

**UNIVERSITY OF SOUTHERN CALIFORNIA
LESBIAN GAY BISEXUAL TRANSGENDER (LGBT) RESOURCE CENTER**

**Integrating LGBT Studies into Your Curriculum:
A Risk Assessment Exercise**

Integrating LGBT materials into your classroom curriculum may be outside of your comfort zone and you may have to take some risks. What you think is risky may be different for people.

Below are possible actions you can take to prepare yourself for addressing LGBT people and issues in the classroom. To assess your level of preparedness, look at the items on this list and place them in one of the following categories by writing the corresponding number in the blank beside each statement.

1. **LOW RISK:** Actions you feel prepared to take at any time. You feel comfortable doing these things.
2. **SOME RISK:** Actions you are not yet comfortable with, but think you may be with a little more knowledge or experience. You can foresee yourself taking these actions.
3. **GREATER RISK:** Actions that you do not yet feel prepared to take. They may feel too risky or too uncomfortable at this point, and perhaps with consequences you would really need to consider carefully. You would need more knowledge and experience to take these actions.

Please put the corresponding numbers with the following statements.

___ Learn about LGBT culture by reading books or articles, or doing online research.

___ Attend a LGBT themed event to learn first-hand about LGBT culture and issues.

___ Have conversations with openly LGBT people to learn from their experiences.

___ Engage friends, family, or colleagues in a discussion about LGBT issues.

___ Change my assumption that everyone is heterosexual unless they tell me otherwise.

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___ Change my assumption that I know someone's gender identity based on their biological sex.

___ Use inclusive non-gender specific language.

___ Establish guidelines for respectful classroom discussion and interaction.

___ Confront use of derogatory language and/or homophobic jokes, or other inappropriate behaviors.

___ Post LGBT information in my office, etc.

___ Challenge myself not to immediately identify myself as heterosexual if someone assumes I am lesbian, gay, or bisexual (don't immediately clarify that you are heterosexual in order to distance yourself from the assumption that you might be lesbian, gay, or bisexual).

___ Use classroom examples, case studies, or readings that involve LGBT people.

___ Befriend LGBT students and colleagues.

___ Facilitate class discussion on LGBT topics.

___ If you are LGBT come out.

___ Respond to instances of discrimination and harassment based on sexual orientation or gender identity.

___ Examine my own feelings about sexual orientation and gender identity.

___ Support and affirm students who undertake class projects on LGBT topics.

___ Acknowledge and examine my own biases and prejudices about people who LGBT.

___ Teach about sexual orientation and gender identity in conjunction with other dimensions of difference.

___ Invite LGBT guest speakers to my class.

___ Share my views about sexual orientation and gender identity with others.

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___ Practice role playing responses to situations I might face to better prepare myself.

___ Develop connections with other allies.

___ Talk nonjudgmental with others about sexual orientation and gender identity when they do not share my point of view.

___ Help someone who is in the coming out process.

___ Openly support someone who comes out within the context of a group I am a part of.

___ Respond to rumors about someone's sexual orientation or gender identity.

___ Become familiar with other resources on campus.

___ Refer someone to other resources on campus.

___ Maintain confidentiality.

Other possible things I can do: