expected answer: No

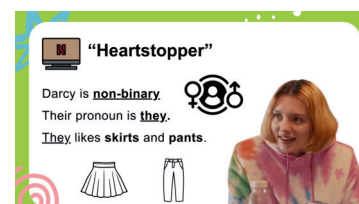


Imagen tomada de Netflix

3. GUIDED PRACTICE (WE DO)

The teacher will present the activity “The fifth-grade fashion parade” with two steps.

The teacher explains the instructions for the activity:

–Work in pairs or trios.

–You will have 6 minutes for this activity.

The teacher hands students a set of clothing items in pictures.



The teacher asks students to choose one or two pieces they liked the most.

The teacher tells students that they can change the color of the clothes to their liking.



The teacher gives them a writing template with the following prompts:

Second, you have to complete the template:

NAMES:

We liked the _____ (Item 1) and the _____ (Item 2)

The **first** is a _____ (color) _____ (Item). It is _____ (adjective, e.g., cozy).

The **second** is a _____ (color) _____ (Item). It is _____ (adjective, e.g., cozy).

Who can wear them?

I think _____ can wear these clothes. (Boys, Girls, Everybody)

These clothes make us feel _____.

The teacher models the activity by making an example herself.

NAMES: TEACHER ALANIS

We liked the **jacket** (Item 1) and the **boots** (Item 2)

The **first** is a **blue** (color) **jacket** (Item). It is **stylish** (adjective, e.g., cozy).

The **second** are **black** (color) **boots** (Item). It is **stylish** (adjective, e.g., cozy).

Who can wear them?

I think **everyone** can wear these clothes. (Boys, Girls, Everybody)

These clothes make us feel **happy**.

EXAMPLE

4. INDEPENDENT PRACTICE (YOU DO)

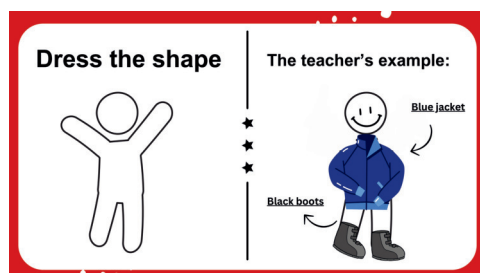
The teacher explains that now they will be working on the second step of the “Fifth-grade fashion parade” activity.

The teacher shows students a picture of the shape of a person and gives the instructions for the activity:

- Dress your person using the clothes of your template.
- She asks them to have an open mind and not think of an assigned gender.
- You have 10 minutes to work on this activity.



The teacher shows students an example of her own using her previous answers.



The teacher asks some questions to check understanding:

-Do you have to draw and write or just draw?

Expected answer: Draw and write.

-How much time do you have?

Expected answer: 10 minutes.

The teacher asks a few students to show their drawings and asks the students:

-Are these clothes for a specific gender?

Expected answer: No

-Do you think Gru can wear it? Darcy? Wednesday and also Haruka?

Expected answer: Yes to all of them.

5. ASSESSMENT (CLOSURE)

The teacher hands in an exit ticket

The teacher asks students to match the illustration with the sentence.

The teacher asks students to answer the question.

"If clothes have no gender, do you think people need it?"

Yes, people need to have a gender.

No, people can identify as they want.

I am confused about it.

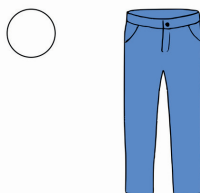
Exit ticket

Match with the picture:

1- The blue pants

2- The green pants

3- The yellow pants



If clothes have no gender, do you think people need it?

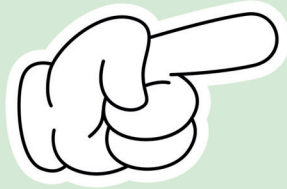
A) Yes, people need to have a gender

B) No, people can identify as they want

C) I am confused about it.

QLF PRINCIPLE 2 - CLASS MATERIAL

**HOW ARE YOU
FEELING TODAY?**



RULES

Eyes on me

Eyes on you!

**Eyes on the
board**

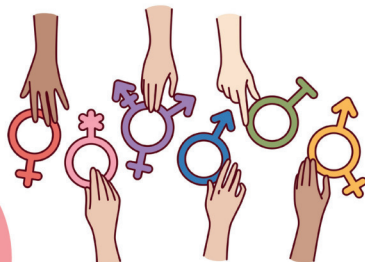


QLF PRINCIPLE 2 - CLASS MATERIAL

DID YOU KNOW THAT...

IN OUR COUNTRY AND IN THE O'HIGGINS REGION, 59% OF THE PEOPLE WHO EXPRESS A GENDER OTHER THAN MALE OR FEMALE

FARIAS (2024)



“Wednesday”

Wednesday has a female gender.

Her pronoun is **she**.

She likes black dresses and pants.

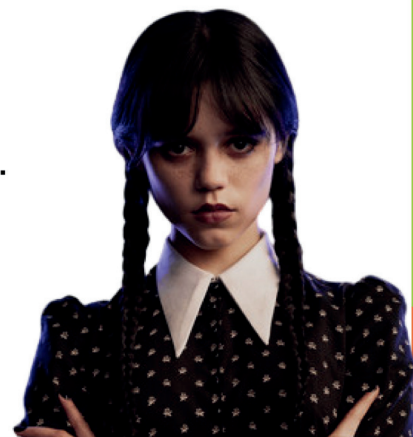


Imagen tomada de Netflix

QLF PRINCIPLE 2 - CLASS MATERIAL



“Heartstopper”

Darcy is non-binary.

Their pronoun is they.

They likes **skirts** and **pants**.



Imagen tomada de Netflix



“Sailor Moon”

Haruka is a non-conforming gender woman

Her pronoun is **she**.

She likes pants and shirts.



Imagen tomada de Toei Animation

QLF PRINCIPLE 2 - CLASS MATERIAL



“Despicable Me”

Gru has a masculine gender.

His pronoun is He.

He likes boots and scarfs.



Imagen tomada de Universal Studios

She

They

he

QLF PRINCIPLE 2 - CLASS MATERIAL

FIRST, CHOOSE YOUR TWO FAVORITES!!!



“THE FIFTH-GRADE FASHION PARADE”

-Work in pairs or trios.



-You will have 6 minutes for this activity.



QLF PRINCIPLE 2 - CLASS MATERIAL



Second, you have to complete the template:

NAMES:

We liked the _____ (item 1) and the _____ (item 2)

The **first** is a _____ (color) _____ (item). It is _____ (adjective, e.g., cozy).

The **second** is a _____ (color) _____ (item). It is _____ (adjective, e.g., cozy).

Who can wear them?

I think _____ can wear these clothes. (Boys, Girls, Everybody)

These clothes make us feel _____.

QLF PRINCIPLE 2 - CLASS MATERIAL

Dress the shape

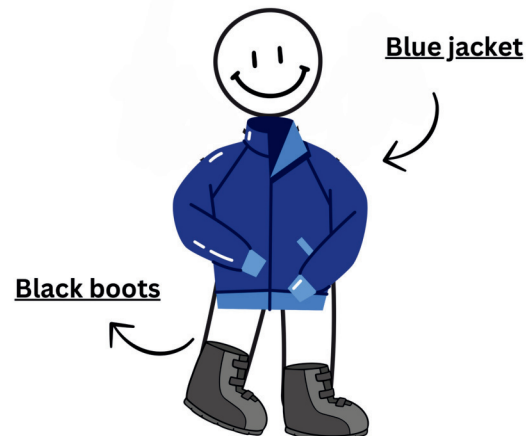
- Use your previous template
- Write the clothes
- No gender assigned
- You will have:



Dress the shape



The teacher's example:



Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

Desde mi perspectiva, creo que el marco de enseñanza queer (QLF) puede enriquecer la enseñanza del inglés como lengua extranjera mediante el cuestionamiento de normas sociales implícitas, promoviendo una perspectiva crítica que normaliza las expresiones de género no binarias. Por ejemplo, dinámicas como el desfile de moda permiten explorar el lenguaje desde un enfoque no binario, reflexionando sobre cómo las estructuras sociales influyen en nuestras concepciones de género. Esto fomenta a estudiantes para participar en una sociedad más inclusiva y respetuosa de la diversidad.

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

Esta experiencia ha profundizado mi comprensión sobre cómo la alfabetización queer puede transformar la educación en un espacio más crítico y relevante. En cuanto a mi principio asignado, el reconocer el género como un aspecto interseccional y dinámico me ha llevado a cuestionar cómo las prácticas educativas tradicionales a menudo refuerzan estructuras binarias y excluyentes. Siguiendo el mismo hilo, he podido reflexionar sobre cómo algo que aparenta ser tan simple como el material de clase, puede validar o invisibilizar las diversas identidades.

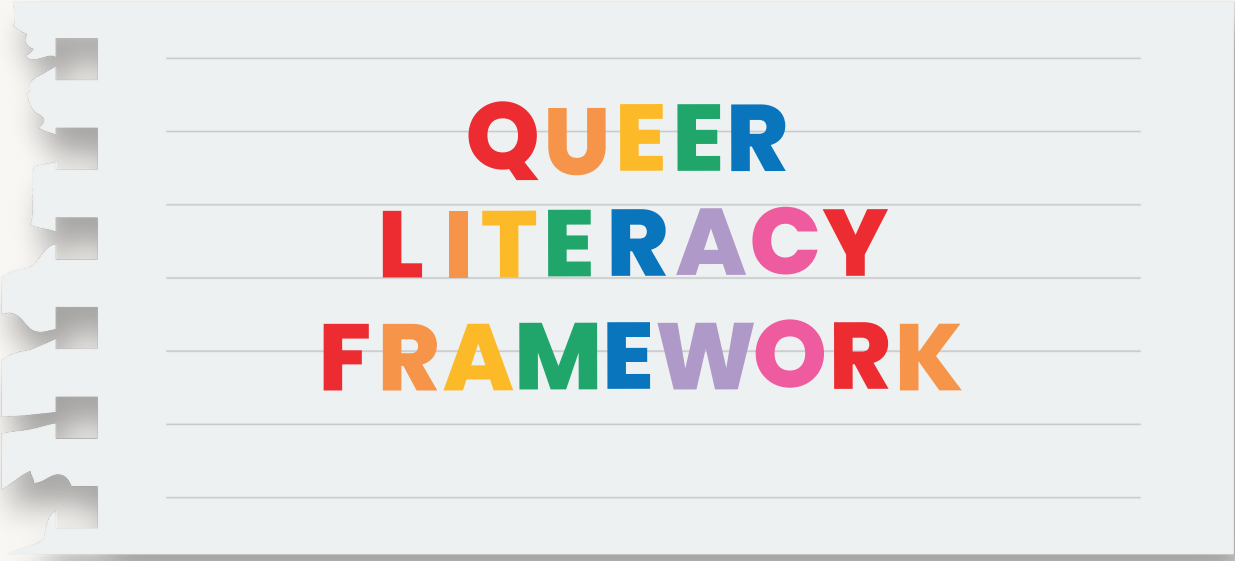
A manera personal, siento que he logrado desarrollar una mayor sensibilidad hacia las necesidades de estudiantes con expresiones de género variadas, mientras que, de manera profesional, he adquirido herramientas pedagógicas para fomentar un entorno en el salón de clases que avale la diversidad. Esta planificación y diseño de material me ha ayudado a entender que, como profesora de inglés, mi rol va más allá de enseñar lenguaje funcional, sino que mediante este generar oportunidades para promover valores de inclusión, justicia social y el respeto por la multiplicidad de identidades y modos de expresión dentro de los márgenes del respeto.

Alanis Espinoza

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QUEER LITERACY FRAMEWORK

Principle 3

Recognizes that masculinity and femininity constructs are assigned to gender norms and are situationally performed

QLF PRINCIPLE 3 - LESSON PLAN

SUBJECT:	English	TEACHER:	Rocío Carreño	
GRADE:	II medio		UNIT:	Unit 3: Outstanding Persons
OA				
OA - EVALUATION INDICATOR(S)				
OA 13 (Writing)				
Escribir historias e información relevante, usando diversos recursos multimodales en forma creativa y efectiva que refuercen el mensaje en textos variados acerca de temas como: experiencias personales,, contenidos interdisciplinarios, etc.				
• Crean textos que reaccionan a temas o problemas globales, integrando ideas y autores de otros textos. • Comparten ideas y experiencias sobre temas de otras asignaturas en forma novedosa.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the lesson, students will be able to express their point of view about gender stereotypes in movie characters using the present perfect through a character’s profile in a participatory way.			Vocabulary: Model, heroes, leader, admire, lead, show, follow, youth, advice, brave, perseverant, leader, famous, creative, hardworking, independent, outgoing, thoughtful, achieve, make decisions, shape personality, influential, influence, contribution. Grammar structures: present perfect, present simple. Character profile.	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can:				
• Apply the vocabulary related to outstanding persons. • Create a literacy character that breaks gender stereotypes. • Use the structure of the present perfect to create a character. • Reflect on how their characters break gender stereotypes. • Work in a participatory way.				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Literature	Literary/Movie characters.	Expressing ideas related to outstanding persons, that are models, heroes, leaders, perseverant, and hardworking,	To analyze how gender stereotypes affect characters and their decisions within the narrative. To discuss how these stereotypes are also experienced in the real world.	Thinking about how gender stereotypes have affected their own interests and how these have been presented in Chile.
QLF Principle and Rationale				
Principle 3 recognizes that constructs of masculinity and femininity are assigned to gender norms and are situationally realized (Miller, 2015). Thus, educators who engage in literacy seek to challenge gender norms and stereotypes by actively supporting diverse representations of gender in their students (Miller, 2015). For this reason, I focused on designing a lesson that I saw reflected, not only this principle but aligned in its entirety with the Queer Literacy Framework. This lesson is connected to the Literature course where I sought to incorporate characters from films that have been affected by socially established gender norms. The goal of my class is for students to show their point of view by writing a character profile and reflecting on how the characters created by their peers break gender norms. This is for my students to be able to externalize and reflect on how a certain facet of their identity can be judged and how they must break these established gender norms (Paiz, 2019). Incorporating these types of themes can help students not to hide their LGBTQ+ identity for fear of repercussions from peers or teachers (Paiz, 2019). On the other hand, the activities and the main task seek to enable students to reflect on these issues using the grammar seen in previous classes by incorporating questions that give way to using the present perfect. In addition, between activities, discussion questions are incorporated to encourage dialogue and also to curb heteronormative opinions that open the door to harmful and dangerous behaviors such as bullying as a way of prevention (Paiz, 2019). Finally, the design of this class is intended to make the LGBTQ+ community visible through English and literature by being able to unite these two subjects to create a class where the use of movies or literary characters leads them to reflect on their own experiences.				

1. ANTICIPATORY SET

T greets Ss.

To activate students' prior knowledge about the use of present perfect, T begins by asking a question.

Have you ever felt identified with a character in a movie or book? Why?

Students share some answers as the T positions different question sheets around the classroom.

Questions:

1. What character do you know who has broken gender stereotypes?
2. What has been the most remarkable characteristic of a character you have read about or seen?
3. What characteristics should a character have that break gender stereotypes?

Step-by-step activity:

1. Students stand up and take a position on a question.
2. They must answer it in 1 minute.
3. Then, they must move on to the next question until all three are answered.
4. Randomly, some students present their answers.

Expected answers:

1. Mulán, Jo March, Billy Elliot, Mérida.
2. Mulan has fought for her family and country.
3. The character must be brave.

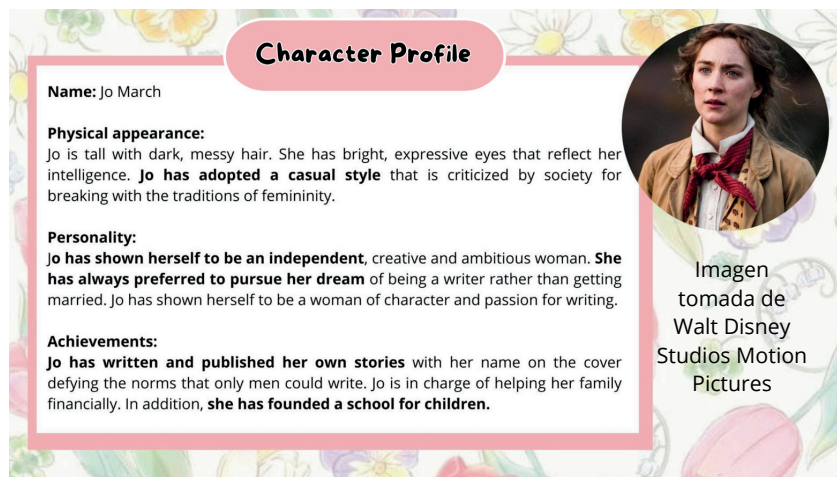
T presents the class objective (friendly version): *Today, you will be able to express your opinion about gender stereotypes by creating a character.*

2. INTRODUCTION OF THE NEW CONTENT

First, T asks the Ss if anyone has created a fictional character.

If some students have created a character, T asks them what important aspects to consider in creating one.

Next, T mentions that she recently created a female character for a literary contest. Ts then projects her character and selects random volunteers to read the character's profile.



Character Profile

Name: Jo March

Physical appearance:
Jo is tall with dark, messy hair. She has bright, expressive eyes that reflect her intelligence. **Jo has adopted a casual style** that is criticized by society for breaking with the traditions of femininity.

Personality:
Jo has shown herself to be an independent, creative and ambitious woman. **She has always preferred to pursue her dream** of being a writer rather than getting married. Jo has shown herself to be a woman of character and passion for writing.

Achievements:
Jo has written and published her own stories with her name on the cover defying the norms that only men could write. Jo is in charge of helping her family financially. In addition, **she has founded a school for children**.

Imagen tomada de Walt Disney Studios Motion Pictures

After reading the character profile, the T asks reflection questions.

Do you think there have been any women writers who have had to confront gender stereotypes? Do you think that gender stereotypes have been broken in Chile?

This question is introduced to create a space for reflection where Ss can share their points of view.

T tells them that Harry Potter author J.K Rowling had to put her initials so the public would think a man wrote it and buy it.

Then, T returns to the character profile and mentions that character building requires a name, physical characteristics, psychological characteristics and character accomplishments.

T asks Ss directly at random:

1. What can I put in "physical appearance"?
2. What can I put in "personality"?
3. What can I put in the character's achievements?

Expected answers:

1. We can describe what her hair looks like, her height or her smile.
2. We can explain what the character's personality is like.
3. His or her awards, personal achievements, and dreams to fulfill.

2. INTRODUCTION OF THE NEW CONTENT

T shows a slide with the same text but this time with the parts of a character highlighted to explain the content using examples from the text explicitly.

Name: Full name or nickname of the character (as known to others)

Physical Appearance:

A description of the character's appearance, including height, eye color, hairstyle or distinguishing features.

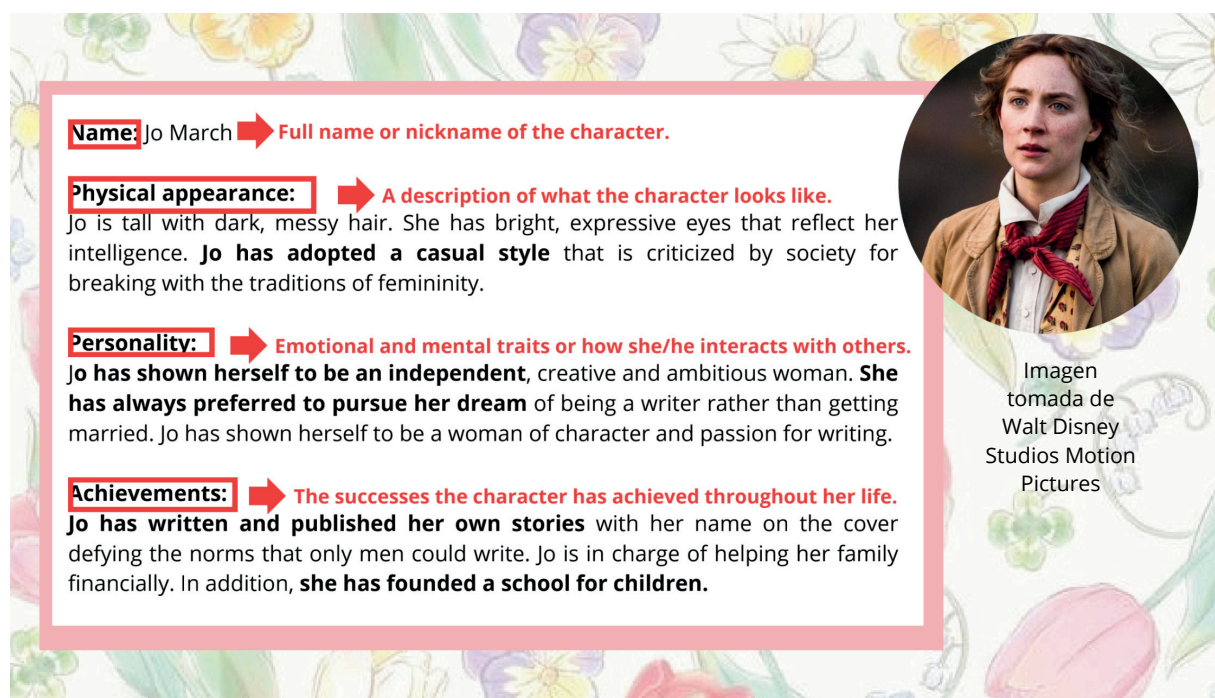
Example: Jo has embraced a practical style and has often avoided traditional expectations of femininity.

