

Institute on LGBTQ-Inclusive Educational Practices

Creating Affirming Environments for Gender, Sexual, and
Family Diversity in PK-12 Schools

JUNE 19-20, 2019



New Vista High School | Boulder, Colorado

Agenda

Wednesday, June 19

9:00 – 9:40 a.m.	Check in
9:45 – 11:30 a.m.	Session 1: Keynote
11:40 – 12:30 p.m.	Lunch
12:35 – 1:50 p.m.	Session 2
2:00 – 3:00 p.m.	Session 3
3:10 – 4:10 p.m.	Session 4
4:20 – 5:20 p.m.	Session 5
5:30 p.m.	Social Hour at Sanitas Brewery

Thursday, June 20

8:00 – 8:45 a.m.	Breakfast
9:00 – 10:15 a.m.	Session 1
10:25 – 11:40 p.m.	Session 2
11:40 – 12:45 p.m.	Lunch
12:45 – 1:45 p.m.	Session 3
1:55 – 2:55 p.m.	Session 4
3:05 – 4:20 p.m.	Session 5
4:30 p.m.	Closing reception

Wednesday, June 19

9:45-11:30 a.m. | Session 1

Room: Marsha P. Johnson | **Queering Up the Keynote / It Hurts to Become** — Bethy Leonardi and Sara Staley, *A Queer Endeavor*

Typically, keynote addresses involve a famous or “important” person with a microphone talking to/at a docile audience. In this session, our intention is to “queer” the keynote, turn it on its head and focus on and honor the most important people in the room: all of you.

What we know is that teaching for equity and justice is personal, it’s vulnerable, it’s often emotional, and it’s also heart-filling. In this keynote session, we will embrace the emotional dynamics of the work of affirming students’ identities, particularly with respect to gender, sexual, and family diversity. Following the wisdom of local poet Andrea Gibson, we will honor the ways in which it sometimes “hurts to become” as we learn and unlearn what counts as normal in the context of schools. We will engage together in critical self-reflection, dialogue, and community-building. It will be a powerful introduction to and framing for the rich array of sessions that follow.

11:40-12:30 p.m. | Lunch

12:35-1:50 p.m. | Session 2

Room: Silvia Rivera | **Supporting transgender and non-binary youth: Classroom practices that promote gender-justice for all**

— Liz Meyer

This session will include a combination of modeling inclusive practices, presenting some research findings, sharing free resources, and engaging in discussion around recommendations from research about implementing practices that promote gender justice in schools. Participants will learn several practical strategies for establishing positive and inclusive classroom climate as well as get introduced to several free online resources where they can access additional materials (posters, readings, research, lesson plans) that align with the objectives of this session.

Room: Harvey Milk | **Colorado Courage and Renewal: Nurturing personal and professional integrity and the courage to act on it**

— Susan Kaplan, Paul Michalec, & Dan Liston

This session will facilitate an experience in creating a brave and trustworthy space for exploring difficult topics. The session will be experiential, reflective, and interactive. Sitting in a circle, participants will be invited to reflect on conversational guidelines. A reflection text will be introduced, for holding tensions of role and soul. Participants will be invited into silent reflection, paired sharing, and sharing into the circle. The session will conclude with a debrief on this circle work and a discussion of how this format might be used in participants' settings.

Room: Marsha P. Johnson | **Beyond Binary: Sex, Gender, & Sexual Orientation 101** — Michal Duffy

In this session, we will cover sex assigned at birth, gender identity and expression, and sexual orientation. We will discuss the differences between these concepts and their corresponding identity terms, the importance of pronoun use, and allyship strategies. Audience questions are encouraged. As time allows & the audience desires, we will also talk about experiences of LGBTQ students. Participants will leave with handouts on the basics, allyship strategies, and awareness of Out Boulder County as a resource.

Room: James Baldwin | **Breaking the Silence: Honoring the voices of LGBTQ youth and Allies in Supporting our Youth** — Bethy Leonardi and Sara Staley, A Queer Endeavor

This interactive session will provide a foundational overview of gender and sexual diversity in PK-12 schools and current research and statistics on LGBTQ youths' experiences therein. We will engage participants in knowledge-building, critical self-reflection, dialogue, and action. The session is grounded in a screening and discussion of a locally produced, 21-minute documentary film *Breaking the Silence*, which centers the voices of LGBTQ youth and their allies. Participants will walk away with a series of “big” and “little” things they can do to become more affirming of gender and sexual diversity in their schools.

