



# Creating a safe, inclusive environment for LGBTQ students at Heritage

A Heritage Academy brought to you by the HHS GSA (Genders & Sexualities Alliance). Students who are members of the GSA, with Kelli Glorso's guidance, will create activities for you to learn how to make your classroom safer for LGBTQ students.

[kglorso@lps.k12.co.us](mailto:kglorso@lps.k12.co.us) [Switch account](#)



\* Indicates required question

Email \*

Record [kglorso@lps.k12.co.us](mailto:kglorso@lps.k12.co.us) as the email to be included with my response



Which day(s) work best for you to attend a Heritage Academy on creating safe spaces for LGBTQ students? \*

If a different date and time work best for you, please enter "other." We are also considering spring seminars, based on faculty interest.

- M 12/1
- T 12/2
- W 12/3
- R 12/4
- M 12/8
- T 12/9
- W 12/10
- R 12/11
- Other:

How LONG would you like the Heritage Academy to last? \*

- One hour, 2:30-3:30pm
- 1.5 hours, 2:30-4:00pm
- One hour, 3:00-4:00pm
- 1.5 hours, 3-4:30pm
- Other:



What concepts would you most like to learn about in the Academy? \*

Keeping in mind our limited time, of course. We could always add additional Academies in the spring for additional concepts & information.

- spectrum of human sexuality 101
- spectrum of gender expression 101
- bullying: language choices & micro-aggressions
- preferred pronouns for people who are transgender
- creating inclusive assignments
- HHS students' narratives about their LGBTQ identity
- examining our own ideas about sexuality &/or gender
- Other:

Anything else the presenters should know? How can we make this effective for you?

Are there other concepts you'd like presented?

Your answer

Submit

Page 1 of 1

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Day of Silence 4/14/23. We will have a table by the front entrance.

- We need to **create announcements** (the full text of each announcement) BY Apr 4, 2023 announcements request submitted (Ms. Glorso, submitted to Ms. King in the front office)
- Create a **giant pledge paper** for No Place for Hate that students can sign. (agenda for T 4/11)
- Get **hand cards** signed by Ms. McCormick, copies made (by Ms. Glorso)
- Ms. Glorso will set a bag of items for the table by the main entrance on Thursday evening, 4/13. Students can set up the table around 7:45 (or earlier, if you're at school). *[Ms. Glorso: I am dropping my cat off at the vet that morning, so I will get to school as soon as I can, but possibly not until 8am that morning. I will be with you folks at the table].*

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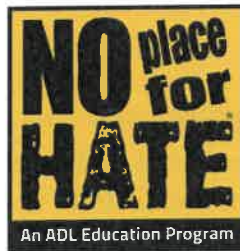
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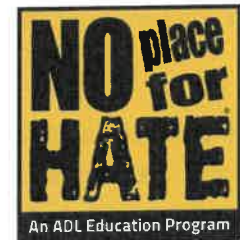
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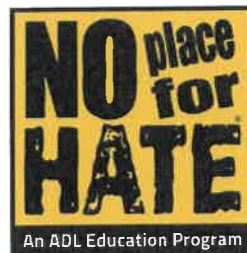
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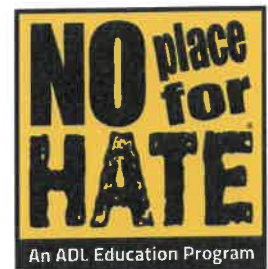
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## Preferred Gender Pronouns: For Faculty

(Or, How to Take Important Steps in Becoming a Trans Ally!)

### What is a pronoun?

- A pronoun is a word that refers to either the people talking (like *I* or *you*) or someone or something that is being talked about (like *she*, *it*, *them*, and *this*). Gender pronouns (like *he* and *hers*) specifically refer to people that you are talking about.

### What is a “preferred gender pronoun”?

- A "preferred gender pronoun" (or PGP) is the pronoun that a person chooses to use for themselves. For example: If Xena's preferred pronouns are *she*, *her*, and *hers*, you could say "Xena ate *her* food because *she* was hungry."

### What are some commonly used pronouns?

- ***She, her, hers* and *he, him, his*** are the most commonly used pronouns. Some people call these "female/feminine" and "male/masculine" pronouns, but many avoid these labels because, for example, not everyone who uses *he* feels like a "male" or "masculine."
- **There are also lots of gender-neutral pronouns in use.** Here are a few you might hear:
  - ***They, them, theirs*** (Xena ate *their* food because *they* were hungry.)  
This is a pretty common gender-neutral pronoun.... And yes, it *can* in fact be used in the singular.
  - ***Ze, hir*** (Xena ate *hir* food because *ze* was hungry.)  
*Ze* is pronounced like "zee" can also be spelled *zie* or *xe*, and replaces *she/he/they*.  
*Hir* is pronounced like "here" and replaces *her/hers/him/his/they/theirs*.
- **Just my name please!** (Xena ate Xena's food because Xena was hungry)  
Some people prefer not to use pronouns at all, using their name as a pronoun instead.
- **Never, ever refer to a person as “it” or “he-she” (unless they specifically ask you to.)**  
These are offensive slurs used against trans and gender non-conforming individuals.

### Why is it important to respect people's PGPs?

- You can't always know what someone's PGP is by looking at them.
- Asking and correctly using someone's preferred pronoun is one of the most basic ways to show your respect for their gender identity.
- When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, alienated, or dysphoric (or, often, all of the above.)
- It is a privilege to not have to worry about which pronoun someone is going to use for you based on how they perceive your gender. If you have this privilege, yet fail to respect someone else's gender identity, it is not only disrespectful and hurtful, but also oppressive.

## Why is it really important to respect your students' PGPs as a Faculty Member?

As a faculty member, you are often in a position of power.

- Asking your students what their preferred pronouns are and consistently using them correctly can determine within the first few minutes if they will feel respected at Hampshire College or not.
- **You will be setting an example for your class:** If you are consistent about using someone's preferred pronouns, they will follow your example.
- Many of your students will be learning about PGPs for the first time, so **this will be a learning opportunity** for them that they will keep forever.
- **Discussing and correctly using PGPs sets a tone of respect and allyship that trans and gender non-conforming students do not take for granted.** It can truly make all of the difference, especially for incoming first-year students that may feel particularly vulnerable, friendless, and scared.

## How do I ask someone what their PGP is?

- Try asking: "What are your preferred pronouns?" or "Which pronouns do you like to hear?" or "Can you remind me which pronouns you like for yourself?" It can feel awkward at first, but it is not half as awkward as getting it wrong or making a hurtful assumption.
- If you are asking as part of an introduction exercise and you want to quickly explain what a PGP is, you can try something like this: "Tell us your name, where you come from, and your preferred pronoun. That means the pronoun you like to be referred to with. For example, I'm Xena, I'm from Amazon Island, and I like to be referred to with she, her, and hers pronouns. So you could say, 'she went to her car' if you were talking about me."

## What if I make a mistake?

- It's okay! Everyone slips up from time to time. The best thing to do if you use the wrong pronoun for someone is to say something right away, like "Sorry, I meant *she*." If you realize your mistake after the fact, apologize in private and move on.
- A lot of the time it can be tempting to go on and on about how bad you feel that you messed up or how hard it is for you to get it right. But please, *don't!* **It is inappropriate and makes the person who was mis-gendered feel awkward and responsible for comforting you, which is absolutely not their job. It is your job to remember people's PGPs.**

## Taking an active role

- In your classes, you may hear one of your students using the wrong pronoun for someone. In most cases, it is appropriate to gently correct them without further embarrassing the individual who has been mis-gendered. This means saying something like "Actually, Xena prefers the pronoun *she*," and then moving on. **If other students or faculty are consistently using the wrong pronouns for someone, do not ignore it! It is important to let your student know that you are their ally.**
- It may be appropriate to approach them and say something like "I noticed that you were getting referred to with the wrong pronoun earlier, and I know that that can be really hurtful. Would you be okay with me taking them aside and reminding them about your preferred pronoun? I want to make sure that this group is a safe space for you." Follow up if necessary, **but take your cues from the comfort level of your student. Your actions will be greatly appreciated.**

## Assessing Your Personal Beliefs

People aren't born prejudiced, so where does it come from? From the moment we are born, we are inundated with messages, spoken and unspoken, about different types of people. Often we learn stereotypes and prejudices without even realizing it. Some of these messages may

have been about ourselves and what we are "supposed to" or not "supposed to" be.

All of us, LGBT and non-LGBT, have learned messages about LGBT people. What were the earliest messages you received about LGBT people and where did they come from? Were they positive, negative or neutral? Understanding the messages we receive can help us identify our own beliefs and biases that we can then challenge, helping to make us stronger allies. Use the "Check Yourself" Exercise below to explore your own biases.

### Check Yourself: Understanding Your Own Beliefs

Anti-LGBT bias is all around us. Yet we tend to overlook the subtle biases — the anti-LGBT jokes, the exclusion of LGBT related-themes in curricula, even anti-LGBT name-calling. Subtle or not, bias has the power to hurt and isolate people. Your work as an ally includes recognizing and challenging your own anti-LGBT bias. Answer each question honestly, and consider how these will affect your work as an ally to LGBT students.

1. If someone were to come out to you as LGBT, what would your first thought be?
2. How would you feel if your child came out to you as LGBT? How would you feel if your mother, father or sibling came out to you as LGBT?
3. Would you go to a physician whom you thought was LGBT if they were of a different gender than you? What if they were the same gender as you?
4. Have you ever been to an LGBT social event, march or worship service? Why or why not?
5. Can you think of three historical figures who were lesbian, gay or bisexual?
6. Can you think of three historical figures who were transgender?
7. Have you ever laughed at or made a joke at the expense of LGBT people?
8. Have you ever stood up for an LGBT person being harassed? Why or why not?
9. If you do not identify as LGBT, how would you feel if people thought you were LGBT?

