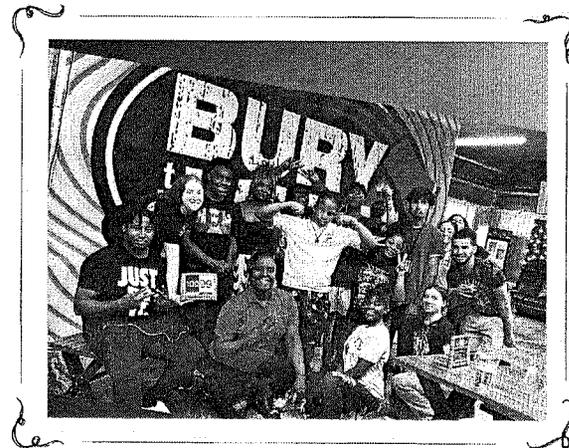
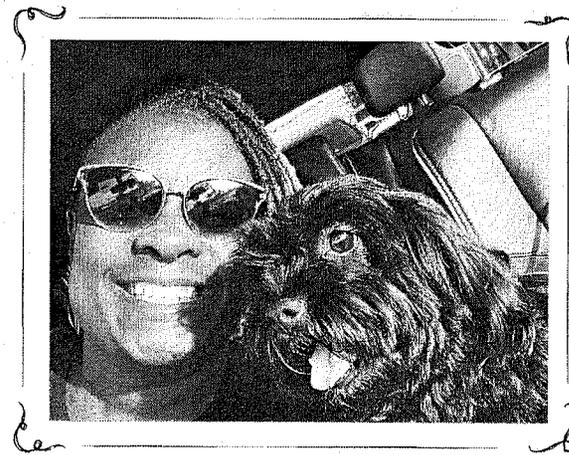
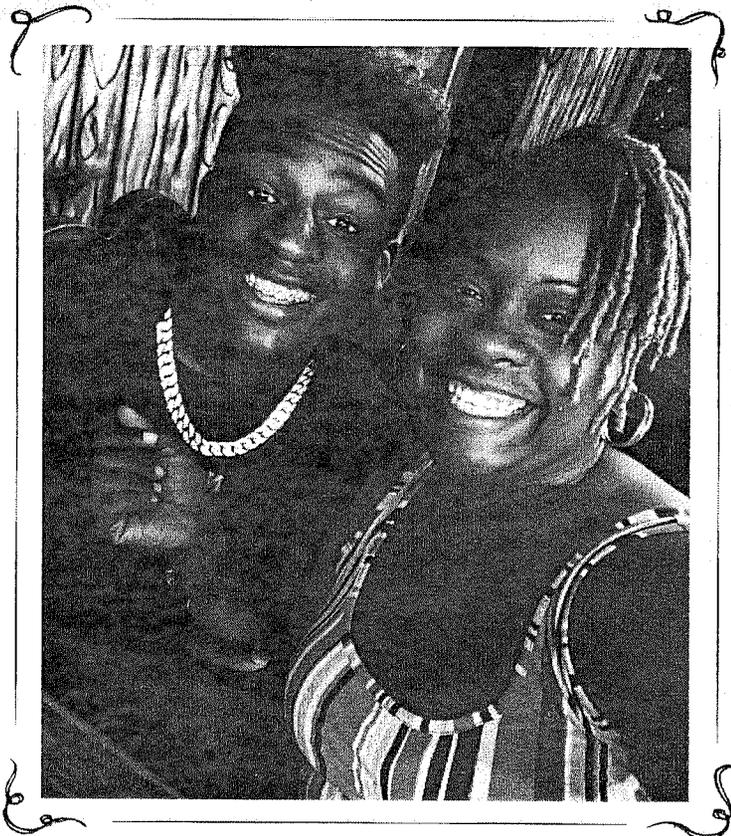
A stylized illustration of a landscape. In the foreground, there are rolling hills in shades of gray and black. To the left, there are two stylized flowers with large, rounded petals. Above the flowers, a small bird is flying. The background is a light, textured gray.

# An Intro to LGBTQ+ Education: Cultivating Gender Inclusive Classrooms

By: Aneesah Smith, M.S.,  
Social Justice Strategist



## Why me?

Most importantly  
because I am a  
**MOM !!!**

But also, because:

- It's personal & professional;
- I'm Queer;
- Student Affairs Professional;
- Previous LGBTQA+ Director & Coordinator of Rainbow Connection