2:00-3:00 p.m. | Session 3

Room: Silvia Rivera | **Can We Do That? Teaching Pleasure and Possibility in Sex Education** — Jax Gonzalez

High school students are prime to learn new ways to navigate sexuality. Teaching from the perspective that not all teens are interested in being sexual, but all teens live in a sexual world, we developed a critical sexualities course for students to interrogate norms we have all been taught to understand as natural. This session will have participants think together about how to develop content that can foster classroom conversation and student lead questions that allow for multiple forms of sexuality — while providing critical information on navigating a world that is sexual.

Room: James Baldwin | **How to Develop and Facilitate a Staff PD for LGBTQ+ Inclusion** — Ryan Cronshaw

In this session, participants will be learn how to structure for staff a professional development session focused on LGBTQ youth and topics. Participants will experience direct instruction and a hands-on demonstration, and they will participate in a discussion around how to deliver this professional development to their colleagues. Participants will leave with a presentation format and content that they can deliver in their own school contexts.

Room: Harvey Milk | **Bringing Teacher Voices to the Education Research Conversation: Engaging in Public Scholarship as an Activist Educator** — Mary Quantz

The focus of this session is on public scholarship as one tool in becoming an activist educator. I will directly address the elitism and inaccessibility of traditional education scholarship and focus on uplifting the voices of educators in K-12 schools. This session

will be interactive: the audience will discuss their experiences as teachers that they felt needed to be heard but were unsure of how to spread the message. We will review peer-reviewed examples and critical essay examples from the first and second issues of a *The Assembly*, a public scholarship journal from educators in K-12 schools. These examples will serve to demystify publishing scholarship, but it will also serve as a workshop for reviewing. One opportunity for participating will be reviewing as a peer of educators who submit, so I will also use these pieces in a reviewer workshop. The audience will have the opportunity to sign up to be reviewers and will receive postcards with the journal information for submitting manuscripts.

Room: Marsha P. Johnson | **Educators in Action: Being a Superhero for LGBTQIA+ students** — Mary Campbell

Are you ready to be a superhero for your LGBTQ students? Do you know how to complete a Gender Support Plan? Do you understand the laws around supporting non-binary students? Are you confident about intervening if bullying happens in your building? This interactive workshop will **INSPIRE** you and give you a framework to “take stock” of your own contexts and practices, **SUPPORT** you in implementing gender support plans, and **PROVIDE** you with resources to take back to your buildings.

3:10-4:10 p.m. | Session 4

Room: Marsha P. Johnson | **#metoo, Title IX and supporting queer youth: Law & policies to reduce violence in schools** — Liz Meyer

Participants will learn about Title IX in K-12 schools as a legal framework and a tool to better advocate for queer students. I will present background information from legal cases and current research as well as case studies of how it can be used to support: education and violence prevention efforts in schools, building relationships with district admin to support LGBTQ-inclusive education, and the impacts of changes at the federal level and if/how they impact current district policy.

Room: Harvey Milk | **Reading the Rainbow** — Sheena Kelly

This session will provide participants with a wealth of resources on LGBTQ+ inclusive books. We'll discuss where to find resources, assessing current collections in libraries/classrooms, promoting books to students and teachers, and more!

Room: James Baldwin | **Replacing Survival Resources with Creative Ones: Fostering the Flourishing of LGBTQ+ Youth** — Connie North

In this interactive, discussion-based session, I will briefly present a strengths-based model of survival versus creative resources. This model comes from sensorimotor psychotherapy and supports youth to grow senses of safety, calm, and steadiness in educational settings. I will facilitate a dialogue with the audience about how to promote the development of internal and external creative resources. I will also provide and solicit from the audience concrete, multiple ways that educators and students can creatively resource.

Room: Silvia Rivera | **We Don't Need Your Protection: A History of Trans (and) Kids** — Emmett Harsin Drager

In this session, the presenter will provide a brief overview of trans history through exploring how categories of gender emerged (sex/gender, transsexual, transgender, gender identity disorder, gender dysphoria, etc.) and how those categories have been deployed in different medical, juridical, and cultural contexts. The presenter will specifically engage in the role of children in the history of trans: how children were the original research subjects of doctors of sex and gender, how trans kids survived in the 20th century, and how trans kids are now at the center of cultural debates around the meaning of sex and gender. By asking attendees to interrogate the types of violences that have happened to trans kids in the name of “protection,” the presenter will encourage participants to imagine a new rubric for supporting trans kids that is not rooted in “protection” but rather in respect for children’s self-knowing and belief in their right to autonomy.