Recognizing your own biases is an important first step in becoming an ally. Based on your responses to these questions, do you think you have internalized some of the anti-LGBT messages pervasive in our world? How might your beliefs influence your actions as an educator of LGBT students? The more aware we are of our own biases and their impact on our behavior, the easier it is to ensure that our personal beliefs don't undermine our efforts to support LGBT students.

## Talking the Talk

One simple yet important way to be an ally is to use LGBT-related terminology accurately and respectfully. The best way to ensure that you are using the proper terminology when referring to an individual is to find out the terminology they themselves prefer.

Language has a huge impact on the way we see others and ourselves, and yet, language is constantly changing. That is why it is important to familiarize yourself and keep up-to-date with LGBT-related terms and concepts. Begin by completing the "Terminology Match-Up" on the next page.

**"One of the greatest challenges we face on a daily basis is not what the students do to one another. In fact, sadly, it is what is said by some of my colleagues about the students"**

— Alternative High School Educator, Ohio

## Terminology Match-Up

How much LGBT-related terminology do you already know? On the left is a set of LGBT-related terms, on the right are definitions of these terms. To test your knowledge, select the matching definition for each term. Then check the *Glossary of LGBT-Related Terms* at the end of this Guide for more terms and definitions.

### ASK YOURSELF

Which terms were you most familiar with? Which were you unfamiliar with?

What terms are you most comfortable using? Are there any terms you are uncomfortable using? Why?

ANSWER KEY: 1=B, 2=F, 3=J, 4=E, 5=D, 6=L, 7=K, 8=M, 9=G, 10=A, 11=C, 12=H, 13=L

1. **Sexual Orientation**

**A** The irrational fear or aversion to transgender people of those who are perceived to break or blur societal norms regarding gender identity or gender expression.

2. **Lesbian**

**B** The inner feelings of who we are attracted or oriented to sexually and emotionally.

3. **Gender Identity**

**C** Refers to an irrational fear of or aversion to homosexuality or lesbian, gay or bisexual people.

4. **Gender Expression**

**D** An identity of a person whose gender identity is not aligned with their sex assigned at birth and/or whose gender expression is non-conforming.

5. **Transgender**

**E** An individual's physical characteristics, behaviors and presentation that are linked, traditionally, to either masculinity or femininity, such as: appearance, dress, mannerisms, speech patterns and social interactions.

6. **Gay**

**F** A sexual orientation and/or identity of a person who is female-identified and who is sexually and emotionally attracted to some other females.

7. **Gender Non-Conforming**

**G** A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some males and some females.

8. **Androgynous**

**H** Applies to attitudes, bias and discrimination in favor of heterosexual sexuality and relationships. It includes the presumption that everyone is heterosexual or that male/female attractions and relationships are the norm and therefore superior. It is the belief that everyone is or should be straight.

9. **Bisexual**

**I** A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of the same sex.

10. **Transphobia**

**J** How we identify ourselves in terms of our gender.

11. **Homophobia**

**K** An identity of a person who has gender characteristics and/or behaviors that do not conform to traditional or societal gender expectations.

12. **Heterosexism**

**L** An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to heteronormative society.

13. **Queer**

**M** Having the characteristics or nature of both maleness and femaleness; neither specifically feminine nor masculine.

## When a Student Comes Out to You...

When a student comes out to you and tells you they are lesbian, gay, bisexual or transgender (LGBT) your initial response is important. The student has likely spent time in advance thinking about whether or not to tell you, and when and how to tell you. Here are some tips to help you support them.

✔ **Offer support but don't assume a student needs any help.** The student may be completely comfortable with their sexual orientation or gender identity and may not need help dealing with it or be in need of any support. It may be that the student just wanted to tell someone, or just simply to tell you so you might know them better. Offer and be available to support your students as they come out to others.

✔ **Be a role model of acceptance.** Always model good behavior by using inclusive language and setting an accepting environment by not making assumptions about people's sexual orientation or gender identity. Addressing other's (adults and students) biased language and addressing stereotypes and myths about lesbian, gay, bisexual and transgender (LGBT) people also position you as a positive role model. By demonstrating that you are respectful of LGBT people and intolerant of homophobia and transphobia, LGBT students are more likely to see you as a supportive educator.

✔ **Appreciate the student's courage.** There is often a risk in telling someone something personal, especially sharing for the first time one's sexual orientation or gender identity, when it is generally not considered the norm. Consider someone's coming out a gift and thank them for giving that gift to you. Sharing this personal information with you means that the student respects and trusts you.

✔ **Listen, listen, listen.** One of the best ways to support a student is to hear them out and let the student know you are there to listen. Coming out is a long process, and chances are you'll be approached again to discuss this process, the challenges and the joys of being out at school.

✔ **Assure and respect confidentiality.** The student told you and may or may not be ready to tell others. Let the student know that the conversation is confidential and that you won't share the information with anyone else, unless they ask for your help. If they want others to know, doing it in their own way with their own timing is important. Respect their privacy.

✔ **Ask questions that demonstrate understanding, acceptance and compassion.** Some suggestions are:

- Have you been able to tell anyone else?
- Has this been a secret you have had to keep from others or have you told other people?
- Do you feel safe in school? Supported by the adults in your life?
- Do you need any help of any kind? Resources or someone to listen?
- Have I ever offended you unknowingly?

▼ **Remember that the student has not changed.** They are still the same person you knew before the disclosure; you just have more information about them, which might improve your relationship. Let the student know that you feel the same way about them as you always have and that they are still the same person. If you are shocked, try not to let the surprise lead you to view or treat the student any differently.

▼ **Challenge traditional norms.** You may need to consider your own beliefs about sexual orientation, gender identity and gender roles. Do not expect people to conform to societal norms about gender or sexual orientation.

▼ **Be prepared to give a referral.** If there are questions you can't answer, or if the student does need some emotional support, be prepared to refer them to a sympathetic counselor, a hotline, your school's GSA or an LGBT youth group or community center.

**SOME ADDITIONAL THINGS TO KEEP IN MIND WHEN A STUDENT COMES OUT TO YOU AS TRANSGENDER:**

▼ **Validate the person's gender identity and expression.** It is important to use the pronoun and name appropriate to the gender presented or that the person requests – this is showing respect. In other words, if someone identifies as female, then refer to the person as she; if they identify as male, refer to the person as he. Or use gender neutral language. Never use the word "it" when referring to a person, to do so is insulting and disrespectful.

▼ **Remember that gender identity is separate from sexual orientation.**

Knowing someone is transgender does not provide you with any information about their sexual orientation.

**WHAT NOT TO SAY WHEN SOMEONE COMES OUT TO YOU**

▼ **"I knew it!"** This makes the disclosure about you and not the student, and you might have been making an assumption based on stereotypes.

▼ **"Are you sure?" "You're just confused." "It's just a phase – it will pass."** This suggests that the student doesn't know who they are.

▼ **"You just haven't found a good woman yet" said to a male or "a good man yet" said to a female.** This assumes that everyone is straight or should be.

▼ **"Shhh, don't tell anyone."** This implies that there is something wrong and that being LGBT must be kept hidden. If you have real reason to believe that disclosing this information will cause the student harm, then make it clear that is your concern. Say "Thanks for telling me. We should talk about how tolerant our school and community is. You may want to consider how this may affect your decision about who to come out to."

▼ **"You can't be gay – you've had relationships with people of the opposite sex."** This refers only to behavior, while sexual orientation is about inner feelings.

## Respond to Anti-LGBT Language and Behavior

Anti-LGBT behavior comes in all shapes and sizes: biased language, name-calling, harassment and even physical assault. GLSEN's National School Climate Survey consistently finds that many LGBT students regularly hear homophobic slurs, such as "faggot" or "dyke," at school, and most students have been verbally or physically harassed in school. Youth who regularly experience harassment can suffer from low self-esteem, high rates of absenteeism and low academic achievement. Educators can make a difference by intervening in anti-LGBT name-calling, bullying and harassment every time they witness it. Taking action when you see it occur can help create a safe space for all students. Intervening on the spot will also serve as a teachable moment to let other students know that anti-LGBT behavior will not be tolerated. One of the most effective things you can do as an ally is respond to anti-LGBT behavior.

### HOW TO INTERVENE IN NAME-CALLING, BULLYING AND HARASSMENT

Follow these steps when you witness anti-LGBT name-calling, bullying or harassment.

#### 1. Address Name-Calling, Bullying or Harassment Immediately.

Concentrate on stopping the behavior in that moment. Sometimes it's a simple response to hearing a derogatory term like "That language is unacceptable in this classroom." Make sure that everyone can hear you. Never miss the opportunity to interrupt the behavior. Remember: no action is an action — if an incident is overlooked or not addressed it can imply acceptance and approval.

#### 2. Name the Behavior.

Describe what you saw and label the behavior. "I heard you use the word faggot and that is derogatory and is considered name-calling. That language is unacceptable."

#### 3. Use the Teachable Moment (or Create One).

Make sure to educate after stopping the behavior. Decide if you are going to educate in the moment or later, and if it will be publicly or privately. If you decide to educate later you will need to create the teachable moment. You can then take this opportunity to teach one class, the entire grade or the whole school about language and behaviors that are acceptable and those that are not.

