

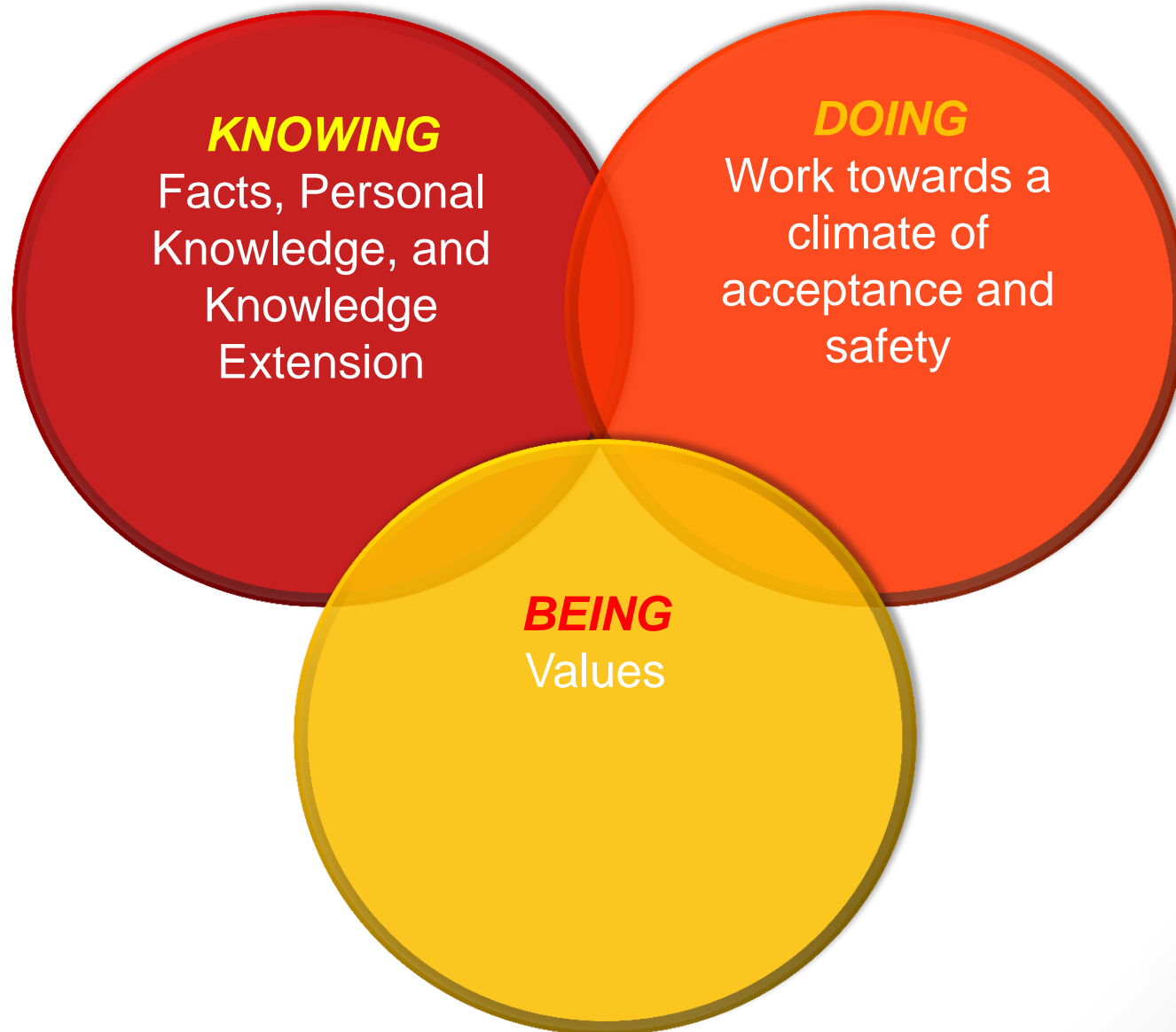
# **A guide to supporting gender and sexual diversity within all-male schools**

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# OUTLINE



# GUIDING QUESTIONS

- How do we raise awareness and knowledge, personal understandings, and potential biases, on the topic of gender and sexual diversity in our schools?
- What are the values we desire to instil in our students, both within and beyond the classroom, that promotes a healthy school climate?
- In what ways can we structure our schools to promote an attitude of care and acceptance towards the various forms of individual expression?

