

LGBTQ+ Allyship for Educators

March 6, 2024



Tory Sparks

sex education, training, & consulting

LET'S CREATE A LIBERATED FUTURE TOGETHER





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"Being queer saved my life. Often we see queerness as deprivation. But when I look at my life, I saw that queerness demanded an alternative innovation from me. I had to make alternative routes; it made me curious; it made me ask, 'Is this enough for me?'"

-Ocean Vuong

A decorative graphic on the left side of the slide consisting of several parallel diagonal stripes in the colors of the rainbow: purple, blue, green, yellow, orange, and red.

Agenda:

- Introductions, group agreements
- Gender Identity
- Pronouns 101 and 102
- Transition +
- LGBTQ+ Health Disparities in MI
- Best practices for LGBTQ+ inclusion in the classroom, syllabus, communications
- LGBTQ+ Survivors, Trauma-Informed LGBTQ+ Inclusion
- Q&A, resource sharing

A decorative graphic on the left side of the slide consisting of several parallel diagonal stripes in the colors of the rainbow: purple, blue, green, yellow, orange, and red.

Learning Objectives:

By the end of this training, attendees will begin to be able to:

- Differentiate between gender identity, gender expression, and sexual orientation
- Understand pronouns and how to use them
- Create and contribute to an LGBTQ+ inclusive and affirming campus and classroom
- Understand unique challenges for LGBTQ+ survivors of gender-based violence and bring a gender-informed lens to trauma-informed work
- Foster an educational environment for all students that is safe, welcoming, and free from stigma and discrimination, regardless of sex, sexual orientation, gender identity, or gender expression
- Ensure that all students have the opportunity to express themselves and live authentically.

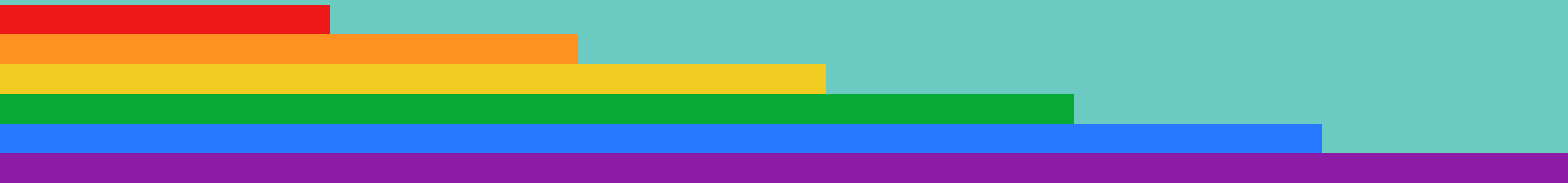
Reflection: What are your hopes and fears when it comes to this training/ this topic?





Group Agreements, Assumptions, Guidelines

- Take risks, be brave, be vulnerable
- Listen to learn, not to respond
- Challenge the idea, not the person
- Don't freeze people in time... including yourself
- Be present, breathe, take care of yourself
- Expect and accept a lack of closure
- Expect and speak to your discomfort and joy
- Take the learning, leave the stories
- Practice both/and thinking
- Speak from your own experience



On Terminology

Allies often want to know and understand all the words people use for LGBTQ+ experiences and identities. While this makes sense, language is constantly evolving, and knowing the words is only a small part of allyship.

It's okay not to know! I've never heard that term before, can you tell me more about it?" "Can you tell me more about what that means for you?" "I'm not sure what that means either, let's look it up together!"

New words are not necessarily new concepts, and things like "I just can't keep up, there's just so much new stuff!" are both valid feelings and can be hard to hear, because people are just looking for more ways that language can describe the complex experience of sex and gender.



CISGENDER

describes you if you're most comfortable in the gender you were assigned at birth.

each identityland has its own language of pronouns + words specific to the residents.

borders change over time.

Sometimes immigrants are treated as second-class citizens.

New islands are often discovered

Some genderlands have more resources + power than others.

Some identities are populated entirely by travelers.

Imagine gender as a planet.

All people grow up somewhere on that planet, most in Ladyland or in Manlandia. Lots of people are comfortable where they're born and stay in that same area their whole lives.

Some people, though, are citizens of Manlandia but are born in Ladyland. Just like in the real world, you can't tell someone's citizenship by looking at them; it's very personal. As we get older we may want to move to a place where we are more comfortable.

www.thegenderbook.com

TRANSGENDER

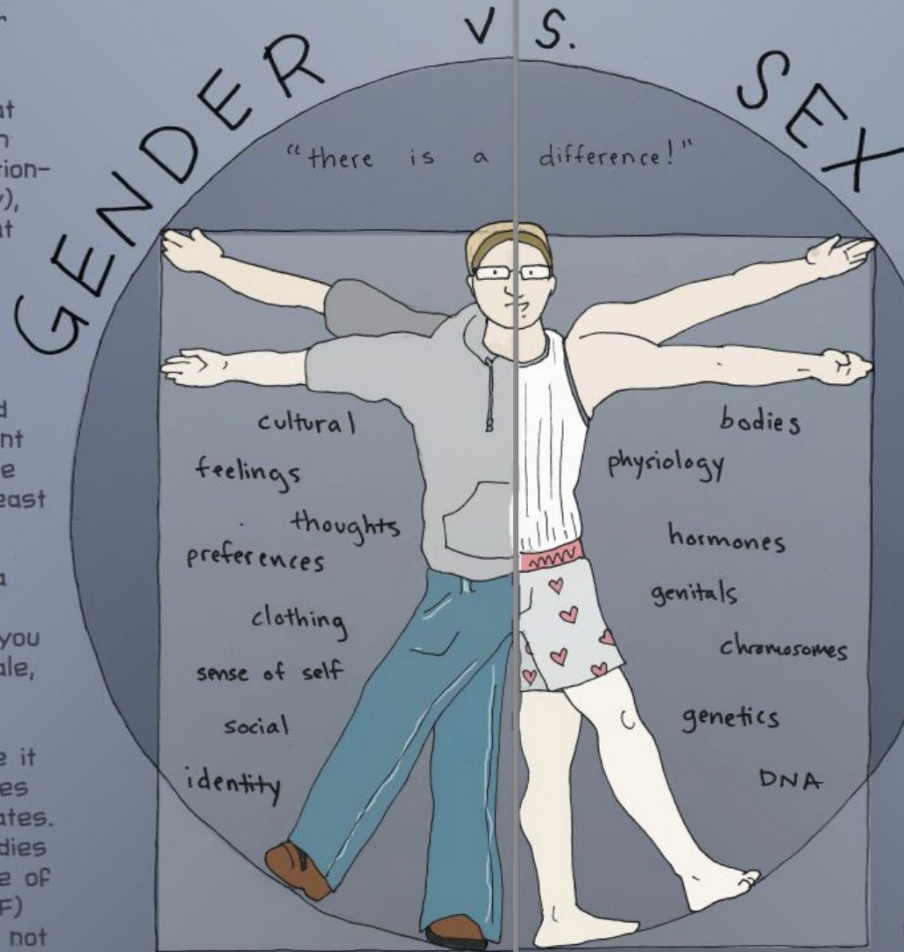
Anyone who crosses borders to live outside their expected gender land **could** be described as transgender.

