



INSTRUCTOR'S MANUAL

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LEGACY PROJECT EDUCATION INITIATIVE

Uses and Guidelines

OVERVIEW OF THE LPEI INSTRUCTOR’S MANUAL

Use of Legacy Project Education Initiative (LPEI) materials and resources requires learners to engage in authentic experiences that will enhance their acquisition of knowledge and application of skills to better understand and appreciate the valuable contributions of Gay, Lesbian, Bisexual, Transgendered (GLBT) individuals to world history and culture. This manual provides concepts and collaborative activities for individuals, pairs, or teams for classroom integration using a multicultural curriculum approach, and application/extension exercises. The materials provide a discourse on the contributions, themes, diversity issues, and social actions for all educators, which can be incorporated into any content area from language arts, social studies, humanities etc. Accompanying this section will be a PowerPoint presentation, which has been used in professional settings to describe the overall content of the Legacy Project [See <http://www.legacyprojectchicago.org/>].

BACKGROUND

The Legacy Project: Reclaiming GLBT History One Hero at a Time™ intends to inform, inspire, enlighten and foster an appreciation for the crucial role GLBT have played in the advancement of world history and culture through the creation of the Legacy Walk – the only outdoor museum walk in the world created to recognize GLBT contributions (dedicated October 2012) – and the launch of its companion Legacy Project Education Initiative. The combined program has been endorsed by several dozen community/business leaders, educators, historians, youth advocates, and elected officials – including Illinois Governor Pat Quinn and Chicago Mayor Rahm Emanuel.

STANDARDS

Based upon the professional standards outlined by the U.S. Department of Education’s Protecting Students From Harassment and Hate Crimes: Guide for Schools, Illinois Standards on Social Emotional Learning, the Illinois Prevent Violence Act, and professional standards from the National Social Studies Council, students acquire the knowledge, skills, and applications that will provide a context to become a global citizen, who understands multicultural diversity. The following standards are delineated for the instructors:

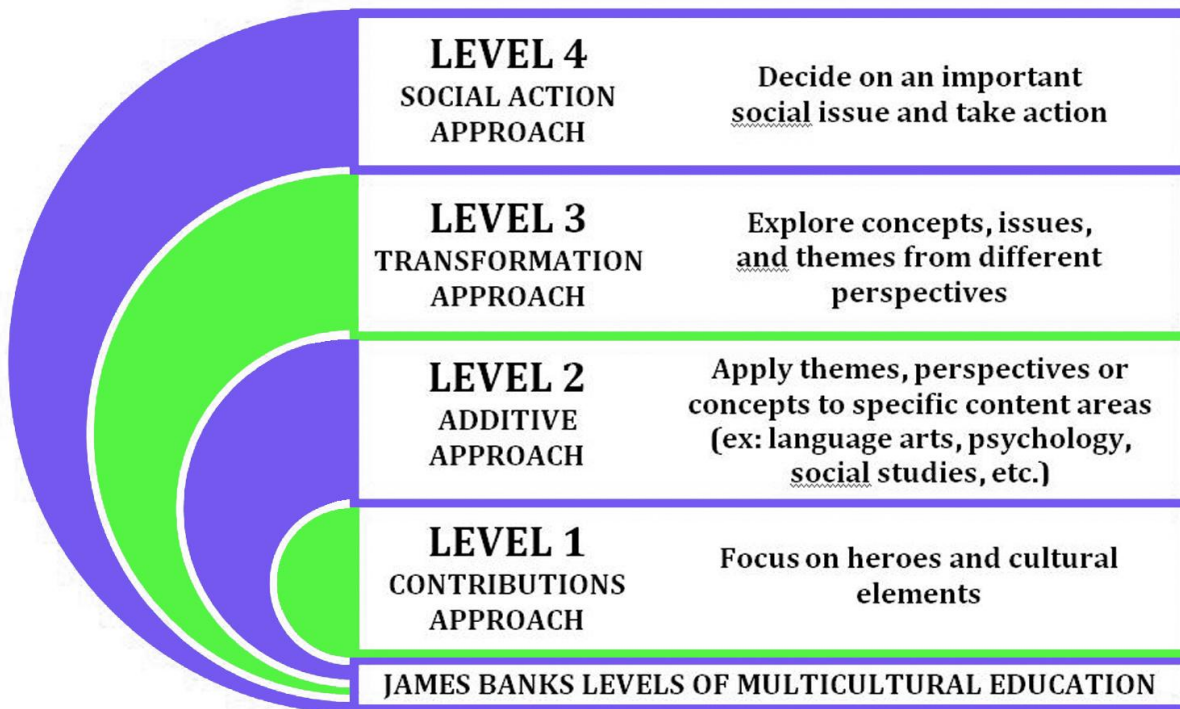
<i>U.S. Department of Education</i>	<i>Protecting Students From Harassment and Hate Crimes: Guide for Schools (Retrieved from http://www2.ed.gov/offices/OCR/archives/Harassment/harassment.pdf)</i>
<i>Illinois State Standards: Social Emotional Learning (SEL) – Stage F Goal 3A</i>	<i>Consider ethical, safety, and societal factors in making decisions.</i> 1. Recognize that an individual is responsible for his/her behavior. 2. Identify the need for rules at school, home, and in society. 3. Analyze what it means to be responsible for one's health.