## Today's Roadmap...

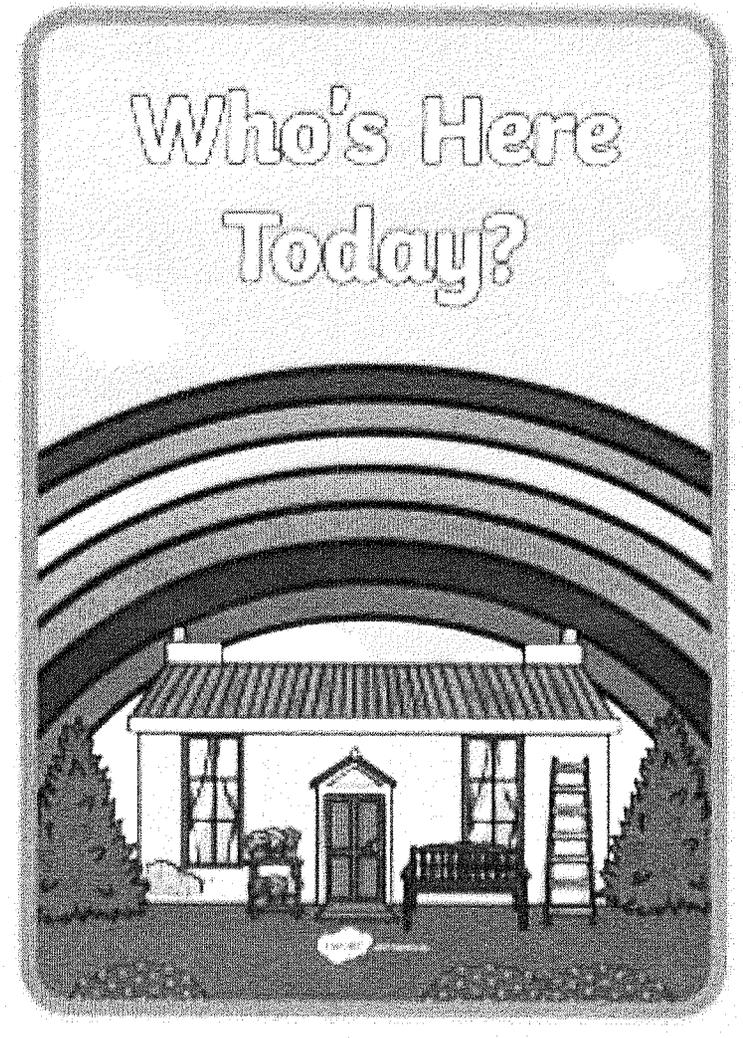
- Unconscious Bias & Privilege
- Diversity @ Fern Hill
- Sex, Gender, Sexuality Basics
- Terminology Review
- Gender Inclusive Classroom
- Calming Concerns for Parents and responding to students...
- Using Picture Books
- Tackling Bullying – Ally or Bystander Lessons
- It's ON ME! – Goal Setting/ Action Planning!

# Introductions

- ~Name
- ~Position/Grade/Subject
- ~Years in the field
- ~Familiarity with  
LGBTQ+  
identities, language,  
culture, etc.

## Scale:

- 1 – No experience/knowledge
- 5 – Very experienced and knowledgeable



# *Celebrate Diversity Everyday*



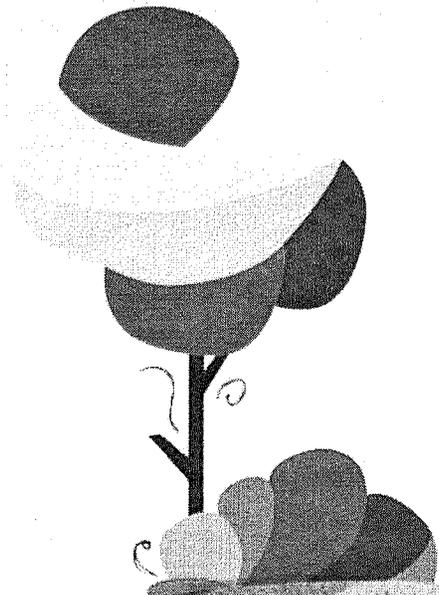
**CELEBRATE  
DIVERSITY**

*What is currently being done here at Fern Hill Elementary to celebrate the diversity of your students and their families?*

## Responding to Diverse Families Questions

- They don't match. His parents are white and he's brown.
- Why don't they live with their parents anymore?
- Why does she live with her grandma?
- Why can't his mom speak English?
- How can a family have two moms (dads)? Which one is the real one?
- Don't you need a woman and a man to have a baby?
- Emily says she is adopted. What does that mean?

# SELF – Unpacking!



When did you first learn about  
L, G, B, T, Q, Q, or A?  
How does what you believe affect your  
support of students/families  
who hold these identities?

# Combating Unconscious bias for educators...

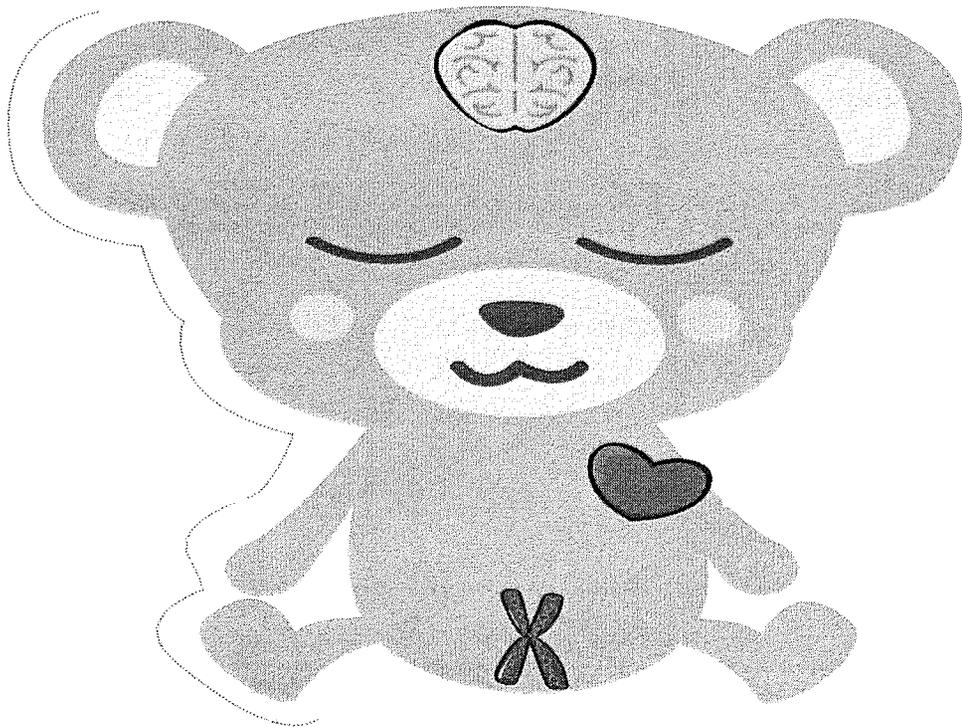
- Get Real- and embrace discomfort
- Spend time with people who are not like yourself
- Apply intercultural communication techniques
  - Inquiry
  - Framing
  - Positioning
  - Dialogue
  - Reflection
  - Action
- Be the Change!

