Developing LGBTQ Anti-Bias Curriculum

Educator uses anti-bias curriculum resources that are inclusive of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) issues.

Key Method

The educator utilizes existing resources to design and teach a lesson that raises awareness of bias and empowers students to advocate for change, especially around LGBTQ-related bias.

Method Components

Educators should first demonstrate an understanding that the learners in the classroom include both the students and the educator. Therefore, positive relationships must be established between all of the learners in the classroom. Educators should model appropriate social skills, including communication, conflict resolution, tolerance, and acceptance.

- Students benefit greatly when educators create opportunities for all students to gain a more complex and authentic understanding of the world around them.
- Educators should explore strategies for how to reduce bias through different types of classroom lessons and activities.
- Examining bias, through case studies and self-reflection, faced by students who are—or who are perceived or targeted as—lesbian, gay, bisexual, transgender, and questioning (LGBTQ), including the causes of LGBTQ-related bias, bullying, and harassment, helps educators develop more effective strategies.
- Raising self-awareness about the challenges of conducting these types of lessons and activities and exploring strategies for overcoming them encourages respectful behavior, critical thinking, and social justice.
- Educators reduce discrimination through education and celebrations of diversity.
- Talking about LGBTQ individuals' contributions to society, as well as the battles faced by the LGBT community as a whole, helps open people's minds to LGBTQ issues.
- Integrating positive representations of LGBTQ people, history, and events into your curriculum helps to ensure that your LGBTQ students see themselves reflected in your lessons.
- Creating effective messaging and communication strategies on these issues helps to engage other school staff to examine anti-LGBTQ bias and ways to create safer schools.

Best Practices

LGBTQ-Inclusive Lessons should:

- Be inclusive and affirming for all students
- Reflect individuals and their experiences back to themselves

- Provide a window by introducing and providing the opportunity to understand the experiences of others who possess different identities
- Be integrated into the current content area (Reading, History…) and not taught as an isolated topic
- Inclusive of the diversity that exists among LGBT individuals

Supporting Research

Almeida, J., Johnson, R. M., Corliss, H. L., Molnar, B. E., & Azrael, D. (2009). Emotional Distress Among LGBT Youth: The Influence of Perceived Discrimination Based on Sexual Orientation. Journal of Youth and Adolescence, 38(7), 1001-1014. doi:10.1007/s10964-009-9397-9
https://link.springer.com/article/10.1007/s10964-009-9397-9

Bluestein, Jane. Creating Emotionally Safe Schools: A Guide for Educators and Parents. Deerfield Beach, FL: Health Communications, 2001. Print.
http://www.hcibooks.com/p-3530-creating-emotionally-safe-schools.aspx

Greytak, E.A., Kosciw, J.G., Villenas, C. & Giga, N.M. (2016). From Teasing to Torment: School Climate Revisited, A Survey of U.S. Secondary School Students and Teachers. New York: GLSEN.
https://www.glsen.org/learn/research/national/from-teasing-to-torment

Kosciw, J. G., Greytak, E. A., Giga, N. M., Villenas, C. & Danischewski, D. J. (2016). The 2015 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. New York: GLSEN.
https://www.glsen.org/research/2015-national-school-climate-survey

Weingarten, R. (2016). More Than a Safe Space: How Schools Can Enable LGBTQ Students to Thrive. American Educator, 40(4), 25. Retrieved from
https://www.aft.org/sites/default/files/ae-winter2016lgbtq_package.pdf

Resources

Hidden Curriculum Definitions and Examples
https://study.com/academy/lesson/hidden-curriculum-in-education-definition-examples-quiz.html

Movement Advanced Project: Safe Schools Laws
https://www.lgbtmap.org/equality-maps/safe_school_laws/bullying

Local School Climate Survey
https://www.glsen.org/research/school-climate-survey

Let's Get Real (Video)
www.newday.com/film/lets-get-real

Creating LGBTQ-Inclusive lessons
https://www.glsen.org/educate/resources/creating-lgbt-inclusive-lessons

Let's Get Real (Curriculum)
https://groundspark.org/our-films-and-campaigns/lets-get-real

LGBTQ-Inclusive Lessons
https://gsanetwork.org/get-involved/change-your-school/campaigns/lgbtq-inclusive-curriculum

GLSEN Safe Space Kit: Be an ALLY to LGBTQ Youth!
https://www.glsen.org/activity/glsen-safe-space-kit-be-ally-lgbtq-youth

Project Implicit Quiz
https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias

