

Benefits of Inclusive Classrooms

ALL Students benefit by:

- Helping them have a better, more accurate understanding of LGBT people, their historic contributions & challenges they face.
- Encouraging them to question stereotypes and preconceived notions.
- Promoting intercultural competency.

LGBTQ Students benefit by:

- Validating their existence and experiences.
- Reinforcing their value and self-worth.
- Providing space for their voices to be heard.

Online Resources

www.hrc.org www.glsen.org

www.glaad.org www.aacu.org

www.campusprideindex.org

www.tolerance.org www.lgbtcampus.org

LGBT Survey Reports

GLSEN National School Climate Survey

Report (2015)

NCTE U.S. Transgender Survey (2016)

Notable Books & Films

"The Men with the Pink Triangle"

by Heinz Heger

"Transgender History: The Roots of Today's

Revolution" by Susan Stryker

"Black on Both Sides: A Racial History of Trans

Identities" by C. Riley Snorton

Matt Shepard is a Friend of Mine (2013)

The Times of Harvey Milk (1984)

Paris is Burning (1990)

Common Threads: Storied from the Quilt (1989)

Looking For More Help?

We can help by leading classroom presentations or trainings, connecting students to campus resources, finding educational materials, and so much more!



Making LGBTQ Inclusive Classrooms

Empowering Students & Promoting Intercultural Learning

Produced by the
K-State LGBT Resource Center

Supporting Materials Provided By
Human Rights Campaign,
Association of American Colleges,
GLSEN, & Teaching Tolerance.

CONTACT US

LGBT RESOURCE CENTER

207 Holton Hall

785-532-5352

lgbt@k-state.edu

www.k-state.edu/lgbt



Considering Common Issues Faced by LGBT Students

Harassment / Discrimination

- 3 in 4 LGBTQ college students reported having experienced sexual harassment at least once, 20% of LGBTQ college students feared for their physical safety due to their gender identity or their perceived sexual orientation, & 31% of LGBTQ students of color reported experiencing "exclusionary, intimidating, offensive, or hostile conduct" that they attributed to their racial identity in the 2015 AAU climate survey.

Isolation

- Loneliness is a common problem for LGBTQ students away from home for the first time, particularly for those disowned by their families or those who have not yet made new friends.

Loss of Personal Identity

- Depending on their reception on campus, LGBTQ students may feel persecuted by labels that other students place on them. Many students feel pressured to conceal their sexual orientation/gender identity because of verbal threats or casual derogatory remarks. For many students, deciding whom to trust can be a source of stress.

Lack of Family Support / Financial Security

- Some LGBTQ students who bravely come out are disowned or rejected by their families. Qualifying for financial aid often presents an obstacle for these students, since many such applications ask questions regarding parents' financial history or require a parent's signature.

"Don't ever be afraid to show off your true colors."

- **Anonymous**

Don't Make LGBT Students Do All The Educational Labor

That is to say, don't solely rely on the experiences or information from LGBT students to teach the class. LGBT students should be allowed to decide for themselves if they wish to share their own personal experiences or understandings to the conversation.

Utilize resources like LGBT Centers, Diversity Offices, or the like to provide accurate information on these issues.

Don't "Out" Students

Coming out is a personal and often deeply emotional process that is different for every LGBTQ person. If a student discloses their sexuality or gender identity to you, allow them to make the decision to do so to the rest of the class.

Normalize Introducing Pronouns

Asking students to share their pronouns during introductions or on name tags/badges helps to open the space for those who identify as trans or non-binary.

TIPS:

- Ask about a student's preferred name and their pronouns before printing materials. That way it saves you time and gives students an opportunity to feel seen.
- Utilize confidential introduction cards. This allows students to write in confidence how they would prefer you to address them in class. Some students may ask you to use one set of pronouns in class, in private, or in public; depending on their comfort level.

Check In On Students

Take some time to reach out to students or let the class know they come talk to you, especially when local/national issues might bring up emotions of fear or hurt; newly passed or suggested laws/policies, protests by hate groups on campus, etc.

Refer students to Counseling Services, the LGBT Resource Center, or the Office of Student Life for further assistance.

Expand Curriculum

Open your curriculum to include LGBT materials, histories, and experiences. Students will feel seen when their experiences are reflected in what is being taught.

Be sure to avoid doing this in a manner that seems fragmented or forced into the curriculum. This occurs when topics are taught without context and/or are positioned in such a way that they fail to connect to the big ideas of the topic being studied, such as when LGBT themes are only introduced during LGBT History Month (October) or LGBT Pride Month (June).

Also consider reflecting a more intersectional approach by showing student's in relation to other identities; race, religion, social class, citizenship status, gender, etc. All people come from and have various experiences based on their human difference and that should be used to help underscore the importance of intercultural competency.

Speak Up Against Hate

Interrupt hurtful, derogatory language or gender-based slurs and set the tone that this type of language will not be permitted in your classroom.

It is important to discern unintentionally harmful language that comes from a place of wanting to learn vs. language used to intentionally harm/discriminate.

Utilize these teachable moments to explain how this type of language can cause harm, exclude important voices, and shouldn't be used.

ASK QUESTIONS & BE INFORMED!

Take advantage of the countless online resources, LGBT or Diversity Offices, and personal narratives to develop your own understanding of the LGBTQ community.

Asking questions and exploring is the start to making your classroom more inclusive and welcoming!