4:20-5:20 p.m. | Session 5

Room: Silvia Rivera | **Queer That Class! Tips and Tricks for Queering Your Secondary Language Arts Curriculum** — Amanda Cherry

This session will provide teachers with a framework for queering their secondary language arts classroom. The work of queering a class includes small, daily steps and big curricular moves. In order to unearth the joys and challenges of this work, we will discuss sharing pronouns, integrating a queer perspective into daily instruction, teaching a unit on queer theory, and incorporating queer literature. The session will also include time to talk and work with other participants. Although the session is uniquely focused on secondary language arts, any educator who wants to learn more about queering their class is welcome!

Room: James Baldwin | **Affirming Identity Through Curriculum Practices in Elementary School Classrooms** — Judy Stone

Students need to see themselves and their families reflected in the everyday curriculum. Developing lessons in which LGBTQ people are portrayed in a positive, affirming manner is an important component of a standards-based curriculum. In this session, presenters will support participants to think about creating safe and inclusive elementary classrooms by incorporating a queer lens across the curriculum— math, science, literacy, social studies and social emotional learning. Presenters will provide sample lessons and resources.

Room: Harvey Milk | **Growing a Gender-Inclusive Biology Curriculum** — Sam Long

Nearly all students in secondary education will study biology, the science of living things. For transgender and gender-expansive youth, the subject presents many opportunities for

authentic inclusion. How can we teach about X and Y chromosomes while acknowledging diverse identities? How can we frame the science of reproduction to affirm all families? I will share a framework and personal reflections on teaching about gender-diversity in genetics, sexual reproduction, anatomy, disease, and evolutionary biology.

Room: Marsha P. Johnson | **Gay History IS History** — Kelly Cook

This session will focus on how to incorporate LGBTQ-focused history into your Middle School, High School and University Social Studies or Language Arts curriculum. I will teach one lesson as an example, and then we will explore five other lessons and discuss/practice where to implement LGBTQ history into participants' existing curriculum.

5:30 p.m. | Social Hour: Sanitas Brewing Company

3550 Frontier Ave Unit A, Boulder

Thursday, June 20

8:00-8:45 Breakfast

9:00-10:15 a.m. | Session 1

Room: Harvey Milk | **Can You Recommend a Good Book? Incorporating LGBTQ+ inclusive texts and queer reading in our work** — Becca G. Kaplan

Whether we are hoping to read them ourselves, read them with youth, or just know which ones to recommend to educators, parents, or young people, we all want to know about what's out there in bookstores and libraries that represents and affirms LGBTQ+ readers! In this session, participants will walk away with many great book recommendations. They will hear about books, look at books, and talk about books. Participants will develop a list of books that they might use in their work with youth, and an understanding of best practices for incorporating LGBTQ+ inclusive texts in their work with youth. And for those books that don't include LGBTQ+ characters, or the ones that are inclusive but reinforce stereotypes, participants will equip themselves with the power and process of queer reading.

Room: Silvia Rivera | **Queering Classrooms, Transforming School Climate** — Sean Kenney

Queer theory provides a helpful perspective in illuminating how classroom spaces can unintentionally perpetuate oppression. This session highlights how attendees can apply a queer pedagogical framework to classroom settings in order to question how existing practices and norms might become more inclusive of marginalized identities. Attendees will

walk away with a broad understanding of what a queer theoretical lens can lend in terms of identifying oppressive practices in their courses. Attendees will also understand ways to apply a queer pedagogical approach in the classroom to work towards anti-oppressive practices that foster inquiry and interrogation of school spaces. Attendees will walk away with a broad understanding of what a queer theoretical lens can lend in terms of identifying oppressive practices in their courses. Attendees will also understand ways to apply a queer pedagogical approach in the classroom to work towards anti-oppressive practices that foster inquiry and interrogation of school spaces.

Room: Marsha P. Johnson | **But I'm White...Spending What's in the Knapsack** — Page Regan

1989 marked the first printing of Peggy McIntosh's seminal essay "Unpacking the Invisible Knapsack." This piece remains central to folks' understanding of white privilege. In this interactive workshop, anchored in footage from a youth-driven documentary, participants are invited to consider points of resistance and courage in their own "unpacking" of white privilege and are encouraged to critically and curiously examine if this metaphor is still relevant. This workshop is designated for practitioners who identify as white or who have been coded as white and who want to adopt practices to more-consciously walk with queer young people of color.

