Utilizing Proper Terminology to Talk About LGBTQ Topics

Educator expands their instructional understanding of LGBTQ terminology

Key Method

The educator deepens their understanding of LGBTQ terminology and uses the appropriate terms when planning activities and creating lesson plans that encourage empathy and community-building.

Method Components

Learning Current LGBTQ Terminology

Learners in the classroom include both students and the educator. Therefore, positive relationships must be established among all learners in the classroom. Educators should demonstrate and model appropriate social skills, including communication, conflict resolution, tolerance, and acceptance.

- When students ask questions about LGBTQ words, it is sometimes best to offer simple and direct answers.

- Listening first helps you respond. An educator might choose to answer a student's question with another question to figure out what they are really asking – is it about name-calling, a classmate's two dads, or something they saw on the Internet?

- Using examples helps students understand definitions.

- Questions about LGBTQ words can provide teachable moments on topics like understanding difference and treating people with respect.

- Knowing and understanding terminology can serve as a starting place for educators to respond to questions about LGBTQ words.

- Knowing these definitions can deepen an educator's understanding of LGBTQ topics and help facilitate communication with students.

- This understanding fosters a sense of belonging and value for each learner

Adapted from Welcoming Schools (See Resources section)

Suggested Teaching Strategies for Terminology Lessons:
These may include but are not limited to:

- creating a skit

- role playing

- creating a news segment with a green screen

- creating public service announcement (visual arts or video)

an art project

Identify and Utilize Current LGBTQ Resources
A simple way to let students and families know that your school welcomes everyone is to learn to identify current LGBTQ resources and integrate these sources into your curriculum.
Utilizing books as a resource can be a meaningful catalyst for introducing or improving your curriculum.
Many online resources are offer assistance in helping you plan activities, create lesson plans, and develop strategies for advocacy to better serve all students.
Local communities have many rich resources, including clubs, organizations, experts in the field, and community leaders
Additionally, there are many online communities and forums for educators to communicate, ask questions, collaborate, and share.

Suggested strategies for discovering and curating resources to build instructional practice

Investigate community organizations, collaborations, networking spaces, leadership, and experts in the field in order to establish connections to improve your practice.

You may want to investigate, but are not limited to, communities, clubs, and/or organizations that have policies which support LGBTQ inclusion, making connections with public figures or experts in the field.

A preliminary list of resources (see Resource section) has been provided to you in order to help you better assess and address your personal classroom needs. Most links provide menus and links to additional information so that you may find the tools and resources that best fit your needs. These are merely suggestions. You are encouraged to use any additional resources to aid in any and all of the tasks. Additionally, tasks do not need to be completed in order. One educator may find one task to be a better starting point than another and should pursue what is most meaningful to their practice.

Supporting Research

Berkowitz, R. (2017) A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement, Review of Educational Research. DOI: 10.3102/0034654316669821.
https://journals.sagepub.com/doi/full/10.3102/0034654316669821

Cornell, D., Gregory, A., Huang, F., & Fan, X. (2012). Perceived prevalence of bullying and teasing predicts high school dropout rates. Journal of Educational Psychology. DOI: 10.1037/a0030416.
https://psycnet.apa.org/search/display?id=4b952174-2e70-640d-b478-106f627c9479&recordId=1&tab=PA&page=1&display=25&sort=PublicationYearMSSort%20desc,AuthorSort%20asc&sr=1

K. F. Osterman (2000). Students' need for belonging in the school community. Review of Educational Research 70(3), (pp. 323-367)
https://journals.sagepub.com/doi/pdf/10.3102/00346543070003323

Kann L, McManus T, Harris WA, et al. Youth Risk Behavior Surveillance — United States, 2015. MMWR Surveill Summ 2016;65(No. SS-6):1–174. DOI:
http://dx.doi.org/10.15585/mmwr.ss6506a1

Kann L, Olsen EO, McManus T, et al. Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9–12 — United States and Selected Sites, 2015. MMWR Surveill Summ 2016;65(No. SS-9):1–202. DOI:
http://dx.doi.org/10.15585/mmwr.ss6509a1

Kathleen Nader (2012) Violence Prevention and School Climate Reform. National School Climate Center, School Climate Brief Number 5.
https://eric.ed.gov/?id=ED573695