Personality: emotional and mental traits or how she interacts with others.

Example: Jo has shown herself to be fiercely independent and has demonstrated a fiery temper at times.

Achievements: The character's successes throughout her life and how she has impacted others.

Example: Jo has written and published her stories, fulfilling her writer dream.



Name: Jo March ➡ Full name or nickname of the character.

Physical appearance: ➡ A description of what the character looks like.
Jo is tall with dark, messy hair. She has bright, expressive eyes that reflect her intelligence. **Jo has adopted a casual style** that is criticized by society for breaking with the traditions of femininity.

Personality: ➡ Emotional and mental traits or how she/he interacts with others.
Jo has shown herself to be an independent, creative and ambitious woman. **She has always preferred to pursue her dream** of being a writer rather than getting married. Jo has shown herself to be a woman of character and passion for writing.

Achievements: ➡ The successes the character has achieved throughout her life.
Jo has written and published her own stories with her name on the cover defying the norms that only men could write. Jo is in charge of helping her family financially. In addition, **she has founded a school for children**.

Imagen tomada de Walt Disney Studios Motion Pictures

T asks CCQs to check comprehension

- Where do the character's mental characteristics and behavior go?
- What do we write in "accomplishments"?
- What goes in the name?

3. GUIDED PRACTICE (WE DO)

Now, T says it's time for a little practice together to demonstrate their knowledge.

The teacher shows a slide where there is an excerpt from the movie Billy Elliot.

Step-by-step activity:

1. Watch this short clip from the movie "Billy Elliot" (<https://youtu.be/kSBsQzkBm5A?si=PFggbhxUOxScJdHG>).
2. Take notes on the aspects of physical characteristics, personality, and accomplishments that you observe in the video.
3. Together, we will complete the character profile based on what we observe in the video.
4. This activity lasts 10 minutes.
5. Random students will go to the board.

*The T models what they should do in the activity.



Time to practice together!

1. Watch this short excerpt from the movie "Billy Elliot".
2. Take notes on aspects of physical characteristics, personality, and accomplishments that you observe in the video.
3. Together, we will complete the character profile based on what we have observed in the video.
4. This activity lasts 10 minutes.
5. Random students will go to the board.



Imagen tomada de Lionsgate

CHARACTER PROFILE	
Name:	Billy Elliot
Physical appearance:	
Personality:	He has been
Achievements:	He has achieved that

ICQ:

T asks the following direct questions to see if they understood the instructions:

1. Do you have to take notes or create a character?
2. Is it individual or will we do it together?
3. How long does this activity take?

At the end of the activity the T asks the following question to lead them to reflect:

What do you think was the gender stereotype that Billy Elliot struggled with?

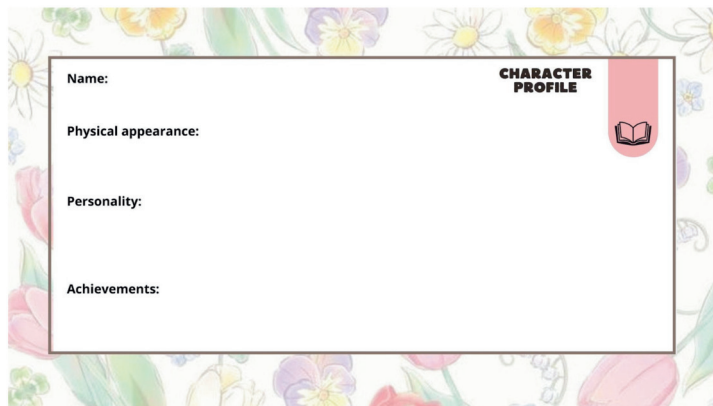
4. INDEPENDENT PRACTICE (YOU DO)

Through the previous question the teacher mentions that it is practice time but individually.

Step by step activity:

1. You must work individually.
2. You must create a character that breaks gender stereotypes.
3. Following the steps of the character profile.
5. You will have 15 minutes for this activity.

*The T models what they should do in the task.



CHARACTER PROFILE

Name:

Physical appearance:

Personality:

Achievements:

ICQ:

1. Will you have to work individually or in pairs?
2. Will you have to write an opinion or create a character profile?
3. How many minutes will you have for this activity?

Expected outcome:



CHARACTER PROFILE

Name: Valerie Ruiz (Val)

Physical appearance: Valeria is tall and strong, with short curly hair and a confident smile. She often wears her favorite soccer jersey.

Personality: Valeria is determined, passionate, and inspiring. She loves soccer and enjoys showing others that girls can break stereotypes.

Achievements: Valeria has played soccer since she was six years old and has improved her skills through constant practice. She has won several awards in local tournaments and inspired many girls in her town to join soccer teams. Through her dedication, she has shown that passion and hard work can change perspectives.

5. ASSESSMENT (CLOSURE)

The T asks students to exchange the created character profile with the partner.

Step-by-step instructions:

1. Exchange your character with your partner.
2. Carefully read their characteristics.
3. Complete the Checklist to evaluate your classmates' character.
4. Answer the question: ***Why do you think the character created by your partner has broken gender stereotypes?***

CHECKLIST FOR PEER ASSESSMENT

Criteria	YES	NO
The character profile uses present perfect for the description of achievements, physical appearance or personality.		
The character profile uses vocabulary from the unit.		
The character profile includes all parts seen in class.		

1. Why do you think the character created by your partner has broken gender stereotypes?

QLF PRINCIPLE 3 - CLASS MATERIAL

Character Profile

Name: Jo March

Physical appearance:

Jo is tall with dark, messy hair. She has bright, expressive eyes that reflect her intelligence. **Jo has adopted a casual style** that is criticized by society for breaking with the traditions of femininity.

Personality:

Jo has shown herself to be an independent, creative and ambitious woman. **She has always preferred to pursue her dream** of being a writer rather than getting married. Jo has shown herself to be a woman of character and passion for writing.

Achievements:

Jo has written and published her own stories with her name on the cover defying the norms that only men could write. Jo is in charge of helping her family financially. In addition, **she has founded a school for children**.



Imagen tomada de Walt Disney Studios Motion Pictures

Name: Jo March ➡ **Full name or nickname of the character.**

Physical appearance: ➡ **A description of what the character looks like.**

Jo is tall with dark, messy hair. She has bright, expressive eyes that reflect her intelligence. **Jo has adopted a casual style** that is criticized by society for breaking with the traditions of femininity.

Personality: ➡ **Emotional and mental traits or how she/he interacts with others.**

Jo has shown herself to be an independent, creative and ambitious woman. **She has always preferred to pursue her dream** of being a writer rather than getting married. Jo has shown herself to be a woman of character and passion for writing.

Achievements: ➡ **The successes the character has achieved throughout her life.**

Jo has written and published her own stories with her name on the cover defying the norms that only men could write. Jo is in charge of helping her family financially. In addition, **she has founded a school for children**.



Imagen tomada de Walt Disney Studios Motion Pictures

QLF PRINCIPLE 3 - CLASS MATERIAL

**Time to practice
together!**

1. Watch this short excerpt from the movie "Billy Elliot".
2. Take notes on aspects of physical characteristics, personality, and accomplishments that you observe in the video.
3. Together, we will complete the character profile based on what we have observed in the video.
4. This activity lasts 10 minutes.
5. Random students will go to the board.



Imagen tomada de Lionsgate

Name: Billy Elliot

CHARACTER PROFILE

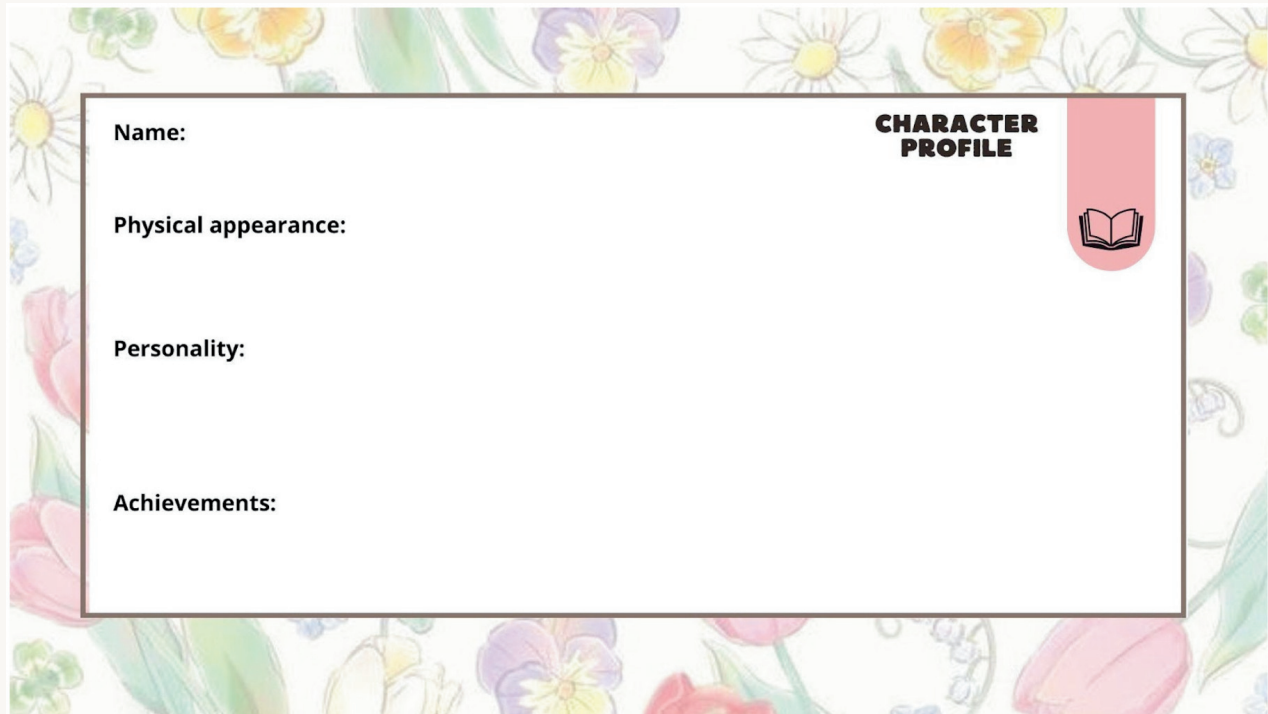


Physical appearance:

Personality: He has been

Achievements: He has achieved that

QLF PRINCIPLE 3 - CLASS MATERIAL



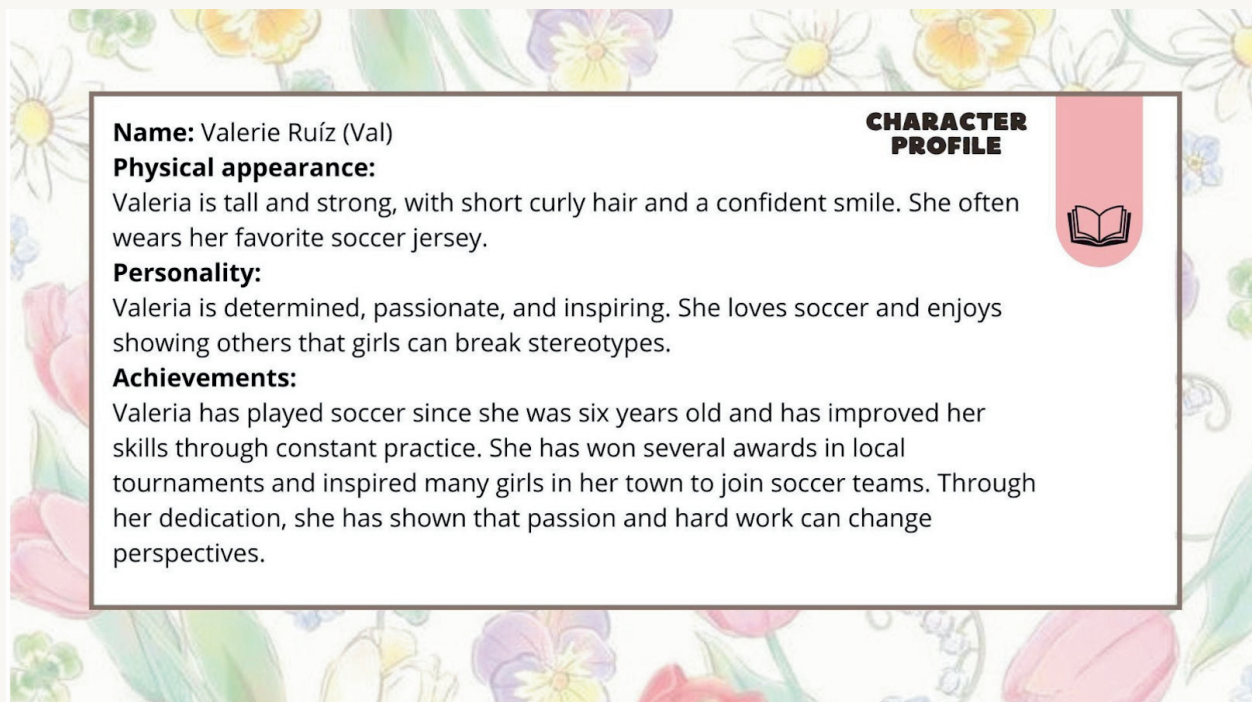
CHARACTER PROFILE

Name:

Physical appearance:

Personality:

Achievements:



CHARACTER PROFILE

Name: Valerie Ruíz (Val)

Physical appearance:
Valeria is tall and strong, with short curly hair and a confident smile. She often wears her favorite soccer jersey.

Personality:
Valeria is determined, passionate, and inspiring. She loves soccer and enjoys showing others that girls can break stereotypes.

Achievements:
Valeria has played soccer since she was six years old and has improved her skills through constant practice. She has won several awards in local tournaments and inspired many girls in her town to join soccer teams. Through her dedication, she has shown that passion and hard work can change perspectives.

Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

La integración del Marco de Enseñanza Queer me ayuda, como docente en formación, a ser consciente de la importancia de promover aulas inclusivas para mis estudiantes. Para lograrlo, es fundamental que como docentes desarrollemos diversas estrategias que nos permitan llevar a las aulas temas presentes en la sociedad. Además, es esencial asumir un rol activo en el fomento del pensamiento crítico en nuestrxs estudiantes. Por medio de la visibilización, aseguramos que todxs nuestrxs estudiantes se sientan parte de la comunidad educativa. Otro aspecto relevante es que al animar a lxs estudiantes a reflexionar y discutir sobre estos temas, podemos prevenir comentarios homofóbicos o heteronormativos que busquen dañar a otros. El Marco de Enseñanza Queer contribuye a un ambiente de aprendizaje más inclusivo al incorporar espacios de diálogo y al utilizar personajes, noticias o aspectos históricos que no solo se relacionen con la asignatura, sino también con la representación de la comunidad LGBT.

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

Diseñar esta clase me ha permitido comprender que la alfabetización queer no solo amplía el entendimiento sobre la diversidad, sino que también fomenta espacios educativos mucho más representativos para todxs nuestrxs estudiantes. Al planificar mis actividades, reflexioné sobre mi propia experiencia escolar y cómo me habría gustado ver mayor representación o una ruptura de las normas de género establecidas. A veces, incluso en aspectos tan simples como los ejemplos, se normalizan la heteronormatividad o los estereotipos de género. Por ello, como futura docente busco integrar estos enfoques para fomentar el pensamiento crítico y la empatía en mis estudiantes. Por otro lado, el crecimiento personal que he experimentado durante esta planificación me ha llevado a darme cuenta de cómo se llega a normalizar la invisibilización de nuestrxs estudiantes y la importancia de abordar estos temas no solo con adolescentes, sino también con niñxs. Finalmente, he fortalecido mi capacidad para diseñar materiales que promuevan la reflexión crítica y el diálogo respetuoso entre mis estudiantes.

Rocío Carreño

Docente en Formación

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins

**QUEER
LITERACY
FRAMEWORK**

Principle 4

**Understands gender and
sexuality as flexible**

QLF PRINCIPLE 4 - LESSON PLAN

SUBJECT:	English	TEACHER:	Michelle Moraga	
GRADE:	I medio		UNIT:	Unit 1: Jobs
OA				
OA - EVALUATION INDICATOR(S)				
OA 5 (Oral Communication) Presentar información en forma oral, usando recursos multimodales que refuercen el mensaje en forma creativa acerca de temas variados (como experiencias personales, temas de otras asignaturas, otras culturas, problemas globales y textos leídos o escuchados).				
- Explican cualidades y hábitos relevantes en el mundo laboral. - Expresan ideas con suficiente claridad para que se entienda el mensaje la mayor parte del tiempo, usando funciones y vocabulario aprendido.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the class, students will be able to express preferences in terms of job positions using present simple through an oral problem-solving task collaboratively and respectfully.			Expressions: think, find, hate, don't mind, enjoy, a bit/little, nervous, tired, next/every year/month, last year/week, I'd like..., should/shouldn't. Connectors: because, too, or, so, until, also. Vocabulary related to jobs: nurse, doctor, engineer, translator, accountant, cook, electrician, pilot, tourist guide, technician, part-time, full-time, labor, savings, account, etc. quite/really. Past Simple and Present Simple.	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can: - express preferences about job positions orally. - use the past simple tense - use the present simple tense. - work collaboratively. - work respectfully.				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
History, Geography, and Social Sciences	The economic and financial system, focusing on job applications and employment as a part of responsible citizenship. In addition, students will explore professional skills while also learning to challenge stereotypes and biases.	Expressing preferences related to jobs.	To analyze and show their preferences about job profiles and responsibilities while reflecting on the importance of diversity and inclusion in professional environments.	Students will connect their learning to their cultural context by reflecting on local and global professions, as well as how cultural identity and societal norms shape opportunities. Also, respect for different identities and challenging gender norms.
QLF Principle and Rationale				
The integration of QLF Principle Four is evident throughout the lesson, as it empowers students to recognize, question, and disrupt systemic oppression and gender stereotypes while developing their language skills. As Paiz (2019) mentions, "this pedagogical model can then be used in language classrooms to deconstruct heteronormative assumptions and to challenge all sexualities by guiding students to an understanding of all identities as highly negotiated, (re)constructed, and contested" (p.6). In the warm-up activity, students match job vocabulary to images of diverse individuals, where professions fight traditional gender roles (e.g., a male nurse or a female engineer), and inclusive pronouns like they/them, she/they and he/they are modeled. This challenges students to reflect critically on stereotypes. In the introduction of new content, job profiles emphasize skills and qualifications rather than gendered traits, encouraging students to focus on abilities over assumptions. During guided practice, students express their preferences about job profiles using inclusive language, learning how words can either reinforce or disrupt biases. In independent practice, students select workers for specific roles in scenarios, prioritizing skills and suitability while actively challenging traditional norms (e.g., choosing a female coach or a non-binary Zumba instructor). This illustrates that gender and sexuality are not fixed, but rather fluid or exist along a continuum, changing over time and across various contexts (Sj Miller, 2015). Finally, by embedding diverse cultural and social contexts, the lesson aligns with QLF Principle Four, equipping students with the agency to challenge systemic oppression in both language and real-life scenarios.				

1. ANTICIPATORY SET

- The teacher asks students how they feel today, showing them a scale of emotions.
- The teacher presents the agenda.
- The teacher presents the objective of the class in written and oral form.
- For the warm-up activity, students will be divided into two groups.
- The first group will receive a set of flashcards that contain written vocabulary associated with various occupations. Meanwhile, the second group will be given images of people performing their jobs.
- Students must walk around the class to find a classmate with a card matching their own.
- This activity will allow students to make dynamic and interactive visual connections to the vocabulary they have learned previously.

Instructions

- The class will be divided into two groups:
 - Group 1 will have flashcards with job vocabulary words.
 - Group 2 will receive flashcards with pictures of people doing their jobs.
- Walk around the classroom and talk with your classmates to find the right match.
- Stay together and check with your teacher.

TPR

- The teacher mimes holding a card, walking, looking around, and pairing with another student to demonstrate the activity.

