



LILIE, LLC Course Information

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Title of Course (45 hours): Sexual Bullying, Gender Identity, and Sexual Variance

Course Description:

This course will focus on the strengthening of teacher knowledge in the area of Lesbian, Bisexual and Transgender identities and promote and understanding of the bigotry and other challenges LGBT students must endure. This class will also explore the current issue of sexual bullying that is prevalent in middle schools and high schools across the nation and what teachers may do to help cease harassment.

Overall Course Objective and Expectation(s):

- Teachers will understand the differences between homosexuality, bisexuality, transgender, and intersexuality.
- Teachers will develop insights identifying LGBT students and accordingly create a safe school environment for these students.
- Teachers will gain the capacity to teach tolerance of LGBT students through literacy instruction.
- Teachers will understand the fundamentals of the problem of sexual bullying in adolescents and how it affects the student population.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

- To The Beat of a Different Drummer: The Gender Variant Child by Ellen Perrin, MD
- Will Cross Dressing Activists Come to Your School? By Andrea Lafferty

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

- What is Sexual Variance and Gender Identity?
- Homosexuality, Bisexuality, Intersexuality, definition and causes

Objectives:

- Teachers will understand and define differences between homosexuality, bisexuality, transgender, and intersexuality.
- Teachers will become informed regarding the various ideas and causes of homosexuality, bisexuality, transgender, and intersexuality based on a variety of perspectives. It is important to know that this course is to provide information, not judgment or declarative assertions regarding the above topics. Instead, to give teachers an overview of the varying perspectives, research and to be aware of such and how it may impact their students, school community and alike.

Impact on Classroom Instruction:

- Teachers will be aware of different sexualities of their students and how such may impact progress in school as well as impact the selections used for instruction and/or delivery of such materials.
- Teachers will be more sensitive to sexual variations among their student population and differentiate their instruction accordingly.

Learner Outcomes:

Teachers will be able to understand different sexual variations and how they may affect learning.
Teachers will be more knowledgeable about issues facing students today

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

In addition to the minimum of 4 weekly postings, students will view the film Boys Don't Cry and prepare a 1-2 page reaction paper. Assessing the social dynamic of the film and how it applies to their own students.



Week II

Topic(s):
Teaching Gender Identity and Sexual Variance in Literature

Objectives:

- Teachers will gain capacity to teach tolerance of LGBT students through literacy instruction.

Impact on Classroom Instruction:

- Literature choices that promote tolerance
- Criteria for such literature choices

Learner Outcomes:

- Teachers will have the capability to implement tolerance building strategies into their instruction by incorporating literature that addresses the LGBT population.
- Teachers will understand how to implement the instruction of gender identity and sexual variance through literature
- Teachers will develop strategies to sensitize classes to the issues of gender identity and sexual variance in a thoughtful way

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Students will participate in a candid discussion regarding gender identity and sexual variance in adolescence
- Teachers will critically read and respond to each of the related articles provided for topic(s)
- Peer to peer postings will be both reflective in nature and demonstrate understanding of week's topics and implication on classroom instruction and environment.



Week III

Topic(s):

Creating a Safe Environment for LGBT Students and Schools.

Objectives:

Teachers will develop insights into identifying LGBT students and accordingly create a safe school environment for these students.

Impact on Classroom Instruction:

- Teachers will understand the necessary conditions to create a safe environment for their students.
- Teachers will develop strategies to construct a safe classroom and learning environment for their students.

Learner Outcomes:

- Teachers will be able to assess their own classroom environment.
- Teachers will be able to create a safe classroom environment for their students.
- Teachers will be able to create and build a tolerant classroom by incorporating relevant literature that discusses the LGBT population.
- Criteria for tolerant classrooms

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Students will assess their own classroom environment and report their findings.
- Teachers will discuss how to facilitate a more tolerant learning environment within their classroom.
- Teachers will synthesize learned information to create and post rubric/criteria for what constitutes a tolerant school/classroom



Topic(s):

- Sexual Bullying
- Cross dressing in schools

Objectives:

Teachers will understand the fundamentals of the problems of sexual bullying in adolescents and how it affects the student population.

Impact on Classroom Instruction:

- Teachers will be able to identify risk factors for sexual bullying in their students.
- Teachers will become adept in the prevention of sexual bullying among student population.
- Teachers will explore various support systems for the victims of sexual bullying.

Learner Outcomes:

Teachers will be able to identify risk factors and prevent sexual bullying in their classrooms and school.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Teachers will comment upon and review other's postings re: the sexual bullying taking place in their own schools. Discussions will be facilitated to create best practices in addressing such actions.
- Support systems and resources available to both educators, students and families will be reviewed
- Students will debate their opinion about cross dressing in public schools. Should it be allowed? Why or why not?
- View and comment on video clips on sexual bullying as to provide commentary and suggested measures to address such situations and choices.