#### 4. Support the Targeted Student.

Support the student who has been the target of the name-calling, bullying or harassment. Do not make assumptions about what the student is experiencing. Ask the student what they need or want. You will have to decide whether to do this in the moment or later, and if it will be publicly or privately. Suggest that the student visit with a counselor only if the student requests extra support.

#### 5. Hold Students Accountable.

Check school policy and impose appropriate consequences. Make sure disciplinary actions are evenly applied across all types of name-calling, bullying and harassment.

### WHAT DO I SAY WHEN THEY SAY "THAT'S SO GAY?" RESPONDING TO UNINTENTIONAL ANTI-LGBT LANGUAGE

Almost all LGBT students regularly hear the word "gay" used in a negative way at school. Though many downplay the impact of expressions like "that's so gay" because they have become such a common part of the vernacular and are often not intended to inflict harm, most LGBT students say that hearing "gay" or "queer" used in a negative manner causes them to feel



bothered or distressed. Especially because these expressions are so pervasive in our schools, it is critical that an ally treat this like all other types of anti-LGBT language and address it.

Not all students may understand why this language is offensive, so you may need to educate the students on why this is anti-LGBT language. For example, ask them why they would use "gay" to mean that something is bad or boring. Let them know that it is offensive and hurtful to LGBT people when they use "gay" to describe something as undesirable. When challenged on using this type of language, a common response from students and adults is that they did not mean "gay" to mean homosexual. They may say that it's just an expression and they

don't mean any harm by it. The chart below suggests some strategies for dealing with these types of comments, including the benefits and challenges for each strategies.

For free public service announcements, lesson plans, discussion guides and other resources that address anti-LGBT language, visit [www.ThinkB4YouSpeak.com/educators](http://www.ThinkB4YouSpeak.com/educators).

### POSSIBLE RESPONSES TO "THAT'S SO GAY"

(excerpted from GLSEN's *ThinkB4YouSpeak Educator's Guide*)

RESPONSES	BENEFITS	CHALLENGES
"What do you mean by that?"	Doesn't dismiss it.	Students might not be forthcoming.
"How do you think a gay person might feel?"	Puts responsibility on the student to come up with the solution.	Student may not say anything.
"Do you say that as a compliment?"	Asking this rhetorical question in a non-accusatory tone may lighten things up enough for your students to shake their heads and admit, "No."	Students may just laugh off your question, or reiterate that they're "Just joking."
"So the connotations are negative?" or "So maybe it's not a good thing?"	Not accusatory. Could open up the floor for discussion.	There's always the chance that students will still be reluctant to speak up.



# Spring 2023: Supporting LGBTQ students at Heritage

A Heritage Academy brought to you by the HHS GSA (Genders & Sexualities Alliance). Students who are members of the GSA, with Kelli Glorso-McCabe's guidance, will create activities for you to learn how to make our school more inclusive for LGBTQ students.

\* Indicates required question

1. Email \*

\_\_\_\_\_

2. Would Monday 1/30/2023 work for you?

If a different date and time work best for you, please enter "other."

*Check all that apply.*

YES: M 1/30/2023, 3:45-4:45pm

Other

Unable to attend at this time

Other: \_\_\_\_\_

3. How LONG would you like the Heritage Academy to last? \*

*Check all that apply.*

One hour, 3:45-4:45pm

1.25 hours, 3:45-5:00pm

Other: \_\_\_\_\_

4. What concepts would you most like to learn about in the Academy? \*  
Keeping in mind our limited time, of course.

*Check all that apply.*

- spectrum of human sexuality 101
- spectrum of gender expression 101
- bullying: language choices & micro-aggressions
- pronouns for people who are transgender
- creating inclusive assignments
- HHS students' narratives about their LGBTQ identity
- examining our own ideas about sexuality &/or gender
- NEOpronouns for people who are transgender (xie/hir; it/its; and others)
- Other: \_\_\_\_\_

5. Anything else the presenters should know? How can we make this effective for you?  
Are there other concepts you'd like presented?

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## Access to Physical Education Ideas from the Heritage GSA

- One student commented that they have never had any PE teacher ask their pronouns
- Consideration for students who wear binders (reduced exertion, as the binder can make it hard to breathe and expand the ribcage)
- Student privacy for all – is there a possibility for more spaces to change privately?
- Issue with the pool and how it can only be accessed via locker rooms
- Locker rooms for Nonbinary students?
- Access to menstrual products? Needs to be accessible to all students, and proximity to locker rooms is important
-





## HERITAGE HS - CREATING INCLUSION FOR LGBTQ STUDENTS 2022

Student-Led Workshop. Tentative dates: (need several weeks' notice for admin and staff)

Dates: Tues Nov 15th

3:45-4:45pm #3977

**DUE DATE for documents: have them to Kelli Glorso-McCabe by Monday 11/14. TELL ME SPECIFICALLY if you want copies for participants!**  
schedule of events

---

Tentative Schedule. Student presenter names included.

1. Introduction for attendees and for presenters (5 min). Name and a *brief* "why I'm here" statement.

2. Student Narratives - Our Stories. (20 min)

**Purpose: How teachers can assist inclusion and safety for LGBTQ students at school.**

Plan for 5 minutes (or less), and please practice your delivery. You'll have about 2-3 minutes for questions. Please ensure you honor your classmates' time, so they will have enough time to share, too.

**Topics: Create AND LINK a handout, and have a short (3 min) presentation prepared.**

**Juniper: *The importance of language and how to respond to slurs*** Lecture notes

**Crow L: *explaining neopronouns + the importance gender-neutrality in the classroom*** (2 presentations)

Neopronouns :

Gender-Neutrality:

presentation

presentation

handout

handout

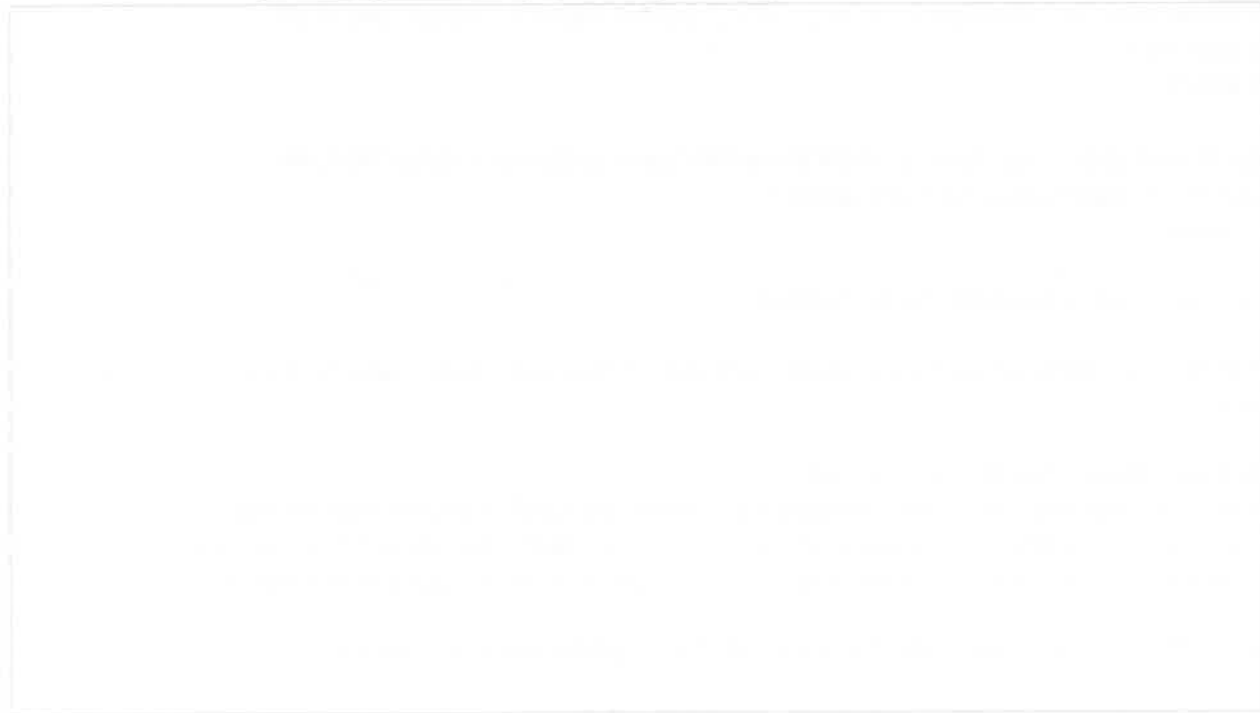
**Li Xin: Personal Narrative and Importance of Action** (after education)

Li Xin's Presentation

Pronouns Slideshow (not my presentation this year, but still a useful resource:

Pronouns Google Form (if teachers want to use this, they just need to make a copy)

**Nettie:** Different types of attraction



[rming care for youth | PBS News Weekend](#)

*SKIT/Presentation: Responding to hateful language*

*Importance of teaching methods (ie. how religion and other LGBTQ+ history is taught (I can elaborate more if needed)).*

*How clothes and gender expression is important, and how it is received or interpreted by others.*

*Gender typical, heteronormative and queer stereotypes, how they can affect a growing mind.*

*Any internalized homophobia, and bringing up the topic in a somewhat non biased way.*

*Talk about religion, or any other controversial topics, yes it may be weird and uncomfortable, but that is part of learning about your topic and the opposing side.*

**Explaining the spectrum of human sexuality, and the spectrum of gender  
(the difference between biological sex and gender)**

Terminology quiz (from handout packet)

Discuss!