Room: James Baldwin | **Say what? Learning to talk about "the work" of affirming gender, family, and sexual diversity** — Bethy Leonardi and Sara Staley, A Queer Endeavor

In this session, participants will practice talking about the work of affirming gender and sexual diversity in classrooms and schools and why that work matters. We will share helpful frames and talking points and support participants to practice by responding to authentic scenarios that engage a range of audiences (e.g., "concerned" parents, colleagues, administration).

10:25-11:45 a.m. | Session 2

Room: Silvia Rivera | **Queering the curriculum / Engaging an Intersectional lens** — Bethy Leonardi and Sara Staley, *A Queer Endeavor*

This session builds on participants' foundational knowledge of gender, family, and sexual diversity, and focuses explicitly on the climate and culture of schools. Specifically, we will take a deeper dive into the ways that cis-heteronormativity functions in education systems, schools, and classrooms, and we will explore entry-points for disrupting harmful norms through the academic curriculum. We know that when students see themselves reflected in the academic curriculum, they feel more safe and more connected to school. It's also important that students see people in the curriculum who are different from them, as well as recognize the ways that they/we all perpetuate systems of oppression (e.g., along lines of race/ ethnicity, gender, dis/ability, sexuality, etc.). Participants will be introduced to examples of what "queering" the curriculum looks like (i.e., affirming gender, sexual, and family diversity and questioning/ disrupting what counts as "normal") and will receive guided support to develop their own curriculum and instructional plans.

Room: Harvey Milk | **Aren't these kids too young to talk about sexuality? Introducing and integrating topics of gender and family diversity in elementary school** — Emily Clay

Students bring their unique identities and life experiences into our classrooms and the diversity of our students stretches across race, ethnicity, language, socioeconomic situations, ability, gender, and families. The diverse ways that students show up affect how they learn and how they interact with the classroom world around them. As teachers, it's our job to create classroom worlds that honor and reflect the diversity that our students bring. In this session the presenter will discuss why it's never too early to talk about gender,

sexual, and family diversity and will share simple and effective ways of supporting young children (and families) to understand the importance of this learning at the elementary level.

Room: Marsha P. Johnson | **Making the Puberty Talk Inclusive** — Elizabeth Weyer-Hudson and Meghan Hilton

This session will prompt participants to consider their own values and biases when it comes to sexual health education and inclusiveness at the upper-elementary level. We will model several ways to facilitate an inclusive conversation about puberty and discuss ways to integrate these practices into teaching across subjects. Facilitators will briefly lecture and then guide discussions and lead interactive activities to help participants articulate broad themes and promising practices for puberty & sexual health education at the upper elementary or early middle school level. Facilitators will provide participants with several lesson plan outlines and activity ideas. By attending this session, they will also gain access to the Responsible Sex Education Institute's sexual health textline for youth-serving professionals, SEXED, for ongoing support.

Room: James Baldwin | **Gay-Straight Alliances: Building and Supporting an Active GSA** — Rachel Gellert

Gay-Straight Alliances (and similar clubs) can have a powerful impact on shifting school climate and creating a more affirming environment for LGBTQ students. In this session, participants will build tangible skills for building and supporting GSAs in their schools. The workshop will cover strategies for increasing club engagement, building community, and supporting student-led action. We will provide advisor resources, as well as goal-setting tools that can be shared with GSA members. There will be interactive opportunities for discussion, resource-sharing, and supporting each other in this work.

11:40-12:45 p.m. | Lunch | Food Trucks

12:45-1:45 p.m. | Session 3

Room: Silvia Rivera | **Students Leading the Way: Affirming and Expanding Gender and Sexual Diversity in Elementary Schools Through Mentoring and Student-led Projects** — Elizabeth Dutro, Briana Williams, Rhiannon Passmore, Stefanie Santella

In this session, participants will hear about and discuss ideas for how teachers and school staff can work together to provide structures and relationships toward building 1) school cultures that support gender and sexual diversity and 2) pathways for students to integrate identity into school literacies and learning. We will share two connected efforts at a Front Range elementary school that offer promising practices. First, we'll discuss a fifth grade research project that offered students opportunities to focus inquiry on topics that deeply mattered to them. Some students chose topics relating to identities, including one student, a co-presenter in our session, whose fifth grade project connected to her queer identity journey. And, she will share her project with the audience! Second, we'll share a school-wide mentoring program, designed to nurture supportive relationships between staff and students to foster connection, as well as individual support for students to pursue personally meaningful projects. Participants will have opportunities to imagine and discuss possibilities for these kinds of school-wide initiatives in their own contexts. Participants will leave with ideas generated in the interactive session, an example of what students can pursue when these opportunities are available, and handouts on process of creating a school-wide mentoring program.

