Examining the Intersections of Race, Gender, and Sexual Orientation

Educator demonstrates an understanding of the intersections of race, gender, and sexual orientation and how they connect with classroom culture, pedagogy, and student and staff relationships.

**Key Method**

The educator analyzes key concepts of race, gender, and sexual orientation. The educator determines roles in examining oppression at the individual, institutional, and societal levels based on the intersections of race, gender, and sexual orientation and creates an actionable individual plan for addressing this oppression within the classroom.

**Method Components**

**Key Components of Intersections of Race, Gender, and Sexual Orientation**

**Key terms for gaining foundational understandings of race**
- Race, multiracial
- Ethnicity, non-dominant ethnicity
- Color, person of color
- National origin

**Key terms for gaining foundational understandings of gender**
- Gender, male, female, neither, both, transgender, cisgender
- Sex assigned at birth
- Gender binary, non-binary, gender nonconforming
- Gender expression
- Gender identity

**Key terms for gaining foundational understandings of sexual orientation**
- Sexual orientation/identity
- Homosexual, bisexual, heterosexual, others
- Gay, lesbian, straight, queer, others
- Impact of identities (race, gender, sexual orientation) on the foundations of Maslow’s Hierarchy of Needs (physical and emotional needs and safety)
- Instructional support on intersectionality
Strategies for Determining Roles in Examining Oppression

Individual roles in raising awareness of issues of race, gender, and sexual orientation

Examples:

- Examine your own actions, language, and assumptions around race, gender, and sexual orientation.
- Explore how those beliefs and behaviors obscure meaning, perpetuate oppression, deflect responsibility, or deprive people of identity.

Institutional support for intersectionality

Examples:

- Advocate for inclusive nondiscrimination and anti-harassment policies.
- Curate and share articles on intersections of identities.
- Engage stakeholders in discussions of changes to policies, procedures, and curricula.
- Advocate in the larger community.
- Form partnerships with school and community-based organizations and agencies.
- Write letters to the editor of the local or community newspaper to advocate for change in municipal or state policies that will protect citizens based on race, gender, and sexual orientation/identity.
- Lobby local, state, and federal leaders in person or through letters, social media, or telephone calls (keep a call log using an app or keep a paper log).

Key Questions

To prepare for this micro-credential, educators should be able to answer the following questions. These are the foundations for understanding the intersections of race, gender, and sexual orientation.

- Is race a fixed concept? Is our society’s concept of race fixed or fluid? Is race biological or a social construct?
- How is gender different from sex assigned at birth?
- How is sexual orientation/identity different from gender identity?

Supporting Research


https://books.google.com/books?hl=en&lr=&id=e1ITbOA2hQCoi=fnd&pg=PA209&dq=Intersections+of+race,+gender+and+sexuality&vet=bW0BP2g9TSO42Hu4#v=onepage&q&f=false

GLSEN (2017) Playgrounds and Prejudice (Elementary School Climate)

https://www.glsen.org/sites/default/files/Playgrounds%20%26%20Prejudice.pdf

GLSEN (2013) Gay, Brown and Beautiful

https://www.glsen.org/blog/gay-brown-and-beautiful

GLSEN (2015) Shared Differences: The Experiences of LGBT Students of Color in Our Nation’s Schools

https://www.glsen.org/sites/default/files/Shared%20Differences.pdf

GLSEN (2017) Why Educators Should Recognize Queer, Asian Identities In School Curriculum

https://www.glsen.org/blog/why-educators-should-recognize-queer-asian-identities-school-curriculum

GLSEN (2013) Some Considerations When Working With LGBT Students of Color:

GLSEN (2016) 4 Toxic Messages I Learned About Gender...

https://www.glsen.org/blog/4-toxic-messages-i-learned-about-gender-and-4-teach-instead

GLSEN (2015) School Climate Survey


GLSEN (2013) Examining Oppression: Layers of Identity

https://www.glsen.org/examining-oppression-layers-identity

GLSEN (2017) Here’s What I Need As A Queer Black Student

https://www.glsen.org/blog/hers%25E2%2580%2599s-what-i-need-queer-black-student

### Resources

What is Intersectionality and Why is it Important

http://www.care2.com/causes/what-is-intersectionality-and-why-is-it-important.html

Teaching to Transgress: education as the practice of freedom, by bell hooks - In this book, the author shares her philosophy of the classroom, offering ideas about teaching that fundamentally rethink democratic participation. She writes about a new kind of education, education as the practice of freedom. She advocates the process of teaching students to think critically and raises many concerns central to the field of critical pedagogy, linking them to feminist thought. In the process, these essays face squarely the problems of teachers who do not want to teach, of students who do not want to learn, of racism and sexism in the classroom. Teaching students to “transgress” against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for the author, the teacher’s most important goal. -- From the back cover:


Word We’re Watching: Intersectionality

https://www.merriamwebster.com/wordsatplay/intersectionality-meaning

Intersectionality

https://www.youtube.com/watch?v=w6dnj2lyYjE

Straightlaced (4 excerpts)

https://drive.google.com/openid=0B2WcMM4QrYeBTXd4Umd3eGlaaDQ

TED Talk-Color Blind or Color Brave

https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave&#t-832702

Why Intersectionality Can’t Wait


Lesson Plans, Resources, and Strategies: Teaching Tolerance (Gender Expression)

http://www.tolerance.org/classroomresourceskeys=type%3Dlesson%26topic%3D152%26grade%3DAll%26domain%3Dall%26subject%3DAll