# WARNING!

- The constructs and ideas discussed throughout this presentation occur through the lens of Western norms and practices.
- Consequently, it is important to be aware of the interplay of one's own culture of origin, and how it shapes and influences definitions around gender and sexuality<sup>[1]</sup>.



# *KNOWING*

## QUESTIONNAIRE<sup>[2]</sup>

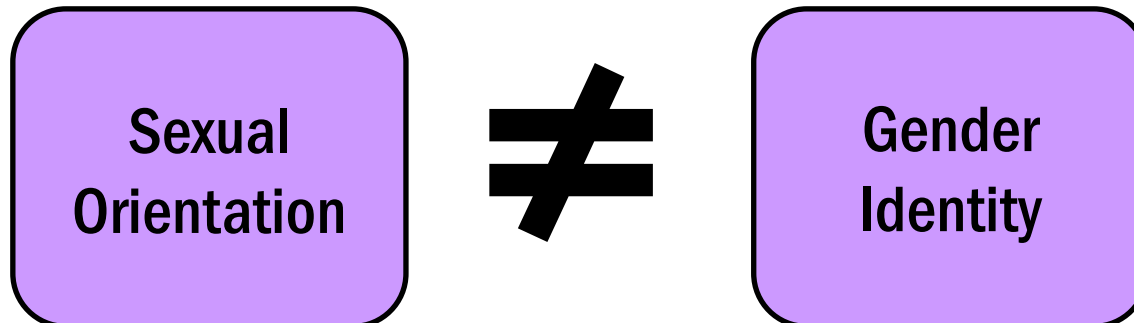
- I can freely talk about my sexual orientation or gender identity to others at work, with friends, and with community members.
- I can expect access to, and fair treatment within, sex-segregated facilities (e.g., single-gendered schools).

- I do not have to fear that if my family or friends find out about my sexual orientation or gender identity, there will be economic, emotional, physical, or psychological consequences.
- I do not have to explain my sexual orientation.
- People do not disrespect me by using incorrect pronouns even after they have been corrected.

- My preferences for my gender expression have been honoured by family, friends, relatives, classmates, etc.

# IDEAS AND TERMS

- While language and terminology continues to evolve around gender and sexual diversity, prominent ideas and terms of note are the following:
- **Sexual orientation:** A person's physical, romantic, emotional, and/or spiritual attraction to another person or persons <sup>[3]</sup>.
- **Gender / Gender Identity:** Each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth sex<sup>[3]</sup>.





