

## core advocates ➤

It's Not Too Early: LGBTQ+ Advocacy in Elementary Schools

***Happy Black History Month, and welcome!***

**Do you have a favorite book or resource that you use to honor Black and/or LGBTQ+ identities in your work? If so, what is it?**

***Throw your answer in the chat!***

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## *Engaging Respectfully With Each Other Tonight*

- Please use the chat feature throughout this conversation—we value your voices! Feel free to share constructive ideas, resources, and comments.
- As noted on the event page, we will be recording the presentation portion of this session.
- We will have the opportunity to come together for Q&A at the end of the session. Please keep track of your questions until then.
- Participants who engaging in cyberbullying or deliberate attempts to intimidate other commenters or disrupt conversation will be promptly removed.
- Lastly, feel free to discuss the conversation on social as we chat tonight!



@achievethecore #coreadvocates

***Our Guest:***  
***Bex Mui***  
*she/her*



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## *Where we're headed*

- 1. Why start LGBTQ+ advocacy in elementary school?*
- 2. What do we mean when we say 'advocacy'?*
- 3. LGBTQ+ Advocacy and AB/AR teaching*
- 4. Resources to Use*



*Q&A to follow!*

# LGBTQ-Visibility and Integration in Elementary Schools

## DOCUMENTS

- [GLSEN LGBTQ Integration Elementary Resource 2019.pdf](#)

## TYPE

- Educator Guides

## ISSUE

- Inclusive Curriculum

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## Why Begin in Elementary School?

While many LGBTQ-inclusive school supports begin in middle or high school, it is critical for elementary schools to establish a foundation of respect and understanding for all people. In addition to gaining knowledge and developing skills, elementary students typically begin to develop an understanding of themselves and the world and people around them. As such, the social environment of classrooms and schools provides the opportunity for children to initiate and develop relationships and navigate increasingly complex peer relationships. That complexity can often lead to incidents of name-calling and use of hurtful and biased words. If left uninterrupted by educators and other adult role models, these behaviors can take root in children's hearts and minds.

Furthermore, an increasing number of students in elementary school are breaking gender stereotypes, identifying as LGBTQ, and coming from LGBTQ-headed families. GLSEN's [Playgrounds and Prejudice \(2012\) report](#) found that 1 in 8 students did not conform to "traditional" gender roles, and that these children faced more hostile learning environments than their peers. Gender nonconforming elementary students were more likely to have mean rumors or lies spread about them, and to say that they had missed school in the past month because they felt unsafe (GLSEN).

Beginning these conversations in elementary school will help young people develop empathy for a diverse group of people, and to learn about identities that might relate to their families or even themselves. It is never too early for schools to set up a foundation of understanding and respect.

## Conversation Time

*Throw your questions in the chat, and we will start the discussion here before giving you time to connect in small groups!*



# Elementary School Resources

- [Elementary Advocacy](#)
- [GLSEN Elementary Resources](#)
- [Ready, Set, Respect! Toolkit](#)
- [Identity lesson Grades 3-5](#)
- HRC [Welcoming Schools](#)
- [Gender Spectrum Groups and Resources](#)
- [Gender Spectrum Parent and Family Resources](#)



SCAN ME

Have more questions? Connect with Bex directly:

[mui.lgbtqconsulting@gmail.com](mailto:mui.lgbtqconsulting@gmail.com)

# Crowd-sourced Resources shared in the event chat

## Considering inclusiveness of texts and curriculum:

- [The Culturally Responsive Curriculum Scorecards](#), NYU Metro Center
- [Reading Diversity: A Tool for Selecting Diverse Texts](#), Learning for Justice
- [Classroom-Library Questionnaire](#), Lee & Low Books
- [Inclusive Curriculum Implementation Guide](#), Equality Illinois

## Booklists for LGBTQ+-Inclusive Texts:

- [LGBTQ+ Inclusive Booklists](#), Welcoming Schools
- [Rainbow Book List](#), Rainbow Project

## Model policies:

- [Respect All: Policy Recommendations to Support LGBTQ Students](#), GLSEN
- [Framework for Gender Inclusive Schools](#), Gender Spectrum



# Crowd-sourced Resources shared in the event chat

## **Sample questions for reflecting on our biases with teacher candidates:**

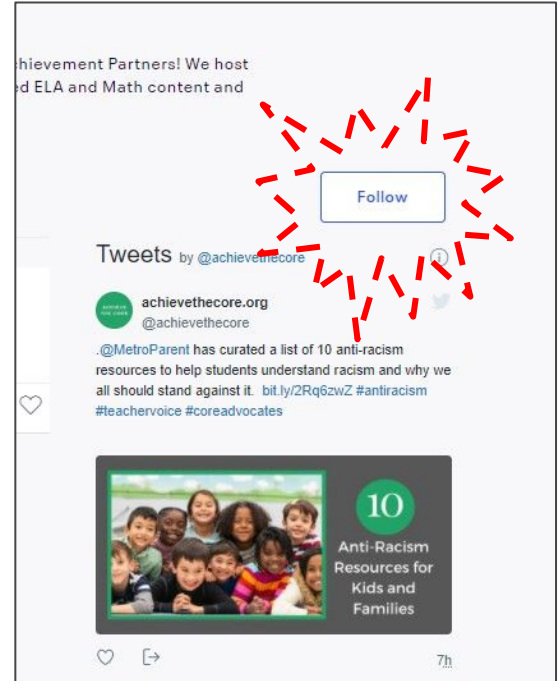
- Identify and discuss areas of bias or invisibility in the curriculum(s) you teach, or the materials you use, or in the structure of the typical classroom. How can academic materials be used to lift up voices and experiences?
- Have a discussion with your Mentor about what actions can be taken to be an anti-racist educator and to counter white supremacy in our institution. How can addressing or not addressing these biases affect the students you teach?
- In what ways could an “incomplete picture” impact our own identities, how we view others and the choices we make (regarding grading, behavior management, or other interactions)? (In addition to race, also consider gender, sexual orientation, trauma, family structure, socio-economic status, immigration status, primary language....)

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## Upcoming C&C Events!

*All events take place at 7 p.m. ET.*

### **March 10th:** ***Dismantling Racism in Mathematics*** ***Series Kickoff!***



Follow us on Eventbrite!  
[CoreAdvocates.Eventbrite.com](https://CoreAdvocates.Eventbrite.com)

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Feedback is the TRUE breakfast of champions!

Please take a moment to share your thoughts on this experience with us! We are learning what it looks like to connect with you most effectively, and every comment counts.

<http://bit.ly/2021CandC>

To be among the first to hear about future events, please join our community! This sign-up will also offer you **first access** to our new events this fall that focus on bringing aligned instruction in conversation with anti-racist principles.

<http://bit.ly/coreadvocatesignup>