~10 minutes

**For Teachers: Hypothetical Situations (10-15 min.)**

**We have decided to NOT use the slurs themselves during the discussion, due to**

- **concerns about respect for others and for**
- **our ethos as presenters, so we will refer to such language as *slur(s)*.**
  - **Example: “f-slur”**
  - **The word “gay” is not considered a slur, so we can say that word.**
  - **See Ms. Glorso if you have questions.**

1. "That's so gay!" - other word choices
  - a. A kid in your class is upset or annoyed with something. He says, "That's really gay!" do you do anything? What do you do?
  - b. Example in packet (GLSEN Safe Spaces Kit excerpts)
2. Verbal abuse/slurs/aggressive misgendering ("that/it")
  - a. A student loudly refers to another student as "it," or "that," to the discomfort of the person they're talking about. What do you do?
  - b. A student jokingly calls another student a "f\*\*\*\*t" [**f-slur**] in the hallway. What do you do?
3. Physical harassment/confrontation/intimidation
  - a. a student is advancing on another student while using slurs. What would you do?
  - b. A student trips another student deliberately, using slurs, and laughs. What do you do?



Heritage Academy: LGBTQ+ Workshop for Teachers 2022

Reference: [LGBTQIA Workshop 2022](#)

**Tuesday, Nov 15th. 3:40-4:40pm, #3977.**

All Heritage staff and faculty are invited to attend! You can attend one or both dates.

#### OUTLINE

- Q&A with teacher-participants about what they already know, what they want to learn more about in the workshop
  
- Heritage students share their stories with teachers
  - In 2017, this was by far the favorite part of Heritage teachers-participants!
  - Helps show teachers what LGBTQIA students' lives & experiences are like
  - Usually about 3-5 minutes per student (students will prepare an outline and practice their story ahead of time)
  
- Q&A
  
- Information sheets: student presentations and handouts for teachers on topics like:
  - gender identity/preferred pronouns
  - romantic & sexual orientations
  - LGBTQ visibility in content areas and history
  - how to create welcoming/inclusive assignments and class activities
  
- Teacher Situations role-playing (think-pair-share with another teacher)
  - Examples: what to do when you, as a teacher, hear verbal abuse or slurs in the classroom, in the hallways, etc.
  - Same for other types of inappropriate behavior (threats, physical violence, etc.)
  - Teachers said this, too, was *very helpful*. Sometimes teachers don't know what to say, or are afraid of reacting the wrong way!



**Welcome Participants!**

**Introduce yourself!**

**Name**

**Pronouns**

**What you hope to learn today**

# Supporting LGBTQ students

Heritage GSA



## The importance of language and its effect on people

The importance of language and how it is used on people is crucial to how we communicate, but, of course, there is language that is hurtful and holds a more profound historical meaning that was once used to bring somebody down for just being what they are.

Today I will be talking about slurs and other hurtful language, and what you should do if you hear them.

As you know, many slurs are very unacceptable, such as racial slurs. But some are not taken as seriously as they should, such as the f-slur used on those part of the lgbtq+ community.

There have been many accounts when my friends, myself included, have been called slurs and reported it and nothing had been done. There have also been times when the incidents happened around teachers or counselors and they did not do anything either.

Many people a part of the lgbtq+ community would say they are unbothered by being called slurs, but it is still very hurtful language, and from experience being called such things are hurtful.

What should you do if you hear this kind of language:

First, the slurs used against queer people, of course, there are the f-slurs(short and long), but there are more that are less known. Like calling someone a d\*ke, referring to a drag dresser or a mtf person as a ladyboy, or calling a trans person a tr\*nny. There are also other unacceptable terms like saying being gay is a condition.

If you hear anyone use these terms you should pull them aside and tell them that that kind of language is unacceptable and is very disrespectful towards a person, even in a joking manner, it can be harmful.



## Sex Versus Gender and Representation in Curricula

Juniper Rodriguez  
(they/them/theirs)

### Sex v. Gender:

As many people know in the "normal" heterosexual world there are only 2 genders, male and female. Even the dictionary has yet to change its heteronormative baseline, but I have come to inform you that gender is the expression of self, the expression of how someone wants to identify as. Gender is not limited to only the female and male roles that society has installed into many years of history, but gender is a spectrum that is endless where you can identify as any gender such as Trans, Non-binary, Butch, Cisgender, and many more. And gender can be broken down into 3 main categories: Gender identity, gender expression, and physical sex. Now physical sex is the physical genitalia based gender given upon birth, your physical sex does not have to define what you identify as and how you express yourself, but it is a basic way of identifying a person, although there are better ways to refer to someone which I will elaborate on later. There are also ways that a person can change their physical sex through transition surgeries, hormone therapy, or even top surgery.

### Representation in curricula and sexism:

As I mentioned before, the dictionary still defines gender as either of the two sexes. This is a problem because we are still having to fight for validation of who we are. But it gets worse and even deeper when stepping into the world of education. Education has been persuaded by religion, history, and what people think is "right" or "wrong". This can pollute how the youth sees situations and life, and education should be taught without bias and natural. A great example of this misrepresentation is in health class when the teacher breaks you up into two different groups of 'boys' and 'girls', then you learn about birds and bees. That kind of separation can be hurtful to someone who is trans, but their sex is something else, being picked out and put into a different group than what you identify as can be uncomfortable (especially if you are not completely out), but having everyone together can make it better because learning about biology is still important. Plus any closeted people can take personal notes for what they need to do to take care of themselves and their bodies correctly.

Now my last topic, sexism, you see it everywhere unfortunately, it had become "normal" for men to be the strong one, the emotionless, the hard worker. While a woman is objectified, treated poorly, and is expected to be the weak caretaker of the house to raise the kids. And these kinds of stereotypes can be confusing for the youth to try to understand. And this sexism and this way of thinking start young and like child like parents, not all parents are open-minded, and I am in no position to tell you how to be a parent, but using the gender creativity parenting techniques can be very positive to show the youth that they can express themselves any way that they want to.



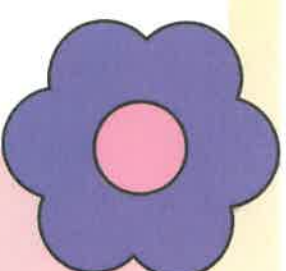
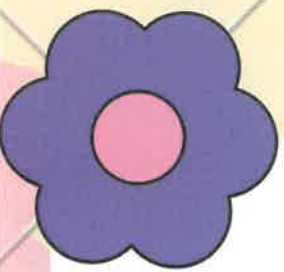
# NEOPRONOUNS

AN INTRODUCTION



# WHAT ARE NEOPRONOUNS?

NEOPRONOUNS ARE A SET OF  
PRONOUNS THAT SERVE AS  
PRONOUNS OUTSIDE OF "TYPICAL"  
GENDER IDENTITIES (I.E.  
HE/SHE/THEY)



# WHAT ARE SOME EXAMPLES OF NEOPRONOUNS?

NEOPRONOUNS CAN BE ANYTHING THAT IS FORMATTED INTO "PRONOUN FORMAT", AND SOME EXAMPLES INCLUDE :

IT/ITS/ITSELF

XE/XEM/XEMSELF

ZE/ZIR/ZIRSELF

VOID/VOIDS/VOIDSELF

MEOW/MEOWS/MEOWSELF

PUP/PUPPS/PUPSELF

FAE/FAER/FAERSELF

AE/AERS/AERSELF

BUN/BUNS/BUNSELF

FOX/FOXES/FOXSELF





# HOW TO USE "PRONOUN FORMAT"

THEY/THEM/THEIR/THEIRS/THEMSELF

THIRD PERSON SINGULAR/OBJECTIVE

PERSONAL/POSSESSIVE/POSSESSIVE/REFLEXIVE

ZIE/ZEM/ZIR/ZIRS/ZERSELF

VOID/VOID/VOIDS/VOIDS/VOIDSELF





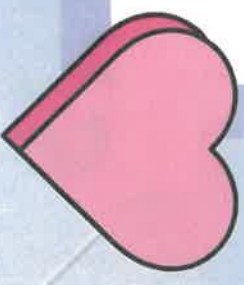
# WHO CAN USE NEOPRONOUNS?



**ANYONE CAN!**

AS WITH ANY PRONOUNS, IF IT MAKES YOU  
COMFORTABLE, YOU CAN USE THEM!

IF ANYBODY TRIES TO GATEKEEP NEOS FROM  
YOU THEY ARE CRINGE AND DON'T LISTEN TO  
THEM :)



# HOW TO USE NEOPRONOUNS

YOU USE NEOS LIKE ANY OTHER PRONOUNS. FOR EXAMPLE :

**SHE** WENT TO THE STORE.

**IT** WENT TO THE STORE.

TOMORROW IS **HIS** BIRTHDAY.

TOMORROW IS **FAERS** BIRTHDAY.

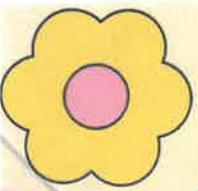
**THEY** HAD TO GIVE **THEMSELF** A PEP TALK.

