

**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: