

Critical Incident Journaling

Take inventory of the classroom curriculum.

- What books are available to students? How are gender and sexuality typified in the literature?
- Browse your classroom's adopted textbooks and record words, phrases, concepts, lessons, visuals (photos and illustrations) that you notice. Is the language inclusive or exclusive? What, if any, assumptions are being made about the audience/readers?

Observe students' choice in tasks, classroom roles/jobs, materials selection, recess or downtime behaviors, clothing, mannerisms, etc. What decisions do you see being influenced by gender expectations and/or heteronormativity?

Observe your cooperating teacher instruct a lesson looking specifically for intentional or unintentional lessons about gender or sexuality.

- How is the content or presentation of the lesson queer inclusive or exclusive?
- How do the students react to the lesson?
- Do learning routines and/or procedures separate girls from boys and if so, how is this dichotomy communicated? How do students react to this segregation?
- Are there heteronormative assumptions about family structures, interactions/relationships, and individual identities?

Take a walk through the school hallways. What do you notice about student work on display? What about school posters, what kinds of pictures and language are showcased?