**MEOW** HAD TO GIVE **MEOUSELF** A PEP TALK.



**WHY IS IT IMPORTANT TO USE  
NEOPRONOUNS?**


**USING SOMEONES PREFERRED  
PRONOUNS IS THE EASIEST WAY TO  
HELP SOMEONE FEEL **VALIDATED**,  
**COMFORTABLE**, AND **RESPECTED**.**





# WHY IS IT IMPORTANT TO USE NEOPRONOUNS? (CONTINUED)

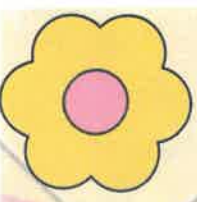
ACCORDING TO UNIVERSITY OF WISCONSIN MILWAUKEE, "WHEN SOMEONE IS REFERRED TO WITH THE WRONG PRONOUN, IT CAN MAKE THEM FEEL **DISRESPECTED, INVALIDATED, DISMISSED, ALIENATED, OR DYSPHORIC** (OFTEN ALL OF THE ABOVE). ALL MAJOR PROFESSIONAL AMERICAN PSYCHOLOGICAL AND PSYCHIATRIC ASSOCIATIONS RECOGNIZE THAT INCLUSIVE LANGUAGE USAGE FOR LGBTQ+ YOUTH AND ADULTS DRASTICALLY **DECREASES EXPERIENCES OF DEPRESSION, SOCIAL ANXIETY, SUICIDAL IDEATION, AND OTHER NEGATIVE MENTAL HEALTH FACTORS.**"

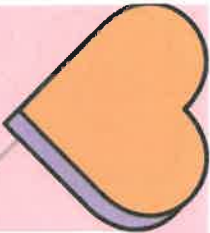




# WHY IS IT IMPORTANT TO USE NEOPRONOUNS? (CONTINUED)

**PURPOSEFULLY** MISGENDERING SOMEONE IS NOT ONLY HARMFUL AND DISRESPECTFUL, BUT IT IS ALSO OUTRIGHT **TRANSPHOBIA AND OPPRESSION.** **CONSISTENTLY** MISGENDERING OTHERS HAS MAJOR NEGATIVE IMPACTS ON MENTAL HEALTH AND CREATES A HARMFUL MENTALITY AND ENVIRONMENT WHERE IT IS VIEWED AS **"OKAY"** TO BE **TRANSPHOBIC.**

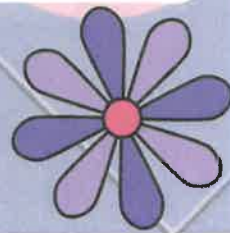
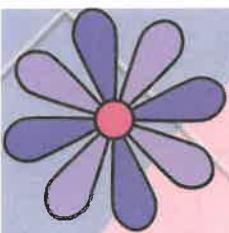




## TO WRAP UP :

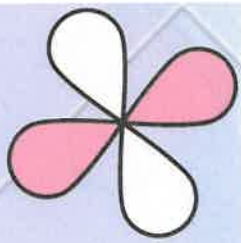
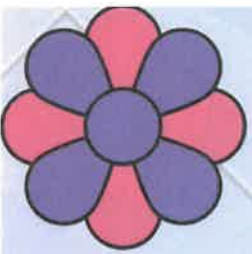
TO **ANY** TRANS PERSON. NEOPRONOUN  
USER OR NOT, IT MAKES A **WORLD** OF  
DIFFERENCE WHEN YOU **RESPECT** OUR  
PRONOUNS.

IT TRULY ISN'T THAT DIFFICULT TO GET A  
**HANG OF. EVEN IF YOU MESS UP**  
SOMETIMES, AS THE SAYING GOES, **"ITS THE**  
**THOUGHT THAT COUNTS"**.



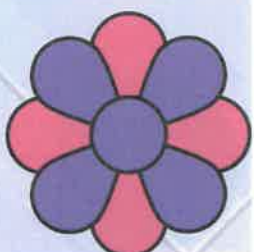
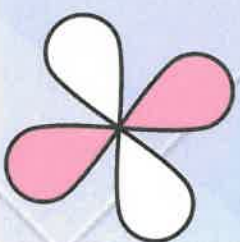
**ANY**  
**QUESTIONS?**





**THANK YOU SO  
MUCH FOR  
LISTENING!**

Thank  
you!







- CREDIT TO UNIVERSITY OF WISCONSIN -  
- MILWAUKEE -

[HTTPS://UWM.EDU/LGBTRC/QA\\_FAQS/WHY-IS-IT-  
IMPORTANT-TO-RESPECT-PEOPLES-PRONOUNS/](https://uw.edu/lgbtrc/qa_faqs/why-is-it-important-to-respect-peoples-pronouns/)





## How to use "Pronoun Format" :

with they/them :

They/them/their/theirs/themself

overall formatting :

third person singular/objective personal/possessive/possessive/reflexive

with neopronouns :

zie/zem/zir/zirs/zerself

void/void/voids/voids/voidself

## How to use Neopronouns :

You use Neos like any other pronouns, for example :

She went to the store.

It went to the store.

Tomorrow is his birthday.

Tomorrow is faers birthday.

They had to give themself a pep talk.

Meow had to give meowself a pep talk.

## Wrap up :

To any trans person, neopronoun user or not, it makes a world of

difference when you respect our pronouns.

It truly isn't that difficult to get a hang of. even if you mess up

They had to give themselves a pep talk.

Meow had to give meowself a pep talk.


## WRAP UP :

To any trans person, neopronoun user or not, it makes a world of difference when you respect our pronouns.

It truly isn't that difficult to get a hang of. even if you mess up sometimes, as the saying goes, "its the thought that counts".



**Gender Neutrality and It's  
Importance in a Classroom  
Environment**



# What is Gender-Neutrality?

Gender-Neutrality is the idea of  
avoiding specifications based on sex  
or gender

# Examples of Gender-Neutral Language:

Hello ladies and gentlemen!

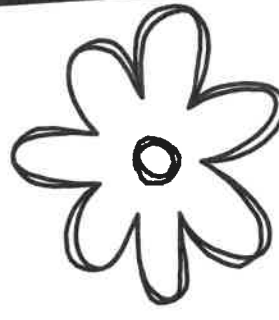
Hello everyone!

That group of girls over there.

That group over there.

He's running late.


They're running late.




# Changes in Classrooms to be More Inclusive:



- On class documents, rather than using "his/her", use "their"



- When doing group activities, rather than splitting the class/groups into "boys" and "girls", randomly split the class



- Rather than greeting the class or individuals as "ladies and gentlemen", use terms like "everyone" or avoiding using gendered terms at all





## Another **Big Change** That Can Help Students Feel **More Comfortable**

Giving students a google form to fill out at the **start** of each quarter or semester that asks for **preferred name(s)** and **pronouns** and **who all they can be used around** is super helpful and can make students feel **seen and cared about.**

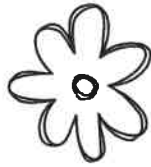
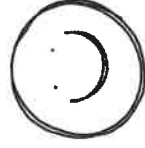
## Why is Using Gender- Neutral Terms Important?

According to the UN, "...using gender-inclusive language is a powerful way to promote gender equality and eradicate gender bias."

## Why is Using Gender-Neutral Terms Important?

Using inclusive language like this prevents trans individuals from feeling left out or alienated, and helps everyone feel included and welcomed. It also normalizes trans individuals and the inclusion of us in all spaces.

# Any Questions?





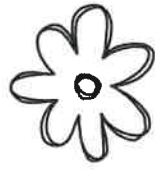
**Thank you for**  
**Listening!**

# - Credit to the UN -

[https://www.un.org/en/gender-inclusive-](https://www.un.org/en/gender-inclusive-language/#:~:text=Give%20n%20the%20key%20role%20of,equality%20and%20eradicate%20gender%20bias.)

[language/#:~:text=Give](https://www.un.org/en/gender-inclusive-language/#:~:text=Give%20n%20the%20key%20role%20of,equality%20and%20eradicate%20gender%20bias.) ☺

[n%20the%20key%20role%20of,equality%20and%20eradicate%20gender%20bias.](https://www.un.org/en/gender-inclusive-language/#:~:text=Give%20n%20the%20key%20role%20of,equality%20and%20eradicate%20gender%20bias.)



## Examples of Gender-Neutral Language:

Hello ladies and gentlemen!

Hello everyone!

That group of girls over there.

That group over there.

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They're running late.

## Changes in Classrooms to be More Inclusive:

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-Rather than greeting the class or individuals as "ladies and gentlemen", use terms like "everyone" or avoiding using gendered terms at all

### Another Change to Consider :

Giving students a google form to fill out at the start of each quarter or semester that asks for preferred name(s) and pronouns and who all they can be used around is super helpful and can make students feel seen and cared about.

Using gender-neutral language helps **everyone** feel welcomed and included.



# GSA WORKSHOP FALL 2022

Li Xin Nariman - The Importance of  
**Action** (After Education)





# Pronouns!

The best way to ask for pronouns in a class setting.



## **Pronouns- Intro**

Everyone has pronouns! For many individuals, especially members of the LGBTQIA+ Community, pronouns are important to gender identity and contribute to the feeling of validation for identity as a whole.



# Pronouns- Quick Overview

\*If you don't know how to use a set of pronouns: Just Ask! We would rather answer questions than have our pronouns used incorrectly :)

## They/Them

Ex:

I get to see Elliot on Saturday.  
They are going to the store with me. I am excited to go to the store with them.

## Neopronouns

Ex:

Xe/Xem : Koi is so fun to hang out with! I laugh at all of xyr jokes. I want to hang out with xem again soon!

Ey/Em : Sage and I are in the same Chemistry class. I get to do fun labs with em. Ey are really smart!

Now we know about pronouns, but how do we ask about them in a classroom setting?

Answer: Google Forms! (Or a paper survey)

Include:

-Your pronouns

Q- What are your pronouns?

Q- Can I use your pronouns in front of parents or other teachers?