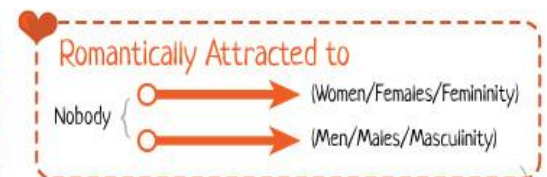
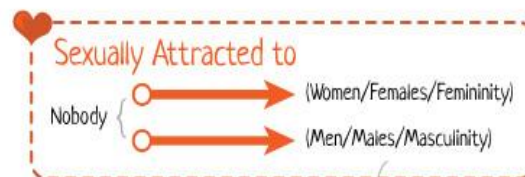
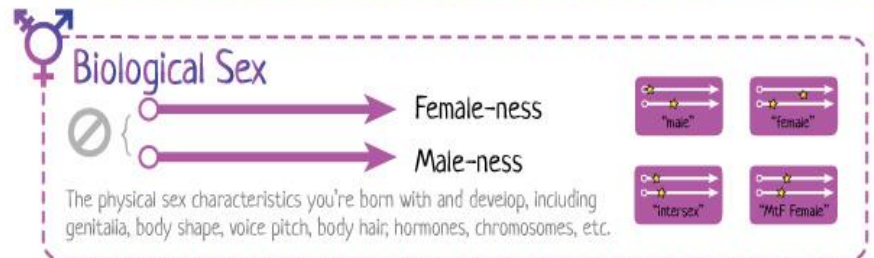
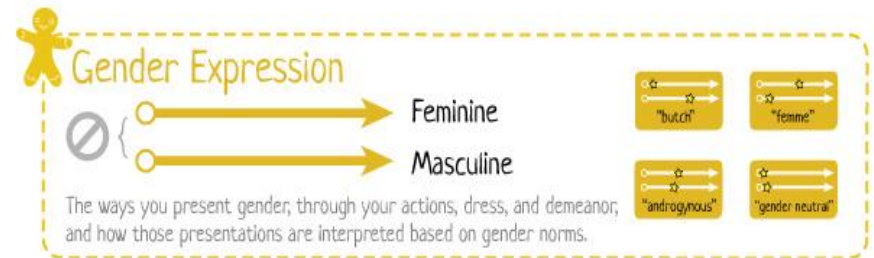
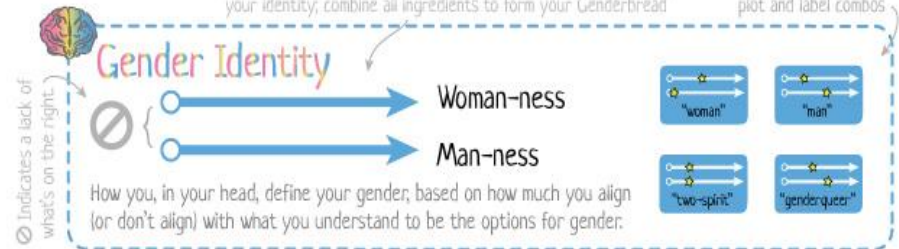
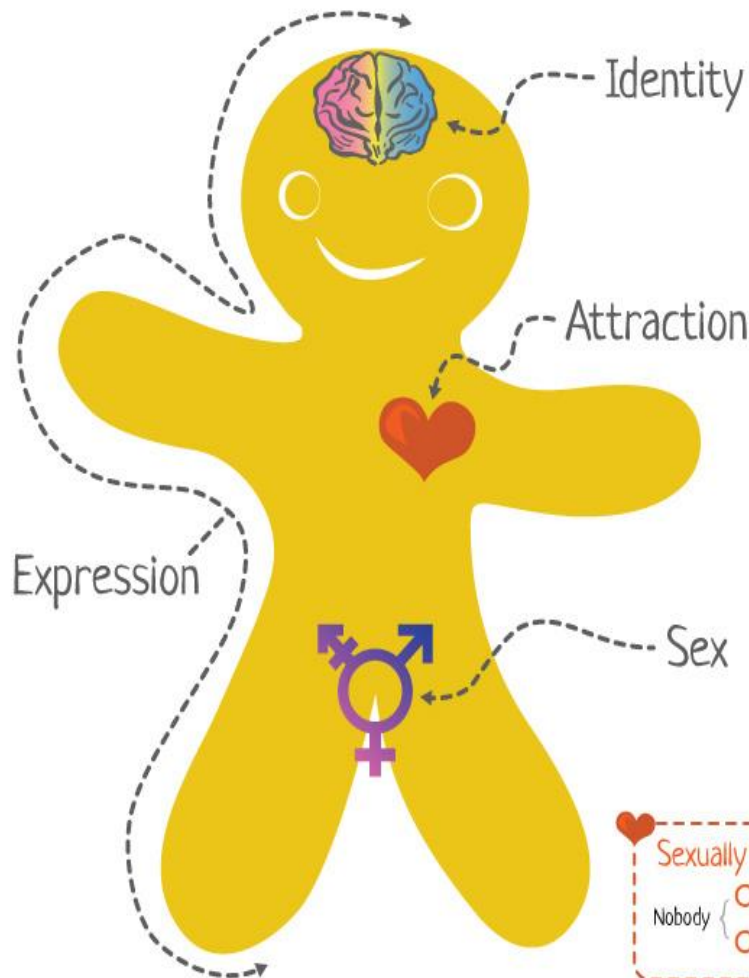
# The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

by its pronounced **METROsexual**.com

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread

4 (of infinite) possible plot and label combos



For a bigger bite, read more at <http://bit.ly/genderbread>

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction



## LGBTQ+<sup>[3]</sup>:

- **Lesbian**: A female who has emotional and/or sexual attraction to females.
- **Gay**: A person who has emotional or sexual attraction to people of the same sex or gender. Often, it is used for a male who has emotional or sexual attraction to males.
- **Bisexual**: A person who has emotional and /or sexual attraction to people of any gender or sex. Also a person who has sexual attraction to males and females.



## LGBTQ+<sup>[3]</sup>:

- **Transgender:** An umbrella term for a variety of trans identities, including (but not limited to) transgender and gender fluid. Some trans persons seek to make their gender expression match their gender identity, rather than their birth-assigned sex.
- **Queer:** A reclaimed term used by those who identify as a sexual minority and also used as a positive collective term to describe communities and social movements.
- **Questioning:** A person who is exploring, or is unsure of, their sexual orientation or gender identity.