A public service from the GENDER book Provided for educational use only; not for resale! More fun materials available online!



People sometimes confuse gender and sex. While gender refers to your identity and the expression of that identity (which can include your relationship to your body), sex is a label that refers strictly to your body - specifically to the reproductive organs, DNA like chromosomes, and hormone-dependent characteristics like body hair and breast tissue.

When you go to a new doctor, she might ask you if you are male or female, and check a box: that's your sex marker. You'll see it on driver's licenses and birth certificates. Most people's bodies correspond to one of the standard (M/F) sex markers, but not everyone's.



There are body parts you need to make offspring. These are called primary sexual characteristics.

Then there are secondary sexual characteristics, all of the other things that develop during puberty.

There are natural differences between the sexes. Think about the male lion's mane and the antlers of a buck and the tail of a fancy male peacock.

What we sometimes forget is that for humans, these differences don't define us. Would your identity change if you woke up tomorrow with a differently sexed body?

THE SOGIE ASTRONAUT

*SOGIE STANDS FOR SEXUAL ORIENTATION, GENDER IDENTITY & EXPRESSION

GALAXY OF LIMITLESS POSSIBILITIES!



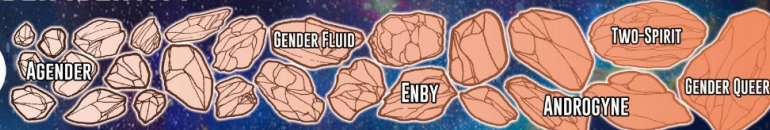
SEX ASSIGNED AT BIRTH

☐ FEMALE ☐ MALE ☐ INTERSEX/OTHER

WE ASK BECAUSE WE CARE!



GENDER IDENTITY



WOMAN
MAN
ANOTHER



GENDER EXPRESSION



FEMININE
MASCULINE
ANDROGYNE



PRONOUNS

☐ SHE/HER/HERS ☐ HE/HIM/HIS ☐ THEY/THEY/THEIRS
☐ ZE/HIR/HIRS ☐ SOMETHING ELSE ☐ NO PRONOUNS, USE NAME

CISGENDER: IF YOUR SEX ASSIGNED AT BIRTH
ALIGNS WITH YOUR GENDER IDENTITY



TRANSGENDER: IF YOUR GENDER IDENTITY
DOES NOT ALIGN WITH YOUR SEX ASSIGNED
AT BIRTH



ATTRACTED TO (SEXUALLY/ROMANTICALLY/EMOTIONALLY)



WOMEN/FEMININITY
MEN/MASCULINITY
MULTIPLE GENDERS

RANGE OF

GENDER

IDENTITIES



amaze

FILL OUT THE SURVEY!

my name is

I describe my gender identity as

my pronouns are

I think gender is...

The communities I'm a part of are

I experience gender in my communities as

What I think people don't realize is

The question I would have on this survey is

My answer to that question is



Pronouns

Most of the time, most people are on autopilot about pronouns. They call all women she, her and hers, and all men he, him and his. But being on autopilot doesn't always work. Sometimes-- especially, but not only, when talking about trans people-- it can lead you to call someone a pronoun that isn't what they're usually called or what they want to be called. For many trans people, it is one of the most painful things you could possibly call them. Why would it be so painful? When you use a gendered pronoun about someone, you are in effect announcing that person's gender. Most people feel attached to their gender as a core aspect of their identity. When you announce it incorrectly, it can imply that you don't recognize or 'believe in' that person's gender identity."

—The Trans Allyship Workbook, Davey Shlasko



The Effect of Misgendering

- **Annoyance**
- **Confusion**
- **Feeling unrecognized or invisible**
- **Feeling unreal or not really present, distanced or dissociative**
- **Triggering internalized oppression, feeling not androgynous/womanly/manly “enough”**
- **Feeling disrespected**
- **Feeling unsafe**
- **Being outed to observers who weren’t aware of their trans status**
- **Losing relationships with observers who weren’t aware of their trans status**
- **Being targeted for violence based on their trans status**
- **Loss of trust**



Ask and respect other people's pronouns

May I know your pronouns so I can address you properly?

Make it a habit to state your own pronouns.

This reminds people that it might not always be immediately obvious what pronoun someone uses.

Don't only do this when people who you feel doubtful of their pronouns are present, make it the standard



Having trouble? Made a mistake?

- Apologize quickly, correct what you said, and move on
- Think of one trans person for whom you have difficulty using the right pronouns. Reflect: What is your relationship to this person and why is it important to get it right?
- Gossip (not really)- talk about them in the third person to yourself
- Pet pronouns- try using different pronouns for your pet!
- Talk with other allies
- Dig deep: WHY is this hitting a speed bump in your brain?

“What’s more important: how YOU see me or how I see me?”

No need to tell us why you’re struggling, we don’t want to know

Other Pronoun Situations



**Multiple
Pronouns?**

**I don't know
their
pronouns?**

**No pronouns?
Any pronouns?**

**What if they're
not out?**

NEOPRONOUNS

PRONOUNS

Traditionally:
she/her/hers,
he/him/his

THEY

They/them:
grammatically correct,
already integrated into
language, conjugated
like plural

NON-STANDARD

Some people prefer
pronouns that were
created solely for the
purpose of singular
gender neutrality

BUT..?

Language is
constantly changing
and evolving. New
words are coined
every day!

WHY?

Self-definition is a
human right.
Prioritizing student
right to self-definition
over adult comfort!

NEOPRONOUNS



AE/AER/AERS

I think ae (aye) is very nice. I asked aer (*air*) if i could borrow aer



EY/EM/EIRS

I think ey (aye) is very nice. I asked em if I can borrow eir (*air*)



XE/XEM/XYRS

I think xe (zee) is very nice. I asked xem (*zem*) if I can borrow xyr (*zeer*) pencil.



ZE/HIR/HIRS

I think ze is very nice. I asked hir (*here*) if I can borrow hir pencil



ZE/ZIR/ZIRS

I think ze is really nice. I asked zir (*zer*) if I could borrow zir



FAE/FAER/FAERS

I think fae (*fay*) is very nice. I asked faer (*fair*) if I could borrow faer pencil.

Pro-tip: think of the pronouns as the person's name

Some other pronoun situations



AND/OR

she/they, they/she,
he/they, they/he,
he/she/they, he/she



IT/IT/ITS

The personal it and its
uses- it feels
disrespectful, and can
be- but it's respectful
if it is what is asked!



NO PRONOUNS?

Then just use the
person's name! Also
an option:
restructuring the
sentence!

PRONOUN EXERCISE*

Turn to the person next to you and tell a brief story that involves multiple people.

Then, re-tell the story using they/them pronouns for everyone involved

Dysphoria is discomfort.

A state of unease or dissatisfaction.

Transgender people feel this towards their birth gender. It's not a specific feeling we can describe, but rather an internal fact we just know.