Q- What is your name? (No matter what it says in Infinite Campus)

- “You can always let me know if your pronouns change!”

Pro-Tip: Write pronouns on attendance sheet by students' names as reminders.

## Questions?

I also have a form I have created that I can share with you :) just make a copy of the form if you want to personalize it to your class!

[https://docs.google.com/forms/d/e/1FAIpQLSc\\_Wx-tWu1FoReI3Xv4Wp5fxI1govJfNfgC3uNZC4apH8j-sQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSc_Wx-tWu1FoReI3Xv4Wp5fxI1govJfNfgC3uNZC4apH8j-sQ/viewform?usp=sf_link)

<https://forms.gle/t5a8CtEo1GV3w8Nz8>







# Name and Pronouns

Let me know your pronouns and preferred name!

kglorso@lps.k12.co.us [Switch account](#)



Not shared

\* Indicates required question

What are your pronouns? \*

Your answer

Do you use multiple sets of pronouns? \*

Yes

No



If you answered "yes" to the previous question: Do you want me to alternate between sets or do you want me to stick to one? If you answer "other" please explain to me how you would like me to choose which pronouns to use.

Alternate please!

Stick to one!

Other: \_\_\_\_\_

Can I use your pronouns in front of parents? \*

Yes

No

Can I use your pronouns in front of other teachers? \*

Yes

No

What is your name? (It doesn't have to match your birth certificate or Infinite Campus) \*

Your answer \_\_\_\_\_



Thank you for sharing! You can always let me know if your pronouns or name change throughout the year! I want you to feel respected at all times in my classroom. You can include any other comments you may have below:

Your answer

Submit

Clear form

Never submit passwords through Google Forms.

This form was created inside of Littleton Public Schools. [Report Abuse](#)

Google Forms



I am a student at the University of California, Berkeley. I am currently a graduate student in the Department of Psychology. I am interested in the field of cognitive psychology and am looking for a research assistant position. I have a strong background in research and data analysis, and I am a highly motivated and organized individual. I am confident that I would be a valuable asset to your research team.

Thank you for your consideration.

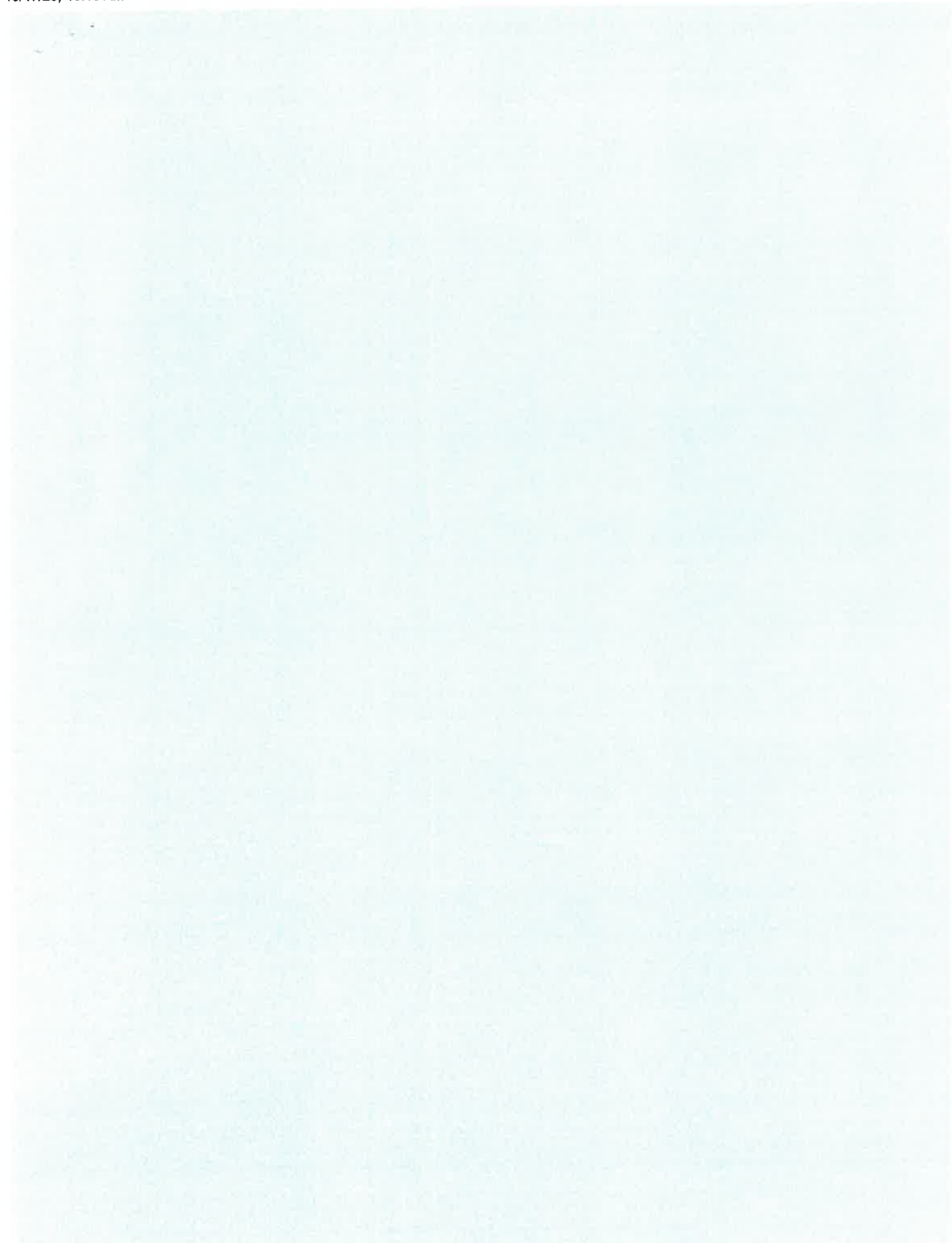


Yours sincerely,  
[Name]

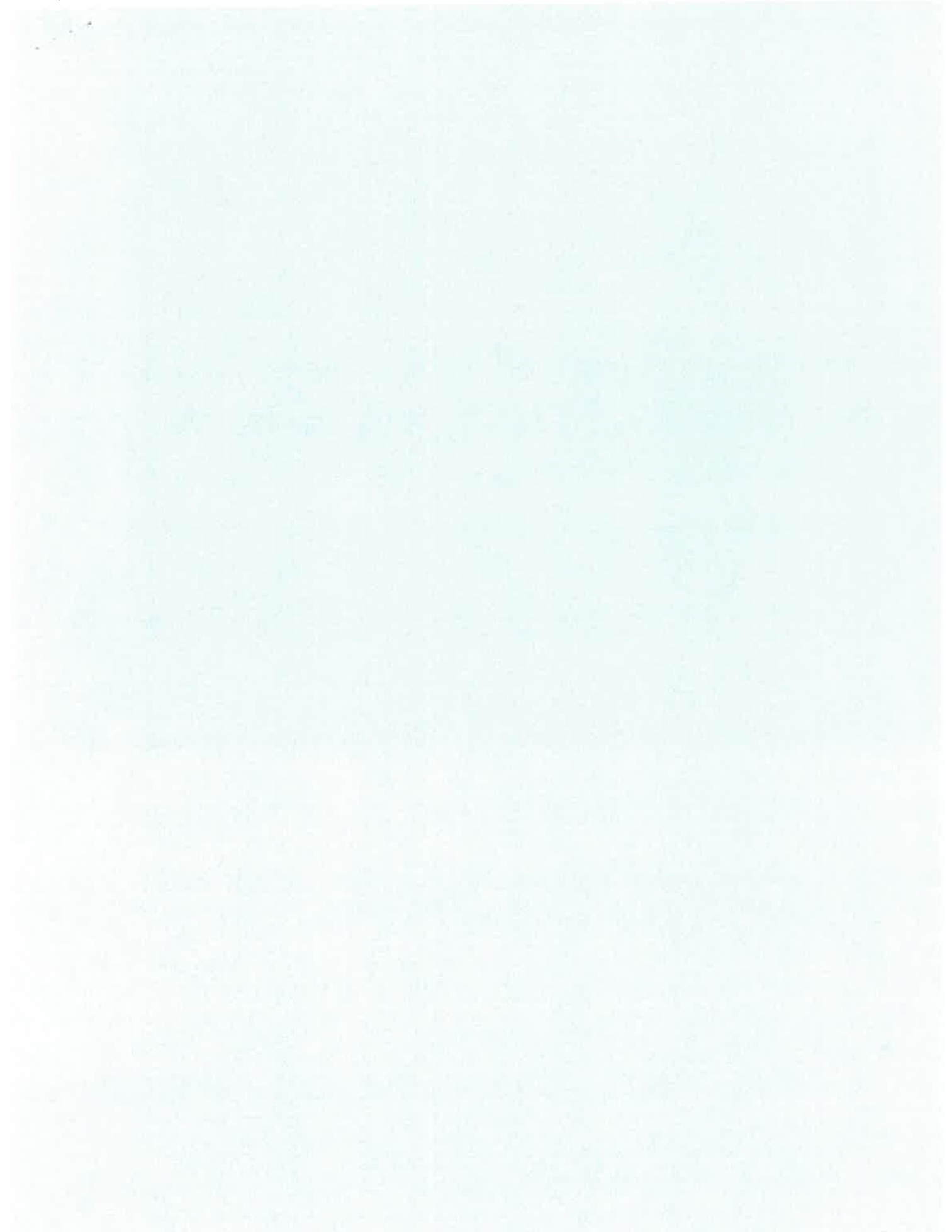
[Address]

[Phone Number]













# Different types of Attraction

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Nettie Wismer

# Introduction

—

- Nettie Wismer
- she/her
- Asexual
- Panromantic
- Demirromantic

# Notes

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- Thank you so much for coming
- Some people feel only some or none of these attractions
- Some people have limited or circumstances where they feel these attractions
- No matter what attraction you do or do not feel, you are valid in your identity
- Please keep an open mind
- I am happy to answer any questions but please wait until the end

# Platonic Attraction

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- Wanting to hang out with someone without being in a relationship.
- When you meet someone and say they seem fun to be around and we have a lot in common, I should try to spend time with him.
- JUST FRIENDS!!!

