



# LGBTQ+ Part 2

## Walking the Talk: Strategies to Address LGBTQ+ Bias in the Classroom

### Competency

Educators will learn about LGBTQ+ student bias and approaches to address it. Educators will also reflect on how factors that contribute to this bias can influence their daily behaviors.

### Key Method

Educators will identify their unconscious biases, explore strategies to address anti-LGBTQ+ bias, and develop action plans to ensure their curriculum, instructional materials, and approaches are inclusive of all students.

### Method Components

#### Why an LGBTQ+-Inclusive Curriculum Matters?

Stereotypes and prejudice are the seeds of bias, and all humans are biased. Unfortunately, whether conscious or unconscious, acting on a bias has profound negative effects on students, especially those who are LGBTQ+.

- Understand key terminology that relates to LGBTQ+ people.
- Explain how bias in schools impacts LGBTQ+ students.

- Incorporate inclusive curriculum in your work with students.
- Apply an anti-bias, antiracist lens to your teaching practice.
- Develop an LGBTQ+-inclusive unit or lesson plans to address bias in the classroom.

## Terminology

### LGBTQ+ Terminology

The language used to describe people who are lesbian, gay, bisexual, transgender, queer have other sexualities, genders, and experiences (LGBTQ+), has evolved over the years. To address LGBTQ+ bias at school, educators need to learn and understand relevant terminology associated with LGBTQ+ people and groups. This and other LGBTQ+ micro-credentials provide content and resources to support your learning.

<b>Gender Identity Terms</b>	<b>Sexual Orientation Terms</b>
<ul style="list-style-type: none"><li>- Non-binary</li><li>- Binary</li><li>- Male</li><li>- Female</li><li>- Cisgender</li><li>- Transgender/Trans</li><li>- Gender-nonconforming</li></ul>	<ul style="list-style-type: none"><li>- Lesbian</li><li>- Gay</li><li>- Bisexual/Bi+</li></ul>

## Why Create a Socially Just Classroom?

When we speak of racial and social justice, we envision schools where there are no differences in educational outcomes based on race, gender, sexual orientation, or class.

Our vision is that every child has a great school that honors and celebrates their identities, race, culture, heritage, gender expression, and sexual orientation. This helps students achieve their highest potential and create centers of learning that welcome, support, and inspire all students. Safe and affirming schools are a core element of student success.

## Connecting Framework Elements



NEA's Racial and Social Justice Framework has three components that function together to promote racial and social justice with individual educators, schools, and the larger educational system.

- Awareness. This goal is meant to develop educators' awareness about the causes and impacts of institutional and structural racism in education.
- Capacity Building. This goal is meant to equip and prepare educators and leaders to use the appropriate tools and strategies to achieve social justice in their schools.
- Action. This goal is meant to address inequity when we see it and by partnering with others to advance justice and equity in education.

We can be engaged in all three goals at the same time. The process of creating and realizing justice in our schools is not linear.

As you study the concepts presented in this framework, you will gain awareness, learn how to build capacity, and take action to create safer schools for LGBTQ+ students.

As you consider each element of the Racial and Social Justice Framework—awareness, capacity building, and action—and LGBTQ+ students, it is important that you reflect on questions for each goal. Review these three examples:

**Awareness.** Everyone is biased. Consider how your school or local community influences or contributes to biases, stereotypes, and prejudice

against LGBTQ+ students?

**Capacity Building.** How can educators and others in the school community recognize bias in their work with students?

**Action** - What curricular, policy, and practice changes can educators make to address bias against LGBTQ+ students?

### Understanding Conscious and Unconscious Bias

Bias is one reason for the lack of positive LGBTQ+ representations across in schools and in the curriculum. Biased actions and behaviors influence the academic outcomes, and social, and emotional health of all students, especially those who are LGBTQ+.

In this section, you will learn the definition of bias (both conscious and unconscious) and how it especially affects LGBTQ+ students.

### Curriculum Review

Explore strategies for reducing bias through various classroom lessons and activities. Bias is one reason for the lack of positive LGBTQ+ representations across schools and in curriculum.

