

Based on the best practice principles we have provided you with a self-assessment tool. In order to teach inclusivity with the older LGBT+ community, teachers will need to have knowledge, skills, attitudes, values of the subject matter and the ability to recognise the impact of discriminatory behaviour on LGBT+ people. They will also need to have skills and knowledge in promoting inclusive behaviour that encourages trusting relationships with all the people that their students work with, whatever the gender identity or sexuality of those people. This building block suggests activities to help teachers to reflect on their readiness to teach this subject and signposts the teachers to building blocks within the tool kit which could help to fill gaps in terms of knowledge. The first section therefore takes the teacher through a quiz so that they can assess their readiness and what extra learning they need to do before they are ready to teach this subject.

The second part of the manual offers some tips for managing specific challenges as regards students' attitudes towards LGBT+ people. Many teachers are worried about how to deal with challenging situations in the classroom and also how to support LGBT+ learners within the class. We are assuming that the teachers will already have developed a skill set in terms of managing classes and managing challenging behaviour that arise in general. We highlight the main principles that need to lie beneath approaches to effectively develop inclusive practice and sensitivity towards the needs of older LGBT people.

How Ready Am I?

Read through the following quiz and answer "Yes/No/Not Sure". If your answer is "No" or "Not sure" we will suggest which building block could help you to become more knowledgeable/skilful and therefore more confident to teach this subject.

Introductory Quiz

a) Underpinning values

- 1 I value diversity of family groups and value the experiences and choices of older LGBT people in their relationships or to be single. Y/N/Not sure. If no/not sure, go to [Relationships](#) and [Life stories](#).
- 2 I am open to learning more about the subject and changing my mind. Y/N/Not sure. If no/not sure, go to [Relationships](#) and [Life stories](#).
- 3 I am open to learning from experts by experience- older LGBT people. Y/N/Not sure. If no/not sure, go to [Life stories](#).
- 4 I am confident about what vocabulary is likely to promote self-esteem and foster constructive relationships between professionals and older LGBT people and people who identify as gender non-specific. Y/N/Not sure. If no/not sure, go to [Readiness To Learn - Language](#).

b) Underpinning Skills

- 1 I have skills in challenging discriminatory. Y/N/Not sure. If no/not sure, go to [Challenging situations in the classroom](#).
- 2 I have experience of challenging discriminatory. Y/N/Not sure. If no/not sure, go to [Challenging situations in the classroom](#).
- 3 I have Skills in creating a safe, reflective space for students to explore their own values and experiences of sexuality of ageing and of sexuality in ageing. Y/N/Not Sure. If no/not sure, go to [Setting up a safe and inclusive learning environment](#).

c) Underpinning knowledge

- 1 I feel Confident to teach the link between international human rights and the rights of LGBT+ older people to have their lives and relationships respected and supported. Y/N/Not sure. If no/not sure, go to [Human Rights](#).
- 2 I feel Confident to use the appropriate terminology when talking about LGBT+ people and about gender nonconformity when discussing older people and their lives and needs? Y/N/Not sure. If no/not sure, go to [Readiness To Learn - Language](#).
- 3 I feel Knowledgeable about the impact of discrimination and how to teach it in regards to LGBT and ageing. Y/N/Not sure. If no/not sure, go to [Life stories](#).



- 4 I feel Confident to teach history of LGBT civil rights and current legislation that values and protects the Lives of LGBT people. Y/N/Not sure. If no/not sure, go to [Human Rights](#).
- 5 I feel Confident to acknowledge the individuality of people and to introduce ideas on intersectionality Y/N/Not sure. If no/not sure, go to [genderbead tool](#) or the [Social GGRRACCEESS](#).
- 6 I feel confident to teach the impact of Ageism. Y/N/Not sure. If no/not sure, go to section on resources (open access book on chapter on ageism and sexuality Gertwitz-Meydan et al (2018) Springer International in Alyon and Ter... Romer (eds) Contemporary Perspectives on Ageism.)

How did you do? Follow up and read over the sections in the tool kit suggested where you need extra support. If you still feel insecure or unable to teach on LGBT+ older people, you may need extra training or to be mentored by a colleague experienced in this area of teaching