



Creating Inclusive LGBTQ Communities in Schools

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AGENDA

1. Adolescent Development Overview
2. How to Be an Ally
3. Creating Inclusive Schools
4. Closing : Resources

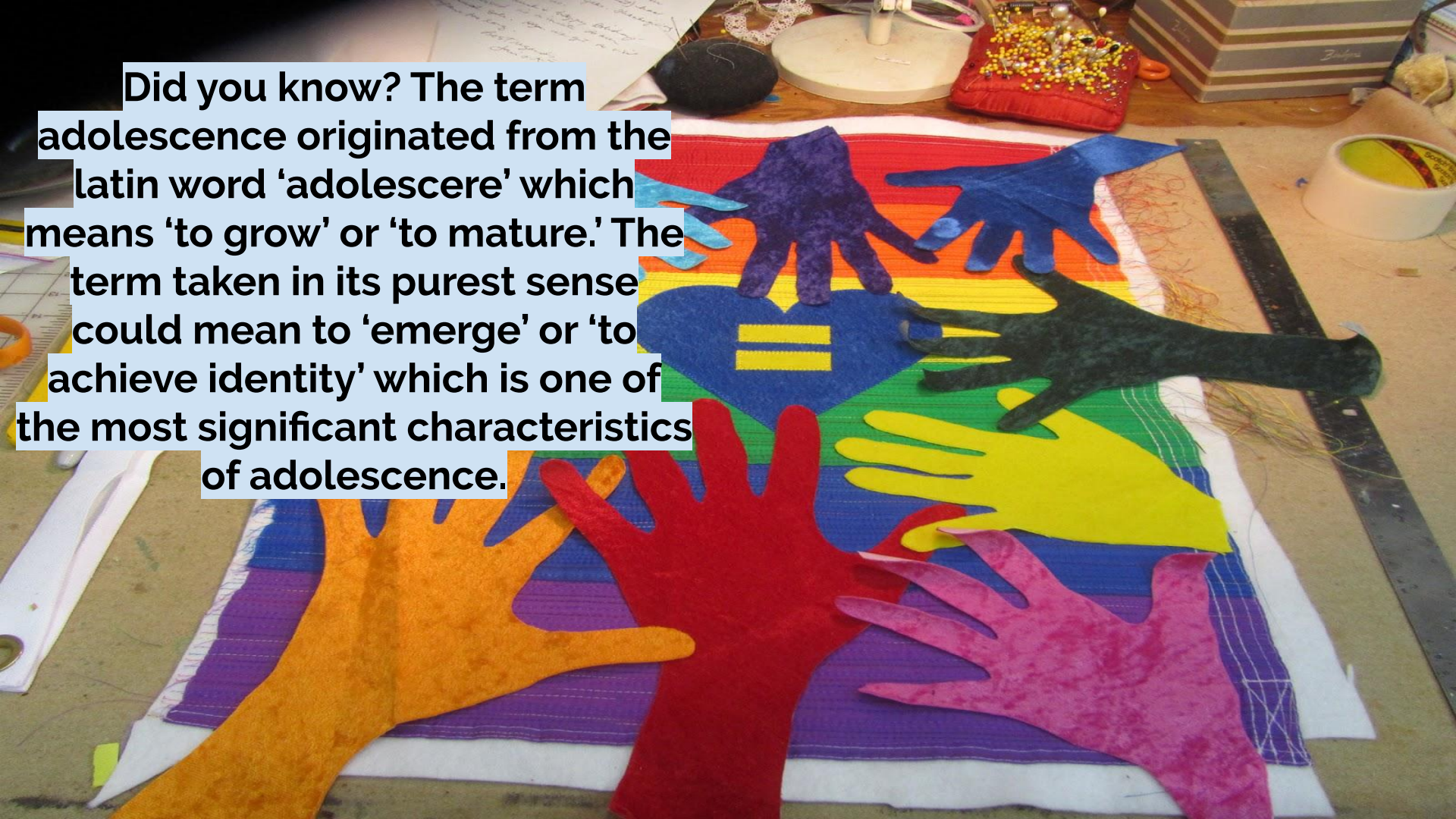


**AS EDUCATORS, WE SET THE
TONE FOR HOW OUR
STUDENTS TREAT EACH
OTHER.**

***It is up to us to influence the
climate in our schools and
make sure our classrooms are
places where all students feel
welcome.***



Did you know? The term adolescence originated from the latin word 'adolescere' which means 'to grow' or 'to mature.' The term taken in its purest sense could mean to 'emerge' or 'to achieve identity' which is one of the most significant characteristics of adolescence.