Room: Marsha P. Johnson | **Cultivating an Inclusive and Safe Environment for Youth in the Classroom, on Social Media, and in the Community** — Jimmy Sellars and Mark Monroe

Through the introduction of their work in Southern Rural Colorado, session leaders will share how they've have created a community supported platform for programs and events and how we have done so through important partnerships. Sharing how a specific community need led to the coordination of a Pride celebration, which led to a growing community movement for inclusivity. Presenting our blueprint of how we create environments in communities to go from "spark" to "forest fire", we will share a variety of ways that educators and community members can become "sparks" in their own communities.

Presenters will share how they regularly do this by creating space through Spectrum Alliance Meet-Ups, LGBTQ+ Quarterly Family Support Groups, Safe Zone Trainings, Safe Space business program, Safe Space classroom support, the Inclusive Educator Newsletter, our Youth Nights (Monthly Middle School Night and Weekly High School Nights), online Web Resource with a focus on local connections, GSA support, Elder Support & Mobile Senior Center and annual community-driven Pride festivities. Participants of this session will leave with online resources for educators, families, and schools. This document and webpage will include access to shareable content for social media, classroom materials, activities, and links to organizations who specialize in strategies to create more caring and empathetic human beings.

Room: Harvey Milk | **Out of the Margins: Supporting Trans Educators** — Sam Long, Joel Zigman, Miles Erickson, and Elliott Ross

Teachers and educators play a vital role in our society -- they are expected to inspire, to advise, and to lead by example. But what happens when teachers transgress the expectations of gender? How do they navigate the institutions in which they work? How

do colleagues, students, and families react? What is the impact on their communities? This session will summarize key findings from “Sharing the Stories of Trans Educators”, a panel discussion of nine local trans K-12 educators who presented at the 2019 TRANSforming Gender Conference. Participants of this session will learn the experiences these educators have in common, the challenges we face, and our recommendations for coworkers and administrators. Participants will receive a set of resources for supporting trans educators including sample school district policies, a list of best practices, and a video recording of a panel discussion of nine trans educators sharing their experiences.

Room: James Baldwin | Listening to parents/guardians of trans* students — Panelists will include parent/guardians of queer and trans students

Typically, when “parents” are mentioned in conversations about LGBTQ youth in schools, they are parents of cisgender and straight students who educators fear will stop the work, alert news media about the ways in which educators are promoting a “gay agenda,” and ultimately be the reasons that educators lose their jobs. While disgruntled parent pushback and its effects on educators are real, it is important to consider whose voices are often missing from those conversations: parents and guardians of trans and queer youth. This session will center those voices. Rather than hosting a traditional panel, in this “queered” session, participants will witness a conversation amongst parents/ guardians of trans and queer students, the focus of which will be on their experiences navigating school. The session will end with an open dialogue between session participants and panelists.

1:55-2:55 p.m. | Session 4

Room: Harvey Milk | **Looking Ahead: College Planning for LGBTQ Students** — Chris Bell and Gav Bell

Led by Gav Bell (a student at Smith College) and their dad Chris (an independent education consultant), this workshop style session will include information sharing, large-group conversation, and small group conversation. The session will begin with an introduction and baseline of the college planning process and will move more directly to an exploration of college characteristics for LGBTQ students. Some specific topics will include:

- Inquiry into the questions: Why are we talking about College when this session is about K-12? What characteristics of colleges will be especially salient for LGBTQ Students? How should LGBTQ Students go about college planning?
- The College Planning Timeline and Process
- In search of “Fit” with regard to LGBTQ, Social, Academic, Financial
- Getting to know Corsava Cards
- Application process (e.g., Considerations of coming out in an application)

Room: Marsha P. Johnson | **Know Your Rights!** — Jordan Anthony

Supporting LGBTQ young people in the classroom is a simple first step in creating a safe and welcoming school climate for all students. Not only that: law in Colorado holds us accountable to implement those practices. This session will address the rights and responsibilities of districts, schools and educators in the movement for safe schools and will explore concrete strategies that you can implement in your classroom today to be an ally to the LGBTQ youth community. Participants will leave the session with an increased understanding of the legal protections offered to LGBTQ youth in schools; be informed of grievance procedures to respond to claims of discrimination, harassment, and bullying; and be shown best practices and strategies for creating an inclusive classroom environment.