ICQs

- Teacher: Group 1, what is on your card?
- Students G1: Words about jobs.
- Teacher: Group 2, what is on your card?
- Students G2: Pictures of people doing their job.
- Teacher: What do you do when you find your match?
- Students: Stay together and check with you.

Expected answer

- Student A (word card): I have the word "nurse." What is your picture?
- Student B (picture card): The man in the picture helps a patient. I think it's a nurse.
- Student A (word card): Yes! Let's check with the teacher.

2. INTRODUCTION OF THE NEW CONTENT

The teacher will show an image of an individual. Next to each image, there will be details about the person, such as:

Name: Dylan Gonzáles.

Age: 26

Pronouns: They/them.

The teacher will ask the students what they believe the person's occupation is.

ICQs

Teacher: What do you think is Dylan's job?

Student A: Maybe they are an artist.

Student B: Photographer.

Student C: I think they are a lawyer.

After students share their answers, it will be revealed that Dylan has the following information:

Job: Nurse.

Skills: Use medical equipment to support their patients. Empathic, patient, and work well in teams.

The teacher will say:

"This is Dylan. They are 26 years old. They are a nurse. They use medical equipment to support their patients. They are empathic, patient, and collaborative."

The teacher will ask students to repeat the sentence together.

Then, the teacher will ask:

"Imagine you are the boss in a hospital, and you hired Dylan. Explain why you hired them."

The teacher explains why they will hire them using "because."

Then, the teacher will ask:

"Do you think skills are more important than anything else?"

The teacher will explain that jobs do not belong to one gender or identity. A nurse, for example, can be anyone, whether a woman, a man, or a non-binary.

In addition, the teacher will explain how students can describe a person's profession using the present simple tense.

ICQs

Teacher: What pronouns did we use in the example?

Students: They.

Teacher: What vocabulary did we use to give reasons?

Student A: Adjectives.

Student B: Because.

Teacher: What grammatical structure did we use?

Student: Past simple and Present Simple.

Teacher: Are all jobs for specific genders, or can everyone do them?

Students: Everyone can do them.

2. INTRODUCTION OF THE NEW CONTENT

After that, the teacher presents another picture of an individual. Next to each image, there will be details about the person, such as:

Name: Osvaldo Riquelme.

Age: 24

Pronouns: He/they.

The teacher will ask the students what they believe the person's occupation is.

ICQs

Teacher: What do you think is Osvaldo's job?

Student A: I think he is a doctor.

Student B: An engineer?

Student C: I think they are a teacher.

Teacher: Yes, you guessed it! They are a teacher. Specifically, a primary school teacher.

After students share their answers, it will be revealed that Dylan has the following information:

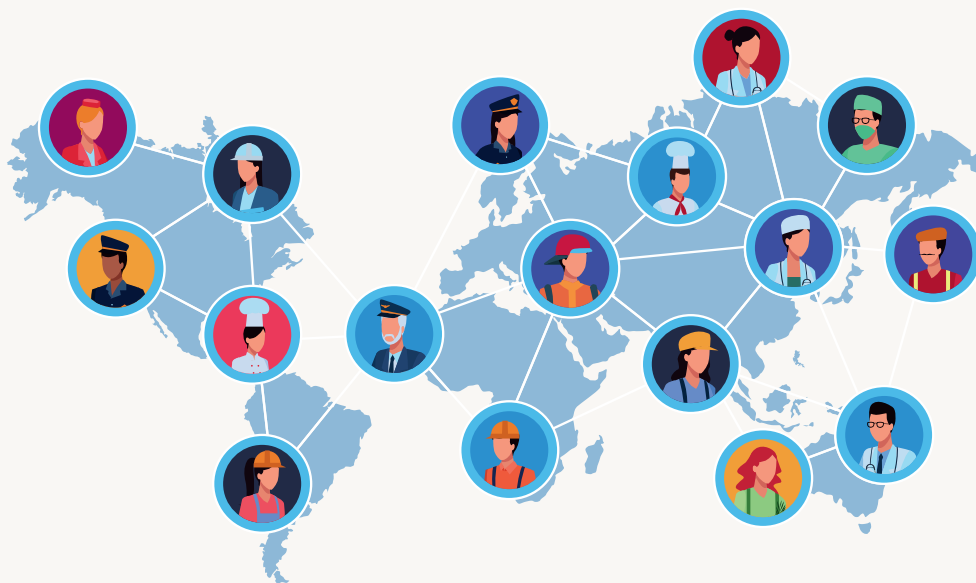
Job: Teacher.

Skills: Motivates their students to stay curious about learning. Patient, organized, and creative.

This time, the teacher will ask why they would choose to work in their imaginary school.

The teacher explains why they will hire them using "because."

The teacher points to each part of the sentence while modeling jobs such as teacher.



3. GUIDED PRACTICE (WE DO)

- The teacher will present a scenario on the screen.
- Students must choose one worker for a project. The project consists of guiding a group of international tourists from Canada who are visiting Rancagua for the first time.
- The teacher will show the job profile of the two tourist guides. Besides the picture, there will be information about the person, such as name, pronouns, age, job, and skills.
- The first tourist guide information is:
 - Name: Alex Fernández.
 - Pronouns: They/Them
 - Age: 29
 - Job: Tourist guide
 - Skills: Know the story of Rancagua in great detail. Explain cultural traditions. Speak Spanish, English, and French. Friendly, patient, and organized.
- The second tourist guide information is:
 - Name: Daniela Rojas.
 - Pronouns: She/her
 - Age: 29
 - Job: Tourist guide
 - Skills: Explains local flora and fauna. Motivates tourists to enjoy physical activities, like hiking. Speaks Spanish and English. Friendly, energetic, and passionate.
- Students must explain why they would choose that worker.
- Students must explain their reasons using the connector "because" while mentioning the individuals' skills.
- The teacher will provide students with a substitution table.

ICQs

- Teacher: What do you need to explain?
- Students: The reason why we choose this worker.
- Teacher: What tense do we use?
- Students: Past and Present Simple.
- Teacher: What connector do we use to give reasons?
- Students: Because.

Instructions

- Read the scenario.
- Choose one worker based on the information and requirements.
- Explain your decision using the present simple and "because."
- Let's use the substitution table.

4. INDEPENDENT PRACTICE (YOU DO)

- Students must create an inclusive workplace team in groups of four.
- The teacher will give each group a scenario in which they must imagine hiring a team of three people for a specific project. The scenarios will be:
 - Organizing a Fiestas Patrias Celebration.
 - Planning a School Field trip to Valparaíso.
 - Organizing the School's anniversary.
 - Hosting a School Sports Event.
- Then, students will receive cards with job profiles and the individual's pictures and information. Additionally, students will receive a template where they must put the cards with the chosen workers.
- Students must consider the requirements for each job to select the best worker for each job.
- After that, each group will present their team to the class. For each selection, students must explain their choices, using the past and present simple tense, and connector "because." They must also use the substitution table to guide themselves.
- After getting their team ready, students must present them to the class.

Instructions

- Get in groups of three or four.
- You will receive a scenario.
- Select three people to work on the project.
- Consider the requirements!
- Put the cards in the template.
- Present your team in front of the class.

ICQs

- **Teacher:** How many people do we need to choose?
- **Students:** Three.
- **Teacher:** What will we say about them?
- **Students:** Their job and why we chose them.
- **Teacher:** What tense do we use?
- **Students:** Present Simple and "because."



5. ASSESSMENT (CLOSURE)

- After presenting the results and correcting common mistakes, students will assess their classmates with the following chart.

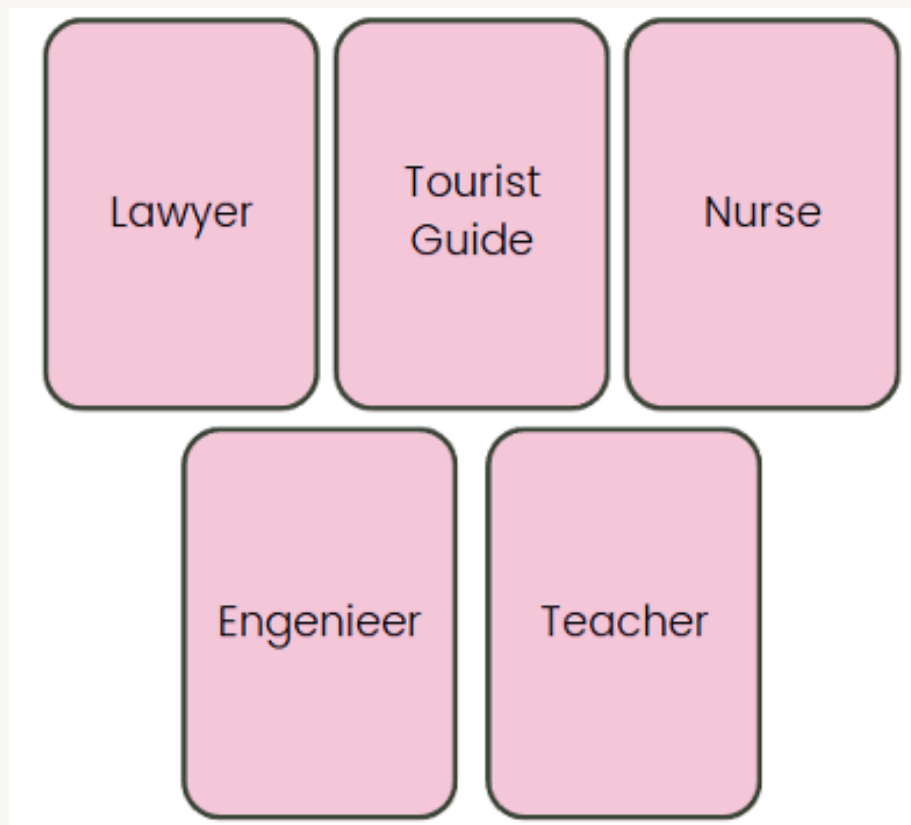
Name:

Classmate's name:

Date:

Criteria	Yes	No
My classmate expressed their preferences clearly.		
My classmate used the present simple correctly.		
My classmate used the past simple correctly.		
My classmate explained their choices using "because."		

QLF PRINCIPLE 4 - CLASS MATERIAL



Job Profiles



- Name: Dylan González
- Pronouns: They/them
- Age: 26

What do you think is Dylan's job?

QLF PRINCIPLE 4 - CLASS MATERIAL

Job Profiles



- Name: Dylan González
- Pronouns: They/them
- Age: 26
- Job: Nurse.
- Skills: Use medical equipment to support their patients. Empathic, patient, and work well in teams.

Imagine you are the boss in a hospital and you hired Dylan. Explain why did you hired them.

I hired Dylan because they use medical equipment and they are empathic.

Do you think skills are more important than anything else?

Job Profiles



- Name: Osvaldo Riquelme
- Pronouns: He/they
- Age: 24

What do you think is Osvaldo's job?

QLF PRINCIPLE 4 - CLASS MATERIAL

Job Profiles



- Name: Osvaldo Riquelme
- Pronouns: He/they
- Age: 24
- Job: Teacher.
- Skills: Motivates their students to stay curious about learning. Patient, organized, and creative.

Imagine you are the boss in a primary school and you hired Osvaldo. Explain why did you hired them.

I hired Osvaldo because they use motivates students about learning and he is creative.

Guided Practice

Activity 1

- Read the scenario.
- Choose one worker based on the information.
- Explain your decision using the present simple and "because."
- Let's use the substitution table.



QLF PRINCIPLE 4 - CLASS MATERIAL

Imagine you are the boss of tourist guide company and you need to hire one person for a project. The project consists of guiding a group of international tourists from Canada visiting Rancagua for the first time.



Requirements:

- The worker needs to know Rancagua city and important landmarks very well.
- The worker needs to provide cultural details about the city to the tourists.



Which person would you choose for the job? Why?



- Name: Daniela Rojas.
- Pronouns: She/her
- Age: 29
- Job: Tourist guide
- Skills: Explains local flora and fauna. Motivates tourists to enjoy physical activities, like hiking. Speaks Spanish and English. Friendly, energetic, and passionate.



- Name: Alex Fernández.
- Pronouns: They/Them
- Age: 29
- Job: Tourist guide
- Skills: Know the story of Rancagua in great detail. Explain cultural traditions. Speak Spanish, English, and French. Friendly, patient, and organized.

I He She They We	hired chose	(worker's name)	because	...
------------------------------	------------------------	----------------------------	----------------	-----

QLF PRINCIPLE 4 - CLASS MATERIAL

Independent Practice

Activity 2

Part one

- Get in groups of four.
- You will receive a scenario.
- Select three people to work on the project.
- Consider the requirements!
- Put the cards in the template.



Activity 2: TEMPLATE
9TH GRADE

Scenario: Organizing a Fiestas Patrias Celebration

Requirements:

- Waitress/Waiter: Knowledge about traditional food. Good with guests, organized.
- Chef: Knowledge about how to cook traditional Chilean dishes. Works well with others in the kitchen. Organized and friendly.
- Social Media Influencer: Create posts, take good pictures and write fun captions about the event. Know how to use Instagram and TikTok.

Workers

Waitress/Waiter

Chef

Social Media Influencer

10 minutes



Independent Practice

Activity 2

Part two

- Explain why you chose them using present simple and the connector "because".
- Use the substitution table.
- Present your team in front of the class.



20 minutes



QLF PRINCIPLE 4 - CLASS MATERIAL

Substitution tables

I He She They We	hired chose	(worker's name)	because	...
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Remember to respect the worker's pronouns!



QLF PRINCIPLE 4 - CLASS MATERIAL

Activity 2: TEMPLATE 9TH GRADE

Scenario: Organizing a Fiestas Patrias Celebration.

Requirements:

- Waitress/Waiter: Knowledge about traditional food. Good with guests, organized.
- Chef: Knowledge about how to cook traditional Chilean dishes. Works well with others in the kitchen. Organized and friendly.
- Social Media Influencer: Create posts, take good pictures and write fun captions about the event. Know how to use Instagram and TikTok.

Workers

Waitress/Waiter

Chef

Social Media Influencer

QLF PRINCIPLE 4 - CLASS MATERIAL

Scenario 1 Organizing a Fiestas Patrias Celebration.



- Name: María Torres
- Pronouns: She/her
- Age: 35
- Job: Waitress
- Skills: Takes orders quickly. Helps guests feel comfortable and happy. Carries trays of food safely through the event. Friendly, reliable, energetic.



- Name: Ignacio Morales
- Pronouns: He/they
- Age: 22
- Job: Waiter
- Skills: Explains the ingredients of traditional dishes. Helps people choose the best food options. Patient, kind, organized.



- Name: Pedro Silva
- Pronouns: He/him
- Age: 40
- Job: Chef
- Skills: Prepares traditional Chilean dishes. Speciality are empanadas, anticuchos and choripanes. Talented, hardworking, innovated.



- Name: Gloria Hernández
- Pronouns: She/they
- Age: 26
- Job: Chef
- Skills: Prepares traditional Chilean dishes. Collaborates with kitchen staff. Friendly, cooperative, organized.
- Winner of the "Best Traditional Chilean Chef 2023"



- Name: Noah Fernández
- Pronouns: They/them
- Age: 28
- Job: Social Media Influencer
- Skills: Communicates with local media. Promotes events. Makes videos in YouTube and TikTok. Charismatic, confident, entertaining.



- Name: Camila López
- Pronouns: She/her
- Age: 25
- Job: Social Media Influencer
- Skills: Takes pictures and videos of moments of the event and posts them on social media like Instagram and TikTok. Creative, friendly, entertaining.

QLF PRINCIPLE 4 - CLASS MATERIAL

Activity 2: TEMPLATE 9TH GRADE

Scenario: Planning a School Field trip to Valparaíso.

Requirements:

- Bus Driver: Drives carefully and follow all traffic rules. Punctual and knows Valparaíso streets. Interacts friendly with students and teachers.
- Tourist Guide: Knows facts about history and culture of Valparaíso. Explains and answer questions. Makes the experience enjoyable.
- Photographer: Takes high-quality pictures. Captures memorable moments. Edits pictures. Delivers photos on time.

Workers

Bus Driver

Tourist Guide

Photographer

QLF PRINCIPLE 4 - CLASS MATERIAL

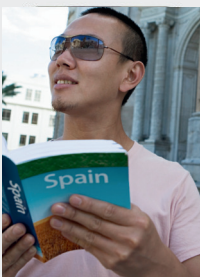
Scenario 2 Planning a School Field trip to Valparaíso.



- Name: Paula Muñoz
- Pronouns: She/her
- Age: 45
- Job: Bus Driver
- Skills: Drives carefully and keeps everyone safe. Knows Valparaíso and the best routes very well. Always punctual. Kind, experienced, careful.



- Name: Jorge Castillo
- Pronouns: He/him
- Age: 49
- Job: Bus Driver
- Skills: Drives carefully in the countryside or mountains. Helps passengers. Knows shortcuts to avoid traffic. Experienced, helpful.



- Name: Vicente Vega
- Pronouns: He/him
- Age: 34
- Job: Tourist Guide
- Skills: Expert in natural places of Valparaíso and outdoor activities like hiking. Keeps tourists motivated. Energetic, adventurous, friendly.



- Name: Ana Torres
- Pronouns: She/they
- Age: 23
- Job: Tourist Guide
- Skills: Explains historical facts about places of Valparaíso. Motivates tourists with fun stories. Plans group activities. Kind, energetic, entertaining.



- Name: Azul Palma
- Pronouns: They/them
- Age: 24
- Job: Photographer
- Skills: Take pictures of important moments. Uses Photoshop. Creates photo albums for schools and families. Deliver photos fast. Creative, artistic, professional.



- Name: Carolina Díaz
- Pronouns: She/her
- Age: 32
- Job: Photographer
- Skills: Takes pictures of nature, people, and places. Uses creative techniques to edit photos. Works in big events or trips. Artistic, experienced.

QLF PRINCIPLE 4 - CLASS MATERIAL

Activity 2: TEMPLATE 9TH GRADE

Scenario: Organizing the School's Anniversary.

Requirements:

- DJ: Knows different music genres and select songs that fit the mood. Motivates the audience. Punctual.
- Games Coordinator: Makes fun games for all ages. Creates schedules for each activity.
- Decorator: Makes the event look beautiful with colors and materials. Plans everything and finish on time. Makes sure decorations are safe and secure.

Workers

DJ

Games Coordinator

Decorator

QLF PRINCIPLE 4 - CLASS MATERIAL

Scenario 3 Organizing the School's anniversary.



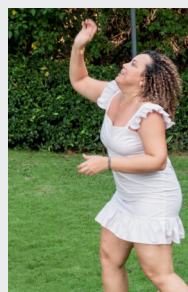
- Name: Javiera Soto
- Pronouns: She/her
- Age: 25
- Job: DJ
- Skills: Plays music from all genres. Motivates the audience. Changes the music to fit the mood. Energetic, creative, adaptable.



- Name: Carlos Muñoz
- Pronouns: He/him
- Age: 30
- Job: DJ
- Skills: Plays modern music like Reggaetón and Pop. Interacts with the audience and motivates them. Energetic, creative, kind.



- Name: Miguel Nuñez
- Pronouns: He/they
- Age: 27
- Job: Games Coordinator
- Skills: Creates games for little kids. Makes an schedule for each game. Explains all the rules. Friendly, patient, creative.



- Name: Lore Ruiz
- Pronouns: They/them
- Age: 26
- Job: Games Coordinator
- Skills: Plans fun games for school events. Makes games for all ages. Organizes teams and game scores. Creative, energetic, organized.



- Name: Dominic Gutiérrez
- Pronouns: They/them
- Age: 33
- Job: Decorator
- Skills: Creates big decorations like flowers and lights. Organizes everything before the event. Creative, friendly.



- Name: Victoria Reyes
- Pronouns: She/they
- Age: 26
- Job: Decorator
- Skills: Decorates with banners, balloons, and paper. Everything is ready before the event. Artistic, organized, hardworking.

QLF PRINCIPLE 4 - CLASS MATERIAL

Activity 2: TEMPLATE 9TH GRADE

Scenario: Planning a School Sports Event.

Requirements:

- Coach: Knows the basic skills of different sports. Makes students play in teams. Organizes the activities and bring different equipment. Motivates students to stay active and try their best.
- Gymnastics Teacher: Knows how to teach simple and safe gymnastics moves. Makes sure students follow the rules. Motivates students to build confidence.
- Zumba Teacher: Teaches Zumba and other dance styles. Motivates students. Plans easy-to-follow dance routines.

Workers

Coach

Gymnastics Teacher

Zumba Teacher

QLF PRINCIPLE 4 - CLASS MATERIAL

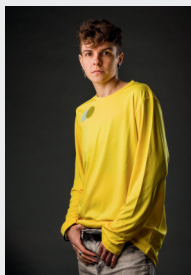
Scenario 4 Planning a School Sports Event.