Russell, S. T., Sinclair, K. O., Poteat, P. V., Koenig, B. W. (2012) Adolescent health and harassment based on discriminatory bias. American Journal of Public Health 102(3) 493-95. doi: 10.2105/AJPH.2011.300430.
https://ajph.aphapublications.org/doi/10.2105/AJPH.2011.300430

Resources

GLSEN Glossary of LGBT-Related Terms
https://www.glsen.org/sites/default/files/2020-04/GLSEN%20Terms%20and%20Concepts%20Thematic.pdf

The Trevor Project

https://www.thetrevorproject.org/trvr_support_center/in-school/

U.S. Department of Education, National Center for Education Statistics (2016) Digest of Education Statistics. Available at http://nces.ed.gov/programs/digest/d15/tables/dt15_105.20.asp?current=yes

Issue 5: Does School Safety Influence Standards of Learning Achievement? Virginia High School Safety Study. https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/vhss-one-pager-issue-5.pdf

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3, and a "proficient" on both components in Part 2.

Part 1. Overview Questions

400-600 words

Describe your school's current knowledge and curriculum with regards to addressing LGBTQ issues. Please reference district and/or state policies directly in your response. If there is no policy in place, please make that clear in your response.

Include:

Barriers or supports that exist in creating a safe space for all students.

Identified safety issues for LGBTQ students or those who are perceived to be LGBTQ.

School/district/state policies and other considerations inclusive of LGBTQ students.

Identified resources and strategies need or used for creating safe schools.

- **Passing:** Response completely addresses all four points using district/state and/or personal examples and supportive evidence that clearly illustrates the educator's school's current climate with regards to LGBTQ issues.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit a unit of study and eight work samples from different students.

Artifact 1: Unit of study
The unit of study should include the following four lesson plans:

- A lesson introducing LGBTQ terminology.
- A lesson that uses a children's book, young adult book, or excerpt as a catalyst to introduce age-appropriate terminology in context to students. This lesson should showcase student reflection and empathy.
- A lesson that requires students to use the correct terminology in context. This can be spoken in the form of a dialogue or a writing assignment (see Method Components for suggestions).
- A listening comprehension lesson that utilizes community organizations or an expert in the field. This can be done virtually or in person.

Combine all lessons into one document for submission.

Artifact 2: Student work samples

Two artifacts of student work from each of the four lessons (eight total). These work samples should reflect student understanding and use of the correct terminology as well as empathy and self-reflection.

Combine all lessons into one document for submission.

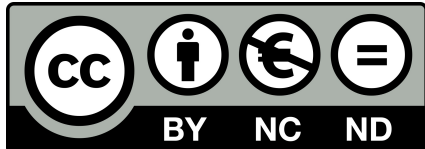| null	Proficient	Basic	Developing
Unit of Study	Includes: A lesson introducing LGBTQ terminology. A lesson that uses a children's book, young adult book, or excerpt as a catalyst to introduce age-appropriate terminology in context to students. This lesson should showcase student reflection and empathy. A lesson that requires students to use the correct terminology in context. This can be spoken in the form of a dialogue or a writing assignment. A listening comprehension lesson that utilizes community organizations or an expert in the field. This can be done virtually or in person. Lessons that focus on teaching empathy, understanding, and inclusivity.	May include four lessons but not all four lessons focus on inclusivity, empathy, and understanding Some of the lessons may not use appropriate and credible resources. One or more of the required lessons are missing.	One or more of the four required lessons are missing. Lessons do not have appropriate objectives Empathy and understanding are not expected outcomes for one or more of the lessons
Student Work Samples	Students' work show understanding and empathy for the LGBTQ community. Students' work show understanding of the concepts taught in the lesson.	Students' work may show understanding but not empathy for the LGBTQ community Students' work may show empathy but not understanding of the concepts being taught.	Students' work lack evidence of understanding the concepts AND lack of evidence that the students have empathy for the LGBTQ community.

Reflection

400-600 words

Write a reflection addressing the following guiding questions:

How has expanding your resource library and the terminology used in the classroom helped to promote a more

inclusive environment for all students?

How might you modify the activities you created to better serve your students and their community in the future?

● Using feedback from your lessons, what are some areas of need that still need to be addressed with your students in creating an inclusive environment?

● As the classroom instructor, what is an area of need for your own growth concerning this topic? How do you plan on addressing this need for growth?

- **Passing:** Reflection includes specific examples from the educator's classroom and a justification for the modifications that the educator may need to make in the future.