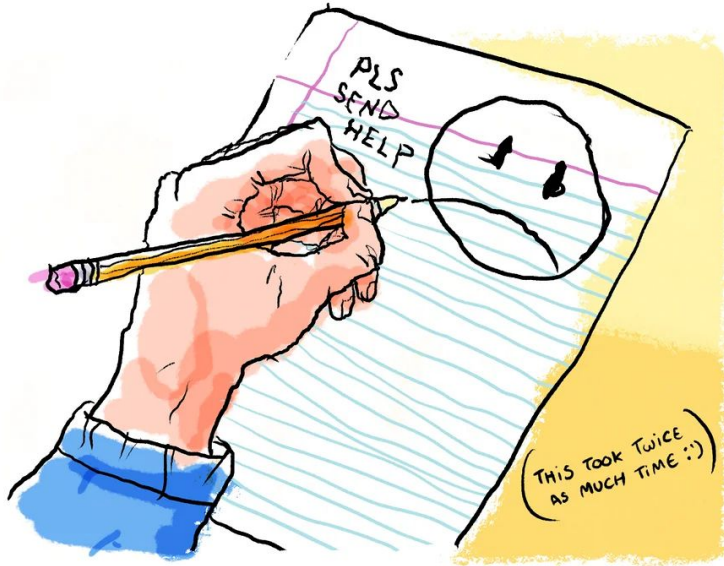


An easy way for you to understand this is to think of your dominant hand.

When you need to write something, you don't have to think about what hand to use. You just grab a pencil and write. It feels completely natural.



As soon as you hold the pencil in the non-dominant hand, it feels 'wrong'. Every single line now requires concentrated effort.



Gender Dysphoria feels like you're holding a pencil with the wrong hand.

You have an immediate sense of discomfort.



You feel frustration no matter what you try.



And you have this constant, draining feeling like you're forcing yourself to do something your body was not designed to do.



Transitioning is like switching the pencil into your dominant hand. We're still doing the same thing, but everything feels comfortable now!



We may feel "Gender Euphoria", comfort and joy in our identity. Like we are the best versions of ourselves.

We have tried to change people's innate traits in the past. We have proven again and again....

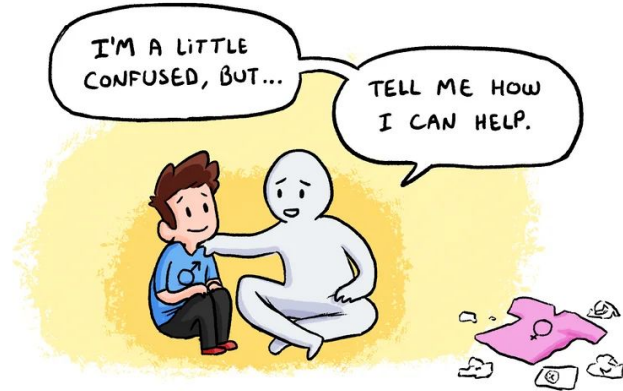
Force. Doesn't. Work.



It only causes pain and trauma for the person.

Being left-handed is hard to understand when you're right-handed. Being transgender is hard to understand when you're cisgender.

You don't have to understand us.



All we ask is for you to believe us when we tell you we're uncomfortable.

THE NIFTY FOX

TRANSITION



What is 'transitioning'?

Transitioning is when a person takes steps to socially and /or physically feel more aligned with their gender identity.

Social Transition

Social transition refers to social interactions and processes, such as 'coming out' as trans to yourself and your friends, family and peers.

It can also involve changes to:

- Name, pronouns and language
- How you use gendered spaces and services
- Documentation and identification



Physical Transition

Physical transition can involve making changes to your appearance, gender presentation and gender expression.

It can also involve access to medical interventions, such as:

- Hormone therapy
- Hair removal
- Voice therapy
- Surgeries

Each person's experience of transition is different ...and not everyone uses the term 'transition'!

****Not all trans people transition in any way, the same way, both socially and physically, etc.**

trans people don't need to transition to be trans

Transmedicalism: the belief that being transgender is contingent upon experiencing bodily dysphoria or wanting medical treatment to transition and that those identify as trans but don't experience dysphoria or desire medical transition are not "genuinely transgender"

DYSPHORIA

"Dysphoria can be described as deep psychological distress about your assigned gender and anything that comes with it. This can stem from how people treat you, see you, perceive you, refer to you, societal expectations based on your assigned gender, negative feelings about your own body or specific parts of it, and pretty much everything that has to do with your assigned gender and your sex characteristics. Dysphoria is often defined within health care services and is used as a diagnosis to determine whether or not you are trans. While this is in many ways useful (especially when it comes to health insurance covering hormone treatment and/or surgeries), it can be very problematic to only define trans people as those who have dysphoria. Everyone has different experiences. While most trans people have some degree of dysphoria, its severity varies from person to person, and people can have dysphoria about different things. It's therefore important to remember that not necessarily all trans people are unhappy about the same things or feel dysphoric for the same reasons. Some trans people say they don't really feel any dysphoria at all and many find that it disappears completely once they've done certain things to help alleviate it. All of those different experiences are valid. There is no one way to be trans, and certainly medicalising it and forcing everyone into the same mould is never going to work."

COMING OUT

- Non-linear
- Over and over again
- Not always holistic

HETERONORMATIVE/ITY

heteronormative

adj. • het·ero·nor·ma·tive • \hē-tə-rō-'nōr-mə-tiv\

of, relating to, or based on the attitude that heterosexuality is the only normal and natural expression of sexuality

- Not the same as heterosexual
- System of oppression
- Renders

PASSING

- When one “passes” as their gender
- Not the goal for all trans people
- Privilege/ safety
- Binary
- “Stealth”= passing & not out as trans

DEADNAME

- Used to refer to a name no longer used, often the name given at birth
- “Real name” is a microaggression
- Not all people love this term, some do
- Chosen name, preferred name



**All non-binary people
present as androgynous**

No. Enbys present themselves however way they want. Whether they look more masculine, feminine, in between, or both!

**All non-binary people
use they/them pronouns**

Not everyone! Enbys use pronouns that feel the most fit for them. Some even use multiple or combinations of pronouns.

**All non-binary
people are trans**

Not all. Trans generally refers to those whose gender identity or expression differs to their birth assigned gender.

Some enbys do not see themselves as trans. Gender is definitely a spectrum, it is important to respect how they define themselves!

**Non-binary is a
new concept**

Definitely not. Non-binary and gender-nonconforming folks have been around for a long time. Indigenous groups also have similar concepts on enby identities (e.g. Two-Spirit of Native America)

Gender-Affirming Care

as defined by the World Health Organization, encompasses a range of social, psychological, behavioral, and medical interventions “designed to support and affirm an individual's gender identity” when it conflicts with the gender they were assigned at birth

Medical GAC may include:

- Puberty blockers (which delay the onset of puberty)
- Estrogen or testosterone gender-affirming hormone therapy
- Top surgery (mastectomy, implants, reduction)
- Removal of reproductive organs (e.g. hysterectomy, orchiectomy)
- Cessation of menstruation through contraceptives
- Bottom surgery (Vaginoplasty, phalloplasty, metoidioplasty)

Accessing physical/medical transition is a costly, lengthy, and basically difficult process in every way.