# STATISTICAL FIGURES



Sexually and Gender Diverse individuals are currently at higher risk for the following:

- physical health concerns, such as heart disease and obesity<sup>[5]</sup>;
- increased rates of mental health concerns, including, but not limited to, depression, anxiety, obsessive-compulsive and phobic disorders, suicidality, self-harm and substance-use<sup>[5]</sup>.

# STATISTICAL FIGURES



LGBTQ youth and trans people in particular are also at risk for the following:

- bullying, physical abuse, sexual abuse, and risky sexual practices<sup>[5]</sup>;
- LGBTQ youth face approximately 14 times the risk of suicide and substance abuse than heterosexual peers<sup>[5]</sup>;
- 77% of trans respondents in an Ontario-based survey had seriously considered suicide and 45% had attempted suicide<sup>[5]</sup>.
  - Trans youth and those who had experienced physical or sexual assault were found to be at greatest risk<sup>[5]</sup>.

# CANADIAN FIGURES<sup>[6]</sup>

FIGURE 4: AWARENESS OF HBTP INCIDENTS IN THE PAST 12 MONTHS (% YES)

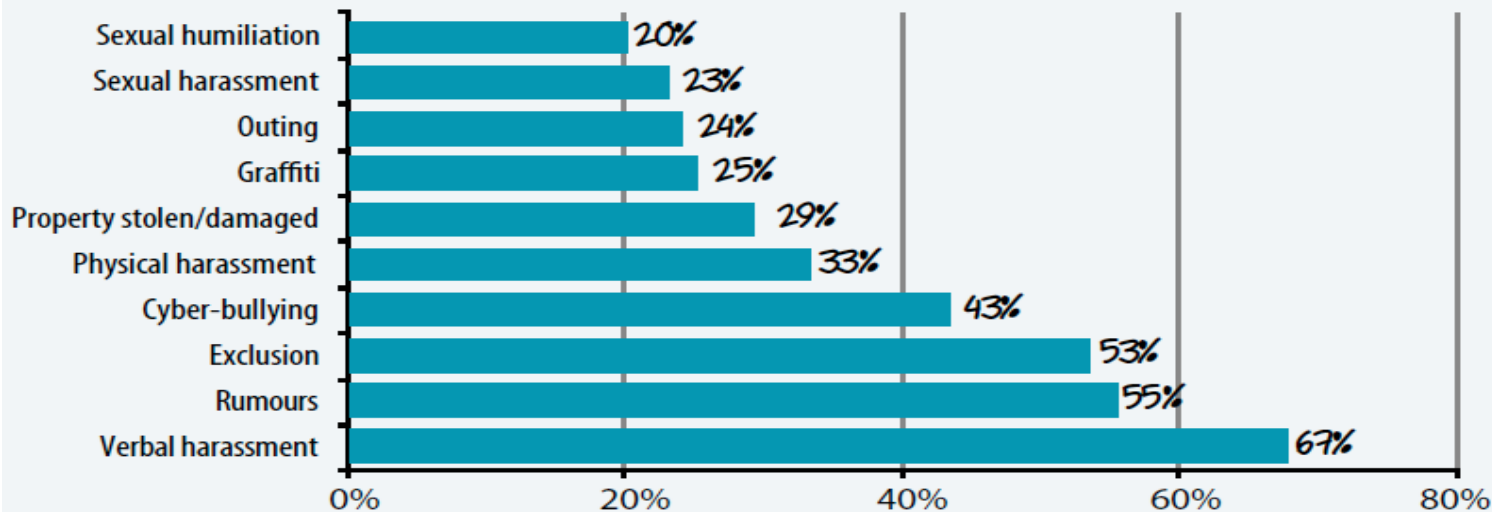
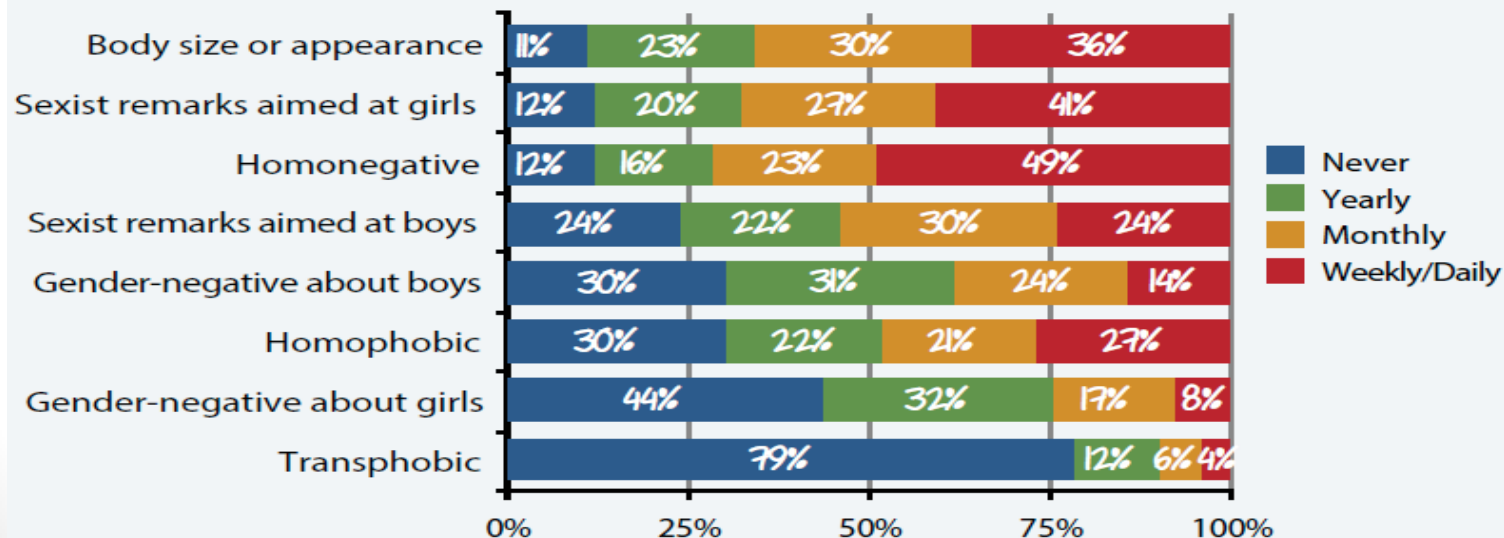