# Censual Attraction

- Physical attraction but not sexual
- Wanting comfort through physical contact
- Being hugged or cuddling

# Romantic Attraction

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-When you want to be in a romantic relationship with someone.

-DIFFERENT FROM SEXUAL ATTRACTION

-When you want to do things like going on dates, hand holding, or spending Valentine's Day with someone.

# Sexual Attraction

- When you want to have sex with someone
- That's it

# DOs for being supportive of an Aro or Ace

- DO respect our identities
- DO understand that both Asexuality and Aromantism are spectrums
- DO speak up if you notice something that is offensive to Aces and/or Aros
- DO feel free to ask questions, as long as they are asked respectfully
- DO have LGBT friendly conversations with people outside of the community
- DO recognize LGBT days outside of June. These can include Asexuality Awareness Week (last week of October), Celebrate Bisexuality Day (9/23), International Day against Homophobia and Transphobia (5/17) National Coming Out Day (10/11) Intersex Awareness Day (10/26), Transgender Day of Remembrance (11/20)...



# **DON'T for being supportive of an Aro or Ace**

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- DON'T tell us we need to meet the "right person"
- DON'T tell us we are "late bloomers"
- DON'T say "all humans experience love/sex"
- DON'T make it hard for someone to come out to you
- DON'T ask us if we are a plant
- DON'T compare Asexuality with Abstinence





# Debunking common myths about gender-affirming care for youth

Nov 27, 2022 5:40 PM EDT

The number of youth who openly identify as transgender has nearly doubled since 2017, according to a study from UCLA's Williams Institute. In 2022, 16 states have proposed legislation that would restrict access to gender-affirming care for patients under the age of 18. Dr. Meredith McNamara, an assistant professor of pediatrics at Yale School of Medicine, joins Geoff Bennett to discuss.

## Read the Full Transcript

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### John Yang:

Last weekend's shooting at a Colorado Springs bar has, again, highlighted the danger and discrimination faced by many in the LGBTQ community, including transgender people. In 2022 alone 16 states have proposed legislation that would restrict access to healthcare for transgender patients under the age of 18. That's as a study from UCLA's Williams Institute says that since 2017 the number of youth who identify as transgender has nearly doubled.

Geoff Bennett spoke with Dr. Meredith McNamara from the Yale School of Medicine. She's an assistant professor of pediatrics and specializes in adolescent medicine.

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### Geoff Bennett, PBS News Weekend Anchor:

It's great to have you with us.

Dr. Meredith McNamara, Assistant Professor of Pediatrics, Yale School of Medicine: Thanks for having me.

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### Geoff Bennett:

So help us understand first, what accounts for the sharp increase in youth identifying as transgender. Is this, the matter of greater societal acceptance or is a function of more researchers conducting more transgender-specific surveys?

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### Dr. Meredith McNamara:

Well, I would say it's probably a mixture of both. The number of transgender people probably hasn't changed, but young people are finding that it's safer to be who they are. So they are expressing their identities more openly now, sharing them with loved ones and presenting for medical care.

We may be using better survey instruments to inquire about this as well, but I don't think that the narrative that the number is sharply increasing is an accurate representation. And it has been used to actually harm transgender people.

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### Geoff Bennett:

<https://www.pbs.org/newshour/show/debunking-common-myths-about-gender-affirming-care-for-youth>

In what ways? Tell me more about that.

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**Dr. Meredith McNamara:**

Well, if you suppose that the number of people is exponentially increasing, then that carves out the idea that there's some sort of explosion or some sort of fearful social change. And that's given cover to certain misinformation techniques that have allowed these legislative bans that you mentioned to thrive.

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**Geoff Bennett:**

So, let's talk more about gender-affirming care, which is an umbrella term for many different services. What is the real spectrum of this type of care? And how is it determined for each patient?

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**Dr. Meredith McNamara:**

For transgender and gender-expansive people that it can include a wide range of things and it depends on the individual and that can change over time. So, for youth, that may involve some elements of social affirmation and transition, using their appropriate pronouns or a name that they have chosen for themselves, dressing a certain way, certain hairstyles that affirm their gender. And there are medical aspects of gender affirmation too, which can include and may include puberty blockers or exogenous sex hormones such as estrogen and testosterone.

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**Geoff Bennett:**

The National Institutes of Health has been doing research on the long-term effects of hormone blockers, which you mentioned, on young transgender people. They've been doing this research since 2015 as I understand it. But they haven't released the findings yet. What is – what is really known about the safety of that kind of treatment?

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**Dr. Meredith McNamara:**

We know a lot about the safety of puberty blockers. We derived that evidence base initially back in 2011 or so from studies done in the treatment of precocious puberty. Precocious puberty is when a young child develops into more of an adolescent body at a rapid rate and we don't know why it happens. Puberty blockers have been used successfully and safely in those children to allow them to develop socially in tandem with their peers. And we've studied bone mineral density, psychosocial outcomes among other things and it's been shown that that treatment is safe.

Now, there is data on the safety of puberty blockers in transgender and gender-expansive youth. And while it would be great to see larger studies, the evidence base is strong. And the NIH is funding and producing those at this very moment. But we have to trust that clinical investigators will release their results when they're ready.

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**Geoff Bennett:**

What about gender reassignment surgery, which is another form of gender-affirming care / that's not recommended for people under the age of 18. Why not?

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**Dr. Meredith McNamara:**

Well, that's actually something that's a little bit of a mischaracterization. Gender-affirming surgeries are very, very rare. The number of mastectomies or top surgeries that have been done with within the past five years, the most recent data I saw, averages about to 200 a year. Everybody is different and everybody has different desires for their gender affirmation.

But, in the vast majority of times any form of gender-affirming surgery does not happen before the legal age of majority (18). And I do want to point out, that in these politicized and misinformed debates on gender-affirming care, surgery is being overly represented to stoke fear in the public and to convince people that politicians should be intervening in healthcare decisions between parents and physicians and patients themselves.

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**Geoff Bennett:**

What are the leading misconceptions about transgender youth? What do people fail to understand?

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**Dr. Meredith McNamara:**

Well, first of all, for my transgender and gender-expansive patients, their gender identity is the least interesting thing about them. They are vibrant, young people who have so much to offer. They're our greatest assets in society. And they deserve to feel safe and loved.

I think what people don't understand is that these bans have harms, real harms, not just within the jurisdiction where they're active, but elsewhere.

When the state of Florida released their first practice bulletin denouncing gender-affirming care, we got a surge in crisis calls at our clinical centers in Connecticut. That is unconscionable. What I also believe that politicians fail to understand or at least that they don't care to understand is that there are real processes that are scientifically informed that have developed the guidelines that physicians use every day to provide gender-affirming care to young people. And that those processes are trustworthy and sound.

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**Geoff Bennett:**

Dr. Meredith McNamara is an assistant professor of pediatrics who specializes in adolescent medicine at Yale School of Medicine. Thank you so much for your insights and for your time.

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**Dr. Meredith McNamara:**

Thank you so much for having me.

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# 2023 Student Guide

**GLSEN's Day of Silence occurs every April where people in schools across the country engage in collective action, calling attention to the silencing of LGBTQ+ students in schools and the erasure of their experiences.**

**This year, GLSEN's Day of Silence takes place April 14, 2022.**

There is an unprecedented level of anti-trans and anti-LGBTQ+ rhetoric and policy currently being weaponized against our community, and we thank you for everything you have been doing for and in solidarity with students.

As LGBTQ+ students and educators across the country face attacks on their rights to access **affirming books, healthcare**, and even the right to be called by **the right name and pronouns at school**, we use this day as a collective protest to demonstrate the power of our voices and the impact of our silence. Protest comes with risks, and we want to ensure that educators and students alike are prepared to shape actions that fit their schools and communities.

This year, the Day of Silence theme is **Rising Up**. As part of that theme, educators and other adults across the country will spend the day speaking up in every space online and offline in defense of the rights of LGBTQ+ students. In this time when LGBTQ+ students are being targeted, it is more critical than ever for adults to loudly claim a day of NO silence. Students across the country will be both speaking up and participating in silent protest as a way to demonstrate how thousands of LGBTQ+ students across the country feel everyday — silenced.

**82% of LGBTQ+ students experienced first-hand harassment or bullying in their school.**

**71% of students reported that their classrooms did not include any LGBTQ+ topics.**

**More than 30% of LGBTQ+ students reported missing school because they felt unsafe or uncomfortable.**

**Over half of all LGBTQ+ students of color experienced in-person victimization based on race/ethnicity.**

GLSEN's resources provide opportunities for student leaders to organize their day of action and engage in creative and impactful ways to tell their stories, especially in incorporating racial, gender, and disability justice. The purpose of this guide is to help students like yourself participate and support folks on your campus to take action and join this campaign on April 14, 2022.