Illinois State Standards: Social Emotional Learning (SEL) – Stage F Goal 3A	4. Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities). 5. Analyze the risks of potentially dangerous situations. Develop strategies to work things out rather than retaliate when you feel wronged.
Illinois Prevent Violence Act P.A. 096-0952	http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-0952 for the text of the Illinois Prevent School Violence Act.
National Council of Social Studies	Curriculum Guidelines for Multicultural Education http://www.socialstudies.org/positions/multicultural

Instructors may also refer to other professional organizations, such as the National Council for Accreditation of Teacher Education (NCATE) accreditation process or other professional standards for educators or professionals.

MULTICULTURAL LEVELS OF INTEGRATION

Instructors may use the techniques developed for multicultural integration in presenting the Legacy Project Lessons, which will enhance cultural diversity and understanding for students. James Banks (2005) developed the following levels to approach multicultural curriculum. Instructor may adapt this approach in their overall delivery of investigating the GLBT role models within the Legacy Project. The four levels are contributions approach, additive approach, transformation approach, and social action approach.



<http://resources.css.edu/DiversityServices/docs/LevelsofIntegrationofMulticulturalContent.pdf>

Beginning with the Level One “Contributions” Approach to assess basic comprehension, the instructor is encouraged to direct the student towards a straightforward understanding of LGBT historic contributions by asking what happened or what did an inductee do. Additional categories include the Additive Approach (customized to the instructor’s classroom goals), the Transformation Approach (encouraging the discovery of concepts, themes and related issues and perspectives), and the Social Action Approach (where students are inspired to form their own plan for social engagement on a particular issue raised by an inductee’s life contributions). This sequence represents a deepening of knowledge gathering, and each level may be utilized to help students understand other non-dominant cultures by becoming more familiar with the experiences of equal opportunity, justice, and respect of these cultures.

For further explanation of each of these approaches, review the Levels of Content Development at <http://people.ucsc.edu/~marches/PDFs/Approaches%20to%20Multicultural%20Reform,%20Banks.PDF> and at <http://www.pcc.edu/resources/tlc/anderson-conference/documents/multicultural-banks.pdf>. Sample lesson plan templates for each of Banks’s levels for exploring the Legacy Project are available for your customized use in your classroom or professional setting. Specific lesson plans have been created for GLBT inductees each year.

APPLICATIONS

The instructor may use this approach in its entirety or may choose the activities, which fits his/her class presentation. These collaborative activities for learners either online, blended (a combination of face to face/online) or face-to-face meetings offer learners an opportunity to work collaboratively or individually. Learners may be placed in inquiry groups of two to three students to address these activities and report their findings to the entire class. This creates a proven approach to sharing knowledge, resources, and assessment through peer review activities. The resource instructor will act as a facilitator for the discussion and will guide the student to the outcomes as prescribed for the course.