- Name: Rodrigo Martinez
- Pronouns: He/him
- Age: 40
- Job: Coach
- Skills: Prepares some intense and competitive sport games. Plans strategies. Organizes and brings the equipment. Energetic, supportive.



- Name: Valeria Araya.
- Pronouns: She/her
- Age: 28
- Job: Coach
- Skills: Creates simple and fun games for everyone to join. Motivates students to stay active and play all together. Brings the equipment. Patient, energetic, kind.



- Name: Ale López
- Pronouns: They/them
- Age: 25
- Job: Gymnastic Teacher
- Skills: Teach students basic gymnastics moves and follows safety rules. Helps students build confidence, flexibility and strength. Professional, kind, patient.



- Name: Nicolás Rojas
- Pronouns: He/him
- Age: 29
- Job: Gymnastic Teacher
- Skills: Teaches high level gymnastics moves and techniques. Helps students to build balance. Creative, adaptable, energetic.



- Name: Marcela Vega
- Pronouns: She/her
- Age: 25
- Job: Zumba Teacher
- Skills: Makes energetic Zumba sessions. Motivates everyone to dance. Energetic, kind.



- Name:
- Pronouns: he/they
- Age: 26
- Job: Zumba teacher
- Skills: Teach different dance styles, like Zumba and Hip-hop. Creates easy dance routines for groups. Helps students feel confident. Talented, creative, supportive.

Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

La integración del Queer Literacy Framework (QLF) en mi visión de la enseñanza del inglés como lengua extranjera fomenta un aprendizaje crítico, inclusivo y equitativo, donde los estudiantes desarrollan competencias lingüísticas al tiempo que reflexionan sobre normas sociales, roles de género y estereotipos culturales. A través del uso de lenguaje inclusivo, la representación diversa en materiales educativos y actividades que promueven el análisis crítico, el QLF transforma el aula en un espacio de respeto y justicia social. Por ejemplo, enseñar a utilizar pronombres como they/them y destacar habilidades en lugar de características de género en los perfiles laborales ayuda a desafiar normas binarias y promover una visión más amplia de la identidad.

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

Esta experiencia me ha permitido comprender cómo la alfabetización queer no solo desafía normas heteronormativas, sino que también empodera a los estudiantes para cuestionar sistemas de exclusión en general, fomentando su desarrollo como ciudadanos críticos y empáticos. En el proceso, he experimentado un crecimiento personal y profesional significativo al diseñar materiales inclusivos, desarrollar sensibilidad cultural, fortalecer mi confianza como docente y reflexionar sobre mis propios sesgos, reafirmando mi compromiso con una enseñanza transformadora y equitativa.

Michelle Moraga

Docente en Formación

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins



QUEER LITERACY FRAMEWORK

Principle 5

**Opens up spaces for
students to self-define
with chosen (a)genders
(a)sexuality,
(a)pronouns, or names**

QLF PRINCIPLE 5 - LESSON PLAN

SUBJECT:	English	TEACHER:	Ana Paula Román	
GRADE:	II medio		UNIT:	Unit 3: Outstanding Persons
OA				
OA - EVALUATION INDICATOR(S)				
OA 14 (Writing)				
Escribir una variedad de textos, como cuentos, correos electrónicos, artículos, folletos, rimas, descripciones, biografías, instrucciones, cartas, resúmenes, diario personal (journal) y poemas o canciones utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar), generalmente en forma independiente de acuerdo a un criterio de evaluación, recurriendo a herramientas como el procesador de textos y diccionario en línea.				
• Escriben textos variados. • Organizan ideas antes de escribir. • Editan textos para eliminar repetición, refinar ideas, reordenar oraciones y agregar o sustituir palabras para producir un mayor impacto. • Usan un mayor rango de recursos y procesadores de textos, en forma flexible y creativa, para corregir, editar y publicar textos.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the lesson, students will be able to express their admiration to an author of their choosing through the draft of a letter using the thematic vocabulary related to the unit in a collaborative and respectful manner.			• Structure of a letter. • Past simple. • Present simple. • Using the chunk “I admire...” • Vocabulary related to the unit such as heroes, admire, brave, achieve, etc.	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can:				
• Identify vocabulary related to the unit, such as heroes, admire, brave, achieve, etc. • Express ideas using the vocabulary related to the unit, such as heroes, admire, brave, achieve, etc. • Organize their ideas through an outline before writing. • Express opinions through the draft of a letter. • Use the structure of a letter. • Express ideas using the past simple. • Express ideas using the present simple. • Use the chunk “I admire you ...” to begin with an idea that expresses their admiration for an author of their choosing. • Work collaboratively. • Show respect for their own work, and the work of others.				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Literature	Book authors	Expressing ideas related to outstanding persons, that are models, heroes, leaders, perseverant, and hardworking,	To analyze how gender stereotypes affect characters and their decisions within the narrative. To discuss how these stereotypes are also experienced in the real world.	Thinking about how gender stereotypes have affected their own interests and how these have been presented in Chile.
QLF Principle and Rationale				
I believe this lesson aligns with principle 5 of the QLF (Queer Literacy Framework) because it gives the students a sense of representation that Miller (2016) mentions as something so important for the trans community and all students present in the classroom. These “outstanding” people show them that what they believe in and how they have achieved great things is just by being who they are. One of the purposes of this lesson is to prove to the students that all of us can do big things such as writing a book that many people read demonstrating who we are and what we believe in. For this, our social orientation, religion, gender, or how we perceive ourselves does not matter because all of us have a place on this earth to make our own choices and choose our own path. What does matter in our current context is to give visibility to the people who belong to the community and suffer discrimination because of people who simply do not understand and remain ignorant. This lesson brings many realities inside the classroom, the ones the author experiences and the ones they portray to show the world and raise awareness of topics related to the community and LGBTQ+ students fight for the right to live with dignity. By adding these types of contents to the curriculum the students can develop critical thinking that helps them really understand themselves, and the fact that they are not forced to choose a box, but that they can reject the binary system set up by society instead.				

1. ANTICIPATORY SET

T greets the students.

T asks the Ss to do the entry ticket (do now activity).

Entry Ticket

T shows the students some books they have been reading for literature class.

T asks them to remember the names of the authors, and write them down.

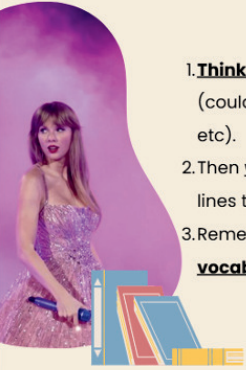


Imagen tomada de Big Machine Records

ENTRY TICKET

1. **Think** of one person that you admire in your life (could be an artist, a teacher, a family member, etc).
2. Then **write a brief paragraph** that contains **3 or 4** lines telling **why** you admire this person.
3. Remember to use **past simple**, and the **vocabulary previously learnt in class**.



Imagen tomada de MAPPA

Warm-up

Think of one of these authors.

Then, write a brief paragraph containing 3 or 4 lines explaining why you admire this person. Remember to use the past simple to talk about things they have done in the past to make the connection with why you admire them using the present simple and the vocabulary previously learned in class.

T shows the agenda and tells the students what the class will be about.

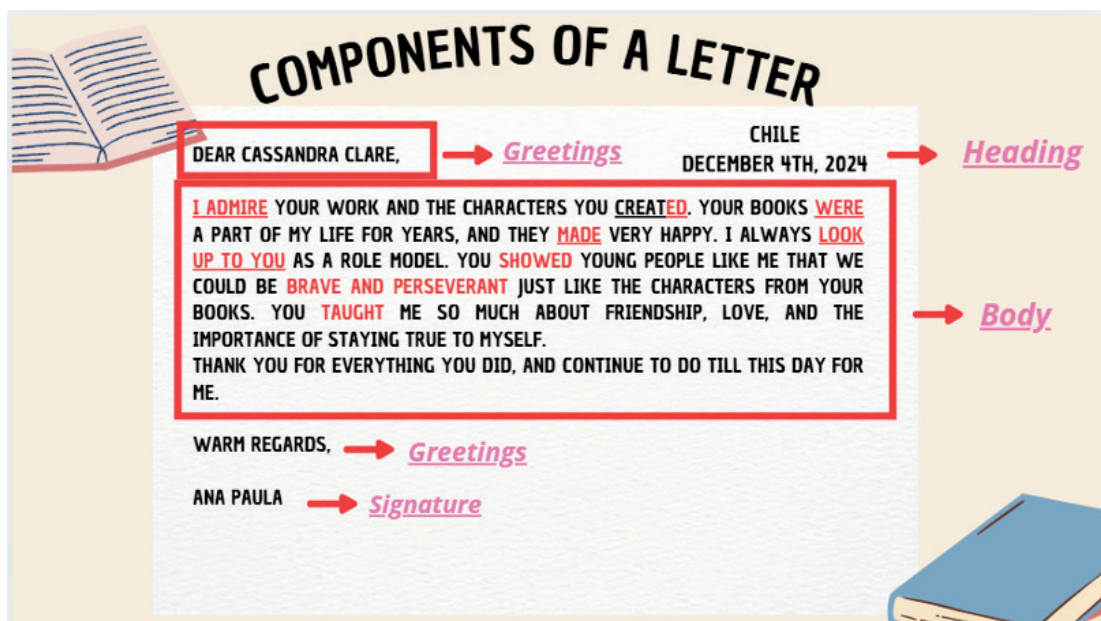
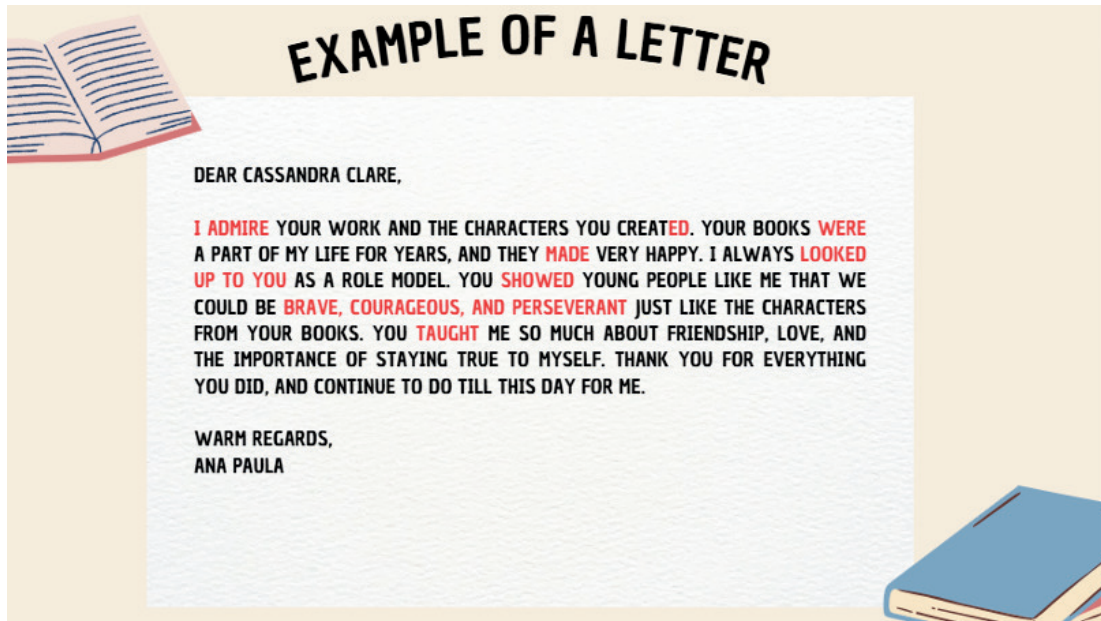
T shows the objective (friendly version): ***At the end of the class, you will be able to write a letter to an author you admire.***

T explains that in the subject of "literature" they have been seeing the graphic novel "heartstopper" by Alice Oseman, "Aristotle and Dante Discover the Secrets of the Universe" by Benjamín Alire Sáenz, "Demian" by Hermann Hesse, and "Persépolis" by Marjane Satrapi.



2. INTRODUCTION OF THE NEW CONTENT

T shows an example of a letter written to an author she likes.
Then, T shows the same letter identifying the key components.
T then explains what each of these components are.



3. GUIDED PRACTICE (WE DO)

T explains the first activity.

Each student receives a worksheet that contains a letter written to an author that is not part of the authors T presented.

Instructions for activity 1:

Students will receive a letter that contains missing words.

Students will have to read carefully and complete it.

Instructions for activity 2:

Students will carefully read the letter once it has been completed.

Then, they will identify each component of the letter.

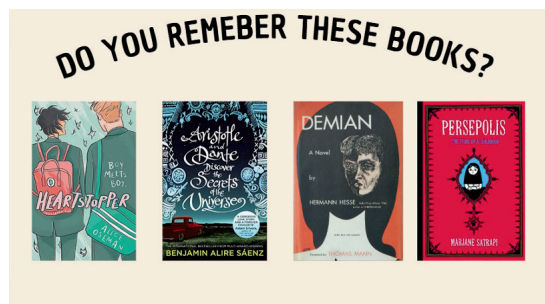
T monitors the students and answers questions.

Once the students finish they share their answers.

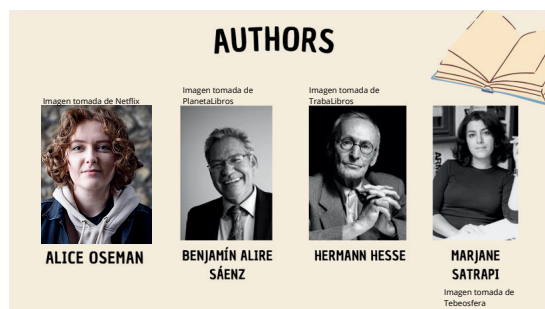
5 - 7 students go to the front

Then, T makes the connection with the next activity.

T asks the Ss if they remember these books.



Then T presents their authors



Then T provides each student with a worksheet which gives the Ss a summary of what these authors believe in, and what is important for them.

4. INDEPENDENT PRACTICE (YOU DO)

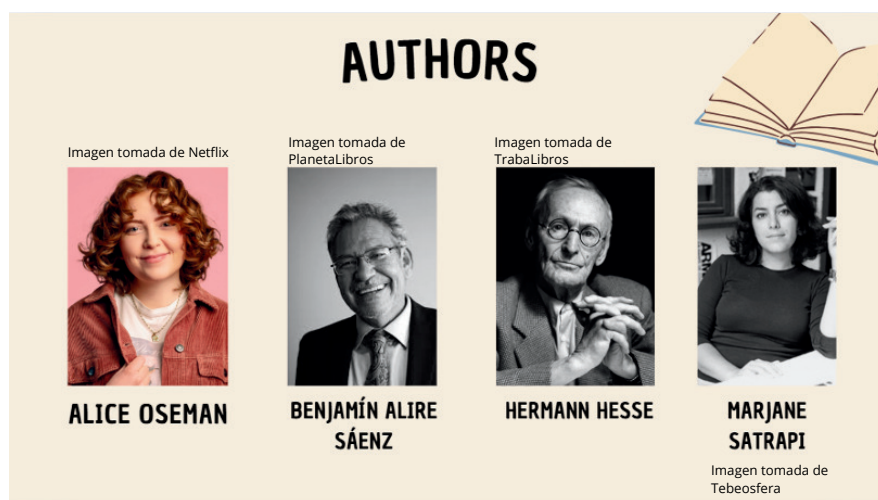
T explains the second activity.

Instructions:

Students will have to get together in groups of 4.

In each group, one student will have the role of “the secretary” and will write down the outline for the group letter.

Ss will have to think about something they admire connected to the chosen author: ***Alice O, Benjamín A, Hermann H, Marjane S.***



Each group will have to discuss, and write using the structure of a letter.

Ss will have to tell the author they chose why they admire them, and why they are an outstanding person to them after knowing their story.

T monitors Ss and answers questions.

T gives space for the exit ticket.

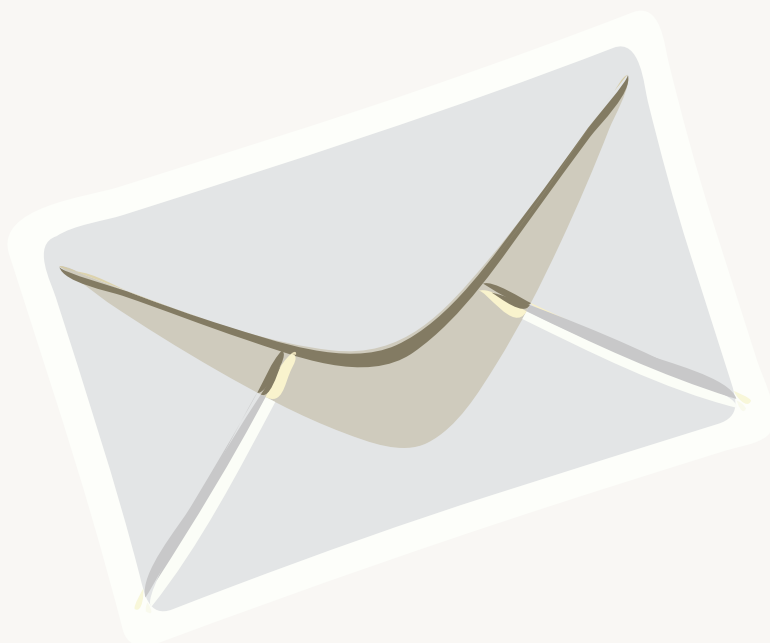
5. ASSESSMENT (CLOSURE)

T provides the students designated as the secretary with a small checklist.
Then, T asks these students to switch groups.

Once they are in their new groups, one student reads the letter to “the secretary”
“The secretary” assesses the work of this group by completing the checklist.

Once they finish, Ss give their drafts and their checklists back to the teacher.
T tells them that she will give their drafts back next class so they can edit them.

Criteria	Yes	No
Follows the structure of a letter		
Uses past simple		
The letter express admiration		



QLF PRINCIPLE 5 - CLASS MATERIAL

ENTRY TICKET

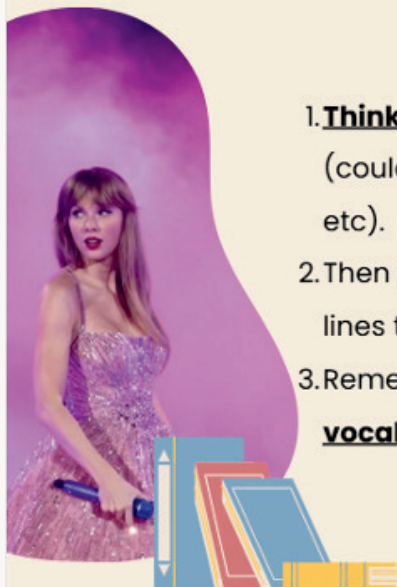


Imagen tomada de Big Machine Records

1. **Think** of **one person** that you admire in your life (could be an artist, a teacher, a family member, etc).
2. Then **write a brief paragraph** that contains **3 or 4** lines telling **why** you admire this person.
3. Remember to use **past simple**, and the **vocabulary previously learnt in class**.



Imagen tomada de MAPPA

COMPONENTS OF A LETTER



DEAR CASSANDRA CLARE,

→ Greetings

CHILE
DECEMBER 4TH, 2024

→ Heading

I ADMIRE YOUR WORK AND THE CHARACTERS YOU CREATED. YOUR BOOKS WERE A PART OF MY LIFE FOR YEARS, AND THEY MADE VERY HAPPY. I ALWAYS LOOK UP TO YOU AS A ROLE MODEL. YOU SHOWED YOUNG PEOPLE LIKE ME THAT WE COULD BE BRAVE AND PERSEVERANT JUST LIKE THE CHARACTERS FROM YOUR BOOKS. YOU TAUGHT ME SO MUCH ABOUT FRIENDSHIP, LOVE, AND THE IMPORTANCE OF STAYING TRUE TO MYSELF. THANK YOU FOR EVERYTHING YOU DID, AND CONTINUE TO DO TILL THIS DAY FOR ME.

→ Body

WARM REGARDS,

→ Greetings

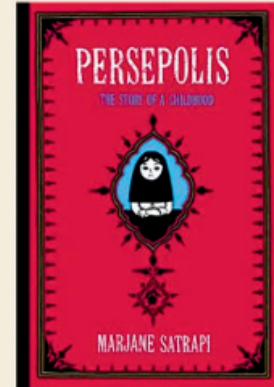
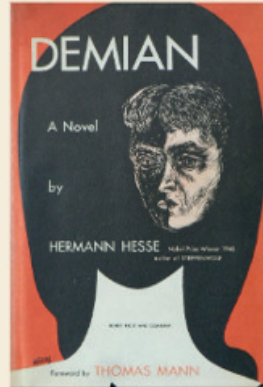
ANA PAULA

→ Signature



QLF PRINCIPLE 5 - CLASS MATERIAL

DO YOU REMEMBER THESE BOOKS?