Bowman, Karen Doss, and Charlotte West. "Strategies for Countering Unconscious Bias in the Classroom." *NAFSA*, 4 Aug. 2020.

# Current Personal/ Classroom Assessment

1. What am I most comfortable discussing with students as it pertains to gender & sexuality?
2. Do I currently address LGBTQ+ people/families in my classroom currently, why or why not?
3. What question(s) do I need help answering or addressing with students?
4. One goal I have for myself professionally in learning about LGBTQ identities is?

# THE GENDER BEAR



  
How you feel and see yourself

← \_\_\_\_\_ →

  
Who are you attracted to sexually and/or emotionally?

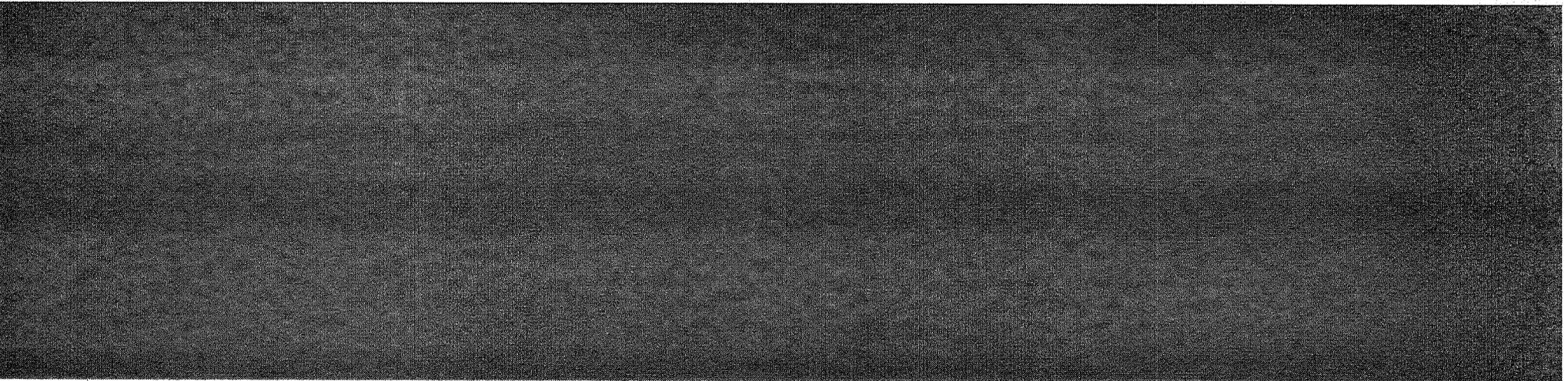
← \_\_\_\_\_ →

  
Sex assigned at birth

← \_\_\_\_\_ →

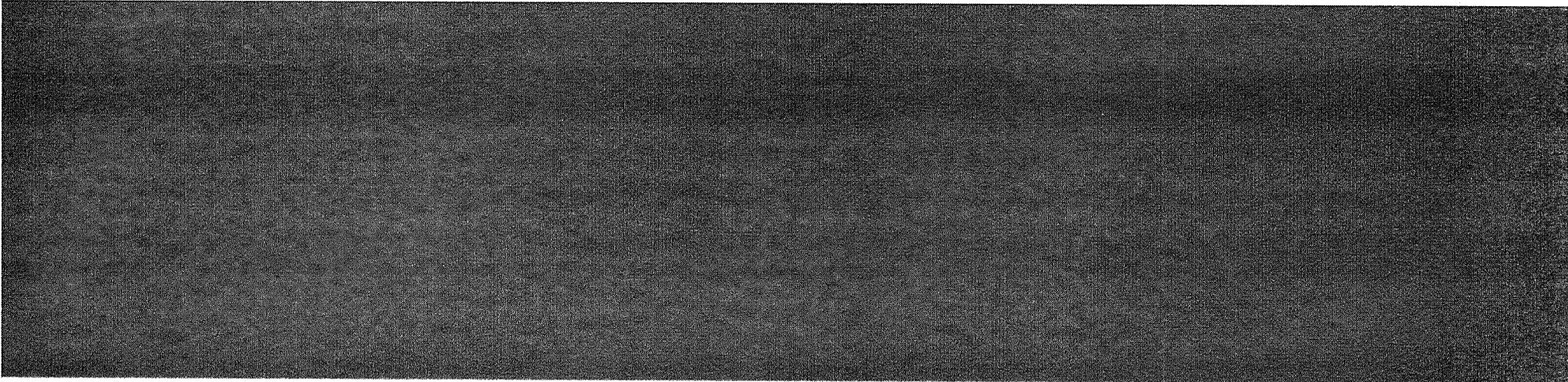
  
How do you express yourself?