FIGURE 6: FREQUENCY OF COMMENTS FROM STUDENTS



# NOT ONLY IN CANADA...

- A study of 350 LGB youth across Canada, the United States and New Zealand found that over 4 out of 10 had considered suicide, and 1 in 3 had attempted suicide<sup>[7]</sup>.
- Among the latter, 65% of male youth and 45% of female youth considered their attempt to be related to their sexual orientation<sup>[7]</sup>.

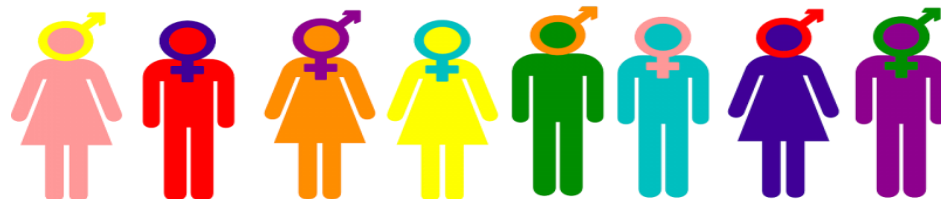


# RELEVANCE

- Although statistical figures are not readily available for sexually and gender diverse individuals within single-gendered contexts, these individuals remain **A PART** of our student body.
- As such, there remains a responsibility towards promoting safety and acceptance without judgment



**Imagine  
yourself...**



# SIGNIFICANCE

- We need to prevent or deter the following from occurring...

Student experiences stigma and discrimination (perceived or actual)



Increases risk for mental, physical, and health concerns



Negative outcomes (e.g., academically, socially, behaviourally, mentally, emotionally)

# SIGNIFICANCE (CONT'D)

- ... and we need to encourage the following situation.

Student experiences acceptance and support



Increases possibility for protective factors



Positive outcomes (e.g., academically, socially, behaviourally, mentally, emotionally)

# Being



# MICROLAB PROTOCOL

## DISCUSSION

### Instructions:

1. Arrange in groups of 3
2. Number off 1-3 within the group
3. First speaker will share for 2 mins. No one else talks except the speaker (other members actively listen)
4. Silent Transition (20-30s)
5. Repeat steps 3 and 4 until all members have finished and time is called
6. Within-group discussion
7. Whole group discussion

# DISCUSSION PROMPT

- What are the values you want to promote in your students?