Hidden Curriculum
http://edglossary.org/hidden-curriculum/

LGBT-Inclusive Curriculum
Incorporate LGBT history, themes and people into your curriculum!
https://www.glsen.org/educate/resources/curriculum

Resources for an LGBTQ-Inclusive School
http://www.welcomingschools.org/resources/school-tips/lgbtq-inclusive-schools-what/

Identifying and Serving LGBTQ Youth: Case Studies of Runaway and Homeless Youth Program Grantees
https://aspe.hhs.gov/pdf-report/identifying-and-serving-lgbtq-youth-case-studies-runaway-and-homeless-youth-program-grantees

It's Elementary (Video & Curriculum)
https://groundspark.org/our-films-and-campaigns/elementary

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3, and a "Proficient" for each component in Part 2.

Part 1. Overview Questions

200-300 words

Please answer the following questions:

What are your reasons for pursuing this topic and earning this micro-credential?

Have you had any experience (negative or positive) with LGBTQ students at your school?

- **Passing:** Responses are thoughtful and reflective, and shows real desire to learn more about LGBTQ issues as they relate to lesson planning and a need to provide a safe, respectful, and inclusive space for all students, especially LGBTQ students. Responses also provide at least one specific example of how LGBTQ students have been treated in school.

Part 2. Work Examples / Artifacts

To earn this micro-credential, submit the following **three** artifacts

Artifact 1: Lesson plan

Utilize an existing curriculum or create your own using one or more of the resources provided to create a 30- to 60-minute lesson plan to teach to your students

Artifact 2: Annotated student work samples

Submit two student work samples from the above lesson plan. (This could be a reflection or an activity.)

Annotate and highlight the samples before submitting. Your annotations should include why this student demonstrates an understanding of the outcomes you put in your lesson plan and how the student was reflective about current LGBTQ issues that were taught during your lesson.

Artifact 3: Action plan

In 500 words or less, create an action plan for how you could utilize at least one of these catalysts to build LGBTQ inclusion within your classroom:

Community organizations

Collaborations

Networking

Leaders and/or experts in the field, including those who may already be available at your school or district (for example, social workers or guidance counselors, school GSA clubs).

You may want to investigate, but are not limited to: communities, clubs, and/or organizations that have policies that support LGBTQ inclusion.

null	Proficient	Basic	Developing
Artifact 1: Lesson Plan	Lesson plan is: Age-appropriate Inclusive and affirming for all students Reflects individual experiences Introduces and provides the opportunity to understand the experiences of others who possess different identities Inserted into a current content area (Reading, History…) Inclusive of the diversity that exists among LGBT individuals	Lesson plan is missing one or more of the following best practices: Inclusive and affirming for all students Reflects individual experiences Introduces and provides the opportunity to understand the experiences of others who possess different identities Inserted into a current content area (Reading, History…) Inclusive of the diversity that exists among LGBT individuals and/or the lesson may not be grade level-appropriate	Lesson plan is not grade level-appropriate and does not include any of the best practices listed in the method components section
Artifact 2: Annotated Student Work	Student work samples and your annotations should: Show that the students clearly understood the outcomes presented in your lesson plan Show that the student was reflective and empathetic about the current LGBTQ issues that were taught during your lesson	Student work and annotations may be missing or do not show that the student shows understanding of the concept being taught, empathy for LGBTQ issues or self-reflection	Student work samples are missing or do not match the lesson objectives
Artifact 3: Action Plan	Action plans should be realistic and doable within your school setting and include: 1. Objectives of the	Action plans may be missing one or more of the parts in the proficient Action plan may be unrealistic or not doable within your current	Action plan is missing all or most of the parts listed in the proficient column Action plan is not

	action 2. Action proposed 3. Time frame 4. Expected outcome 5. Success criteria and indicators Action plan supports an LGBTQ-inclusive classroom	school setting	related to building LGBTQ inclusivity in your classroom Action plan is unrealistic and/or not doable in your current situation

Reflection

400-600 words

Reflect on developing an LGBTQ anti-bias curriculum. Please make sure to address the following guiding questions:

What do I need to do to make the lessons I teach more LGBTQ-inclusive?

How can I control for bias in the lessons I teach, especially as it relates to LGBT issues?

What other pedagogical practices do I need to consider to make my classroom a safe, respectful, and inclusive learning space for all students?

- **Passing:** Passing: Reflections show evidence of personal growth and thoughtful reflection on current and future instructional practices. Reflections include specific and realistic examples that can be used in your classroom instruction.

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