← \_\_\_\_\_ →



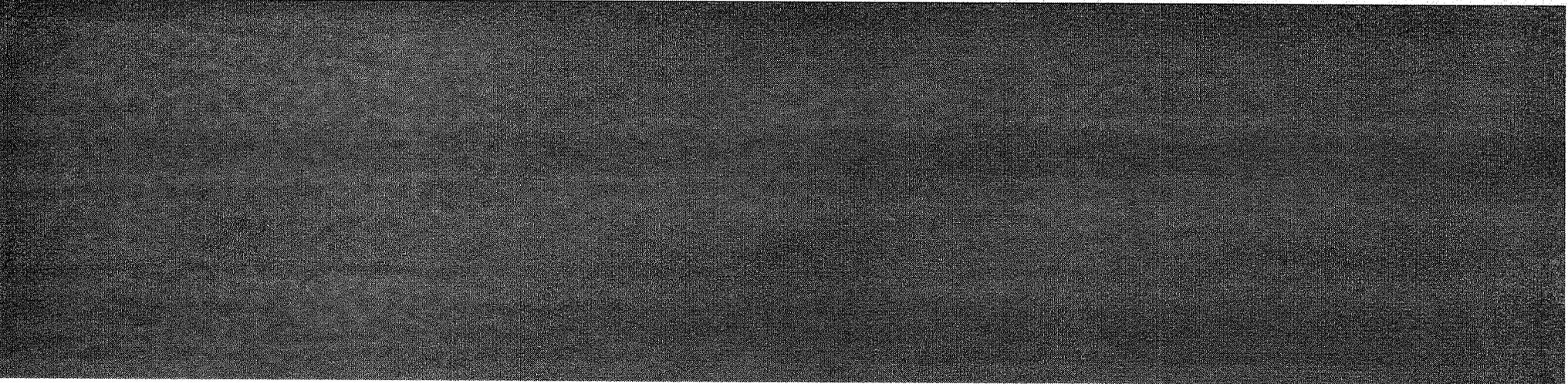
*Usually confused with gender;  
it is Assigned to you at birth;*





*Cannot be seen!*

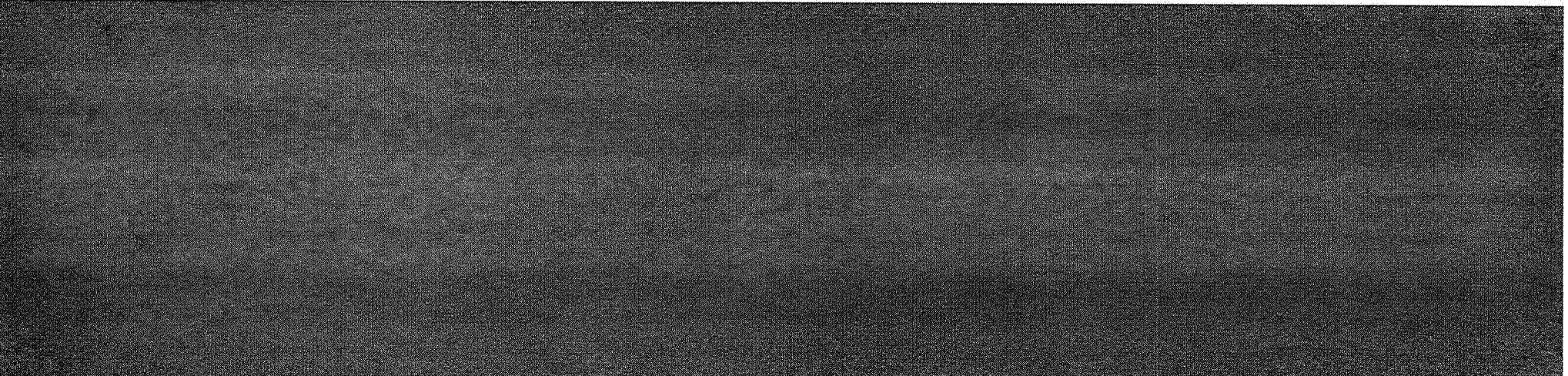




How you tell the world your gender?

If it doesn't match your assigned sex  
than what?

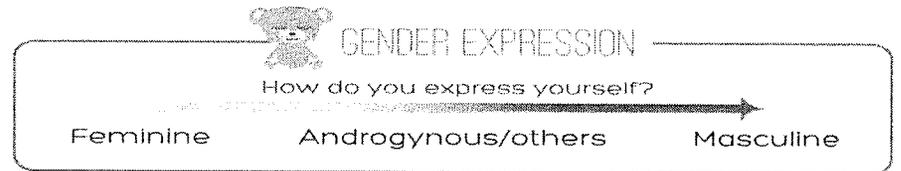
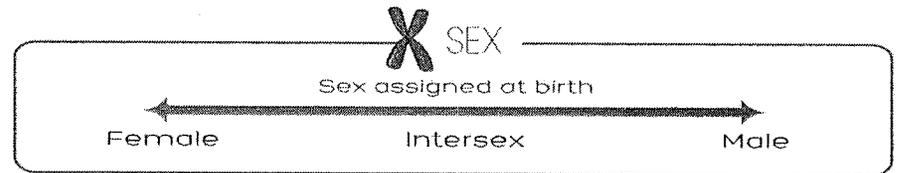
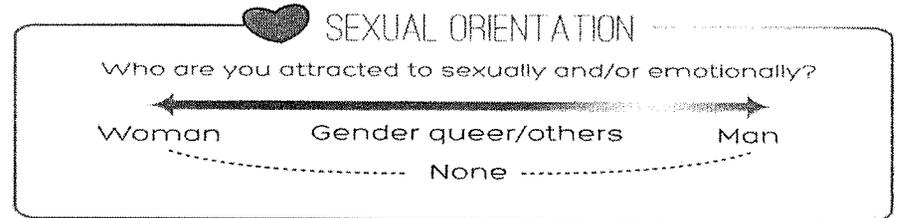
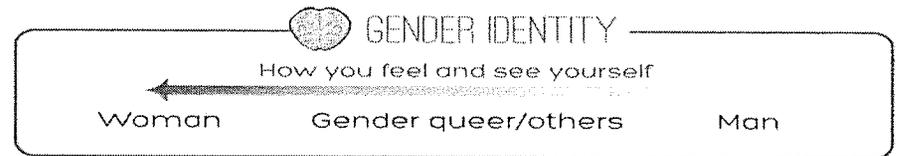
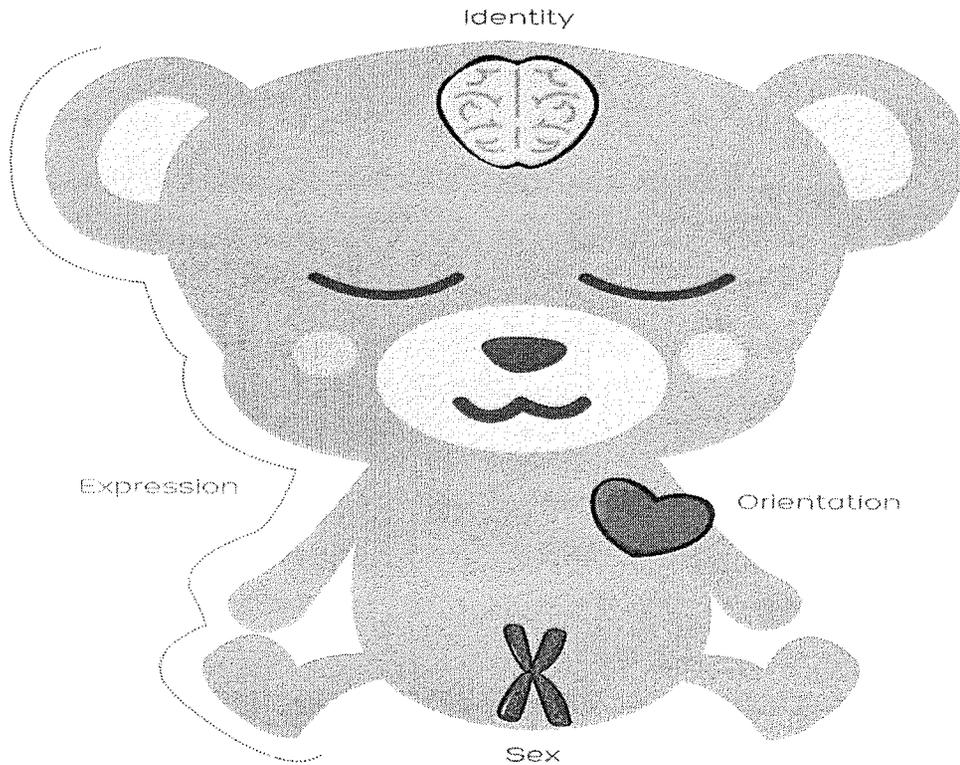