- **Gatekeeping** happens when health professionals place unnecessary and unfair hurdles in the path of affirmative care, and require trans and gender diverse patients to prove who we are and that we really want or need access to medically affirming care. For those who seek it, gender affirming medical interventions can be a critically important part of how we affirm our gender. Interventions are not only medically necessary, but **life-saving**. Gatekeeping can look like:
 - Refusing to take on trans patients/clients
 - Requiring unnecessary steps in order to access care e.g. mandating a psychiatrist or endocrinologist assessment
 - "Watchful waiting"/ delaying care without a clear health-based reason
 - Not providing all the information or answers as to why a particular decision has been made
 - Requiring trans people to adopt a binary identity and/or perform dysphoria in a certain way
 - Requiring invasive and unnecessary examinations or testing to access care
 - "Rapid Onset Gender Dysphoria"
 - Over-inflation of regret rates

In Washtenaw County:

Planned Parenthood of Michigan: GAHT 18+

UM Comprehensive Gender Services Program

Corner Health: GAHT (12-25 y.o*)

*In Michigan, minors need parental consent before the age of 18 to access medical GAC

LGBTQ+ Health Disparities- Youth in Michigan



What interpretations about this group can you make?

Interpreting data about marginalized groups

What interpretations about this group's **experiences** can you make?

What are my own internal biases, experiences, assumptions, and stereotypes that inform my interpretation?

What interpretations about **why** this group experiences this can you make?

What contextual information will give me the full picture?



DRY, HOT AND SUNNY
SUMMER WEATHER



ICE CREAM



SUNBURN

**Gender or sexual
minority**



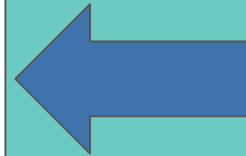
**Stigma
(different=
bad)**



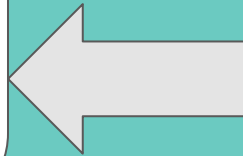
**Bias:
prejudice,
discrimination,
abuse, isolation**



**Minority
Stress**



**Low self-esteem
Anxiety
Depression**



**Health
Disparities**
Substance Use
Sex/ STI Risk
Self- Harm/ Suicide
Victimization
SES Disadvantage

**Access to affirming community,
resources & education**

Question	Sexual Identity	Heterosexual (straight)	Gay, lesbian, or bisexual	p-value	Heterosexual (straight) More Likely Than Gay, lesbian, or bisexual	Gay, lesbian, or bisexual More Likely Than Heterosexual (straight)	No Difference
Were threatened or injured with a weapon on school property (such as a gun, knife, or club, one or more times during the 12 months before the survey)		6.0 (4.9–7.3) 3,684	13.9 (10.2–18.8) 560	0.00			
Were in a physical fight (one or more times during the 12 months before the survey)		19.3 (16.7–22.3) 3,611	22.3 (17.9–27.4) 538	0.27			
Were in a physical fight on school property (one or more times during the 12 months before the survey)		6.8 (5.3–8.7) 3,580	6.7 (4.3–10.2) 533	0.95			
Were electronically bullied (counting being bullied through texting, Instagram, Facebook, or other social media, during the 12 months before the survey)		16.3 (14.7–18.0) 3,634	30.4 (25.3–36.0) 534	0.00			
Were bullied on school property (during the 12 months before the survey)		19.2 (16.9–21.6) 3,648	36.0 (30.6–41.7) 542	0.00			
Did not go to school because they felt unsafe at school or on their way to or from school (on at least 1 day during the 30 days before the survey)		7.6 (6.0–9.5) 3,665	18.1 (14.2–22.8) 553	0.00			

Question	Sexual Identity	Heterosexual (straight)	Gay, lesbian, or bisexual	p-value	Heterosexual (straight) More Likely Than Gay, lesbian, or bisexual	Gay, lesbian, or bisexual More Likely Than Heterosexual (straight)	No Difference
Were ever physically forced to have sexual intercourse (when they did not want to)		7.9 (6.9–9.0) 3,651	24.1 (19.7–29.1) 544	0.00			
Experienced sexual violence by anyone (including kissing, touching, or being physically forced to have sexual intercourse when they did not want to, one or more times during the 12 months before the survey)		10.1 (9.1–11.2) 3,606	23.0 (18.7–27.9) 540	0.00			
Experienced sexual dating violence (being forced to do sexual things (counting such things as kissing, touching, or being physically forced to have sexual intercourse) they did not want to do by someone they were dating or going out with, one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey)		5.0 (4.0–6.3) 2,132	15.2 (10.9–21.0) 326	0.00			
Experienced physical dating violence (being physically hurt on purpose (counting such things as being hit, slammed into something, or injured with an object or weapon) by someone they were dating or going out with, one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey)		5.1 (4.0–6.4) 2,204	14.6 (10.4–20.1) 343	0.00			



Question	Sexual Identity	Heterosexual (straight)	Gay, lesbian, or bisexual	p-value	Heterosexual (straight) More Likely Than Gay, lesbian, or bisexual	Gay, lesbian, or bisexual More Likely Than Heterosexual (straight)	No Difference
Felt sad or hopeless (almost every day for 2 or more weeks in a row so that they stopped doing some usual activities, during the 12 months before the survey)	31.6 (29.0–34.4) 3,651	68.0 (62.7–72.8) 540	0.00				
Seriously considered attempting suicide (during the 12 months before the survey)	14.9 (12.9–17.2) 3,634	42.8 (38.5–47.2) 534	0.00				
Made a plan about how they would attempt suicide (during the 12 months before the survey)	11.7 (10.1–13.5) 3,652	31.8 (27.8–36.0) 542	0.00				
Actually attempted suicide (one or more times during the 12 months before the survey)	5.4 (4.3–6.9) 3,171	21.5 (16.1–28.0) 485	0.00				
Suicide attempt resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey)	1.7 (1.3–2.1) 3,156	6.8 (4.5–10.2) 475	0.00				

Question	Sexual Identity	Heterosexual (straight)	Gay, lesbian, or bisexual	p-value	Heterosexual (straight) More Likely Than Gay, lesbian, or bisexual	Gay, lesbian, or bisexual More Likely Than Heterosexual (straight)	No Difference
Ever had sexual intercourse		34.8 (29.7–40.3) 3,160	43.8 (36.7–51.2) 439	0.02			
Had sexual intercourse for the first time before age 13 years		2.0 (1.4–2.9) 3,162	6.1 (4.4–8.4) 443	0.00			
Had sexual intercourse with four or more persons (during their life)		5.9 (4.3–8.1) 3,163	13.3 (10.0–17.5) 441	0.00			
Were currently sexually active (had sexual intercourse with at least one person, during the 3 months before the survey)		24.8 (20.7–29.5) 3,162	24.9 (19.8–30.9) 441	0.98			

FACT: The vast majority of LGBTQ students in Michigan regularly (sometimes, often, or frequently) heard anti-LGBTQ remarks (Fig. 1). Many also regularly heard school staff make homophobic remarks (16%) and negative remarks about someone's gender expression (33%).