Room: James Baldwin | **Conversations for All** — Fray Patton

All students engage with the LGBTQ+ community, including students who have IEPs (Individualized Education Plans). Sometimes these students are left out of the conversation due to the different way they process and see the world. This session is to help all teachers have authentic conversations with all students about gender and sexuality. Specifically, this session will help individuals start conversations with their students who may communicate differently, so they may explore their own sexuality and gender, or be able to participate in the creation of a safe classroom by being an informed ally. There will be practice with peers, and questions can be answered. This is also great for anyone who has not had conversations with students in general if they have used hate speech, or does not know how to approach those topics with all students.

Room: Silvia Rivera | **Queering Masculinity in Schools** — Ace Eckstein

In this session, participants will be supported to look at the messages that are sent around masculinity in schools. The presenter will propose that the idea of soft masculinity queers traditional expectations around masculinity and will offer ideas for how to make room for soft masculinity in schools. The session will start with a collaborative definition of masculinity and a discussion of what soft masculinity means. Participants will then work in groups to identify what kinds of messages around masculinity students are receiving in their schools and where and how they are receiving those messages. Participants will then engage in the work of radically reimagining what messages around masculinity they would like students to receive in contrast to what they are currently receiving. Finally, participants will create action plans for how they personally can work towards actualizing their ideal masculinity messages. Ace will function as a facilitator and a resource to participants as they co-create their action plans.

3:05-4:20 p.m. | Session 4

Room: Marsha P. Johnson | **The Next Generation of Inclusive Science Teaching** — Meghan Mosher and Kerri Wingert

Meghan & Kerri will use queer theory to engage participants in a conversation around queering the science curriculum, especially high school biology and chemistry. In their session, they will include ways to leverage new state-adopted standards to promote inclusivity and justice. Participants will brainstorm specific curricular changes they can make in their classrooms; they will leave with specific language from the new standards (NGSS) and support on how best to use that language in school policy-making conversations. Presenters will share examples from successful local teacher leaders, and the session will end with a focus on research and a sensemaking conversation to support “inqueery” as a method of inclusive pedagogy.

Room: Silvia Rivera | **How to Start a Gender Studies Program at Your School!** — Elizabeth Truskin

In this session, I plan to walk participants through the process I went through when starting one of the nation's first, high-school level gender studies program. This will include what inspired me, how I gathered resources to form my proposal, common administrative concerns, Frequently Asked Questions, how to market this class to the student body and lesson ideas. I will include my formal proposal, parent letter, year-long syllabus, ideas for units of study and any other additional resources that participants would like. (This includes daily lesson plans for a full year of instruction) While I was able to teach Gender studies for two years (2016-17 and 2017-18), my program was cancelled for this year so I am currently not teaching the course. I also plan to speak to the difficulties of maintaining a program like this.

Room: Harvey Milk | **Queer Remission in the Classroom: A path to queering curriculum, transgressing standard teaching practices, and radically redesigning your space** — Drew Imondi-Iannuccillo

This session is aimed to share my experience as a trans teacher in Boulder Valley School District and open a dialogue about how to radically change our classrooms to be inclusive to trans narratives through differentiation, curriculum reformatting, story telling, and taking bold steps to transgress norms in our schools. The session will also include topics relevant to GSA's and all levels of learners. Participants will be given a lecture but also expected to participate in active learning. They will work in small groups, have supplemental materials to work with and review their current teaching and thinking practices. I will work as a facilitator but we will all be charged with teaching and learning from one another. Post-institute, I will try to have a forum where teachers will be able to communicate ideas and progress after the session and for continued education, in-house peer reviewed models of lessons that they have taught in the past, as well as supplemental materials that they can leave with to offer immediate action that they can take in their classroom.

Room: James Baldwin | **Arts and Activism: Multimedia Practices for Self expression and empowerment** — Levi Arithson

In this session participants will examine and practice different art methods (Zine making and/or Digital Storytelling) through which young people can share their stories, teach others in allyship, explore issues, and express values and beliefs that are important to them. Participants will leave with a basic understanding of how to make and plan a Zine as well as basic digital storytelling tools that can be used with any video format (phone or camera).

4:30 p.m. | Closing reception



A Queer Endeavor would like to thank all of you awesome educators who are dedicated to making schools beautiful spaces for all students.

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