# DESIRE VS. REALITY

- Despite our professed values, there are inherent challenges that mitigate against demonstrating them on a day-to-day basis.
- **Case Study Example:** St. George's School Community

# IDENTIFIED BARRIERS WITHIN SINGLE-GENDERED SCHOOLS

- Unsurprisingly, biases and assumptions can prevail and persist within school contexts (both demonstrated by staff, faculty, and students).
- There remains a lack of knowledge / awareness towards LGBTQ+ issues that can detrimentally affect the well-being of the community.
- Alarmingly, there may be a reluctance, particularly on the part of students, in relation to further education on concerns related to diversity and inclusivity.

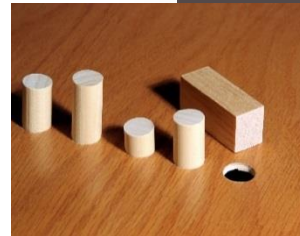




# DOING

## 1. LANGUAGE USAGE

- A starting point begins with first understanding the way we regularly communicate, and being **intentional** with our language usage in the classroom and beyond it.
- For students who express diversely within our school communities, language that **reiterates binaries** can be stressful, and additionally, reinforce traditional roles and expectations that they may not necessarily “fit”.



### Gender Inclusive Language / Gender Neutral Language

- Gender neutral language eliminates assumptions about someone's gender identity or sexual orientation based upon their appearance. It avoids reinforcing gender binaries and it respects diverse identities.

# GUIDELINE FOR GENDER NEUTRAL / INCLUSIVE LANGUAGE<sup>[8]</sup>

- Be sensitive in your classroom. You do not need to remove male and female pronouns from use. **Instead, add language to your repertoire to offer inclusivity, such as using “everyone” when addressing your class.**
- Avoid using phrases such as "opposite sex," "both sexes," "opposite gender," or "both genders". **Instead, use phrases such as “mixed group of people.”**
- Avoid using a heteronormative assumption, such as “girlfriend” or “boyfriend.” **Instead, use “partner.”**

- Avoid using gender specific words like chairman, fireman, and stewardess when discussing careers or occupations. **Instead, use the corresponding gender-neutral terms such as chairperson (or chair), firefighter, and flight attendant.**
- Avoid making classroom or school tasks based on historical roles of gender. For example, “I need the strong boys to move items”.

## 2. CLASSROOM CLIMATE<sup>[9]</sup>

### A) Correct Mistakes

- If you make a mistake when addressing someone, correct yourself. This action serves multiple purposes:
  - demonstrates respect towards the individual;
  - saves the misidentified person from having to correct an incorrect pronoun before it is set in the minds of others in the classroom; and
  - shows that we all “get it wrong” sometimes and need to (often) correct ourselves.

### B) Correct Others (students, faculty, staff, etc.)

- E.g., I believe Jeff uses “they/their” as opposed to he/him.

### C) Respect Boundaries

- Avoid asking personal questions of trans-individuals you would not otherwise ask of other students (e.g., “how do you know that you are trans?”).

## D) Pronoun or Name Usage <sup>[10]</sup>

- Instead of immediately going through one's attendance, give students the opportunity to state what they prefer to be called, particularly if the roster or attendance uses a prior name.

### 3. FURTHER EDUCATE (PERSONALLY AND PROFESSIONALLY)

- **Seek out** staff resources that are readily available online (e.g., <http://pridenet.ca/staff-resources>).
- **Organize** professional development opportunities for colleagues (various local and national community resources available).
  - E.g., In Vancouver – QMUNITY and Pridespeaks
- **Attend** local events (there is power in even witnessing events).
- **Ask** speakers to come to the school.
- **Integrate** diversity issues into curriculum:
  - **E.g., 1)** In Social Studies/History, one can include historical dates or figures, particularly in relation to issues such as activism.
  - **E.g., 2)** In Science, one can seek to understand the neurology of the brain and how it plays a role in gender and sexual development.
  - **E.g., 3)** In English, one can utilize perspective-taking to better understand possible struggles and challenges faced by LGBTQ+ youth.

# KEY MESSAGES

- “Knowing” about gender and sexual diversity helps to bring about the starting point of supporting the ENTIRETY of our respective school communities.
  - Understanding one’s freedoms, biases, and facts about the population highlights the need to act and to support them.
- “Being” clear on the values we wish to espouse and develop in our students can act as the impetus towards actions that promote inclusivity and respect.
- “Doing” enacts the change that helps to integrate and ensure the well-being of all of our students. It takes place at a personal and professional level, while occurring throughout one’s life.



# DISCUSSION AND QUESTIONS



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