



Making Your Classroom Safe for LGBTQ Youth

Course Description: All students need a safe, supportive environment in which to learn, including students who are lesbian, gay, bisexual, transgender, or are questioning (LGBTQ) their identities. There is extensive evidence that LGBTQ students are disproportionately targets for harassment and discrimination in schools. Left unchecked, this harassment and discrimination may escalate to the level of physical violence or violent crime. The climate of fear experienced by LGBTQ students frequently results in increased absenteeism, decreased academic performance, and increased risk of suicide and other high-risk behaviors.

This course will cover a wide range of issues facing LGBTQ students in our classrooms and offer in-depth solutions to making your classroom and school a safe and supportive learning environment. Activities in this course will include discussions on LGBTQ terminology, negative situations LGBTQ youth may experience, and sources of LGBTQ discrimination.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Understand the difference between gender expression, gender identity, biological sex, and sexual orientation
- Reflect on the privilege and microaggressions and how they may influence LGBTQ youth
- Gain knowledge about the coming out process and experiences of LGBTQ youth
- Evaluate strategies for creating a safe and supportive classroom for LGBTQ youth
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	Gender 101 – Participants will review a TedX talk by Sam Killerman and other resources discussing the differences between gender identity, gender expression, biological sex, and attraction.	0.85 Hours
3	Privilege – Participants will review <i>Unpacking the Invisible Knapsack</i> and the concept of privilege. They will answer questions on the idea of privilege and other key concepts.	0.85 Hours

4	Microaggressions – Participants will review the concept of microaggressions and how they play out for LGBTQ youth. They will review examples they have seen and other concepts from the readings.	0.85 Hours
5	Coming Out – Participants will analyze the Cass Identity Model and read articles examining the coming out process.	0.85 Hours
6	Statistics! – Statistics from GLSEN will be looked at for anti-bullying information and will be used to answer critical thinking questions.	0.85 Hours
7	LGBTQ Bullying – Participants will analyze the issues of LGBTQ bullying and harassment and answer questions related to course materials.	0.85 Hours
8	Kicked Out – Participants will review the issues of LGBTQ youth homelessness.	0.85 Hours
9	Affirming Students in the Classroom – Participants will review materials on how to create a safe and affirming classroom for LGBTQ students. They will reflect on the advantages and challenges they may face.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 3. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.