AUTHORS

Imagen tomada de Netflix



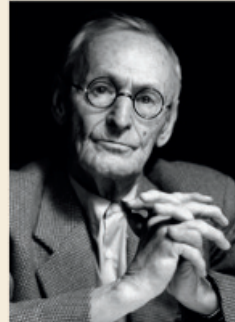
ALICE OSEMAN

Imagen tomada de PlanetaLibros



**BENJAMÍN ALIRE
SÁENZ**

Imagen tomada de TrabaLibros



HERMANN HESSE



**MARJANE
SATRAPI**

Imagen tomada de Tebeosfera

Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

Según Miller (2016), el Marco de Enseñanza Queer propone una forma de generar conciencia en nuestras aulas, independientemente de lo que enseñemos. En este sentido, creo que el lenguaje crea realidades, y debemos ser muy cuidadosos con cómo lo usamos. Considero que uno de los cambios más importantes es el uso de pronombres neutros para dejar de perpetuar la idea de que, como sociedad, siempre estamos clasificando a las personas en categorías o forzándolas a ser alguien que no son. Esto nos ayuda a cuestionar esas ideas que se consideran "normales" sobre el género y la sexualidad, las cuales nos han sido impuestas.

Por ejemplo, al utilizar textos y recursos que muestren diferentes tipos de personas, sus historias y sus creencias, podemos ayudar a lxs estudiantes a reflexionar críticamente sobre cómo el lenguaje y los medios a veces pueden ser injustos al preservar estereotipos y promover la marginación. Esto es precisamente lo que, según Miller (2016), el Marco de Enseñanza Queer busca combatir.

También es fundamental ofrecer a lxs estudiantes la oportunidad de compartir sus propias experiencias y perspectivas, dándoles voz para que comiencen a reconocer que tienen el control de sus decisiones. La alfabetización queer puede contribuir a crear un aula donde todxs se sientan segurxs y valoradxs, sin importar quiénes sean, a quién amen o en qué crean. El Marco de Enseñanza Queer se trata de aceptar las diferencias y de construir un entorno de aprendizaje más equitativo para todxs lxs estudiantes.

Reflexión de la Experiencia y QLF

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

Esta experiencia me ha ayudado a entender que estos temas necesitan abordarse dentro del aula con honestidad y respeto. Antes de esto, yo creía en integrar a todas las personas en un mismo grupo sin darme cuenta de que estaba perpetuando una actitud que invisibilizaba y negaba representación a quienes más la necesitan. En una sociedad en la que la representación es crucial para ayudarnos a sentirnos orgullosxs de quiénes somos y de lo que defendemos, esto es especialmente importante.

En el ámbito educativo, lxs estudiantes necesitan verse reflejados en otras personas para creer que ellxs también pueden lograr grandes cosas y ser valiosxs para los demás. Esto nos motiva a todxs y nos impulsa a alcanzar nuestras metas. Como docentes, es nuestra responsabilidad hacer que lxs estudiantes se sientan vistxs, importantes, y que sepan que merecen ser amadx por lo que son y por lo que representan.

El crecimiento profesional que creo haber experimentado comienza con ser más consciente de mi entorno y de cómo podemos usar casi cualquier recurso, desde libros hasta canciones o películas, para enseñar valores importantes a nuestrxs estudiantes. En mi caso, simplemente al ofrecer opciones, me aseguro de que lxs estudiantes sientan que tienen el derecho de ejercer su agencia en su experiencia de aprendizaje. Esto es como una semilla que lxs docentes plantamos en nuestrxs estudiantes y que algún día aplicarán en todos los aspectos de sus vidas. Basta con hacerles saber ahora que siempre tienen una elección, y que esa decisión es completamente suya.

Ana Paula Román

Docente en Formación

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins

**QUEER
LITERACY
FRAMEWORK**

Principle 6

**Engages in ongoing
critique of how gender
norms are reinforced in
literature, media,
technology, art, history,
science, math, etc.**

QLF PRINCIPLE 6 - LESSON PLAN

SUBJECT:	English	TEACHER:	Javiera Ibarra	
GRADE:	I medio	UNIT:	Unit 3: the Arts	
OA				
OA - EVALUATION INDICATOR(S)				
OA 14 (Writing)				
Escribir una variedad de textos, como cuentos, correos electrónicos, folletos, rimas, descripciones, biografías, instrucciones, artículos, cartas, resúmenes y diario personal (journal), utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar), ocasionalmente con apoyo de acuerdo a un criterio de evaluación, recurriendo a herramientas como el procesador de textos y diccionario en línea. • Organizan la información en un diagrama o tabla. • Escriben un borrador con apoyo de un modelo, su docente o sus pares. • Revisan de acuerdo a un criterio, con ayuda de sus pares. • Hacen correcciones, usando diccionario y procesador de texto con frecuencia. • Usan todas las herramientas de apoyo, como diccionario, software especial, textos de inglés. • Escriben textos variados.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the lesson, students will be able to express ideas using present perfect through a haiku in a respectful way.			• In my opinion, according to, I mean..., I have learned/played..., since/for, I have never..., lifelong, I love/enjoy..., I don't like... • Connectors: both, so that, because, or/too, also.	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can: • Identify vocabulary related to films • Comprehend information from a text • Express ideas using present perfect				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Art	Movies reinforce gender norms across genres, focusing on societal stereotypes through types of arts such as series or films.	Reflecting and sharing perspectives about stereotypes and genre-specific norms.	To analyze the underlying assumptions and impacts of gender stereotypes in movies or series.	To reflect on how gender representations in movies reflect cultural beliefs, biases, and values, and compare global perspectives.
QLF Principle and Rationale				
This lesson aligns with Principle 6 of the Queer Literacy Framework (QLF), which encourages the critique of gender norms in literature, media, and other cultural domains. As Miller and Endo (2016) outlined, language education should extend beyond linguistic skills to engage learners in critical thinking, foster inclusivity, and challenge societal constructs like gender binaries. Students analyze texts such as Michael's Diary to explore how societal expectations shape individual identities. Creative activities, including artistic projects and haiku writing, reduce linguistic barriers, enabling students to express complex ideas about social justice and gender. This approach aligns with the principle that classrooms must "transcend gender normativity" and support learners in recognizing and celebrating diverse identities (Miller & Endo, 2016, p. 180). Ultimately, the lesson cultivates both critical and creative skills, empowering students to challenge entrenched stereotypes while enhancing their linguistic abilities in a meaningful and inclusive way.				

1. ANTICIPATORY SET

T greets students.

T asks students, on a scale of Robert Downey Jr, how do you feel today?

Entry ticket

Ss activate prior knowledge about “Haikus” by providing a short definition.

Expected answers:

A type of Japanese poem with three lines.

A short poem that follows a specific syllable pattern.

A traditional poem about nature, feelings, or moments.



Warm-up

T shows the acronym LGBTQ+ and asks what each letter stands for.

Ss write the correct terms on the board next to each letter, providing brief explanations for clarity.

Expected Answers:

L – Lesbian: A woman who is romantically or sexually attracted to other women.

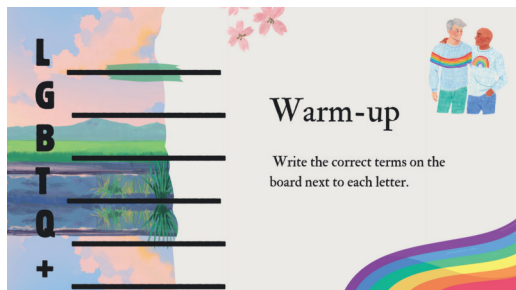
G – Gay: A person (often a man) who is romantically or sexually attracted to someone of the same gender.

B – Bisexual: A person who is romantically or sexually attracted to more than one gender.

T – Transgender: A person whose gender identity differs from the sex assigned to them at birth.

Q – Queer: An umbrella term for identities beyond the traditional categories of heterosexual and cisgender; also used as a self-identifier by some.

+ – Plus: Represents other identities, including nonbinary, asexual, pansexual, and more.



T presents the class objective in a friendly way: you will express ideas using present perfect through a haiku.

2. INTRODUCTION OF THE NEW CONTENT

T presents two different movies from different years.

Flying Down to Rio (1933)

A classic film from Hollywood’s Golden Age, where traditional gender roles dominate the storyline and LGBTQ+ representation is absent.

Heartstopper (2022)

A contemporary series that portrays LGBTQ+ relationships, normalizing emotional intimacy and challenging stereotypes.

Gender norms in movies/series

Flying Down to Rio (1933)
A classic film from Hollywood’s Golden Age, where traditional gender roles dominate the storyline and LGBTQ+ representation is absent.



Imagen tomada de RKO Radio Pictures

Heartstopper (2022)
A contemporary series that portrays LGBTQ+ relationships, normalizing emotional intimacy and challenging stereotypes.



Imagen tomada de Netflix

“Do you think the manifestations of art have changed over the years in terms of gender norms?”

T asks, **“Do you think the manifestations of art regarding gender norms have changed over the years?”**
Ss Discuss with a partner (2 minutes)

T shared a table comparing old and modern movies/series.

	Older Movies/Series	Modern Movies/Series
Gender Roles	Men and women have strict roles (men are strong, women are supportive).	Gender roles are more flexible and diverse.
Emotional Expression	Men hide their emotions; showing feelings is seen as weak.	Men are shown as emotional, sensitive, and caring.
Relationships	Focus on traditional male-female romance.	Includes diverse relationships (e.g., same-gender couples).
Societal Influence	Reinforces traditional ideas about masculinity and femininity.	Encourages acceptance and understanding of diversity.



Imagen tomada de Netflix



Imagen tomada de RKO Radio Pictures

3. GUIDED PRACTICE (WE DO)

T presents the table that Ss will complete collaboratively identifying information from the Close (2022) trailer movie.

T explains that they can complete the table by writing full sentences or an outline.

T shows students a video about the movie "Close".

VIDEO LINK: <https://www.youtube.com/watch?v=6EJGnU2AmV4&t=1s>



Guided practice:
Transferring information



Instructions:
Complete the charts with the trailer's movie information.
You can:
• Write full sentences
• Write an outline

	"CLOSE"
Gender Roles	
Emotional Expression	
Relationships	
Societal Influence	

T models the activity.

Full sentences model answer example:

	"CLOSE"
Gender Roles	It challenges traditional gender roles by showing two boys who are close and express their emotions freely, breaking stereotypes about masculinity.
Emotional Expression	Emotional vulnerability, showing how boys can express deep feelings like love, sadness, and guilt openly.
Relationships	It explores the friendship between two friends, which is deep, intimate, and loving. It also shows how societal expectations can strain close bonds.
Societal Influence	Society plays a role in shaping how two friends perceive their friendship, with pressure to conform to typical expectations about male friendships. This leads to conflict and tragedy.

Outline model answer example:

	"CLOSE"
Gender Roles	- Shows how two boys break traditional gender roles. - They are close and show their emotions openly. - Challenges ideas about what it means to be masculine.
Emotional Expression	- Focuses on showing feelings. - The boys express love, sadness, and guilt honestly.
Relationships	- Talks about a close and loving friendship between two boys. - Shows how society's rules can make friendships harder.
Societal Influence	- Explains how society affects how the boys see their friendship. - Shows pressure to follow rules about how boys should act. - Leads to problems and sadness.

T explains that the information extracted is going to be used for the next activity.

4. INDEPENDENT PRACTICE (YOU DO)

Ss create their “Haiku” using the information collected during the information transfer activity.
T explains the instructions: write one present perfect sentence.

Independent practice

Creating my Haiku

Now, it's your turn!

Instructions:

1. Individually, create a "Haiku" (5,7,5 syllables) using ideas from the previous table.
2. Incorporate one sentence in present perfect.

Remember the structure:
Pron+has/have+verb in participle.

We have felt the pain,

Labels have torn us apart,

Love has stayed silent.

Independent practice

Creating my Haiku

	"LOVE"
Gender Roles	- Shows how two boys break traditional gender roles. - They are close and show their emotions openly. - Challenges ideas about what it means to be masculine.
Emotional Expression	- Focuses on showing feelings. - The boys express love, sadness, and guilt honestly.
Relationships	- Talks about a close and loving friendship between two boys. - Shows how society's rules can make friendships harder.
Societal Influence	- Explains how society affects how the boys see their friendship. - Shows pressure to follow rules about how boys should act. - Leads to problems and sadness.

Check the syllables using the following website: <https://syllablecounter.net/count>

T monitors the class and offers feedback, helping students refine their Haikus.
T asks Ss to get in pairs.

Ss exchange their Haikus and highlight the sentence in present perfect.

Pair-sharing

(2 minutes)

Let's share

1. Get in pairs.
2. Exchange your Haiku with a partner orally.
3. Identify and highlight the sentence in present perfect of your partner's Haiku.

Imagen tomada de A24

Present Perfect

(has / have + past participle)

has

have

Present Perfect

has / have + past participle

Present Perfect

has / have + past participle

T focuses on the structure of the present perfect.

5. ASSESSMENT (CLOSURE)

T and Ss discuss how pieces of art, such as Close, can help us understand and challenge societal gender norms and explore how the English language can be used to express emotions and challenge stereotypes through creative activities like writing Haikus.

Expected answers:

Art allows us to see gender from different perspectives.

It challenges stereotypes by portraying people in unexpected ways.

It encourages conversations about how we view and treat others based on gender.

T emphasizes that by using art to express feelings can help break down barriers, realizing how gender norms affect us.

T asks students: "what did you learn today?".

Expected answers:

Art can help us see things differently, especially about gender and stereotypes.

I discovered that writing Haikus is a powerful way to express emotions and challenge stereotypes.

I learned how the present perfect tense connects past experiences to the present, like when discussing how art influenced me.

QLF PRINCIPLE 6 - CLASS MATERIAL

Entry ticket

*Let's remember poetry art:
What is a Haiku?*

Write a short definition with your own words.

A Haiku is...



L _____

G _____

B _____

T _____

Q _____

+

Warm-up

Write the correct terms on the board next to each letter.



QLF PRINCIPLE 6 - CLASS MATERIAL

Gender norms in movies/series

Flying Down to Rio (1933)

A classic film from Hollywood's Golden Age, where traditional gender roles dominate the storyline and LGBTQ+ representation is absent.



Imagen tomada de RKO Radio Pictures



Heartstopper (2022)

A contemporary series that portrays LGBTQ+ relationships, normalizing emotional intimacy and challenging stereotypes.



Imagen tomada de Netflix

“Do you think the manifestations of art have changed over the years in terms of gender norms?”

	Older Movies/Series	Modern Movies/Series
Gender Roles	Men and women have strict roles (men are strong, women are supportive).	Gender roles are more flexible and diverse.
Emotional Expression	Men hide their emotions; showing feelings is seen as weak.	Men are shown as emotional, sensitive, and caring.
Relationships	Focus on traditional male-female romance.	Includes diverse relationships (e.g., same-gender couples).
Societal Influence	Reinforces traditional ideas about masculinity and femininity.	Encourages acceptance and understanding of diversity.



Imagen tomada de Netflix



Imagen tomada de RKO Radio Pictures

QLF PRINCIPLE 6 - CLASS MATERIAL

Guided practice: *Transferring information*



Close(2022)

Instructions:
Complete the charts with the trailer's movie information.

You can:

- Write full sentences
- Write an outline

	"CLOSE"
Gender Roles	
Emotional Expression	
Relationships	
Societal Influence	

Outline model answer example:

	"CLOSE"
Gender Roles	• Shows how two boys break traditional gender roles. • They are close and show their emotions openly. • Challenges ideas about what it means to be masculine.
Emotional Expression	• Focuses on showing feelings. • The boys express love, sadness, and guilt honestly.
Relationships	• Talks about a close and loving friendship between two boys. • Shows how society's rules can make friendships harder.
Societal Influence	• Explains how society affects how the boys see their friendship. • Shows pressure to follow rules about how boys should act. • Leads to problems and sadness.



QLF PRINCIPLE 6 - CLASS MATERIAL

Full sentences model answer example:

	"CLOSE"
Gender Roles	It challenges traditional gender roles by showing two boys who are close and express their emotions freely, breaking stereotypes about masculinity.
Emotional Expression	Emotional vulnerability, showing how boys can express deep feelings like love, sadness, and guilt openly.
Relationships	It explores the friendship between two friends, which is deep, intimate, and loving. It also shows how societal expectations can strain close bonds.
Societal Influence	Society plays a role in shaping how two friends perceive their friendship, with pressure to conform to typical expectations about male friendships. This leads to conflict and tragedy.



Independent practice

Creating my Haiku



Now, it's your turn!

Instructions:

1. Individually, create a "Haiku" (5,7,5 syllables) using ideas from the previous table.
2. Incorporate one sentence in present perfect.

Remember the structure:
Pron+has/have+verb in participle.



QLF PRINCIPLE 6 - CLASS MATERIAL

Independent practice

Creating my Haiku

	"CLOSE"
Gender Roles	- Shows how two boys break traditional gender roles. - They are close and show their emotions openly. - Challenges ideas about what it means to be masculine.
Emotional Expression	- Focuses on showing feelings. - The boys express love, sadness, and guilt honestly.
Relationships	- Talks about a close and loving friendship between two boys. - Shows how society's rules can make friendships harder.
Societal Influence	- Explains how society affects how the boys see their friendship. - Shows pressure to follow rules about how boys should act. - Leads to problems and sadness.



Check the syllables using the following website: <https://syllablecounter.net/count>

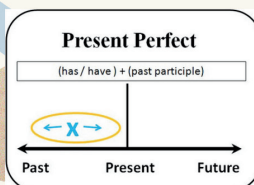
Pair-sharing (2 minutes)



Imagen tomada de A24

Let's share

1. Get in pairs.
2. Exchange your Haiku with a partner orally.
3. Identify and highlight the sentence in present perfect of your partner's Haiku.



Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

Integrar un marco de enseñanza queer (QLF) en la enseñanza del inglés como lengua extranjera representa una oportunidad para transformar las dinámicas tradicionales de aprendizaje, haciendo que el entorno sea más inclusivo, equitativo y respetuoso con las diversas identidades de género y orientaciones sexuales. El QLF fomenta un espacio donde los estudiantes se sienten valorados y empoderados al tener la oportunidad de explorar temas relacionados con la diversidad de manera abierta y reflexiva. La incorporación de materiales que representen una gama amplia de identidades de género y orientaciones sexuales, como las películas o la literatura queer, y el uso de un lenguaje inclusivo son herramientas clave en este proceso.

Al emplear el QLF en mi planificación, busqué crear una clase en la que los estudiantes no solo aprendieran inglés, sino que también reflexionaran sobre cómo las normas sociales y de género influyen en sus vidas y percepciones. Un ejemplo concreto de esto fue el análisis de la película *Close* y la actividad creativa de escribir Haikus, que les permite a los estudiantes conectar con temas universales relacionados con la identidad y el amor cuestionando las normas sociales. Esta actividad no solo favorece la expresión personal, sino también la empatía al desafiar estereotipos y roles preestablecidos.

Reflexión de la Experiencia y QLF

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

El uso de un marco queer también me permitió cuestionar las estructuras de poder en el aula y reflexionar sobre mis propias creencias y prejuicios. A medida que desarrollaba esta clase, experimenté un crecimiento personal y profesional significativo. Profesionalmente, el diseño de materiales que vinculan objetivos lingüísticos con temas relevantes y reflexivos amplió mi visión sobre cómo la enseñanza de idiomas puede ser un vehículo para el desarrollo crítico y social. Personalmente, me volví más consciente del poder del lenguaje en la formación de identidades y en la creación de un ambiente inclusivo y seguro. Esta reflexión constante sobre mis roles y privilegios me permitió ser más empática con las experiencias de mis estudiantes al abrazar la diversidad y desafiar las normas tradicionales, se puede contribuir a un entorno de aprendizaje más justo, inclusivo y respetuoso, donde se valida la pluralidad de experiencias humanas. Este enfoque no solo transforma la enseñanza del inglés, sino también el rol del educador como facilitador de un aprendizaje reflexivo, culturalmente consciente y empático.