FACT: Most LGBTQ students in Michigan experienced anti-LGBTQ victimization at school (Fig. 2). They also experienced victimization at school based on disability (36%), religion (21%), race/ethnicity (19%). Most never reported the incident to school staff (61%). Only 25% of LGBTQ students who reported incidents said it resulted in effective staff intervention.

Figure 1. Hearing Anti-LGBTQ Remarks from Students in Michigan Schools
(percentage of LGBTQ students hearing remarks regularly)

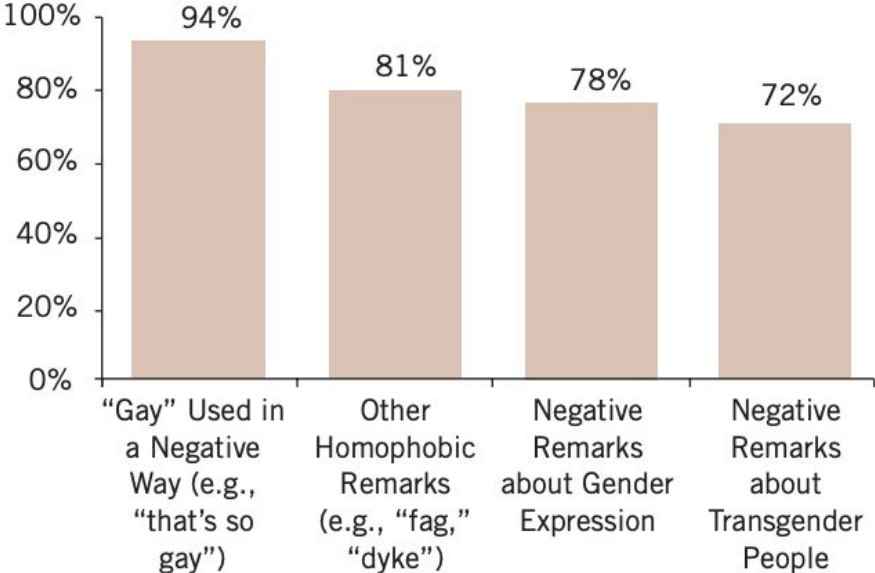
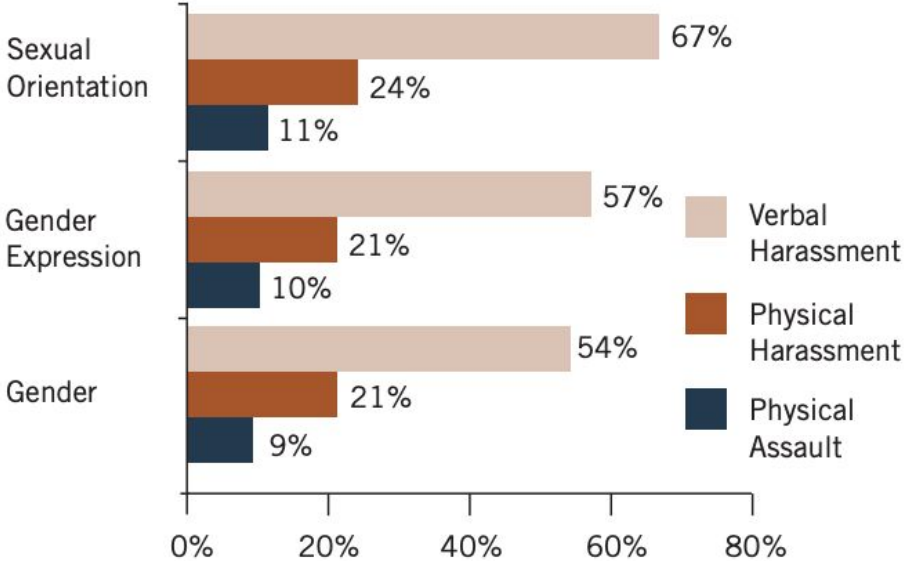
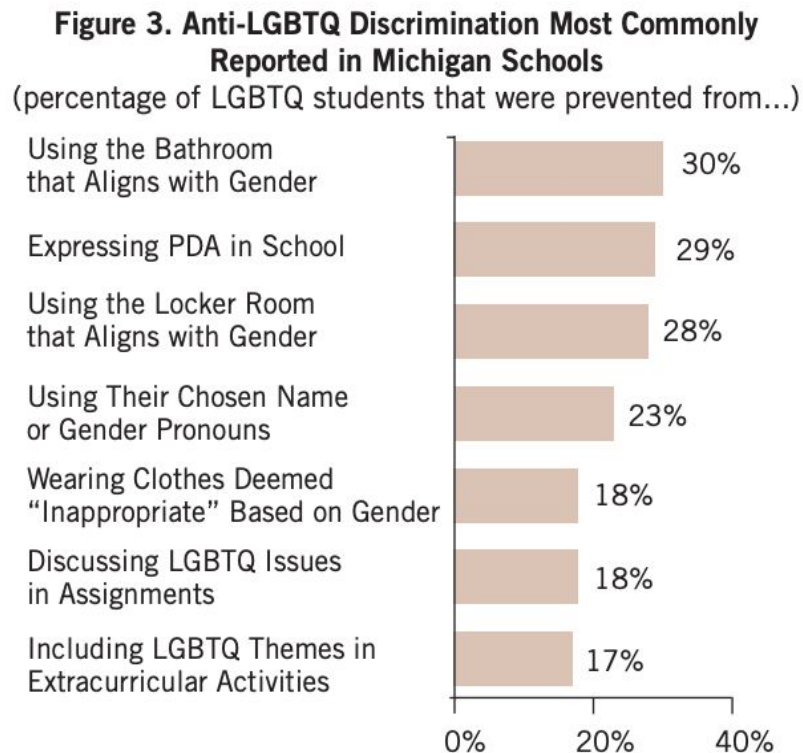


Figure 2. Anti-LGBTQ Harassment & Assault in Michigan Schools
(percentage of LGBTQ students harassed or assaulted in the past year based on...)



FACT: Many LGBTQ students in Michigan reported discriminatory policies or practices at their school (Fig. 3). More than half (60%) experienced at least one form of anti-LGBTQ discrimination at school during the past year.

- In Michigan, nearly a third of LGBTQ students (30%), and nearly two-thirds of transgender students (64%), were unable to use the school bathroom aligned with their gender. Additionally, nearly a quarter of LGBTQ students (23%), and nearly half of transgender students (47%), were prevented from using their chosen name or pronouns in school.
- Over a quarter of LGBTQ students in Michigan (29%) were disciplined for public displays of affection (PDA) that did not result in similar action for non-LGBTQ students.
- LGBTQ students in Michigan experienced other forms of school discrimination, not shown in Fig. 3: being unable to form or promote a GSA (16%), being prevented or discouraged from playing school sports due to an LGBTQ identity (10%), being unable to wear LGBTQ-supportive apparel (10%), being unable to bring a same-gender date to a school dance (7%), and being disciplined at school for identifying as LGBTQ (4%).