Adolescent Development: The transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent, or young person, as any person between ages 10 and 24.

Developmental Tasks of Adolescence:

- **Separation**
- **Identification**
- **Peer Relationships**
- **Emerging Sexuality**
- **Defiance of Authority**



IDENTIFICATION

- Who am I?
- What am I?
- Process involves identifying with esteemed role models and “trying on” their traits.
- Establishing a sexual identity and developing the skills for romantic relationships.



PEER RELATIONSHIPS

- Acceptance into a peer group.
- Peer approval, peer rejection and peer pressure are central determinants of adolescent behavior.

EMERGING SEXUALITY

- Adolescents today are faced with conflicting and paradoxical expectations generated by our culture.
- Despite social media, sex education programs, and a permissive media, most adolescents are surprisingly deficient in their sexual knowledge.



DEFIANCE OF AUTHORITY

- Even benevolent authority must be challenged from time to time if they are to develop a sense of autonomy.
- A lack of boundaries can lead adolescents to act out in search of limits, whereas a more authoritarian approach may lead to defiance in search for independence.
- It is NOT the occurrence of these events which is significant, but the manner in which adolescents attempt to exercise power which is crucial.

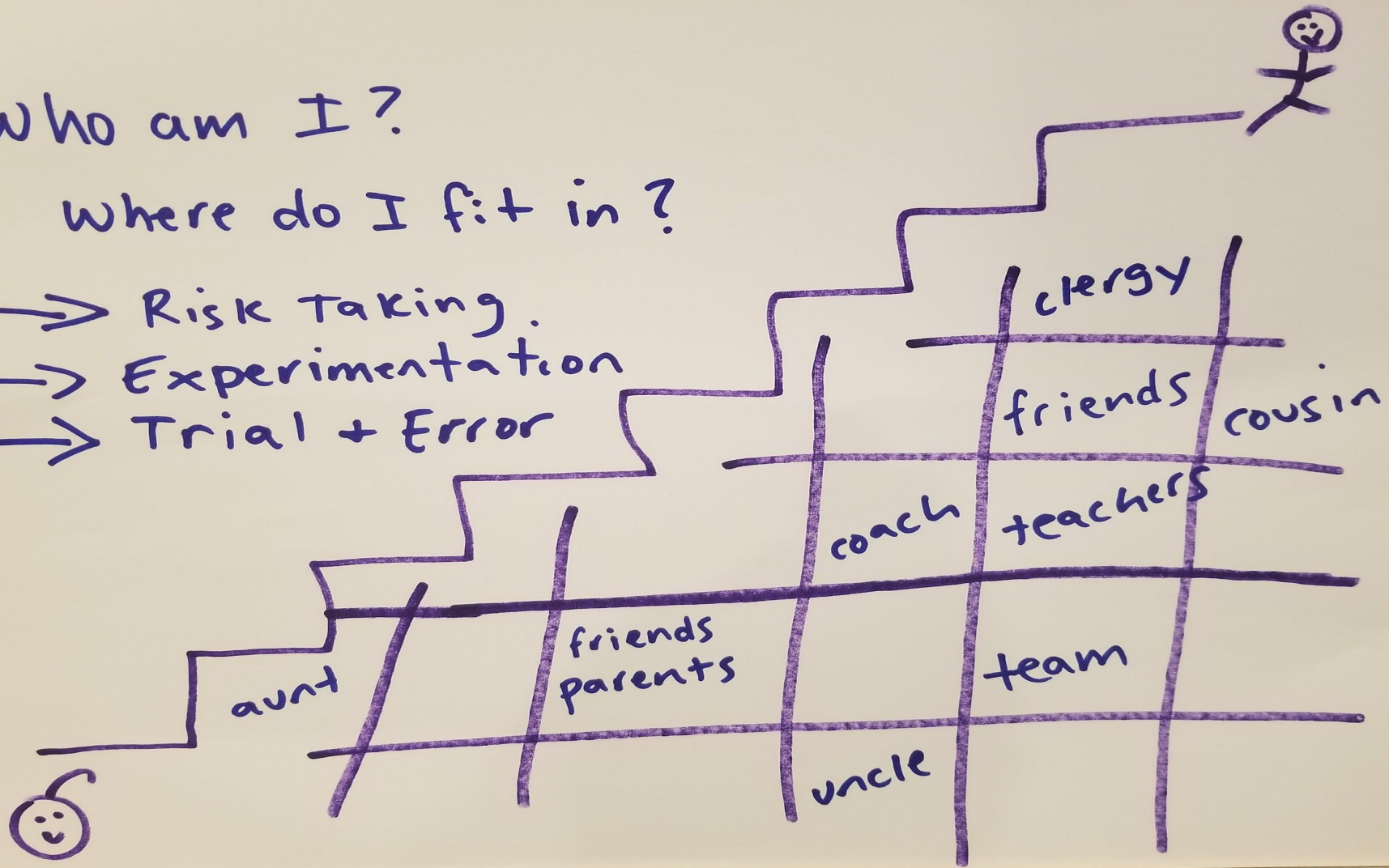
YOUNG PEOPLE NEED ADULTS TO BE THEIR
SAFETY NETS WHEN THEY FAIL.