Javiera Barra

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Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins



QUEER LITERACY FRAMEWORK

Principle 7

Understands how Neoliberal principles reinforce and sustain compulsory heterosexism, which secures homophobia; and how gendering secures bullying and transphobia

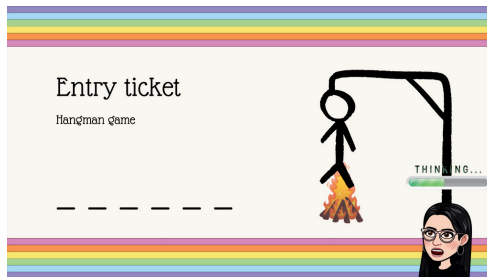
QLF PRINCIPLE 7 - LESSON PLAN

SUBJECT:	English	TEACHER:	María José Contreras	
GRADE:	8th grade		UNIT:	Unit 4: Future matters
OA				
OA - EVALUATION INDICATOR(S)				
OA 9 (Reading)				
Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados (como experiencias personales, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global o de otras culturas) y que contienen las funciones del año. - Identifican información específica en textos impresos o digitales, relacionada con la vida futura, al desarrollar tareas como responder a preguntas, completar información en esquemas, hacer comparaciones, etc. - Establecen conexiones y comparaciones entre lo leído acerca de la vida futura y temas actuales de interés global; por ejemplo: la contaminación. - Preguntan o comentan acerca del texto, usando al menos tres palabras de pregunta diferentes para ampliar la comprensión. - Identifican predicciones futuras en los textos leídos. - Hacen aportes a la clase por medio de oraciones o preguntas acerca de los textos y temas leídos.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the lesson, students will be able to exchange different ideas about LGBTQ+ rights and policies through a jigsaw activity in a collaborative manner.			Vocabulary: policies, rights, inclusion, discrimination, LGBTQI+, community. Grammar structures: present simple, future simple.	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can: - Identify key vocabulary (rights and policies) - Use present simple - Use future simple				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Advisory Class	LGBTQI+ rights and policies; their connection to social inclusion and belonging to a community.	Students exchange findings using vocabulary like advocacy, inclusive policies, and discrimination.	To analyze how policies impact rights and reflect on their connection to the feeling of belonging to a community.	To explore local LGBTQI+ issues to promote understanding and inclusivity.
QLF Principle and Rationale				
7. Understands how Neoliberal principles reinforce and sustain compulsory heterosexism, which secures homophobia; how gendering secures bullying and transphobia; and how homonormativity placates a heterosexual political economy. Educators who employ queer literacy understand and investigate structural oppression and how heterosexism sustains (a)gendered violence and generate meaningful opportunities for students to become embodied change agents and to be proactive against, or to not engage in, bullying behavior. This QLF principle is completely aligned with the subject of counseling for eighth grade. Unit 4, therefore, fosters a sense of responsibility in students towards situations whose impacts are not limited to their individual lives but also affect their community. It aligns particularly with OA 7, which is about recognizing shared needs within our group of belonging. Students must be aware of the discrimination and see it as a shared battle in which they might become allies. At the same time, they have to comprehend how this discrimination can have a variety of motives, including political ones. This framework is an important approach that helps challenge the traditional ideas of gender and sexuality shaped by patriarchy, which are often hidden in the curriculum (Miller, 2015).				

1. ANTICIPATORY SET

Hangman

T shows a hangman game on the board, and the hidden word is the main topic for the class: **rights**



Think-Pair-Share

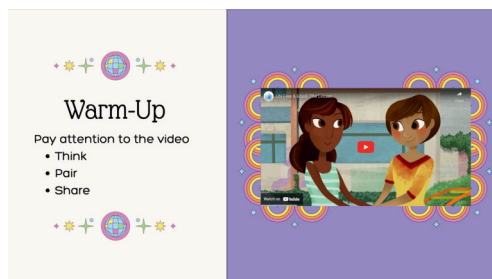
T shows a short video related to bullying against the LGBTQI+ community.

<https://youtu.be/iMwvdz2YvI0?si=Hjq5etoV9Q2TJhfZ>

Ss individually reflect on the video for 2 minutes.

Then, they share their thoughts with a partner and discuss if they have observed any similar situations.

T elicits brief responses and highlights the importance of understanding rights and policies for inclusive spaces.



T presents a friendly version of the class objective.



2. INTRODUCTION OF THE NEW CONTENT

T introduces key concepts (e.g., LGBTQI+, discrimination, advocacy, inclusive policies) using definitions and examples.

Ss copy the definitions on their notebooks.



Key Concepts

Discrimination
Treating someone badly because they are different.

Advocacy
Helping or supporting someone who needs it.

LGBTQI+
A group of people who love someone of the same gender, different genders, or feel their gender is different from what they were born with.

Inclusive Policies
Rules to make sure everyone is treated fairly.



T shows a slide with the concepts and example sentences, then some ss have to match them in the front of the class.



Matching Activity

Discrimination	A school where everyone feels safe	
Advocacy	Two women in love	
LGBTQI+	Speaking up for bullied kids	
Inclusive Policies	Not letting a girl play football because she is a girl	





3. GUIDED PRACTICE (WE DO)

T explains how Ss will research different topics related to LGBTQI+ rights and policies.

Then, they give each student a number from 1 to 3, and depending on the number, students receive informative material about policies and measures in Chile.

1

STOPPING MEDICAL SUPPORT

The conservative group wants to ban puberty blockers for minors

- Puberty blockers help trans youth feel better.
- Without them, many trans youth may feel sad or unwell.
- This rule will stop trans youth from getting the care they need.



2

REMOVING SOCIAL NAMES

The conservative group wants to remove social names in schools

- This rule lets trans students use the name they choose.
- Without it, trans students cannot use their chosen names at school.
- This can hurt their feelings and their identity.



3

STOPPING GENDER SUPPORT

The conservative group wants to stop support for trans people

- They want to stop programs that help trans people.
- These programs make schools and spaces safer.
- Taking them away will hurt trans people.



4. INDEPENDENT PRACTICE (YOU DO)

Students form expert groups based on their assigned topics (each group has six students, 2 per theme). Students discuss their topics, and each group receives a template to fill out with information on each topic.

JIWSAW ACTIVITY

Names: _____

1. Report the findings for each topic.

Stopping Medical Support	
Removing Social Names	
Stopping Gender Support	



Guiding Questions:

1. Report the findings for each topic.

Stopping Medical Support	Who: What: Consequence:
Removing Social Names	Who: What: Consequence:
Stopping Gender Support	Who: What: Consequence:

T asks the Ss to share their findings and conclusions from the discussions.

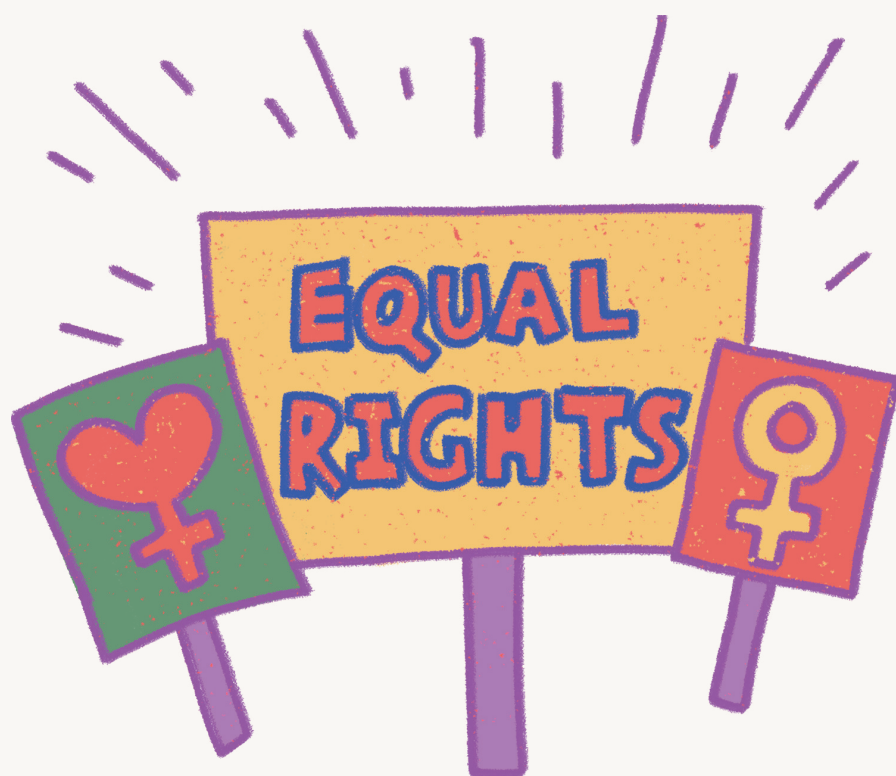
5. ASSESSMENT (CLOSURE)

Exit ticket: Vocabulary check

Students complete the following sentences using key vocabulary from the lesson:

LGBTQI+ ADVOCACY INCLUSIVE POLICIES DISCRIMINATION

1. _____ ensure that everyone feels safe and supported, regardless of their gender or sexual orientation.
2. _____ helps people speak up for the rights of marginalized groups.
3. One example of _____ is when someone is treated unfairly because of their sexual orientation.
4. The concept _____ refers to a diverse community of people with different sexual orientations and gender identities.



QLF PRINCIPLE 7 - CLASS MATERIAL



Key Concepts



Discrimination

Treating someone badly because they are different.



Advocacy

Helping or supporting someone who needs it.



LGBTQI+

A group of people who love someone of the same gender, different genders, or feel their gender is different from what they were born with.



Inclusive Policies

Rules to make sure everyone is treated fairly.



Matching Activity



Discrimination

A school where everyone feels safe



Advocacy

Two women in love



LGBTQI+

Speaking up for bullied kids



Inclusive Policies

Not letting a girl play football because she is a girl



QLF PRINCIPLE 7 - CLASS MATERIAL



Activity 1

- You will receive a number from 1 to 3, and depending on that number, a short text.
- Read it carefully and analyze it.



Activity 2

- Teacher will form groups of 6 (2 per number).
- You will share what you understood from your text.
- Each group will complete a short table about each text.



1. Report the findings for each topic.

Stopping Medical Support	Who: What: Consequence:
Removing Social Names	Who: What: Consequence:
Stopping Gender Support	Who: What: Consequence:

QLF PRINCIPLE 7 - CLASS MATERIAL

JIWSAW ACTIVITY

Names: _____

1. Report the findings for each topic.

Stopping Medical Support	
Removing Social Names	
Stopping Gender Support	



QLF PRINCIPLE 7 - CLASS MATERIAL

1

STOPPING

MEDICAL SUPPORT

The conservative group wants to ban puberty blockers for minors

- Puberty blockers help trans youth feel better.
- Without them, many trans youth may feel sad or unwell.
- This rule will stop trans youth from getting the care they need.



QLF PRINCIPLE 7 - CLASS MATERIAL

2

REMOVING SOCIAL NAMES

The conservative group wants to remove social names in schools

- This rule lets trans students use the name they choose.
- Without it, trans students cannot use their chosen names at school.
- This can hurt their feelings and their identity.



QLF PRINCIPLE 7 - CLASS MATERIAL

3

STOPPING

GENDER SUPPORT

The conservative group wants to stop support for trans people

- They want to stop programs that help trans people.
- These programs make schools and spaces safer.
- Taking them away will hurt trans people.



Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

Mantener el interés y la motivación de los estudiantes al enseñar un idioma es un desafío constante, y este desafío se incrementa aún más cuando decidimos integrar una perspectiva queer dentro de nuestras clases. Sin embargo, considero que el inglés, es una herramienta poderosa que abre puertas y conecta a los estudiantes con diversas culturas, pensamientos y realidades. Es una ventana al exterior que no solo nos permite comunicarnos, sino también visibilizar y comprender las múltiples realidades que existen a nivel global. En este sentido, el idioma se convierte en un puente hacia el entendimiento de temas inclusivos y en una vía para generar conciencia en los estudiantes sobre diversas problemáticas sociales.

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

A lo largo de mi experiencia, he descubierto que el inglés no solo me permite enseñar el lenguaje en sí, sino también compartir mis ideas y experiencias personales siendo parte de la comunidad queer. Esta experiencia me ha hecho profundizar en temas de inclusión, equidad y derechos, buscando siempre visibilizar las luchas de grupos reprimidos, como la comunidad trans. En este sentido, uno de los primeros pasos es hacer que mis estudiantes reconozcan las inequidades políticas y sociales que atraviesan las personas disidentes, en este caso las personas trans, quienes enfrentan desafíos particulares en su vida cotidiana. El marco de enseñanza queer no sólo representa una herramienta pedagógica, sino un espacio de representación e inclusión que permite a los estudiantes verse reflejados. Al mismo tiempo, este enfoque facilita un entendimiento más amplio y profundo del idioma. Por ende, es un enfoque que invita a cuestionar, aprender de manera crítica y construir una educación que no solo sea rica en contenido, sino también socialmente responsable, diversa e inclusiva.

Maria José Contreras

Docente en Formación

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins



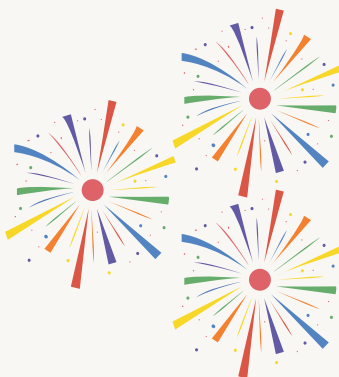
QUEER LITERACY FRAMEWORK

Principle 8

**Understands that (a)gender and
(a)sexuality intersect with other
identities (e.g., culture, language, age,
religion, social class, body type,
accent, height, ability, disability,
national origin) that inform students'
beliefs and, thereby, actions**

QLF PRINCIPLE 8 - LESSON PLAN

SUBJECT:	English	TEACHER:	Josefa Pizarro	
GRADE:	I medio		UNIT:	Unit 4: Traditions and Festivities
OA				
OA - EVALUATION INDICATOR(S)				
OA 15 (Writing)				
Escribir para explicar, expresar opiniones y narrar, usando: > Variedad de palabras, oraciones y estructuras aprendidas y de otros contextos. > Conectores variados. > Correcta ortografía de palabras de uso frecuente en forma consistente. > Puntuación apropiada (apóstrofo) • Escriben con variados propósitos (expresar opiniones, narrar, hacer conexiones, reaccionar). • Usan variedad de estructuras, tiempos verbales y vocabulario. • Dan coherencia a textos, usando conectores aprendidos.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the lesson, students will be able to describe a festivity that represents them by using present simple through a written activity collaboratively.			• Vocabulary: custom, celebration, festival. • Grammar: Present simple, connectors (so that, both, later, and last, or, too, because).	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can: • Identify vocabulary related to traditions and festivities. • Share information. • Use present simple. • Use connectors.				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Advisory Class	Intersecting identities, cultural celebrations, and their significance.	Describing festivity, highlighting the intersection of personal and cultural identities.	To evaluate how personal experiences, cultural backgrounds, and societal structures influence the celebration of festivities.	To explore the diversity of global festivities and understanding how they reflect and shape cultural identities.
QLF Principle and Rationale				
"Principle 8: Understands that (a)gender and (a)sexuality intersect with other identities (e.g., culture, language, age, religion, social class, body type, accent, height, ability, disability, national origin) that informs students’ beliefs and, thereby, actions." (Miller, 2016). As Miller stated (2016), this principle emphasizes the importance of recognizing that gender and sexuality are not isolated identities. They intersect with other aspects of an individual's identity, such as race, ethnicity, class, and ability, shaping their experiences and perspectives. By acknowledging these intersections, educators can create more inclusive and equitable learning environments that respect and affirm the diverse identities of all students.				



1. ANTICIPATORY SET

T greets Ss.

T presents the objective class.

T displays images of various cultural festivals around South America and asks Ss to identify the cultures and potential celebrations.

Expected answers:

1. Pride month.
2. Fiesta de la Tirana.
3. Día de la Inclusión.



T then makes a short activity called "Word Association".

T writes the word "tradition" on the board.

Ss brainstorm words associated with "tradition," such as music, food, dance, and celebration.

Example:

1. Dance.
2. Festivals.
3. Día de los Muertos in México.
4. Fiestas Patrias.



2. INTRODUCTION OF THE NEW CONTENT

T asks Ss:

1. What traditions do you know?
2. Do you feel represented by them?

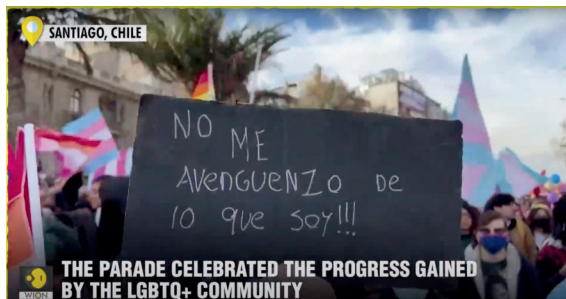
Expected answers:

Student 1: Fiestas Patrias and Navidad. I feel represented by them because it's part of my culture.

Student 2: I know Carnaval and Fiesta de los Muertos because I am from Venezuela. These festivities represent me because those are traditions from my country.

T shows a video about traditions, which is the Marcha del Orgullo.

<https://www.youtube.com/watch?v=GzjWgVzsRI0>



After watching the video, T asks Ss the following questions:

1. What do you think of the video?
2. Did you see people from different backgrounds and identities?
3. What were they celebrating?

Based on the Ss' answers, T will explain this festivity and the importance of having their own identity and culture, being respectful towards these differences:

"The Marcha del Orgullo is a celebration of LGBTQ+ people. LGBTQ+ stands for lesbian, gay, bisexual, transgender, and queer. It's a way for these people to express themselves and feel proud of who they are."

"We all have different identities, like our gender, race, and culture. It's important to respect and celebrate these differences. The Marcha del Orgullo shows us that we can create a world where everyone feels accepted and valued."

3. GUIDED PRACTICE (WE DO)

T explains the instructions for an activity which is called "The Diversity Festival"-

T asks Ss to brainstorm ideas for a non-stereotypical festival they would do, considering themes like inclusivity and diversity.

Example:

Brainstorming session:

- Music.
- A festival with many colors.
- We eat food made by our family and us.
- We play games.
- Comfortable clothes.



4. INDEPENDENT PRACTICE (YOU DO)

In pairs, Ss create a festival that they feel represented using a worksheet.

Ss illustrate how this festival would look and have: food, decorations, costumes.

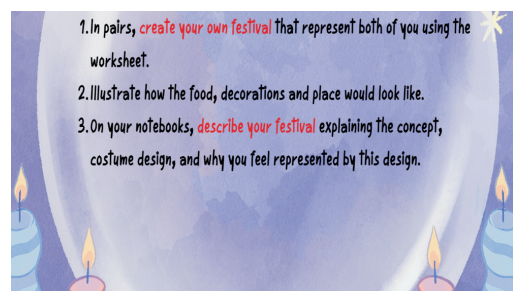
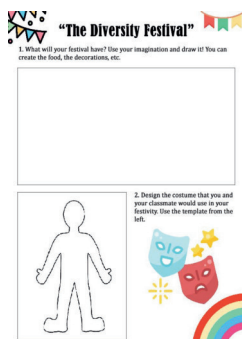
After that, Ss briefly describe their festivals, using present simple and connectors already seen.

Example:

Festival: The Diversity Festival.

Costume: Rainbow-colored clothing, gender-fluid clothes, and accessories representing different sexual orientations and gender identities.

Description: "Our festival celebrates diversity and inclusion. People dress in colored costumes. We have live music, performances, and workshops about LGBTQ+ history and rights. It's a space for everyone to express themselves".



5. ASSESSMENT (CLOSURE)

Exit ticket: Reflection

Ss answer the question:

How do festivals reflect and celebrate different aspects of our identity, such as culture, gender, religion, or other personal or community characteristics?



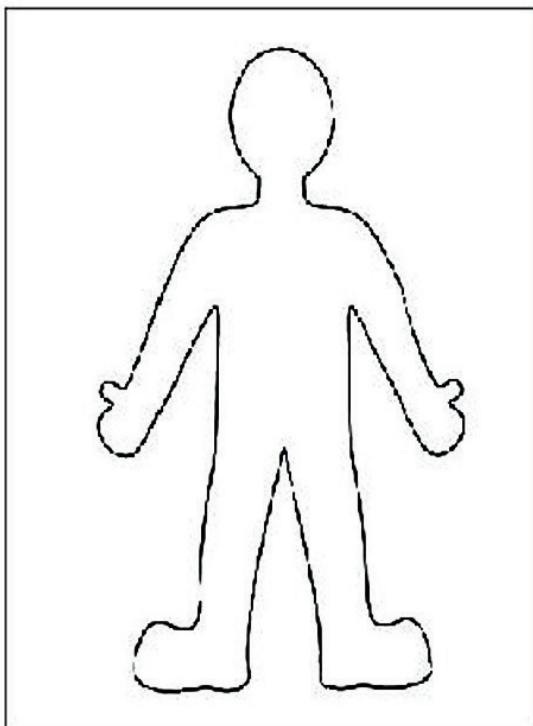
QLF PRINCIPLE 8 - CLASS MATERIAL



“The Diversity Festival”



1. What will your festival have? Use your imagination and draw it! You can create the food, the decorations, etc.



2. Design the costume that you and your classmate would use in your festivity. Use the template from the left.



QLF PRINCIPLE 8 - CLASS MATERIAL

"The Diversity Festival"

You will have to brainstorm ideas for a non-stereotypical festival that you would do.

