



Supportive Teams - Safe Schools: How to Create a Supportive Team Environment for All

Course Description: Sport is not just about who can run the fastest, tackle the hardest, or jump the highest. Sport allows all students to learn the affects physical activity and accomplishment through that can apply to all of academia. No matter how great or small, accomplishment and achievement create a greater sense of positive self-esteem. In the United States, one third, 32.5% (2011 GLSEN National School Climate Survey) of students who identify as LGBT (Lesbian, Gay, Bisexual, Transgender) avoid attending Physical Education due to the environment being unsafe and or uncomfortable. As an educator, creating an environment that actively encourages and promotes inclusion of all students, no matter identity, enables all students to participate, feel included, and achieve.

Even though society is moving forward on acceptance, the perception that LGBT athletes are not welcome of capable of achievement through sport is still a message that must continue to be highlighted. As an educator, it is you who sets the environment on the playing field, and in the classroom. Eliminating negative perceptions, attitudes, and language will allow all students to reach their full potential, free of being left on the sidelines.

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:

- Identify the role sports can play in building a supportive school culture
- Demonstrate awareness of the root causes of unsupportive school environments and environments on the field
- Evaluate methods for creating a team environment for all students regardless of sexual orientation or gender identity/expression
- 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 | Role of Coaches – Participants will review a video and article concerning the role of a coach and the positive impact a coach can have on school climate. | 0.85 Hours |

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|--------------------|--|---------------|
| 3 | Bullying 101 – Participants will examine the issue of bullying and responsibilities school districts have when it pertains to bullying. | 0.85 Hours |
| 4 | School Climate Checklist – Participants will utilize a school climate checklist and report back on their success and areas for improvement. | 0.85 Hours |
| 5 | Gender 101 – Participants will review a TedX Talk by Sam Killerman and read review material on the differences between gender expression, gender identity, and biological sex. | 0.85 Hours |
| 6 | Transgender Students in School – Participants will read several resources discussing the experiences and barriers which transgender students overcome in schools. | 0.85 Hours |
| 7 | Transgender Student Athletes – Participants will read several materials discussing the experiences of transgender student athletes. | 0.85 Hours |
| 8 | Title IX – Participants will reflect on what Title IX and its protections for trans student athletes. | 0.85 Hours |
| 9 | Transitioning- Participants will review information when it comes to transgender student athletes when they transition. | 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.