Inclusive Language

Note: gendered language is fine as long as it is in accordance with the preferred language of the people in question. The “gender neutral” language discussed here refers to when gender is unknown or a gender neutral option is more appropriate

1

Instead of calling upon or remarking about a particular “man” or “woman” (who has not disclosed that identity), you could indicate:

2

Instead of “men and women,” you could communicate (depending on what you mean to construe):

3

Instead of “ladies and gentlemen” or “boys and girls” or other language that assumes only two genders, you could use:

4

Instead of using his/her or she/he when you are talking about a person :

5

Instead of using sir or ma’am when you are talking to someone whose name you don’t know:

6

Instead of words that describe relationship AND gender, such as mom/brother, you could use:

Inclusive Language

1

Instead of calling upon or remarking about a particular “man” or “woman” (who has not disclosed that identity), you could indicate:

The person in the red shirt
The person with their hand raised
The person who just spoke
The person over here (gesturing)

2

Instead of “men and women,” you could communicate (depending on what you mean to construe):

Everyone
All people
People of all genders

5

Instead of using sir or ma’am when you are talking to someone:

Name, if known
Excuse me
Title
Friend, You there

Some language that isn't working

- His or her > their, Mr./Mrs
- Sir/Ma'am/Miss
- Feminine hygiene products, feminine care, intimate care products
- Ladies
- “Clean” meaning not having any STIs, hairless, not using substances, or without GMOs
- Cisgendered, transgendered
- Women's healthcare
- Intercourse
- Gender neutral < all-gender, single occupancy



LGBTQ+

Queer

Trans

Cis

GNC

**Gender
Expansive**

**Sexual
Minority**

Queer

**Gender
Creative**

BE AS SPECIFIC AS POSSIBLE

**AFAB
AMAB**

**Birthgiving/
pregnant
person**

**XX
XY**

**Male
Female**

**Person with a
penis /
vagina**

**Person
who
menstruates**

**Man
Woman**

**Person who can get
pregnant/ get
someone pregnant**



Use singular “their” instead of “his/her” in writing

Someone forgot to turn off **their** car lights.

vs.

Someone forgot to turn off **his/her** car lights.

Alternatives for ladies & gentlemen / boys & girls

Hey **pals!**

How are you **folks?**

What’s up, **everyone!**

Use words that define the relationship instead of the relationship AND gender

Parents

Siblings

Children

Partner

If needed, provide alternatives to ‘Mr’, ‘Ms’, and ‘Mrs’

Titles are not always necessary, but it is good to provide a **gender-neutral alternative**.

‘Mx’

Pronounced as
‘mux’ or **‘mix’**

Inclusive Language

3

Instead of “ladies and gentlemen” or “boys and girls” or other language that assumes only two genders, you could use:



Inclusive Language: Say What You Mean

People who menstruate

People of all genders

People who can get pregnant

People assigned female at birth

Men

People who can get others pregnant

Women

Trans and gender non-conforming people

People with uteruses

The LGBTQ+ Community

People assigned male at birth

People with penises

LOCKER ROOMS & CHANGING

Some recommendations:

- In the beginning of a semester/class, offer an option for students to confidentially tell you their needs around locker rooms & changing
- Get creative around solutions
 - An unused office or separate space
 - Changing schedule
 - Partitions
- Make yourself available for confidential conversations with students around options
- Talk to your colleagues- they are wonderful resources and sounding boards





Welcome to class! Please complete this card:

Legal name:

Preferred name:

Pronouns:

Can I use this name/ pronouns when speaking to others? (parents, other teachers, the class, etc)

Anything else you'd like me to know?

Inclusive Syllabi

- Include your pronouns

Instructor: Tory Sparks (they/them)

- Encourage reaching out:

“Please let me know what pronouns you use and if you use a name other than what is in the administrative system. I care about respecting your identity and your needs, please let me know what I can do to support you.”

To change your name in Brightspace, reach out to the Registrar or IT.

- Learning Environment:

“In my courses there are no wrong opinions, but there may assumptions that need challenging. While all points of view are respected in my classroom, derogatory or hateful language and statements are never permitted so that the classroom can be the safest space possible for everyone to learn. Likewise, I aim to cultivate mutual respect and care for each other, especially when we disagree.”

Example language from Chris Barcelos, UMass Boston

Inclusive Syllabi

- Content Warnings

In terms of the course content: We will cover some intellectually and emotionally challenging topics in this class, including sexuality, violence, and substance abuse. I am committed to making my courses academically rigorous while maintaining an ethic of self- and community-care related to intense content. I aim to help deepen your capacity for personal and academic engagement with these topics. I make an effort to give a heads up about potentially intense content, but it is not possible for me to anticipate the potential needs of all students. If you have concerns about your ability to participate in a particular course topic, please notify me in advance so that we can discuss possible arrangements. However, please honestly assess your readiness to participate in this course and its content this semester. Your enrollment in this course indicates that you have read this syllabus, including this statement, and agree to participate in the course in a thoughtful and respectful manner. We will create group agreements in the first week of the semester to ensure that this class is a productive learning experience for everyone.

Example language from Chris Barcelos, UMass Boston

Inclusive Syllabi

- Accommodations

“I am committed to making sure my courses are accessible to students with a range of disabilities, even if they are not “official. If you do not have a documented need for accommodations but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, I encourage you to meet with me ASAP to discuss how best to accommodate you.”

- Support and Resources

Mental health and self care are extremely important, now more than ever. Here are some local and national support resources.

- List of Chicago area mental health resources
- Support services for City Colleges on and off campus (CCC Wellness Centers, CCC Disability Access, Academic Support Services)

Example language from Chris Barcelos, UMass Boston

Inclusive Syllabi

- Communicating with me:

“You are welcome to call me by my first name if you are comfortable doing so. If not, you can refer to me as Dr. Sparks. I respectfully ask that you do not simply refer to me as Professor, as in “Professor, I have a question”

“Please allow 48 hours for an email response. If it’s been longer than that, a polite reminder is OK. I generally do not answer email past 6pm on weekdays and not at all on weekends. This should go without saying but I do it anyways: Emailing an instructor is not the same as texting a friend. I expect you to write professional emails to me. This includes an informative subject line (not just “question” or “class,” addressing the email to me, signing your name, and being polite even if you are upset. I encourage you to visit my office hours if you need help or just want to chat. To discuss a grade, you must come to office hours; I don’t discuss grades by email or before and after class.”