Example:

- Music.
- A festival with many colors.
- Eat food made from ourselves and family.
- Play games.
- Comfortable clothes.

1. In pairs, **create your own festival** that represent both of you using the worksheet.

2. Illustrate how the food, decorations and place would look like.

3. On your notebooks, **describe your festival** explaining the concept, costume design, and why you feel represented by this design.

Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

La integración del enfoque Queer y LGTBQ+ (QLF) en la enseñanza del inglés representa una oportunidad única para transformar nuestras aulas en espacios más justos, equitativos y respetuosos. Al incorporar materiales diversos, utilizar un lenguaje inclusivo y cuestionar los estereotipos de género, podemos fomentar un ambiente donde todos los estudiantes se sientan valorados y capaces de expresarse libremente.

Promover la representación y la visibilidad de diversas identidades de género y orientaciones sexuales no solo enriquece el aprendizaje del idioma, sino que también contribuye a la formación de ciudadanos más empáticos y tolerantes. Al exponer a nuestros estudiantes a una amplia gama de perspectivas, les ayudamos a desafiar los prejuicios y a construir una sociedad más inclusiva.

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

Personalmente, he experimentado de primera mano el impacto positivo de integrar el QLF en mi práctica docente. Al reflexionar sobre mis propios privilegios y cuestionar las normas sociales, he desarrollado una mayor conciencia de las desigualdades existentes y he aprendido a crear un entorno de aprendizaje más seguro y acogedor para todos mis estudiantes. En última instancia, la incorporación del QLF es un viaje continuo de aprendizaje y crecimiento. Al abrazar la diversidad, desafiar las normas y fomentar un diálogo abierto y respetuoso, podemos construir aulas donde todos los estudiantes se sientan empoderados y capaces de alcanzar su máximo potencial.

Josefa Pizarro

Docente en Formación

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins

**QUEER
LITERACY
FRAMEWORK**

Principle 9

**Advocates for equity
across all categories of
(a)gender and (a)sexuality
orientations**

QLF PRINCIPLE 9 - LESSON PLAN

SUBJECT:	English	TEACHER:	Héctor Araneda	
GRADE:	7th Grade		UNIT:	Unidad 2: Healthy habits
OA				
OA - EVALUATION INDICATOR(S)				
OA 15 (Writing)				
Escribir para informar, expresar opiniones y narrar, usando: Palabras, oraciones y estructuras aprendidas. Conectores aprendidos. Correcta ortografía de mayoría de palabras aprendidas de uso muy frecuente. Puntuación apropiada (punto, coma, signos de interrogación).				
• Expresan opinión sobre algún texto leído. • Expresan conexiones con propias experiencias, ideas y preferencias.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the class, students will be able to suggest improvements in the quality of life for trans people by using modal verbs through a written activity respectfully.			• Vocabulary: Trans rights, discrimination, Gender Identity Law, support, challenges, needs, raise awareness, safe spaces. • Grammar: Modal verbs: Should - Should not/Shouldn't - Present simple.	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can: • Identify vocabulary related to the topic (Trans rights, discriminate, Gender Identity Law, support, challenges, needs, raise awareness, safe spaces). • Provide suggestions to improve Trans people’s quality of life. • Share ideas by using should and shouldn’t. • Share ideas by using present simple. • Be respectful.				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
History, Geography and Social Sciences	Trans community issues in Chile.	Identifying vocabulary related to Trans rights and giving suggestions to improve the Trans community quality of life.	To evaluate what can be done to support the trans community. To value the support and acceptance of the Trans community.	To accept and value the importance of Trans community in our society. To compare the current situation for Trans people in Canada and Chile.
QLF Principle and Rationale				
Principle N°9: Advocates for equity across all categories of (a)gender and (a)sexuality orientations (Miller, 2016). It is necessary to advocate for the recognition of the present trans community and support their right. For that reason, this class aims to provide enough context for students so that they can use the language to give some suggestions on how to improve the country's current situation regarding the issues. Connection with History subject: 7mo básico, unidad 4: Formación Ciudadana. OA 24. Analizar y debatir sobre los desafíos pendientes para el país [...].				



1. ANTICIPATORY SET

Teacher (T) greets Students (Ss).

Then T asks how Ss are doing with a scale of Capybaras.

Then T moves to the entry ticket: What do you remember from last class?

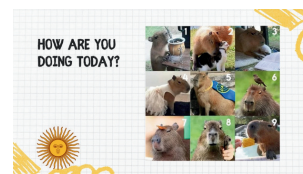
T asks Ss to write down two ideas of what they remember from last week's class.

Ss raise their hands and come to the front to write their ideas.

T gives 5 minutes to do this activity.

Then T projects the Class Objective: ***You will be able to suggest improvements in the quality of life for the trans community in Chile.***

Students are expected to write down the class objective in their notebooks.



2. INTRODUCTION OF THE NEW CONTENT

T moves to the first part of the class.

T projects a short text about the current situation of the trans community in Canada.

T asks any volunteer to read aloud.

If no volunteer appears, the teacher chooses a student at random.



After Ss read the text, T asks: **What are some ways the Canadian government supports trans people?**

Some Ss are expected to raise their hands and answer the questions

Then T asks again: **Why do you think it's important to talk about the rights of trans people?**

Some Ss are expected to raise their hands and answer the questions

Finally, T asks: **How do you think schools can help trans students feel more accepted?**

Some Ss are expected to raise their hands and answer the questions

Then, T projects a short text about the current situation of the trans community in Chile.

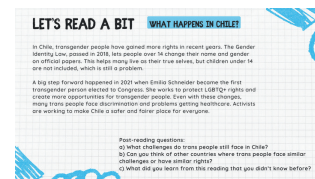
Then T asks: **What challenges do trans people still face in Chile?**

Ss are expected to raise their hands and answer the question.

Then T asks: **What did you learn from this reading that you didn't know before?**

Ss are expected to raise their hands and answer the question.

Then T moves to the next part of the class.



3. GUIDED PRACTICE (WE DO)

T moves to the first activity of the class and projects the next slide.

The teacher asks Ss to get in pairs.

Then T hands to each pair a worksheet (See Pair-work Worksheet)

What issues are present in Canada for the Trans community?	What issues are present in Chile for the Trans community?
What do you suggest to improve the issues?	

After each pair of students got a worksheet, T explains the instructions:

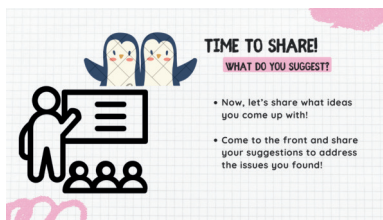
- Together, discuss the issues the Trans community has in Canada and write your ideas.
- Then, discuss the issues for the community in Chile and write your ideas.
- Finally, agree with your classmate on what you suggest to improve issues.

Ss are expected to work in the chart, and T monitors the development of students and provides support to Ss.

After the time passes, T moves to the next part of the class.

4. INDEPENDENT PRACTICE (YOU DO)

T projects the next slide.



T explains what students are doing in this part of the class:

Each pair of students will come to the front and present their suggestions to the rest of the class.

Some volunteers are expected to stand before the class and give suggestions.

If no volunteers appear, T chooses a pair of students at random.

5. ASSESSMENT (CLOSURE)

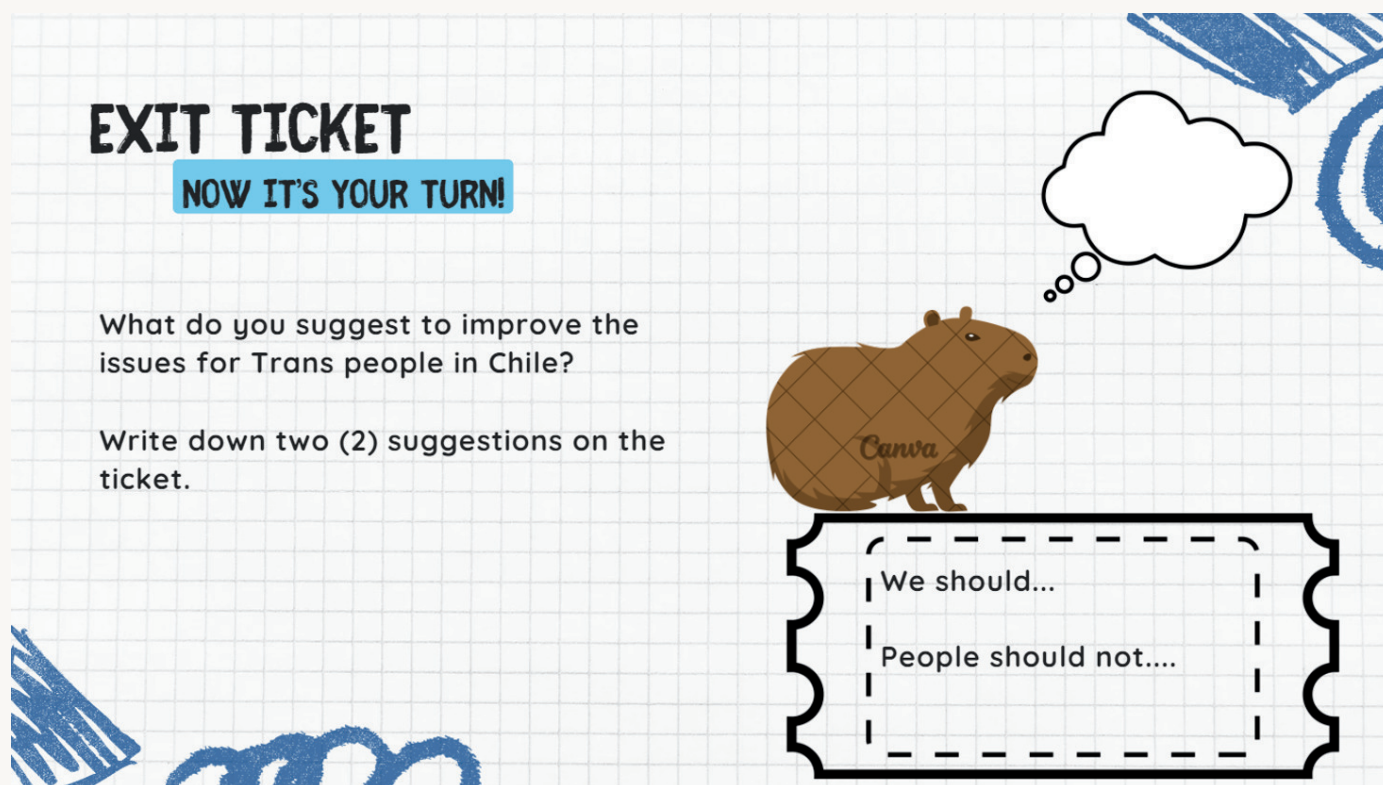
T projects the last slide.

T explains the instructions for the exit ticket:

- Write down two ideas on how we can improve the situation of the Trans community in Chile.

T hands each student the following ticket with a question: ***What do you suggest to improve the current situation of the Trans community in Chile?***

Students are expected to write down their suggestion on the piece of paper.



QLF PRINCIPLE 9 - CLASS MATERIAL

HOW ARE YOU
DOING TODAY?



LET'S READ A BIT

THE CANADIAN SCENARIO

In Canada, laws protect the rights of trans people, and the government works to make life better for them. For example, trans people can legally change their name and gender on documents like passports and ID cards to match who they are. Many healthcare plans also cover gender-affirming treatments, like hormone therapy or surgeries, in most provinces.

Despite these benefits, challenges remain. Some trans people face bullying or discrimination at school or work. In some provinces, new rules make it harder for trans kids to get support or express their identities in schools. The federal government supports programs to reduce hate and create safer spaces, but more work is needed to make sure all trans people feel safe and respected.

QLF PRINCIPLE 9 - CLASS MATERIAL

LET'S READ A BIT

WHAT HAPPENS IN CHILE?

In Chile, transgender people have gained more rights in recent years. The Gender Identity Law, passed in 2018, lets people over 14 change their name and gender on official papers. This helps many live as their true selves, but children under 14 are not included, which is still a problem.

A big step forward happened in 2021 when Emilia Schneider became the first transgender person elected to Congress. She works to protect LGBTQ+ rights and create more opportunities for transgender people. Even with these changes, many trans people face discrimination and problems getting healthcare. Activists are working to make Chile a safer and fairer place for everyone.

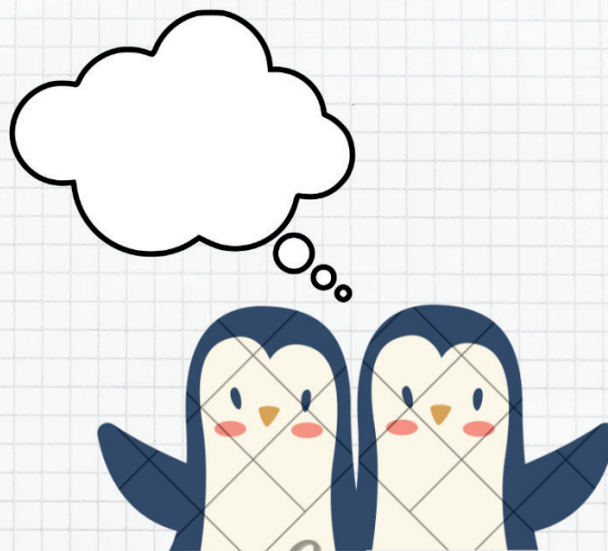
Post-reading questions:

- What challenges do trans people still face in Chile?
- Can you think of other countries where trans people face similar challenges or have similar rights?
- What did you learn from this reading that you didn't know before?

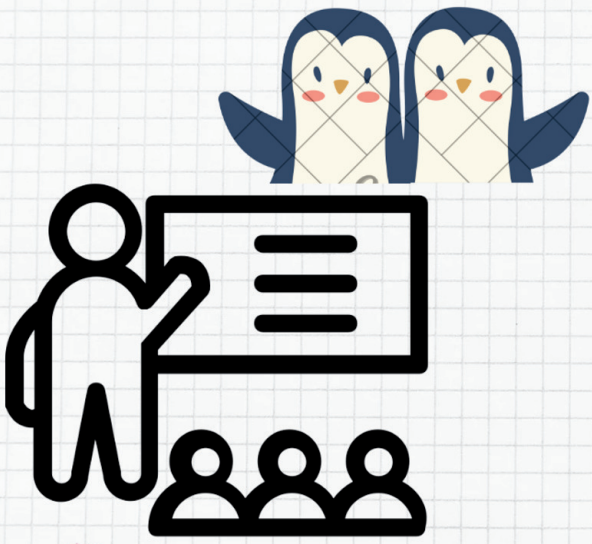
LET'S DISCUSS!

WHAT CAN WE DO?!

- Get in pairs!
- Discuss what issues are present in Chile and Canada for trans people.
- Then write down your suggestions to improve these issues.



QLF PRINCIPLE 9 - CLASS MATERIAL



TIME TO SHARE!

WHAT DO YOU SUGGEST?

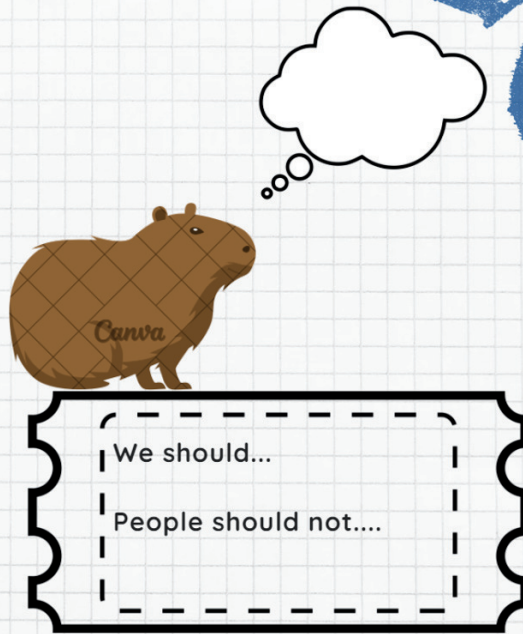
- Now, let's share what ideas you come up with!
- Come to the front and share your suggestions to address the issues you found!

EXIT TICKET

NOW IT'S YOUR TURN!

What do you suggest to improve the issues for Trans people in Chile?

Write down two (2) suggestions on the ticket.



We should...

People should not....

Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

Este marco me permite profundizar en temas fundamentales que es crucial abordar y visibilizar en el aula, como la presencia de la comunidad trans en nuestra sociedad y la defensa de sus derechos. Al aplicar el Marco de Enseñanza Queer, los docentes podemos crear un espacio más inclusivo y equitativo, proporcionando a los estudiantes contenidos que fomenten el pensamiento crítico y visibilicen realidades presentes en su entorno.

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

Especialmente, siento que este proyecto me ha permitido tener un desarrollo personal, bastante cercano: Mi hermano es chico trans y ha sido un gran proceso de cambio a nivel familiar. Y esta planificación me permite hacer un poco de justicia a él, por todas las veces en las que ha sido “misgendered”. Si he de decir quien fue mi inspiración para poder llegar a este punto, fue gracias a mi hermano Oliver.

Héctor Aranceda

Docente en Formación

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins

**QUEER
LITERACY
FRAMEWORK**

Principle 10

**Believes that students who
identify on a continuum of
gender and sexual
minorities (GSM) deserve
to learn in environments
free of bullying and
harassment**

QLF PRINCIPLE 10 - LESSON PLAN

SUBJECT:	English	TEACHER:	Bernardita Ossandón	
GRADE:	III medio		UNIT:	Unidad 2: My reflections on global issues
OA				
OA - EVALUATION INDICATOR(S)				
OA 4				
Producir y comprender con fluidez textos orales y escritos breves y claros en situaciones comunicativas que involucren otras visiones de mundo y la propia, con el fin de interactuar y tomar conciencia de su propia identidad.				
Comunican sus ideas, con coherencia y cohesión a partir de los textos leídos y escuchados.				
LESSON OBJECTIVE			KEY ASPECTS	
By the end of the lesson, students will be able to give opinions about gender and sexual identity justice (RIGHTS) using present and past tenses and conditionals through a group discussion in a collaborative way.			Vocabulary: Gender, Sexuality, Justice, Identity, Respect, Inclusivity, GSM students, Bullying, Safe Space. Grammar structures: Present perfect tense, Past tense, Present tenses, Conditionals (Would/could)	
LESSON OBJETIVE - EVALUATION INDICATORS				
Students can:				
- Express ideas by using vocabulary about genders (GSM) and sexual identities. - Express their thoughts by using present tenses. - Share their ideas by using past simple. - Share their thoughts by using Conditionals (Would/Could). - Give opinions about gender, bullying, and sexual identity justice. - Discuss collaboratively.				
CBI - CLIL				
Subject	Content	Communication	Cognition	Culture
Taller de Orientación: Vínculos y Relaciones Interpersonales (Advisory Class)	Inclusivity, gender and sexuality self-determination, transsexuality, transgender identity, and the community's role in creating safe spaces for all students, with a particular focus on GSM (Gender and Sexual Minority) students.	Discussing LGBTQIA+ topics in English, expressing their views, and responding to news related to gender/sexual identities and bullying in our society. They will also use new vocabulary related to gender identity, bullying, and inclusivity.	To critically analyze and reflect on the role of educators and students in preventing bullying, and fostering a safe space for the community.	The lesson will connect students' cultural contexts with global issues related to gender, sexual, and educational rights. They will discuss how societal views of gender and sexuality vary across cultures and the importance of respecting differences.
QLF Principle and Rationale				
This lesson aligns with Miller’s QLF by fostering gender and sexual identity self-determination and justice. As the author states, “Queer literacy involves cultivating an awareness of how normative systems of gender and sexuality work in our lives”. The class objective guide students toward engaging with gender and sexual identity justice. For instance, learners “critique dominant norms” (Miller, 2015) by discussing transphobia and the rights of transgender students. Moreover, they practice expressing opinions using targeted language structures (Present, past tenses and Conditionals).				
By focusing discussions on real-world scenarios (discrimination against a transgender student in Chile), the lesson highlights “the necessity of making queer lives visible” (Miller, 2015). In addition, Miller emphasizes that “fostering inclusive spaces that resist heteronormative spaces” is essential for empowering all students, particularly those who identify as LGBTQIA+.				
In terms of benefits, combining language learning with content addressing LGBTQIA+ issues allows students to “reflect on their own identities and the identities of others” (Miller,2015), fostering a deeper understanding of justice and equity. Moreover, Discussions on gender and sexual identity, such as the real-life case of discrimination, provide “authentic contexts for critical reflection” according to Miller (2015).				

