



# LGBTQ+ Part 4

## The Intersections of Race, Gender, Gender Identity, and Sexual Orientation

### Competency

Educators understand the intersections of race, gender, and sexual orientation and how they connect with classroom culture, pedagogy, and student and staff relationships.

### Key Method

Educators analyze critical concepts of race, gender, and sexual orientation to determine roles in examining oppression. They will create an actionable plan to address this oppression within the classroom.

### Method Components

#### Sex vs. Gender

Sex refers to a person's biological characteristics, such as their reproductive organs, chromosomes, and hormones. These are typically categorized as male, female, or intersex.

Gender, on the other hand, refers to the social and cultural roles, behaviors, and expectations that are associated with being male or female. Gender is often

described as a spectrum rather than a binary and can include a range of identities beyond male and female (e.g., non-binary, genderqueer, and transgender).

Understanding the difference between sex and gender is crucial for creating inclusive and supportive learning environments for all students.

There is a difference between not conforming to certain societal norms and expectations for one's gender and having an internal identity not aligned with one's biological sex.

## Race

Race, according to scientific research, is a social and human construct. The National Human Genome Research Institute, a federal agency, defines this construct as “a hierarchal human-grouping system, generating racial classifications to identify, distinguish and marginalize some groups across nations, regions and the world.” In other words, there is no biological rationale or basis for these actions and how people relate to each other because of inherited physical and behavioral differences like skin color.

The structures in our society that advantage or disadvantage a person based on their race are problematic. When combined with other belief systems, it is the underlying and overt associations with negativity or positivity that create added challenges or advantages for people. This is intersectionality.

It is the compounding of negative associations with a person's race, gender, and sexual orientation that create heavy burdens for people who have these overlapping identities. Society creates structures and barriers for each one.

Questions to consider while working through this micro-credential:

- What happens when a person has multiple identities that all face barriers?
- What can educators do to create relief and opportunity for students who face these barriers daily?

## Language

### **LGBTQ+ and Race Terminology**

The language used to describe people who are lesbian, gay, bisexual, transgender, queer, and have other sexualities, genders, and experiences (LGBTQ+), has evolved over the years. Gender identity and sexual orientation are the first terms to understand.

It's also important to understand that race is a human and social construct. Today's practice of arbitrarily categorizing and marginalizing people based on attributes like skin color can be traced to the 1400s. The writing of Portuguese biographer Gomes de Zurara, while not the sole or principal author of modern racism, sowed the seeds of this ideology and hierarchy.

- **Sexual orientation** is an inherent or immutable, enduring, emotional, romantic, or sexual attraction to other people. These are examples of sexual orientations:
  - Lesbian
  - Gay
  - Bisexual/Bi+
  - Asexual
- **Gender identity** is one's innermost concept of self as male, female, or a blend of both or neither. This is how individuals perceive themselves and what they call themselves. These are examples of gender identities:
  - Non-binary
  - Binary
  - Male
  - Female
  - Cisgender
  - Transgender/Trans
  - Gender Non-Conforming
- **Gender Expression:** The external appearance of a person's gender identity
- **Gender Role:** A social role based on a person's sex
- **Gender-Nonconforming:** People who do not conform to gender expectations
- **Educational Equity**
  - Raising the achievement of all students while narrowing the gaps between the highest and lowest-performing students
  - Eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories
- **Race:** The arbitrary grouping of people by other people based on physical and other characteristics such as skin color.

## Intersectionality

Intersectionality refers to the interconnectedness of social categories such as race, gender, sexuality, class, and ability and how they interact to create unique experiences of oppression and privilege. Systems of oppression maintain advantages and disadvantages based on social group memberships and operate intentionally and unintentionally on individual, institutional, and cultural levels. The "isms" and "phobias" are forms of oppression.

- These systems of oppression create a discriminatory environment for the people they target. These terms describe how people are discriminated against:
  - Racism based on race.
  - Sexism – based on biological sex
  - Classism – based on social or economic class
  - Ageism – based on age
  - Ableism – based on physical or mental ability

- Homophobia – based on sexual orientation
- Transphobia – based on gender identity
- Xenophobia – based on religion

Systems of privilege are organized around three basic principles: **dominance, identification, and centeredness**. For example, **patriarchy** is male-dominated, male-identified, and male-centered. **Race privilege** is white-dominated, white-identified, and white-centered. And a **heterosexist society** is dominated, identified, and centered on heterosexuals.