Who
Am
I?

Who am I?

Where do I fit in?

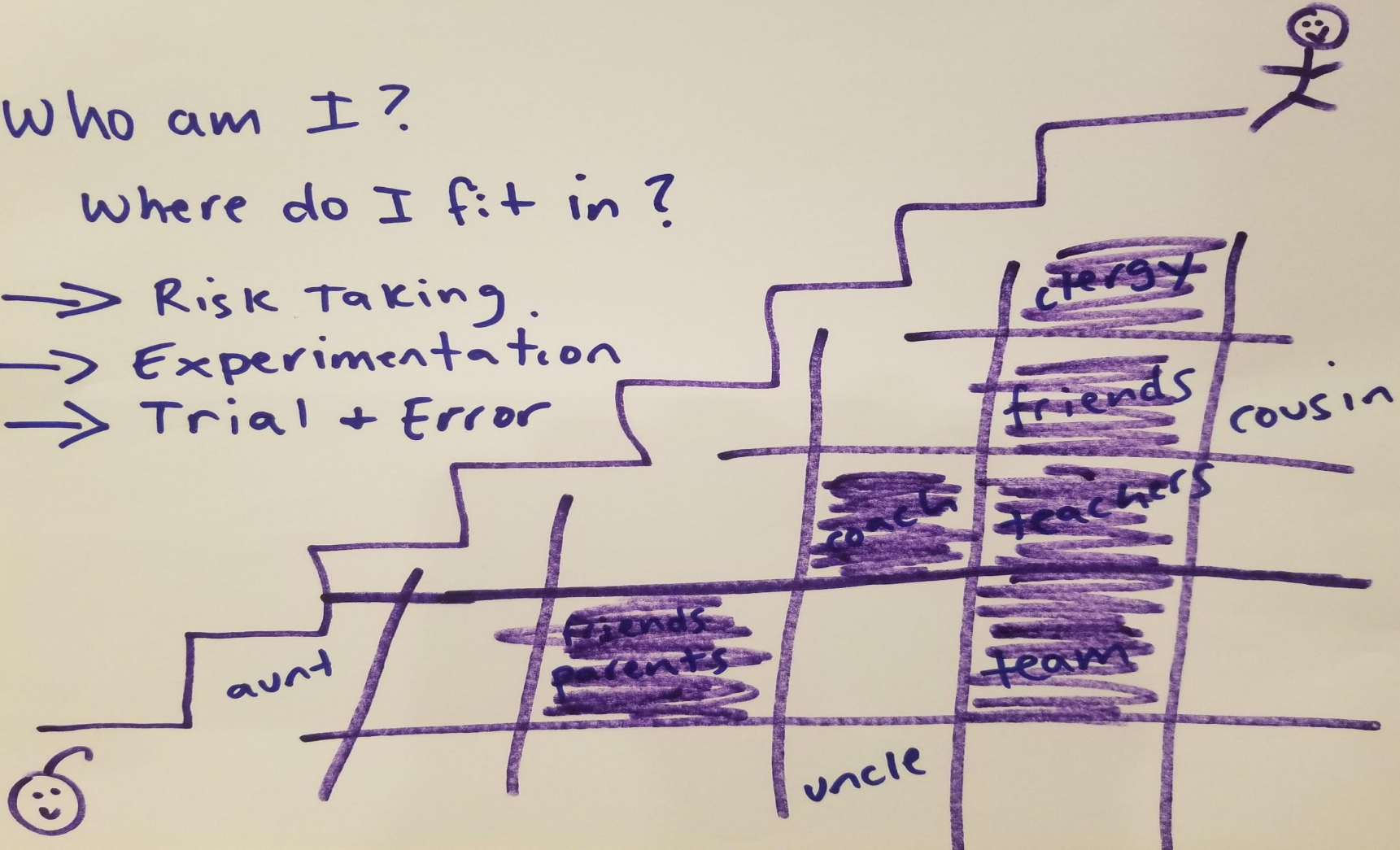
- Risk Taking.
- Experimentation
- Trial + Error



Who am I?