Also cannot be seen;  
You determine this;  
Often confused with sexual behavior.



# THE GENDER BEAR

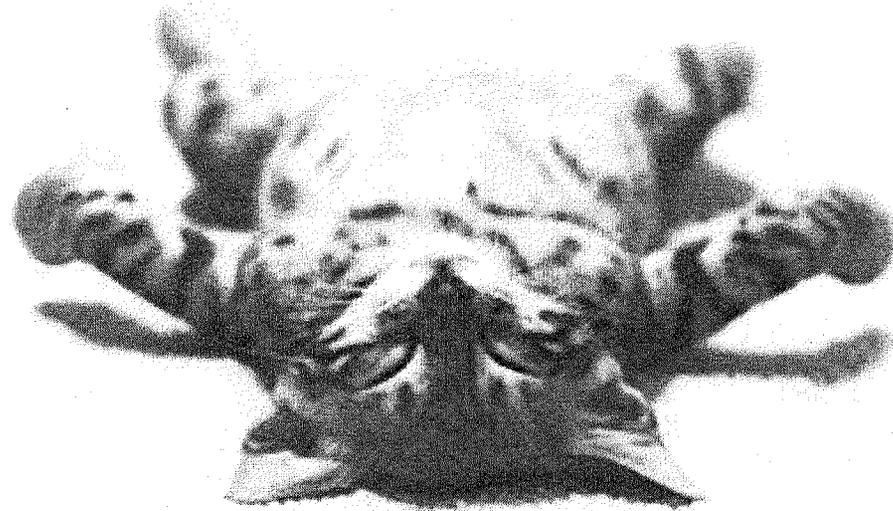


Trans/transgender - Lived experiences and sense of personal identity differ from assigned gender at birth  
 Cisgender - Lived experiences and sense of personal identity match assigned gender at birth  
 Gender queer/fluid - Identify with neither, all, or a combination of gender identities

# Terminology Review

- Each person has either a term or definition, find your match!
- We will go over them all once everyone has found a match.
- Talk about how you can make the definition simpler for your grade level

Take a break.  
**You deserve it!**



## Checklist for a Gender Inclusive Classroom

- Review the Checklist
- What do you already do in your classroom?
- Identify things you can do this upcoming year.
- Which are easier and which are harder to implement and why?

# *Responding to Parents*



## Responding to Concerns about LGBTQ Inclusivity

- We are talking about Family!
- We are talking about Respect!
- Diversity is important for all!
- Schools should be a place to learn and grow!