Example language from Chris Barcelos, UMass Boston

Emails and Communication

Email Signatures:

Tory Sparks
they/she
torysparks.com

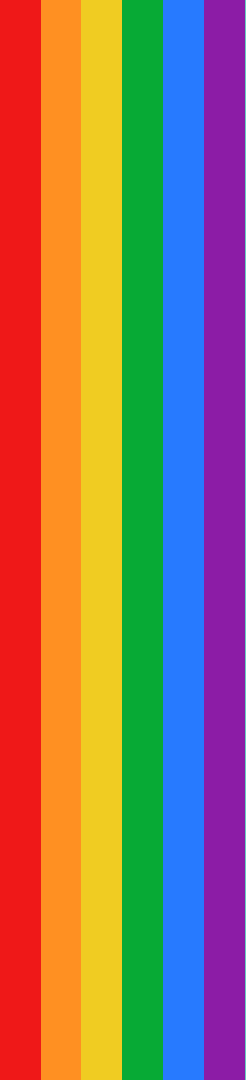
I care about respecting your name, pronouns, access needs, and anything else about how you like to be treated. Feel free to tell me what works for you.

If we are planning an in-person meeting, [please be fragrance-free.](#)

On Brightspace, go to Account Settings to edit what pronouns are displayed.

Dear Sir/Ma'am/Mr/Ms/Mrs -----> Dear Doctor/ Professor/ To Whom It May Concern/ Hiring Manager/ Mx/ Hello



A vertical bar on the left side of the slide, composed of several vertical stripes in the colors of the rainbow: red, orange, yellow, green, blue, and purple.

The Inclusive, Trauma-Informed Classroom

- Having visible support of lgbtq+ people goes a long way but not all the way: pride flags, displayed books, posters, wearing an ally button, etc
- When planning curriculum, include diverse representation in your backwards mapping. Write down all of the identities of who is included in your syllabus and try to find a balance that includes a variety of people represented
- Don't assume that there are no trans people you can talk about within your discipline...Research! Ask students who they look up to
- Interrupt and get curious about transphobic statements made by students

Privacy and Confidentiality

Thank you for telling me!

How can I support you?

Who else is supportive in your life?

"I'm trans!"

What pronouns would you like me to use for you?
Is it okay to use them around other people?

IF SOMEONE COMES OUT TO YOU...

DO:

Appreciate their trust in you
Thank them for sharing
Ask them if this is confidential
Ask how you can best support them

DON'T:

Downplay the significance
Tell other people about it
Ask personal questions about their body or sexual habits

Never "Out" Someone!

Regardless of your intentions, it is never acceptable to force someone to come out and you should never "out" someone without their prior consent. This could even put them in physical danger!

"HOW DO I REFER TO A TRANS PERSON BEFORE THEY CAME OUT?"

Always use the person's current name and pronouns when you talk about them!



Back when Pete was a little kid, he loved playing soccer



When Pete was a little girl, she used to love playing soccer

Content warning

In this part of the presentation, we will be talking about some topics that may be difficult to talk about. We will be discussing issues of consent and sexual assault, rape, street harassment, hate crimes, including biphobia, transphobia, and racism, and violence, including intimate partner violence and homicide. We know these topics are difficult, and we cannot know everyone's past experience. Take care of yourself and do whatever you need to do to feel okay and safe- if you need to step out, we won't assume anything. There are resources available to you to help you- I am here to talk after. If these topics are not difficult for you to talk about, please be sensitive to the fact that others may have difficulty talking about some of these things.



LGB+ Survivors

The CDC's National Intimate Partner and Sexual Violence Survey found for LGB people:

- 44 percent of lesbians and 61 percent of bisexual women experience rape, physical violence, or stalking by an intimate partner, compared to 35 percent of straight women
- 26 percent of gay men and 37 percent of bisexual men experience rape, physical violence, or stalking by an intimate partner, compared to 29 percent of straight men
- 46 percent of bisexual women have been raped, compared to 17 percent of straight women and 13 percent of lesbians
- 22 percent of bisexual women have been raped by an intimate partner, compared to 9 percent of straight women
- 40 percent of gay men and 47 percent of bisexual men have experienced sexual violence other than rape, compared to 21 percent of straight men



Transgender, POC, and Bisexual Women

Within the LGBTQ community, transgender people and bisexual women face the most alarming rates of sexual violence. Among both of these populations, sexual violence begins early, often during childhood.

- The 2015 U.S. Transgender Survey found that 47% of transgender people are sexually assaulted at some point in their lifetime.
- Among people of color, American Indian (65%), multiracial (59%), Middle Eastern (58%) and Black (53%) respondents of the 2015 U.S. Transgender Survey were most likely to have been sexually assaulted in their lifetime
- Nearly half (48 percent) of bisexual women who are rape survivors experienced their first rape between ages 11 and 17.

INTO



ANSWER:

I'm
trying to
figure it out.



Gendered Violence

Gendered violence that LGBTQ+ people face may include:

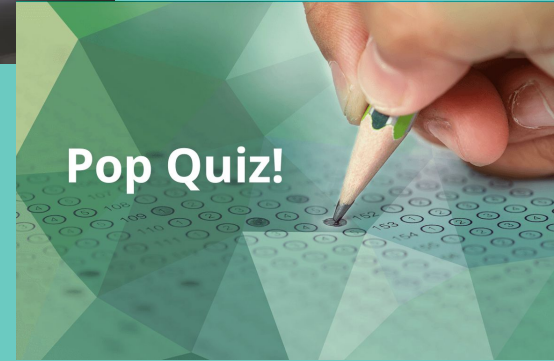
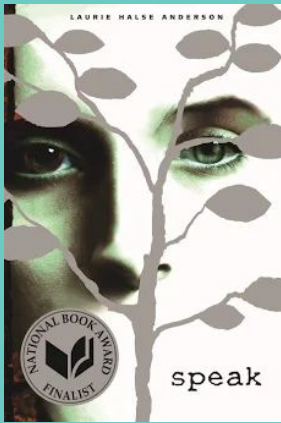
- Being told you are in the wrong bathroom, or not having a bathroom to use *Advocate for all gender restrooms in your buildings*
- Street harassment- physical and verbal *Do you want me to walk you to the L station? Let me know when you get home*
- Hate crimes, including homicide: trans women in the US face a homicide rate 4.3x that of the general population of women, disproportionately affects transgender women of color.
- Violence from family members, intimate partners because of gender nonconformity, sexual orientation → high rates of homelessness, especially for LGBTQ+ youth
- Political attacks are emboldening interpersonal violence and enabling state-sanctioned violence

The Inclusive, Trauma-Informed Classroom

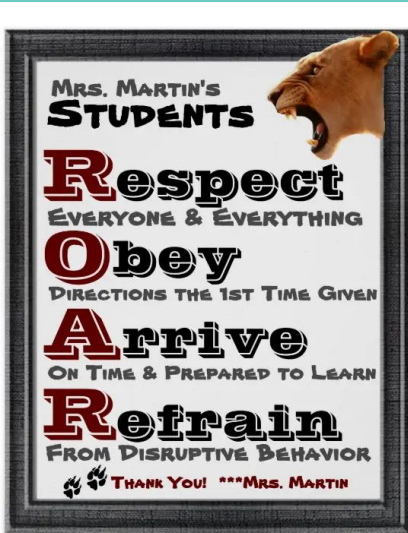
- Believe ALL survivors, and recognize how implicit bias may make you less likely to believe some survivors over others
- Understand the ways that gendered and sexualized violence create barriers to academic success for students
- Create stability and safety
- Avoid assumptions
- Make room for vulnerability

EMPATHY:

LET ME HOLD THE DOOR FOR YOU.
I MAY HAVE NEVER WALKED
A MILE IN YOUR SHOES,
BUT I CAN SEE THAT
YOUR SOLES ARE WORN
AND YOUR STRENGTH IS TORN
UNDER THE WEIGHT OF A STORY
I HAVE NEVER LIVED BEFORE.
SO LET ME HOLD THE DOOR FOR YOU.
AFTER ALL YOU'VE WALKED THROUGH,
IT'S THE LEAST I CAN DO.
—MORGAN HARPER NICHOLS



Pop Quiz!