1. ANTICIPATORY SET

Entry ticket: The teacher will start with a quick activity in which students will have to give a personal reflection on this prompt: ***"What does the word 'gender' mean to you? How do you think society views gender and sexuality today?"***. Students will have to answer it with no more than 4 sentences.

The teacher will present the warm-up activity: WORD ASSOCIATION. The idea is to get students to respond quickly with words they associate with key terms related to gender, inclusivity, and sexuality. A list of key concepts will be presented to students:

- Gender
- Inclusivity
- Respect
- Identity
- Transsexuality
- Sexual orientation
- Community
- LGBTQ+

After, the teacher will write one of these words on the board, and students (in groups of three) will have to associate that word with another from the same list.

Finally, students will have to reflect on their decisions.

Ex: ***"Why did you associate 'respect' with 'gender'?"***

(The teacher will do this 2-3 times)

Then, the teacher will explain the class objective and present the agenda.

Friendly version: to give opinions about gender and sexual identity rights through a group discussion in a collaborative way.

QUESTION TO CONNECT TO THE TOPIC:



2. INTRODUCTION OF THE NEW CONTENT

The teacher will cover these main topics through literature:

What is transsexuality/transgender?

What is transphobia?

Trans students' rights

LET'S TALK ABOUT TRANSSEXUALITY/TRANSGENDER



• "Transsexuality refers to individuals who experience a profound **disconnect** between their **assigned sex** at birth and their **gender identity**, often leading them to seek medical interventions to **align their physical body with their gender identity**." (Denny, 2015).

• "Transgender is an umbrella term that includes people whose **gender identity** or **expression differs** from the **societal expectations** of the **gender they were assigned at birth**, and it includes individuals who **do not necessarily undergo medical procedures** to affirm their gender identity." (Stryker, 2008)



WHAT IS TRANSPHOBIA?



• "Transphobia refers to **negative attitudes, fear, or discrimination** directed toward people who are **transgender** or do not conform to **traditional gender norms**." (Meyer, 2003).

• "(...) it includes the **stigmatization, discrimination, and marginalization** experienced by **transgender** people in various societal settings, contributing to **mental and physical health disparities**." (Testa, 2015)

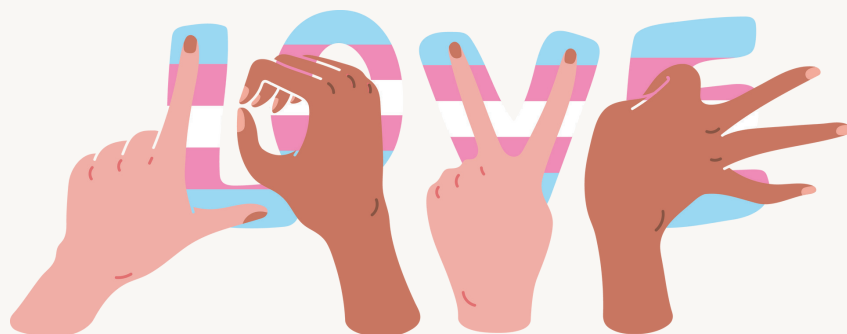


TRANS STUDENTS' RIGHTS

(Superintendencia de Educación, 2017).



- Derecho a **recibir una educación** con oportunidades para su **formación y desarrollo integral**.
- Derecho a **participar, opinar y ser escuchados**, especialmente **sobre su identidad de género**.
- Derecho a **expresar su identidad de género y orientación sexual**.
- Derecho a **no ser discriminados** de manera arbitraria por las comunidades educativas ni el Estado.
- Derecho a ser **respetados**, tanto en su **integridad física, psicológica y moral**, no pudiendo ser objeto de tratos degradantes.
- Derecho a educarse en un **clima estudiantil grato**, de **respeto mutuo y buena convivencia escolar**.



3. GUIDED PRACTICE (WE DO)

The teacher will present the guided practice:

T will present a piece of news related to transphobic issues and education.

ACTIVITY

Reflect upon the following questions:

- What happened?
- Who is involved?
- Why do you think this happened?
- What would you do to avoid this type of situations?

Colegio adventista de Copiapó discrimina a niña trans de 13 años

Un grave caso de discriminación está afectando a una estudiante trans de 13 años luego de que la dirección del Colegio Adventista de Copiapó le impidiera usar vestimentas acordes a su identidad de género, hecho que hoy fue repudiado por el Movimiento de Integración y Liberación Homosexual (Movilh).

La niña, que desde siempre ha estudiado en ese colegio, "ha contado con el respaldo de su familia para comenzar su transición, por lo que muy feliz y entusiasmada pensaba por primera este año ir a clases con jumper, lo cual fue rechazado por la dirección", sostuvo el vocero del Movilh, Óscar Rementería.

El dirigente precisó que "esta política del colegio, abiertamente transfóbica, vulnera la Ley Zamudio, la Ley de Identidad de Género y la circular 768 de la Superintendencia de Educación que obligan a los establecimientos educacionales a respetar el sexo y nombre social de las personas trans".

La madre de la niña, Elizabeth Cabezas, señaló a TVN que en "el colegio "me dijeron que lamentablemente no la podían aceptar en clases y que no iba a entrar porque estaba vestida de mujer. Me dice que si yo quiero llevarla al colegio, debiese usar el buzo".

Añadió que la niña está "desanimada total y triste, con su carita lleva de lágrimas y me dice "mama porque hacen esto?". Sus compañeros de curso saben de esto y la quieren igual. No son los niños los que están discriminando, son los adultos".

Students and the teacher will reflect on the news with the following questions:

- a. What happened?
- b. Who is involved?
- d. Why do you think this happened?
- d. What would you do to avoid this situation?

4. INDEPENDENT PRACTICE (YOU DO)

The teacher will present and model the activity. (Worksheet)

Instructions:

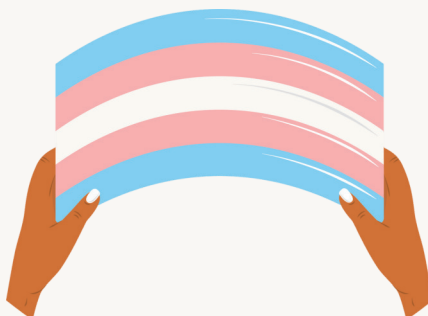
You are going to be divided into groups of 4

Each group will receive a piece of news.

You will have to reflect upon the following questions:

- ***What happened?***
- ***Who is involved?***
- ***Why do you think this happened?***
- ***What would you do to avoid this situation?***

Finally, each group will have to present their reflection.



5. ASSESSMENT (CLOSURE)

The teacher will explain and model the exit ticket:

EXIT TICKET

Read this headline and answer the questions:

Transfobia: Escuela de Osorno humilla a niño trans al negarse a llamarlo por su nombre social durante su graduación de octavo básico

20 de febrero, 2021



- WHO WAS INVOLVED?
- HOW WOULD YOU DO TO AVOID THIS?
- HOW WOULD YOU PROMOTE A FREE SPACE OF DISCRIMINATION?



QLF PRINCIPLE 10 - CLASS MATERIAL



LET'S TALK ABOUT TRANSEXUALITY/TRANSGENDER



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QLF PRINCIPLE 10 - CLASS MATERIAL

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Pirámide del prejuicio



Modelo del prejuicio de Allport (1954). Sobre una idea de Leave It Out / Developing anti-homophobic bullying. Save the Children, The Rainbow Project, Youthnet, Ireland.

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QLF PRINCIPLE 10 - CLASS MATERIAL

ACTIVITY

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Colegio adventista de Copiapó discrimina a niña trans de 13 años

13 febrero, 2020

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La niña, que desde siempre ha estudiado en ese colegio, "ha contado con el respaldo de su familia para comenzar su transición, por lo que muy feliz y entusiasmada pensaba por primera este año ir a clases con jumper, lo cual fue rechazado por la dirección", sostuvo el vocero del Movilh, Óscar Rementería.

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La madre de la niña, Elizabeth Cabezas, señaló a TVN que en "el colegio "me dijeron que lamentablemente no la podían aceptar en clases y que no iba a entrar porque estaba vestida de mujer. Me dice que si yo quiero llevarla al colegio, debiese usar el buzo".

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NOW, IN GROUPS!

Instructions:

- You are going to be divided into groups of 4
- Each group will receive a piece of news.
- You will have to reflect upon the following questions:
 1. What happened?
 2. Who is involved?
 3. Why do you think this happened?
 4. What would you do to avoid this situation?

Finally, each group will have to present their reflection.

Transfobia: Escuela de Osorno humilla a niño trans al negarse a llamarlo por su nombre social durante su graduación de octavo básico

23 diciembre, 2020



Se trata de la Escuela México de Michoacán, la cual incluso pasó por alto un acuerdo con la apoderada del niño. El Movilh denunció el abuso ante el Ministerio de Educación y el Municipio de Osorno, además de expresar su malestar al establecimiento

QLF PRINCIPLE 10 - CLASS MATERIAL

WORKSHEET

Names: _____ Date: _____

1. Read the news and then, answer the questions below.

Movilh denuncia que colegio Saint Mary School de La Calera impidió a niña trans usar baño de mujeres

“Yo no sé lo que puede hacer ella en el baño con las demás niñas (...) Pasan muchas cosas en el baño”, le habría dicho el director a la apoderada de la víctima, según la institución.

Cristóbal Álvarez 17/07/2024 - 11:57 h CLT

La apoderada de una alumna de 14 años del **colegio Saint Mary School en La Calera**, Región de Valparaíso, **denunció al director del establecimiento por impedirle a su hija usar un baño acorde a su identidad de género**, situación que, según la madre, se remonta al año 2021, según consingó el [Movimiento de Integración y Liberación Homosexual \(Movilh\)](#). La víctima es atendida por el Programa de Acompañamiento Crece con Orgullo del Hospital Biprovincial Quillota-Petorca

En 2021 comenzó la discriminación por identidad de género, cuando el director del establecimiento, que en ese entonces era inspector de patio, **se opuso constantemente a que mi hija utilizara uniforme femenino**. En ese momento, además, muchos estudiantes comenzaron a realizar burlas en torno a la identidad de género y transición de mi hija”, relató la madre de la víctima al Movilh.

En esa línea, le enfatizó en que “el colegio no tomó las acciones preventivas, pese a que lo solicité. Y si bien fue posible que mi hija se vistiera el uniforme de mujeres, **no le permitieron usar el baño acorde a su identidad. Solo ofrecieron que mi hija ocupara el baño para personas con discapacidad**. Durante todos estos años, mi hija sintió incomodidad en ese baño porque estaba lejos y además entraba gente adulta”, indicó la madre.

El conflicto escaló cuando la apoderada se tomó conocimiento de la circular 812 de la Superintendencia de Educación, que obliga a los colegios a respetar la identidad de género de los estudiantes trans. Según la organización, al plantear nuevamente el derecho de su hija a usar el baño de niñas, el director respondió que “**no se podía porque tenían que tomarle el parecer a todos los estudiantes del**

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colegio y porque debían realizar una reunión con el Centro de Apoderados para que aprobaran ello”.

“El director me dijo **‘yo no sé lo que puede hacer ella en el baño con las demás niñas’**. Le pregunté qué me estaba tratando de decir. ‘Pasan muchas cosas en el baño’, me respondió. Le señalé que me estaba diciendo que mi hija podría ser un peligro por ser una chica trans”, denunció la apoderada.

Ante esta situación, la madre decidió retirar a su hija del establecimiento. **Solo después de su salida, el colegio comunicó por WhatsApp que la niña podría utilizar el baño de mujeres**, sin ofrecer disculpas por lo ocurrido ni por las declaraciones del director, consigna el Movilh.

Now, reflect upon the following questions:

- What happened?
- Who is involved?
- Why do you think this happened?
- What would you do to avoid this situation?

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WORKSHEET

Names: _____ Date: _____

1. Read the news and then, answer the questions below.

Brutal reacción de docente al ver a un estudiante trans salir del baño de hombres: «eres mujer, tienes vagina e incomodas a otros»

1 diciembre, 2022
COMPARTIR



Una profesora del Liceo Bicentenario Domingo Ortiz de Rozas de Illapel “argumentó” que otro alumno se había afectado con la presencia de “una niña” en el baño. El Movilh exigió al establecimiento medidas inmediatas contra la transfobia. Hasta ahora solo ha reaccionado la docente jefe. Y de manera insólita...

Un violento episodio de discriminación vivió un estudiante del Liceo Bicentenario Domingo Ortiz de Rozas de Illapel, a quien una docente, Teresa Vilches, lo insultó y denigró por su identidad de género cuando lo vio salir del baño de hombres, alegando que la presencia del adolescente en dicho lugar había afectado a otro alumno, denunció hoy el Movimiento de Integración y Liberación Homosexual (Movilh)

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El joven afectado relató al Movilh que “antes de entrar a clases me dirigí al baño de hombres. Cuando salí me di cuenta de que la profesora estaba afuera del baño de la chicas, mirándome (...) Seguí en camino a mi sala, cuando escuché que ella dijo «¿una niña en el baño de hombres?»”.

El joven le consultó a la docente a qué se refería. “Ella me respondió que había visto a su hijo afuera del baño y que él no quería entrar porque adentro había una niña, que se había incomodado porque yo estaba ahí. Luego me dijo que eso pasaba porque “cómo tú eres mujer y tienes vagina y claro él es hombre, se incomodó». Quedé muy afectado”, sostuvo el estudiante, quien lloró al escuchar a profesora.

El encargado de DDHH del Movilh, Ramón Gómez, señaló que “estamos en presencia de un cruel abuso de una persona mayor de edad sobre un adolescente solo en virtud de su identidad de género. La profesora responsable ha vulnerado la Ley Zamudio, la Ley de Identidad de Género y la circular del Mineduc que prohíbe toda forma de discriminación hacia estudiantes trans y exige el pleno respeto a su sexo y nombre social. Ella ha denigrado y humillado a un joven, lo cual es inaceptable”.

“Igual de grave es que el deber de esta docente, y del todo el liceo, es educar a los estudiantes en el respeto a los derechos humanos y a la diversidad, pero hacen todo lo contrario, solo amparados en prejuicios, ignorancia y desidia”, añadió Gómez.

En efecto, en carta enviada el pasado 22 de noviembre, el Movilh exigió a la dirección del liceo “investigar los hechos y sancionar a los responsables, así como ofrecer de disculpas públicas y por escrito al estudiante, capacitar a todos los docentes en temáticas de diversidad sexual y de género y generar un protocolo contra la transfobia”.

“Han pasado ya 10 días desde enviada la carta y al dirección brilla por su ausencia. La única que reaccionó fue la profesora jefe del alumno, Silvana

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Sepúlveda. Y lo hizo de manera insólita. En vez de consultar cómo apoyar al alumno, se limitó a preguntar por qué el reclamo le había llegado con copia a ella. “Porque usted es la profesora jefe y el tema debiese ser del todo su interés”, le respondimos. Nunca más supimos de ella, pero esta reacción demuestra la carencia total de protocolos y empatía del colegio para hacer frente a la transfobia que denigró a un niño”, sostuvo el Movilh, organismo que analizará las acciones a cursar contra el liceo tras su falta de respuesta.

Now, reflect upon the following questions:

- **What happened?**
- **Who is involved?**
- **Why do you think this happened?**
- **What would you do to avoid this situation?**

Reflexión de la Experiencia y QLF

¿Cómo se integra el uso de un marco de enseñanza queer (QLF) en tu visión de la enseñanza del inglés como lengua extranjera? ¿De qué manera puede el QLF fomentar un entorno de aprendizaje más inclusivo y equitativo?

Se integra a la perfección. Siempre he querido visibilizar a la comunidad LGBTQI+, pero no sabía cómo, por todo el tabú y estigma que hay sobre el tema. No sabía cómo abordarlo con el inglés, y gracias a esta unidad, siento que alcancé una meta, integrar el inglés y la comunidad queer. El QLF entrega las herramientas académicas necesarias para abordar este tema en una sala de clases, de manera educativa, respetuosa e inclusiva..

¿Cómo ha influido esta experiencia en tu perspectiva sobre el papel de la alfabetización queer en la educación? ¿Qué tipo de crecimiento personal o profesional has experimentado durante el proceso de planificación y diseño del material para esta clase?

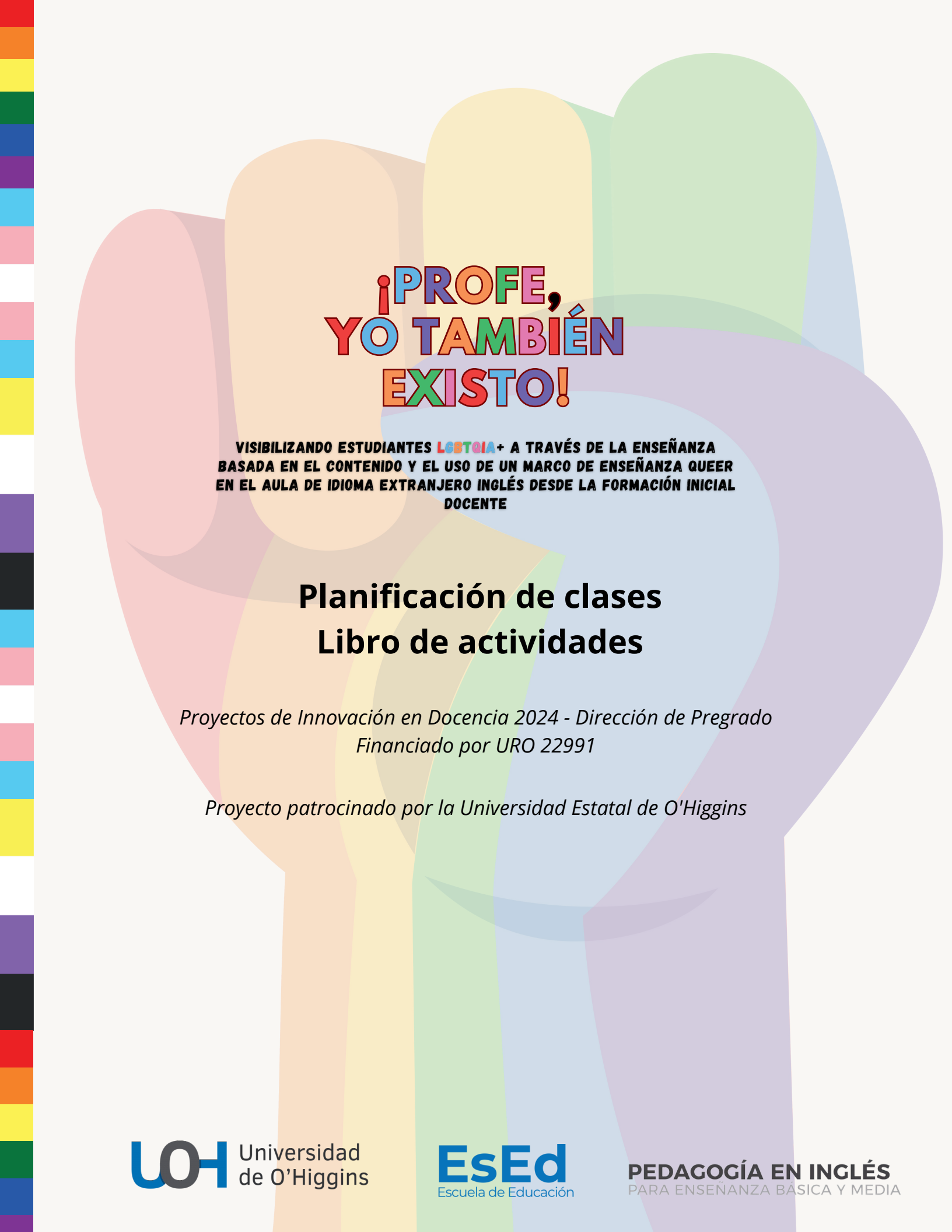
Como mencioné anteriormente, influyó positivamente, ya que esta experiencia me dio las herramientas necesarias para poder abordar temas de la comunidad LGBTQAI+ de forma educativa e inclusiva. Me encantó hacer esta planificación, y me gustaría algún día implementarla en un colegio/liceo.

Bernardita Ossandón

Docente en Formación

Pedagogía en Inglés para Enseñanza Básica y Media

Universidad de O'Higgins



¡PROFE, YO TAMBIÉN EXISTO!

VISIBILIZANDO ESTUDIANTES **LOSTOIA+ A TRAVÉS DE LA ENSEÑANZA
BASADA EN EL CONTENIDO Y EL USO DE UN MARCO DE ENSEÑANZA QUEER
EN EL AULA DE IDIOMA EXTRANJERO INGLÉS DESDE LA FORMACIÓN INICIAL
DOCENTE**

Planificación de clases Libro de actividades

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