**the MORE**  
YOU PRACTICE  
**THE**  
**BETTER**  
**YOU GET**

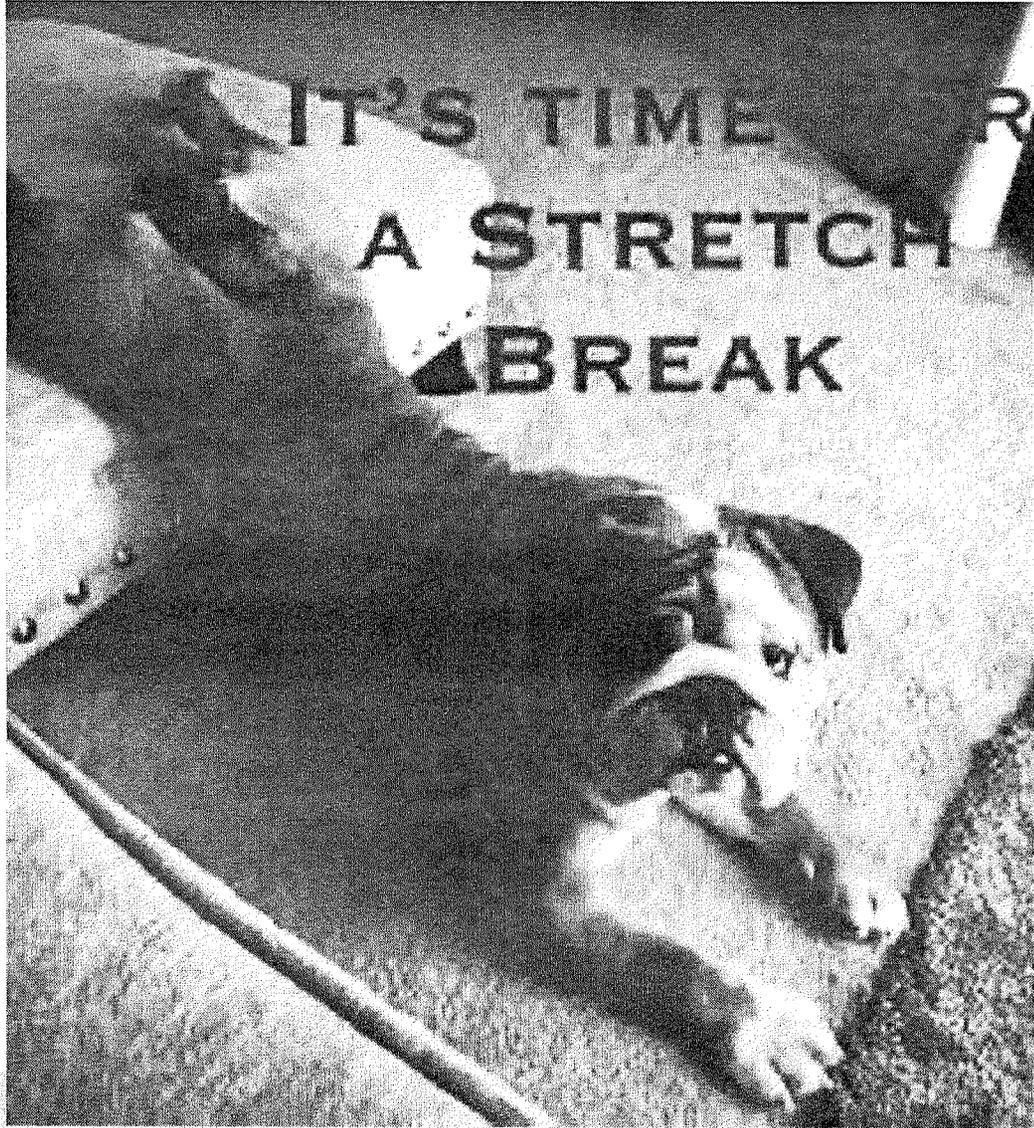
# *Responding to Students*

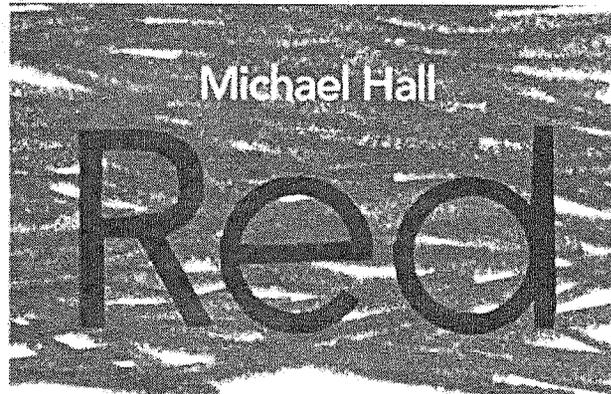


Think about what messages you want to share.

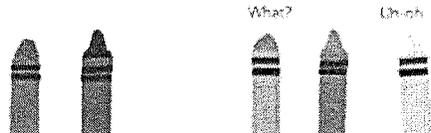
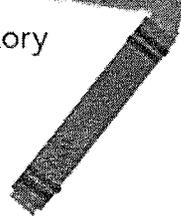
- All people deserve respect.
- Making fun of people is hurtful.
- Using the name of any group of people as an insult is not OK.
- Love and Family is beautiful.

Practical





A Crayon's Story



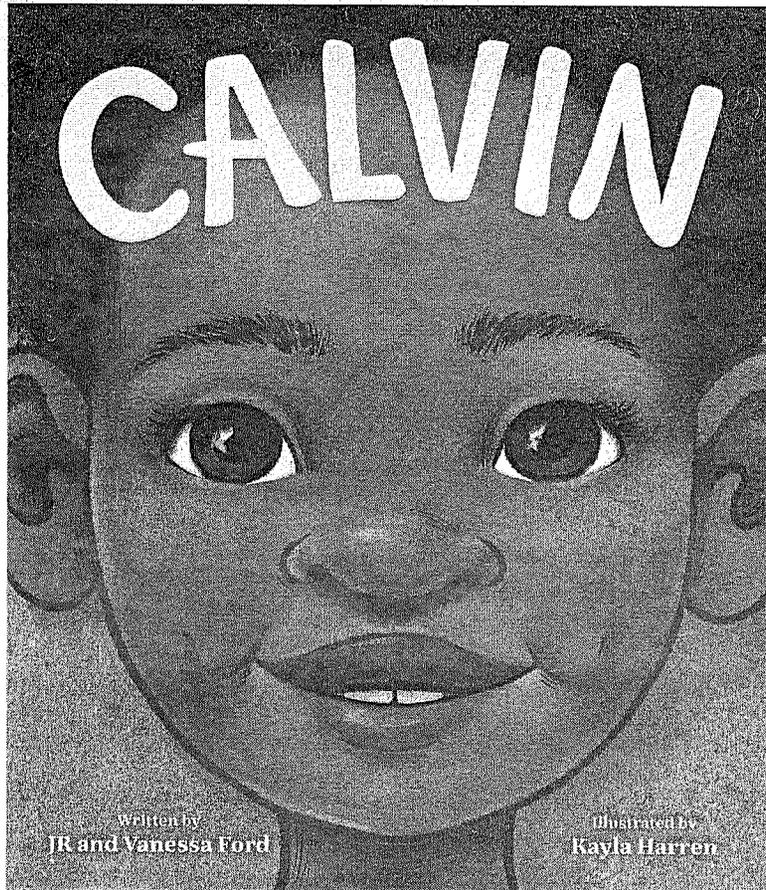
## Using Picture Books to Challenge Gender Limits