Examine bias through case studies and self-reflection. Consider the bias (conscious or unconscious), bullying, and harassment that LGBTQ+ students experience because of who they are or perceived to be.

## Supporting Rationale and Research

American Psychology Association (2023.). *Sexual orientation and gender identity*. American Psychological Association. Retrieved February 22, 2023, from <https://www.apa.org/topics/lgbtq/sexual-orientation>

American Psychology Association (2023). *Understanding Transgender People, Gender Identity and Gender Expression*. Retrieved March 25, 2023. <https://www.apa.org/topics/lgbtq/transgender-people-gender-identity-gender-expression>

GLSEN (n.d.). *Gay, Lesbian & Straight Education Network*. Retrieved February 25, 2023. <https://www.glsen.org/>

Marx, Robert A. (2016). "Gay-Straight Alliances Are Associated with Lower Levels of School-Based Victimization of LGBTQ+ Youth: A Systematic Review and Meta-analysis." *Journal of Youth Adolescence*—"Vanderbilt News." [News.vanderbilt.edu/](https://news.vanderbilt.edu/), Vanderbilt Edu.

<https://news.vanderbilt.edu/files/2016-Gay-Straight-Alliances..Victimization.pdf>.

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<https://www.the74million.org/article/its-so-hard-as-trans-bans-spread-experts-weigh-how-to-balance-fairness-and-inclusion-in-high-school-sports/>

Wichita State University. (n.d.). *Maslow's Hierarchy of Needs*. Hierarchy of needs. Retrieved February 22, 2023.

<https://www.wichita.edu/services/mrc/OIR/Pedagogy/Theories/maslow.php#:~:text=Maslow's%20Hierarchy%20of%20Needs&text=From%20the%20bottom%20up%2C%20the,esteem%2C%20and%20self%2Dactualization> .

## Resources

[Activity List | GLSEN](#)

[30 Children's Books With LGBT Characters - WeAreTeachers](#)

[59 Children's Books That Celebrate Pride - LGBTQ Book List for Kids - No Time For Flash Cards](#)

[The Importance of Windows and Mirrors in Stories | PBS Education](#)

[Inclusive Curriculum Standards | GLSEN](#)

[Lesson Plans to Create LGBTQ+ Inclusive Classrooms and Schools](#)

[LGBTQ+ History Cards | GLSEN](#)

[LGBTQ Lesson Plans – ONE Archives Foundation](#)

[LGBTQ+ Youth Resources | Lesbian, Gay, Bisexual, and Transgender Health | CDC](#)

[NEA LGBTQ+ Terms \(BL\)](#)

[PBS LGBTQ+ Toolkit for Educators](#)

[Rainbow Book List](#)

[Safe Schools Laws](#)

[Why Racial Equity & Justice? Talking Race, Tools for Assessment, Strategic Planning and Action](#)

## Submission Guidelines & Evaluation Criteria

*To earn this micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.*

### Part 1. Overview Questions (Provides Context)

#### **(200-400word count)**

Please answer the following contextual questions to help our assessor understand your current situation. *Please do not include any information that will make you identifiable to your reviewers.*

1. What is your context, including grades/subjects you teach and student demographics?
2. What challenges have you faced as a teacher in creating a safe and inclusive environment for LGBTQ+ students in your school?
3. Have you received any training or support from your school administration on how to support LGBTQ+ students, and if so, what did that training entail?
4. In your experience, how have you developed a learning culture in your classroom?

**Passing:** Response provides examples from the educator's experience to justify the reason for choosing this micro-credential to address the specific needs of both the teacher and the student. Educators include a learning goal that describes what they hope to gain from earning this micro-credential.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following \_\_\_\_ artifacts as evidence of your learning. See Rubric for passing score.

*Please do not include any information that will make you or your students identifiable to your reviewers.*

### **Artifact 1: Review Published Lessons**

Take time to review vetted LGBTQ+ lessons and evaluate at least one lesson that may work for you, your context, and your students. Use the lesson listed in the resource section in your evaluation: [Why Racial Equity & Justice? Talking Race, Tools for Assessment, Strategic Planning and Action](#).