Lesson Plans, Resources, and Strategies: GLSEN (LGBTQ Curriculum Resources)

https://www.glsen.org/educate/resources/curriculum

Lesson Plans, Resources, and Strategies: GLSEN (No Name-Calling Week - varied elementary resources)

https://www.glsen.org/nonamecallingweek/elementary
Lesson Plans, Resources, and Strategies: GLSEN (No Name-Calling Week - varied middle school resources)

https://www.glsen.org/nonamecallingweek/middle-school

Lesson Plans, Resources, and Strategies: Welcoming Schools (Responding To Children’s Questions About LGBTQ Topics - varied resources)

http://www.welcomingschools.org/resources/challenging-questions/

Lesson Plans, Resources, and Strategies: Welcoming Schools (Resources For Your School - varied resources)

http://www.welcomingschools.org/resources/school-tips/


https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/

Lesson Plans, Resources, and Strategies: Teaching Tolerance (Gender Equity)

http://www.tolerance.org/classroomresourceskeys&type=lesson&topic=168&grade=All&domain=All&subject=All

Lesson Plans, Resources, and Strategies: Teaching Tolerance (Sexual Orientation)

http://www.tolerance.org/classroomresourceskeys&type=lesson&topic=161&grade=All&domain=All&subject=All

Lesson Plans, Resources, and Strategies: Welcoming Schools (Diverse Lesson Plans For Your School)

http://www.welcomingschools.org/resources/lesson-plans/

Lesson Plans, Resources, and Strategies: GLSEN (No Name-Calling Week - varied high school resources)

https://www.glsen.org/nonamecallingweek/high-school

Teaching Tolerance – 5 Steps to a Safer School

- http://www.tolerance.org/supplement/5-steps-safer-schools

Webinar: GLSEN Playgrounds and Prejudice

https://www.glsen.org/portal/researchpolicyadvocacy/playgroundsandprejudice

Race: Bones and Stones

https://anthropology.net/2008/06/30/the-concept-of-race/

Gender: Gender and Health

https://www.med.uottawa.ca/sim/data/Gender_defined_e.htm

Gender: Gender Concepts and Definitions

https://gender.jhpiego.org/analysistoolkit/gender-concepts-and-definitions/

Race: There Is No Such Thing As Race

http://www.newsweek.com/there-no-such-thing-race-283123

Race: Race is a social concept, not a scientific one (op-ed)

https://www.livescience.com/47627-race-is-not-a-science-concept.html

Sexual Orientation: The Gender Unicorn

http://www.transstudent.org/gendergclid=EAIaIQobChMI9LOTzzm1QIVDyWBCh1hsQzFEAMYASAEgJ92_D_BwE

Sexual Orientation: Sexual Orientation and Gender Identity Definitions

Race: Race Is A Social Construct, Scientists Argue

https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/

Sexual Orientation: What Is “Sexual Identity”? Is It The Same As Sexual Orientation?

https://kinseyconfidential.org/sexual-identity-sexual-orientation/

Gender: Understanding Gender

https://www.genderspectrum.org/quick-links/understanding-gender/

Sexual Orientation: The Difference Between Sexual Orientation and Gender Identity


http://www.tolerance.org/supplement/ten-ways-homophobia-affects-straight-people

TED Talk - The Urgency of Intersectionality

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

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Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must earn passing on sections 1 and 3 and earn a proficient on Part 2.

**Part 1. Overview Questions**

250 word limit

Answer the following questions:

What are your system’s anti-harassment policies for students and staff?

If the existing policies do not include protections for sexual orientation and gender (including gender identity and expression), what efforts have been made to have those protections included? What part, if any, have you played in these efforts?

- **Passing:** Responses address each of the two questions, using documentation from system policies and supporting evidence such as district/state policy briefs, board minutes or transcripts, transcripts of interviews with policy makers or stakeholders, or news articles.

**Part 2. Work Examples / Artifacts**

Artifact 1: Action Plan and Evidence of Completion:

Using the information about the key concepts of race, gender, and sexual orientation, create a concrete plan of action to accomplish in one of the three areas: individual, institutional, or societal.

Your action plan should include:

- A timeline
- At least one goal
- Address all intersections (race, gender, and sexual orientation)
- A way of determining whether the goal has been accomplished (or not).

Evidence of completion including two of the following:

- 2-3 student reflections
- 2-3 student work samples
- 5-10 photos
- 1-3 letters (If letters to the editor, policy makers or lawmakers are used, do not include your name in this artifact)
- An article that you wrote for publication
- A presentation that you gave
- Call or visit logs (at least 10)

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<td>Action Plan</td>
<td>Creates a plan of action at the individual, institutional, or societal level that includes all of the listed requirements in Part 2 submission guidelines. Action plan addresses a need that is grounded in research and is realistic and doable. Two types of evidence from the bullet points listed in the Part 2 submission guideline are submitted. Evidence demonstrates actions taken. Correspondence is concise and grammar, spelling, and sentence structure enhance clear communication.</td>
<td>Creates a plan of action at the individual, institutional, or societal level. Evidence of action is incomplete. Action plan is missing one or more key elements. Action plan may not address a real need grounded in research. Grammar, spelling, and sentence structure allow for clear communication.</td>
<td>Action plan is not actionable and/or significant pieces are missing. No evidence of action taken or evidence is not related to the action plan.</td>
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**Reflection**

500-word limit total

Please reflect on examining the intersections of race, gender, and sexual orientation. In your reflection, address the following questions:

How successful were you in executing your plan of action?

What impediments did you face?

What resources would allow you to expand it?

How did this activity change your future actions and/or thinking about the issues of intersections of race, gender, and sexual identity?

- **Passing:** Thoughtfully responds to each question and includes specific examples from your experiences in implementing your action plan, specific examples of resources, and an analysis that speaks to both your successes and impediments.

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