- ✓ Recommended for grades K-2
- ✓ Great activity about what's inside vs. what you can see



## Using Picture Books to Challenge Gender Limits

- ✓ Recommended for grades K-3
- ✓ More pictures, less words



## Using Picture Books to Challenge Gender Limits

- ✓ Recommended for grades K-2
- ✓ Uses the word transgender

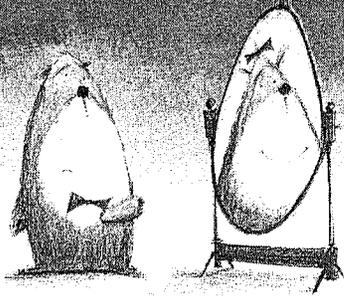


## Using Picture Books to Challenge Gender Limits

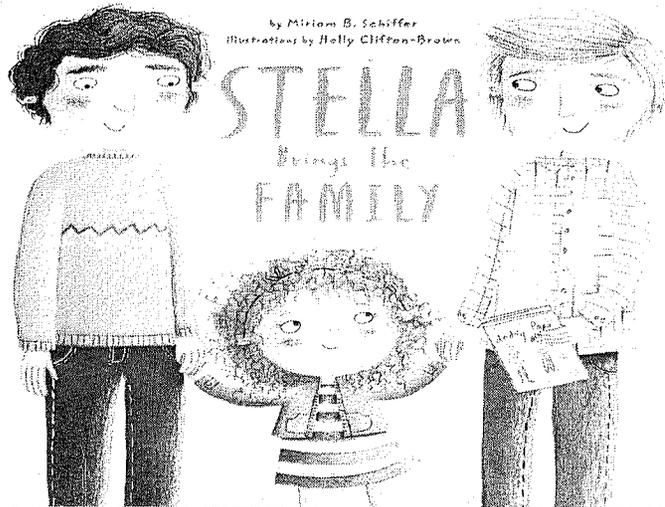
- ✓ Suggested for grades K-5
- ✓ Personal recommendation grades 3-5
- ✓ Uses the word transgender