After reviewing published LGBTQ+ lessons, answer the following questions.

1. Does the lesson provide accurate and current information about LGBTQ+ identities, experiences, and history? Give specific examples.
2. Does the lesson encourage open dialogue and discussion, fostering a safe and supportive learning environment? Give specific examples.
3. Does the lesson incorporate diverse perspectives and representation within the LGBTQ+ community? Give specific examples.
4. Would you use this lesson with your students? Why or why not?

### **Artifact 2: Unit of Study Review**

Choose one unit, or enough content for you to teach your students for about 14 days. Take a deep dive, reviewing and presenting lessons on equity with your learners. Reflect and write about the experience using these questions.

1. What is the unit, or *14 days of study*, that you have chosen and why?
2. What hidden curriculum did you find in the unit of study (such as images, characters, or events)?
3. Are there LGBTQ+ inclusive resources that can be added or substituted to make the lesson more inclusive? If so, what are they? If not, what is already there?
4. What “windows” exist in the unit or months of study to provide opportunities for your learners to understand others?
5. What “mirrors” are present to reflect individuals back to themselves?
6. What personal biases surfaced while you reviewed this lesson?

### **Artifact 3: Revise a Unit of Study**

Adapt a unit of study to reflect everything you have learned, and to make your unit of study more inclusive. Use track changes, highlights, or other digital annotations and edits to signify where you have made changes.

Review this guidance:

- Use key LGBTQ+ terminology in the lesson.
- Identify and remove any content in the lesson that reinforces stereotypes and therefore fosters or maintains biases whether they originate from you or another source.
- Determine if there are any negative and hidden practices, messages, or values located in the lesson.
- Use resources that allow students to see themselves, as well as their peers who are different from them within the lesson.

**Artifact 4: Explain Revisions**

Write a reflection on the improvements you made to your unit and places where you were glad to know the inclusion was already made.

- Remember to include how revising the unit changed your thinking on how you will write future lesson plans and address personal biases that surface.

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Review published lessons</b>	All four responses include specific examples of defense and explanations and statements are clearly written.	Only three responses include specific examples of defense and explanations and statements are clearly written.	Less than three responses include specific examples of defense and explanations and statements are clearly written.
<b>Artifact 2: Unit of study review</b>	All six questions are thoroughly answered and reflect a deep understanding of the connection between equity, learners, and the content.	Five questions are thoroughly answered and reflect a deep understanding of the connection between equity, learners, and the content.	Four or fewer questions are thoroughly answered and reflect a deep understanding of the connection between equity, learners, and the content.

<p><b>Artifact 3: Revise a unit of study</b></p>	<p>The review of the unit of study includes responses to at least the six questions listed in the instructions.</p>	<p>The review of the unit of study includes responses to only five questions listed in the instructions.</p>	<p>The review of the unit of study includes responses to four or fewer questions listed in the instructions.</p>
<p><b>Artifact 4: Explain revisions</b></p>	<p>The reflection includes what improvements were made, what you learned about yourself, and how revising the unit will change future lesson writing.</p>	<p>Reflection includes what improvements were made and what you learned about yourself but does not include how revising the unit will change future lesson writing.</p>	<p>The reflection includes what improvements were made but is missing what you learned about yourself, and how revising the unit will change future lesson writing.</p>

### Part 3 Reflection

**(200-400 words)**  
 Use the word count above as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection, review this resource: [How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

1. What new information have you learned that surprised you? What would you like to learn more about?
2. What was it like sharing this information with your colleagues and how did their actions impress and/or surprise you?
3. What are three steps that you intend to take in your educational settings to positively impact LGBTQ student learning? How are those plans informed by the knowledge that you have gained?

**Passing:** Reflection provides evidence that this activity has impacted the educator in positive ways, related to their learning and interactions with colleagues regarding this topic. Examples are from new information gained from research and interactions with colleagues. Notable action steps stem

from research and discussions with colleagues and will be integrated into the educational setting in the future.