SEX without CONSENT* is SEXUAL ASSAULT

For resources, referrals or just to talk
CALL **PROJECT SAFE**

615-322-SAFE

☆ **EFFECTIVE CONSENT:** informed, freely and actively given in mutually understandable words or actions; a willingness to engage in mutually agreed upon sexual activities.

vanderbilt.edu/projectsafe



Restroom Usage

- Students will be issued a bathroom pass for the semester.
- May be used 2x per quarter
- Extra credit will be given as follows:
 - 0-1 punch/use = 10% increase in sem final
 - 2 punches = 7%
 - 3 punches = 5%
- LOST CARD? = 0

4 bathroom passes are given out each semester. USE THEM WISELY!

Emergencies do happen but keep in mind, when you leave the classroom you are decreasing your chances of success in English.

To reward you for staying in my class, turn in your unused passes at the end of the semester for extra credit:
4 passes = A-
3 passes = B

These are the **ONLY** passes that will be given the semester.

Bathroom Pass
Student: _____
Subject: _____ Room: _____
Teacher: _____
Date: _____ Time: _____

1

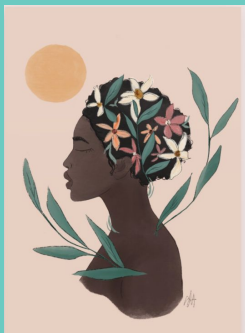
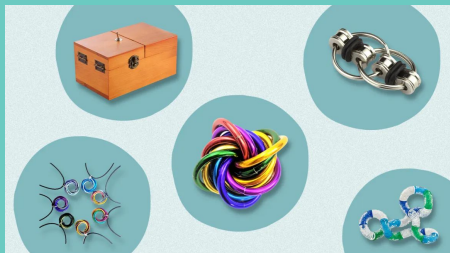
Bathroom Pass
Student: _____
Subject: _____ Room: _____
Teacher: _____
Date: _____ Time: _____

2

Bathroom Pass
Student: _____
Subject: _____ Room: _____
Teacher: _____
Date: _____ Time: _____

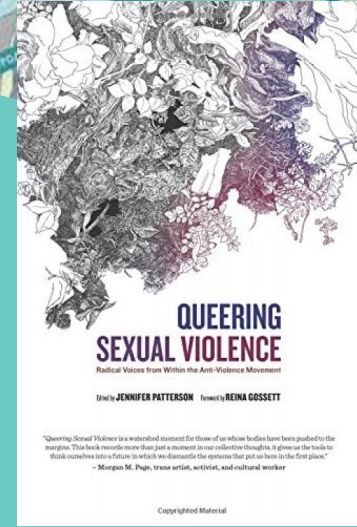
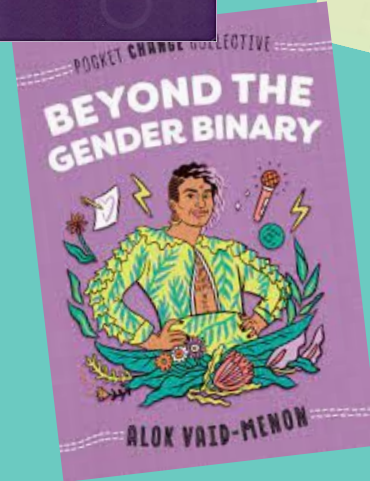
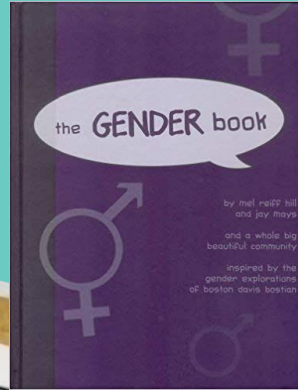
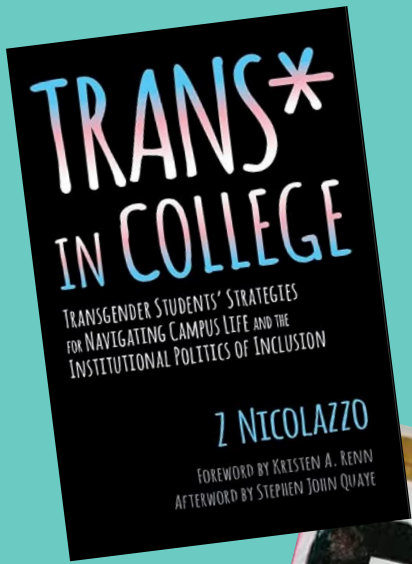


H English 9	English 9	English 10
No School MLK Day	No School MLK Day	No School MLK Day
P+J Act 1 scene i	Act 1 vocab quiz P+J Act 1 Scene i	Finish OMM ch 2 Finish bookmark Vocab quiz
P+J Act 1 scenes ii + iii	P+J Act 1 Scene ii	Google Classroom OMM classroom activity Computer lab 8
P+J Act 1 scenes iii+iv	P+J Act 1 Scene iii+iv	Ch 3 idioms read ch 3 New bookmark
Bookmark Due Act 1 Test	Bookmark Due CLTZE + comic strip	Finish OMM ch 3



***“Re-mem-bering
Trans Day of Remembrance”
ALOK***

Resources



5 Resources to Grow as an Ally



→ follow Chase Strangio
on social media

Trans Lifeline
(877) 565-8860

↑ put it in your phone!

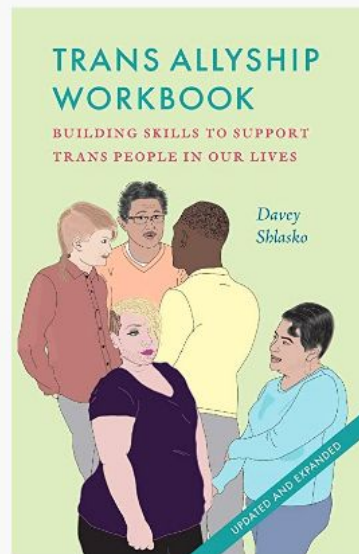


TRANSGENDER
TRAINING
INSTITUTE

for trainings and workshops



↑ conduct a "classroom audit" and also get free posters



↙ for readers

**Custom Resource List
for Today's Training:
bit.ly/lgbtqwrightstaff**



RESOURCES

EVAL FOR TODAY:

Interested in learning more? Want to
bring me to work with your student group
or class?

torysparks.com
tory@torysparks.com

