INCREASING LGBTQ INCLUSIVITY: A LESSON FOR PRE-SERVICE EDUCATORS
Learning Objectives

■ Discuss how LGBTQ students feel excluded in a non-inclusive environment

■ Brainstorm ways to address diversity within priority populations to be more inclusive in the classroom

■ Prioritize the need for pre-service teachers to engage in inclusivity training
Standards

National Teacher Preparation Standards for Sexuality Education

Successful teacher candidates will:

2.1 Demonstrate the ability to create a safe and inclusive classroom environment for all students.

2.2 Describe how students’ diverse backgrounds and experiences may affect students’ personal beliefs, values and knowledge about sexuality.

2.3 Demonstrate the ability to select or adapt sexuality education materials that both reflect the range of characteristics of the students and community and respect the visible and invisible diversities that exist in every classroom.

Areas of Responsibility for Health Education Specialists

2.3.4- Apply principles of cultural competence in selecting and/or designing strategies/interventions

2.3.5- Address diversity within priority populations in selecting and/or designing strategies/interventions

3.3.4- Apply principles of diversity and cultural competence in implementing health education/promotion plan
Rationale

- Inspired by ASHA 2016 presentations and presentation at TAMU
- Disparities
  - Suicide
  - Harassment, victimization, violence
  - Mental health issues
  - Substance use
  - Homelessness

=NEGATIVE EDUCATIONAL OUTCOMES
Lesson Layout

■ Ice Breaker
■ Why should health educators be LGBTQ+ inclusive?
■ The Obstacle Course Video
■ Terminology
■ The Gender Unicorn
■ Tips for Being an LGBTQ+ Inclusive Health Educator
■ Resources
■ Reflection Activity
ICE BREAKER

Animal Noises
Questions

- Who couldn’t find a group?
  - *How did that make you feel?*

- Did anybody change animals because you couldn’t find another like you?
  - *Why did you change animals?*

- Should people have to change who they are to fit in?
  - *Provide an example of when students change to fit in in the classroom*

- What can educators do to make students feel like they belong?
VIDEO

The Obstacle Course
Video: The Obstacle Course

- What are three obstacles the person in the video had to face? What do these obstacles represent?
- Beyond the obstacles, what are three examples of symbolism?
- https://vimeo.com/160372467
Brainstorm

- Identify strategies to train pre-service teachers on how to create an inclusive classroom environment.
Questions
Always remember: “It isn’t politically correct, it is just correct!”