## Supporting Rationale and Research

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<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

[Beginning Courageous Conversations about Race](#)

[Confronting Anti-LGBTQI+ Harassment in Schools](#)

[Conversations on LGBTQ+ Questions](#)

[Leading by Convening](#)

[Plutchik's Wheel of Emotions: Feelings Wheel • Six Seconds](#)

[Privilege 101: A Quick and Dirty Guide - Everyday Feminism](#)

['The Future of Trans' Documentary: Chella Man, ALOK, Patricio Manuel, and more](#)

[Report of the American Psychological Association Task Force on Appropriate Therapeutic Responses to Sexual Orientation](#)

[Sometimes You're A Caterpillar](#)

Template

[Artifact 4-1: Identity Wheel](#)

Terminology and Statistics

[Glossary of Terms - Human Rights Campaign](#)

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

[The 2017 National School Climate Survey](#)

## 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)

**(200-400 words)**

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

1. What challenges have you faced as a teacher in creating a safe and inclusive environment for LGBTQ+ students in your school?
2. 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?
3. In your experience, how have you developed a learning culture in your classroom?

**Passing:** Response provides specific 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.

### Part 2. Work Examples/Artifacts/Evidence

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

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

#### **Artifact 1: Identity Wheel**

Create a Venn diagram of your identity.

- **Inner Circle:** write aspects that are core to who you are, such as gender, race, sexual orientation, economic class, physical and/or mental ability, education, citizenship status, ability to speak English, and religion

- **Outer Circle 1:** write aspects of your identity from the core circle are advantages
- **Outer Circle 2:** write aspects of your identity from the core circle that are advantages

An optional template ([Artifact 4: Identity Wheel](#)) is located in the resource section, but feel free to do this by hand and take a photo of it to upload.

**Artifact 2: Identity Reflection**

Examine how each of our three primary identity groups (race, gender, sexual orientation) impact people. Recall only one positive life experience related to each part of your identity (race, gender, sexual orientation) and write it down. Then, do the same for negative experiences associated with each part of your identity. Next, answer these questions:

1. What aspects of your identity create an advantage? Why or why not?
2. What aspects of your identity create a disadvantage? Why or why not?
3. What aspects of your identity are neutral? Why or why not?
4. Do others with the same identity marker have different advantages/disadvantages? Why or why not?

**Artifact 3: Review of Current Culture (100- 250 words)**

Based on your reflection and your written responses in the preceding exercise, review policies, practices, laws, and norms that protect LGBTQ+, people of color, , and the intersectionality of people in your school.

Reflect by answering these questions.

- What policies, practices, norms, and habits in your school or district maintain systems of privilege or oppression?
- Do you consider this privilege and oppression a learning inequality?

**Artifact 4: Action Plan**

Based on your learning, create a list, chart, or diagram to share your thoughts on the following:

- Describe one or more resources or opportunities you plan to use or pursue to broaden your understanding of issues about the intersections of race, gender, and sexual orientation.
- Based on your learning, what are two actions you will take?

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
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<b>Artifact 1: Identity Wheel</b>	The identity wheel has a Venn diagram with at least six core markers, and the disadvantages and advantages are written.	The identity wheel has a Venn diagram with at least five core markers, and the disadvantages and advantages are written.	The identity wheel has a Venn diagram with less than five core markers, and the disadvantages and advantages are written.
<b>Artifact 2: Identity Reflection</b>	All four identity reflection questions are answered.	Only three identity reflection questions are answered.	Less than three identity questions are answered.
<b>Artifact 3: Research and Summary</b>	<p>Summary includes at least 3 but not more than 10 reputable sources.</p> <p>The format is easy to read with information that includes:</p> <ul style="list-style-type: none"> <li>• overview of the law/policy,</li> <li>• notes on why laws/policies resonate with your learning</li> </ul>	<p>Summary includes at least 2 but not more than 11 reputable sources.</p> <p>The format is easy to read with information that includes:</p> <ul style="list-style-type: none"> <li>• overview of the law/policy,</li> <li>• notes on why laws/policies resonate with your learning</li> </ul>	<p>Summary does not include three to ten resources or format does not include this information:</p> <ul style="list-style-type: none"> <li>• an overview of the laws/policies,</li> <li>• notes on why laws/policies resonate with your learning</li> </ul>
<b>Artifact 3: Review of Current Culture</b>	Writing is between 100 and 250 words and answers the two questions.	Writing is less than 100 or more than 250 words and answers the two questions.	Writing does not answer the two questions.
<b>Artifact 4: Action Plan</b>	Two specific actions are described, as are specific resources for further learning.	Two specific actions are described, but specific resources for further learning are not detailed.	Two specific actions are not described.

## Part 3 Reflection

**(200-400 words)**

Use the word count above as a guide to writing 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. How have your actions, language, and assumptions around race, gender, and sexual orientation evolved? What led to those changes?
2. How will you share this information with others?
3. How does learning about your identity help you work with others?

**Passing:** Reflection provides evidence that this activity has positively impacted the educator, related to their learning and interactions with colleagues regarding this topic. Examples are 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.