METHODS/STRATEGIES

This manual offers recommendations for questions/activities/simulations/and a prescribed test bank of questions that may be used by the instructor. Depending on the instructor’s established goals, it is suggested that one starts with an introductory tour of the Legacy Project website and online database, where learners can gather information about the project’s inception, its facets and construction, and the proposed goals of the Legacy Project Education Initiative tools.

Students may be given a set of questions designed to encourage exploration to find the answers, which can in turn be shared with the group. Based upon James Bloom’s cognitive level of comprehension matrix from literal through higher inferential categories, questions were designed for each inductee. This serves as a basis for discussion in our instruction.

It is important to present the material in variety of methods, where the students may have a springboard for expanded instruction. These methods may include role-playing, simulations, questions, and group processing. At the end of the lesson, there will be an opportunity for guided reflection on how this applies to one's own professional experience and how the learner would incorporate these concepts in the future. Small group or individual presentations, open note reviews, multi-choice, or interdisciplinary groups will further enhance the learner's critical thinking skills.

CONCEPTS

The instructor may use the following overarching concepts to present this curriculum:

1. Individuals will learn about the contributions of the diverse population of GLBT people.
2. Individuals will understand the experiences, values, and successes of GLBT people in our society.
3. Individuals will develop respect for this non-dominant culture in a socially acceptable and unthreatening manner.

MULTIMEDIA PRESENTATION

Multimedia presentations, which include PowerPoint presentation(s), videos, or podcasts, will provide overviews for The Legacy Project and its development. This introductory presentation creates a common vocabulary regarding the key terms and to highlight the milestones, demographics, and background for GLBT inductees. Presentations for counselors, education classes, and tour groups highlight the framework for professional behaviors and responsibilities legal issues for assisting GLBT students and families. Research, theories, and applications will be customized to extend knowledge, skills and application of the GLBT biographies within their own professional context. Dependent on the instructor's goals and methods, a combination of these approaches may be used in the discussion of this text.

COLLABORATIVE ACTIVITIES FOR INQUIRY GROUPS

There is an application of the concepts through activities which encourage the leader to assimilate the concepts that are presented, investigate organizational/program activities, and present their findings. Each inquiry group will have the task of establishing a method through technology integration for TLP online database, simulation, case study, or processing methods that engage the entire class in a critical discussion.

Group processing activities will include the review of lesson plans, examination of the online resources for each inductee, and report findings on the approach that will be used. Extending knowledge and application and building cooperation will strengthen the learner's personal goals. Creation of personally designed projects, essays, or student-led in-school exhibits that could be shared with the LPEI on-line community are encouraged.

PRE-TEST OR ESSAY TO ASSESS CURRENT KNOWLEDGE

The purpose of this pretest is for the learner to assess what he/she knows about GLBT contributions. An examination of the learner's background on GLBT issues and the professional behaviors in addressing these issues in the educational context may be developed. The learner's personal reflection on GLBT issues is an effective means to assess what the learner knows and what they would like to learn in the future. Instructors may use their own discretion in using this material.

PROCESSING EXIT QUESTIONS/REFLECTIONS

After the presentation and investigation using TLP, the learner reflects on his/her experiences. Questions to ascertain what the learner has uncovered or how the information has impacted them will be administered by the instructor. LPEI will use the information gathered to make improvements to the presentation materials and their delivery.

CASE STUDY INTERNSHIP – APPLICATION EXERCISE

The learner will demonstrate their knowledge, skills, and dispositions through interviews, research, or experiences that will show their application and evaluation skills. The learner may want to interview professionals, students, or other leaders who deal with GLBT issues. This critical approach will provide direct application to their professional status and to have the learner reflect on his/her approach to leadership in program evaluation.

REQUEST FOR FEEDBACK

Learning is dynamic and reciprocal. Through your collaboration, improvements may be made to this Instructor's Manual. Please send your comments on the manual, LPEI's approach to the subject matter, or the website directly to Dr. Gerri Spinella, the Director of LPEI at gerri.spinella@gmail.com.