# INTRODUCING TEDDY

a gentle story about gender and friendship



JESSICA WALTON illustrated by DOUGAL MacPHERSON

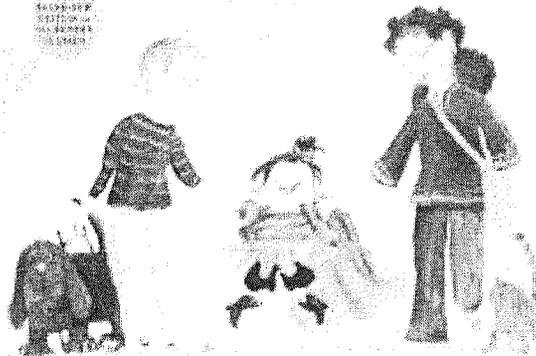


by Miriam B. Schiffer  
illustrations by Holly Clifton-Brown

# STELLA

Brings The  
FAMILY

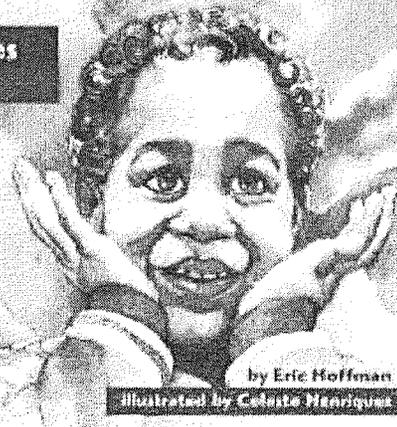
# Heather Has Two Mommies



Leslea Newman illustrated by Luita Curtell

## Best Best Colors

## Los Mejores Colores



by Eric Hoffman

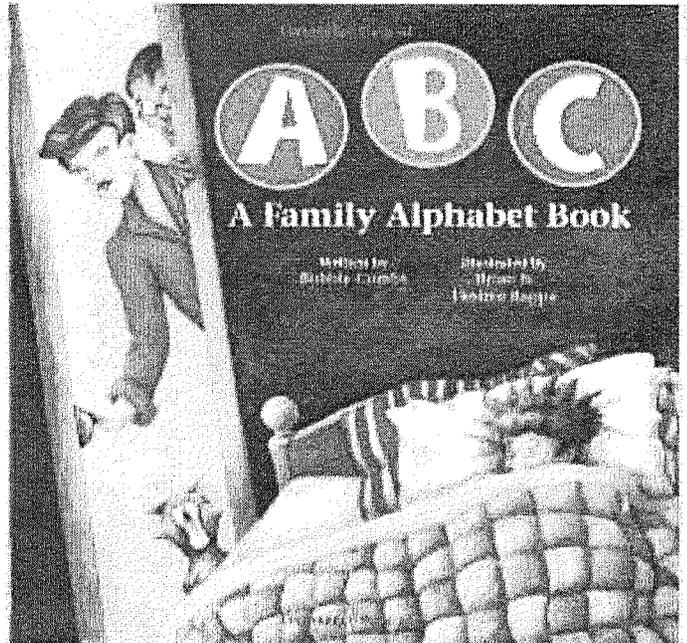
illustrated by Collette Henriques

# A B C

## A Family Alphabet Book

Written by  
Bobbie Lumb

Illustrated by  
Heather Beagle



Jennifer Bryan  
illustrations by Heather

# the different DRAGON

# STOP Bullying

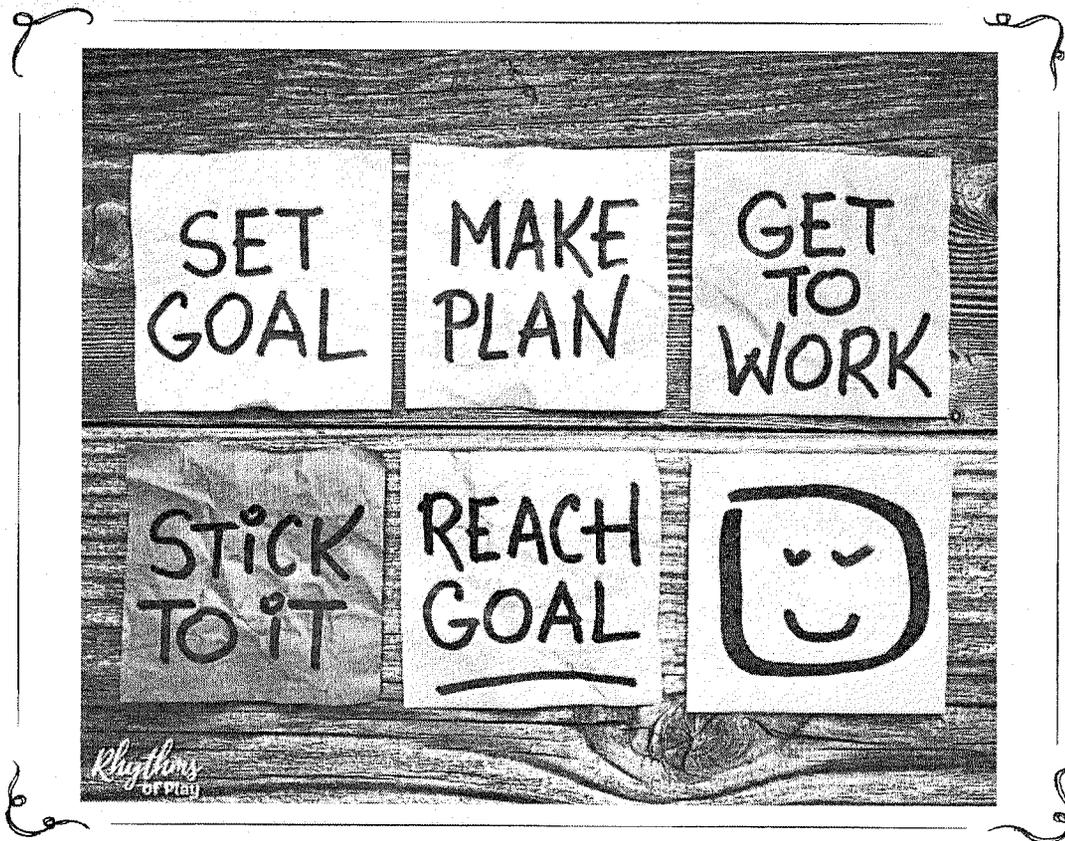
When you see bullying stop it tell a Adult

What to say to “That’s so Gay” and more..

- STOP IT
- DON’T IGNORE IT
- EDUCATE
- BE PROACTIVE

Lessons by grade level – Review Lessons and discuss comfortability with implementation.

- WORDS THAT HURT AND WORDS THAT HEAL
  - SUGGESTED GRADE LEVEL: K – 3
- MAKING DECISIONS: ALLY OR BYSTANDER
  - SUGGESTED GRADE LEVEL: 3 – 8



Identify one personal and one professional goal you have for yourself.

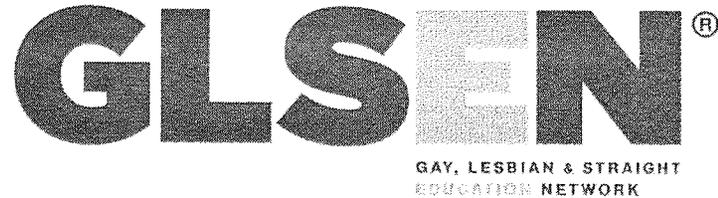
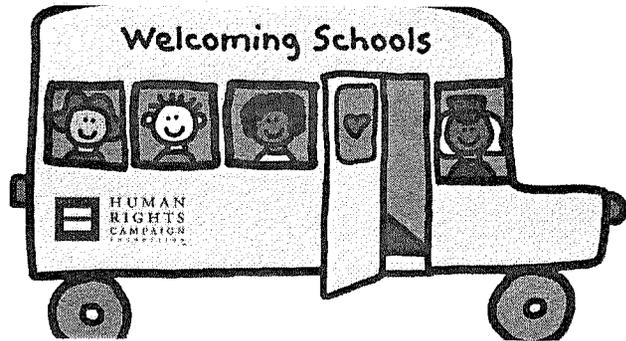
What actions do you need to plan to reach the goal?

Who will hold you accountable?

Open Q&A,  
Dialogue,  
Feedback,  
Follow Up,  
Clarify!

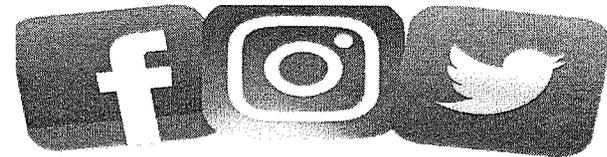
Let's **Talk**  
about it

# Resources



TeachingBooks™

## Stay in Touch



@aneesahsmith

Aneesah.smith@gmail.com