Where do I fit in?

- Risk Taking.
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National
school
climate study
was
conducted by
GLSEN 2015

- Over 85 percent of LGBTQ students experienced verbal harassment.
- 66 percent have been discriminated against based on their sexual orientation or gender identity.
- Students who experience more victimization are also more likely to have lower GPAs and to report feeling depressed.

A vibrant rainbow flag with horizontal stripes of red, orange, yellow, green, blue, and purple, waving in the background. The colors are bright and saturated, creating a celebratory and inclusive atmosphere.

A study at Columbia University's School of Social Work in 2001, found that:

- ❖ **90 percent of NYC high school students came out to an adult ally in their school for the first time.**
- ❖ **There is a real need for adult allies in schools.**
- ❖ **In situations where young people were bullied in the presence of an adult, and the adult did not act or respond to the bullying, the young person was more likely to remember the adult not acting, rather than the names or words being said by the bully.**

What Can You Do?

Be an ALLY: Anyone can be an ally regardless of their sexual orientation and/or gender identity. Be proud to support the LGBTQ community.

Allies are important and can be effective and powerful voices for LGBTQ equality, Allies help LGBTQ people feel supported, and also help others understand the importance of equality and fairness to all people.



Can you think of an adult who was there for you growing up? Or a teacher who made a difference in your life?

1. An **Ally** Listens.

Pay attention to, believe in, and respect what the person who needs help says.

2. An **Ally** is Present.

Back the person up- by keeping your word, and letting the person know when you *can't* be there.

3. An **Ally** Opens Doors.

Help the person explore the available options, resources, and support. Provide useful information, and share resources and connections.

4. An **Ally** Takes Chances.

Don't be afraid of making mistakes or saying the wrong thing. It is always important to take a chance and reach out.

5. An **Ally** Gets Support.

When you are helping someone, remember to take care of yourself. Don't do it alone.

Above all, an ally is a peacemaker.

How Teachers Can Create Inclusive Communities in School

EDUCATE YOURSELF:

- Commit to listening and learning about current issues and terminology.

CHECK YOUR BIASES:

- Recognize your own biases.

TEACH INCLUSIVELY:

- Group neutrally
- Use gender neutral language.
- Include LGBTQ representations in your curriculum.

How Teachers Can Create Inclusive Communities in School

BE VISIBLE:

- Display visible signs of your support.

RESPOND TO ANTI-LGBTQ BEHAVIOR:

- Take action!
- Keep it simple. "That language is unacceptable."
- Educate .
- Be proactive.

SUPPORT STUDENTS WHO COME OUT

- Be a good listener.
- Ask them what they need and how you can help.
- Give resources for community support.

How Teachers Can Create Inclusive Communities in School

SUPPORT A STUDENT GSA

- Offer your services as a faculty advisor.
- Ask students if a GSA is something they would want support around.

REVISIT YOUR SCHOOL POLICIES

- Making sure that your school's anti-bullying and anti-discrimination policies include language specific to sexual orientation and gender identity.

EDUCATE YOUR COLLEAGUES

- Share resources!

RESOURCES & REFERENCES

GLAAD — www.glaad.org— Gay & Lesbian Alliance Against Defamation. “GLAAD works with print, broadcast and online news sources to bring people powerful stories from the LGBT community that build support for equality.”

GLSEN — www.glsen.org — Gay, Lesbian, and Straight Education Network. GLSEN works to ensure that LGBT students are able to learn and grow in a school environment free from bullying and harassment.

It Gets Better Project — www.itgetsbetter.org — “The It Gets Better Project’s mission is to communicate to lesbian, gay, bisexual and transgender youth around the world that it gets better, and to create and inspire the changes needed to make it better for them.”

PFLAG — www.pflag.org — “Parents, Families, Friends, and Allies United with LGBT People to Move Equality Forward.”

Kivel, Paul & Creighton, Allen with THE OAKLAND MEN’S PROJECT, *Making the Peace: A 15 Session Violence Prevention Curriculum for Young People*. Oakland, CA.

The Safe Zone Project www.thesafezoneproject.com

Free posters, curriculum, and resources for educators and youth workers.

Dignity for All Students Act (DASA) www.schools.nyc.gov

Thank you

Questions? Comments?



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**Teachers affect
eternity; no one
can tell where their
influence stops.**

HENRY BROOKS ADAMS