## **PREPARE FOR THE DAY OF SILENCE**

Action takes some prep work!

Here are some tips to get your started in planning for your Day of Silence:

- Meet with your GSA, LGBTQ+ or other student clubs, or other students who would like to participate. Identify a supportive adult to back you up on your day of action. This is helpful in case anyone gives you trouble or if you need school staff to sponsor your event.
- **Register** for the Day of Silence with GLSEN! We will update registrants on all new material, celebrity engagements, and other opportunities! You won't want to miss out.



**For more information visit [glsen.org/DayOfSilence](https://glsen.org/DayOfSilence). Email questions to [students@glsen.org](mailto:students@glsen.org).**



- Connect with your local **GLSEN Chapter** for support in organizing your event.
- Hold a planning meeting with other students. What are your goals for this event? How will this change your school climate? What type of actions will you take?
- Create an outreach plan to get the word out at least a week before the event to get folks to sign up, learn about the event, and take a pledge to participate.
- Make posters and hang them around school, share on social media, and on your school's morning announcements.
- If you are planning an event, check out **GLSEN's Breaking the Silence Guide** to brainstorm ideas of how to host this celebratory event at the end of the day!

## WAYS TO PARTICIPATE

### Student Actions

This year, students can take action in one of two ways:

1. Taking a vow of silence to demonstrate the way that too many LGBTQ+ students are made to feel on a daily basis, bringing those experiences to the forefront through silent protest
2. Taking a vow of no silence, speaking up in every space online and offline about the issues LGBTQ+ students are facing

Check out GLSEN's most recent **National School Climate Survey** and **State Snapshots** for more information about what LGBTQ+ students are up against!

## HOST AN EVENT

### Host Your Own Breaking the Silence Rally

- Students can make a schedule of who is speaking, performing, a simultaneous moment to Break the Silence together.
- Connect with your local GLSEN Chapter for support in organizing your event.
- Invite a guest speaker to perform or share empowering words or stories to the group.
- Hold a discussion group to Break the Silence. Listen to their story, identify ways LGBTQ+ students in your group are experiencing silencing and erasure.
  - Why was it important to you to take action and participate in the Day of Silence?
  - How are LGBTQ+ students at this school experiencing silencing and erasure?
  - Identify things at this school that make you feel unsafe?
  - What is your vision for a liberated school environment? What does it look like? What does it smell like? Who is there with you? How do you feel? What is different about this vision from your current reality?



For more information visit [glsen.org/DayOfSilence](https://glsen.org/DayOfSilence). Email questions to [students@glsen.org](mailto:students@glsen.org).

## Virtual Ideas

- Set up a video call via Zoom, Google Hangouts, Skype, etc.
- Invite your GSA, student club, and others from your school district to join virtually.
- Select a time where you will all Break the Silence virtually together! Unmute yourself and yell, say an empowering word, ring a bell, bang a pot, howl etc. Get creative!
- Set up a virtual open mic with a list of performers and speakers.

## In Person Ideas

- Safety plan by understanding school safety protocols for events. For gatherings and events, create a safety plan for the event space that is communicated to the students. Work with students to identify a safe location to hold an event or gathering as some students may feel unsafe being out in the open.
- Ring a bell or honk a horn and shout a word that makes you feel seen and strong!
- Set up an in person open mic with a list of speakers and performers.
- Host a panel discussion.

## Host a Viewing Party

You can watch Netflix with your friends virtually or in person. Break the Silence by watching an LGBTQ+ focused movie, show, or youtube influencer. Movies and TV Series like HairSpray, Love Simon, Love Victor, The Half of It, and The Prom have discussion guides you can use afterwards. You can also tune in to the National Breaking the Silence Rally!

## SOCIAL MEDIA

Change your profile/photo frame to a Day of Silence graphic from April 7 to April 14. By changing your profile, you are demonstrating how many of us are supporting LGBTQ+ students

Post on your social media accounts explaining why you're participating. Whether you're staying silent or breaking the silence this year, write a post about your own experiences as an LGBTQ+ student who has been silenced, or share some of the ways you've seen it happen as an ally. Identify ways that you are or plan to take action, and invite others to join you. Challenge your followers to share your post, and to create similar posts of their own.

See below for a sample template:

Today is the Day of Silence — a national student-led movement highlighting the silencing and erasure of LGBTQ+ people.

82% of LGBTQ+ students experienced first-hand harassment or bullying in their school. 71% of students reported that their classrooms did not include any LGBTQ+ topics. More than 30% of LGBTQ+ students reported missing school because they felt unsafe or uncomfortable. Over half of all LGBTQ+ students of color experienced in-person victimization based on race/ethnicity.

I am participating by \_\_\_\_\_ on the #DayofSilence.

(add image description)



For more information visit [glsen.org/DayOfSilence](https://glsen.org/DayOfSilence). Email questions to [students@glsen.org](mailto:students@glsen.org).

## #DayOfSilence Challenge

Post a video or photo and challenge your friends, family, and community to participate. \*Avoid outing folks and use generic words like “friend, sibling, uncle, etc.”

You can write your own or use this template:

Today is the Day of Silence — a national day of action pushing back against the silencing of LGBTQ+ youth and the erasure of their experiences.

82% of LGBTQ+ students experienced first-hand harassment or bullying in their school. 71% of students reported that their classrooms did not include any LGBTQ+ topics. More than 30% of LGBTQ+ students reported missing school because they felt unsafe or uncomfortable. Over half of all LGBTQ+ students of color experienced in-person victimization based on race/ethnicity.

I am participating by \_\_\_\_\_. I challenge @\_\_\_\_\_ to join me in the Day of Silence by \_\_\_\_\_. #DayofSilence.

(add image description)

## VISUAL ART

There are so many LGBTQ+ young artists and we’d love for these artists to share their gifts! Speaking out isn’t just verbal, but can also be expressed through art. Post your art on your social page and at school, explain the connection to Day of Silence, tag @GLSEN and hashtag #DayofSilence for a chance to be featured on our IG page and story! Work with your school administration on selecting a location to host this art wall.

### Day of Silence Exhibit

Solicit visual art from LGBTQ+ students and have a gallery walk of all the pieces submitted. Connect with your school’s administration or a supportive teacher to display the pieces in public spaces!

### Host an Open Mic

Words have power. Share your story through creative and expressive writing. With your GSA, other student clubs, a group of friends, or in collaboration with the school’s administration or supportive teachers, you can organize an open mic during lunch or after school!

### T-shirt Design Party

Bring a shirt you can repurpose for Day of Silence and decorate it with words and visuals, then wear it on the Day of Silence.

### Drawing, Painting, Graphic Design etc.

This has been the traditional outlet for Day of Silence and Breaking the Silence, and it’s an activity you can do with your GSA, student club, or friends! Have a gallery exhibition of all the pieces submitted or showcase them when you table or during your event.



## Poetry and Other Forms of Writing

Words have power. Share your story through creative and expressive writing. The Day of Silence theme My Silence, My Action can serve as the writing prompt. You can also do this with your GSA or group of friends. Share your work with each other in this silent activity.

## Zine Making Party

Connect with the closest GLSEN Chapter to you and share your zine! They can share it on their social media. If you tag @GLSEN and use the hashtag #DayofSilence and #BreakingTheSilence, you may be featured on GLSEN national's social media platforms!

## Make Signs

Create large or mini protest signs for the Day of Silence. Find a slogan that works for you such as "Stop Silencing and Erasing LGBTQ+ Students!" or "LGBTQ+ Representation Now!"

## Make Buttons

Make Day of Silence and Breaking the Silence buttons to wear and give out to folks participating. If you do not have buttons, try printing stickers with the graphic design on the GLSEN Day of Silence page.

## ACCESSIBILITY

As for all advocacy work, make sure your participation is accessible and does not perpetuate or engage in ableist behavior.

Here are suggestions on how to participate with mindfulness and centering access needs:

- If you are planning an in-person event, offer all the ways your event will be accessible. For example, offering if the event will have live interpreters, wheelchair accessible, fragrance free for folks sensitive to smells, seating availability prioritized for folks who cannot stand for any length of time or need to be closer to the event for visibility. If an interpreter is needed, ask if they have a preferred interpreter. It is important to center the needs and requests of the folks you are supporting.
- Make a note of who to contact and get contact information if someone has accommodation requests such as interpreters, live captioning, image descriptions.
- Some people have light sensitivity, so avoid using flashing lights or give a warning if there will be flashing lights at the moment they happen. Give folks a chance to look away and let folks know when the flashing lights have stopped.
- Use image descriptions for folks who cannot see the image you are promoting or sharing. Here is an example of an image description for a photo. Image description is of a person with short pastel orange hair in a light blue t-shirt and jeans standing on a stage and passing a microphone to another person with long black hair wearing overalls with flower prints on them. For more information about why this is important, **check out this list of "Ways to Create Access"** from the Disability Intersectionality Summit.



For more information visit [glsen.org/DayOfSilence](https://glsen.org/DayOfSilence). Email questions to [students@glsen.org](mailto:students@glsen.org).

- Make sure folks are using correct names and pronouns by having name tags and encouraging students to add their pronouns.
- Should they be mentioned or discussed, share content warnings for heavy topics such as mental health, death, violence, slurs, etc.
- Invite students to move up to the front, but do not force or pressure them. For some students, it may have taken a lot for some students to get through the door. Let folks be where they are most comfortable and feel the safest.
- This is the Day of Silence. For hearing folks, using American Sign Language (ASL) or making up gestures should not be entertaining, funny, or used as a substitute for not speaking. American Sign Language is a complex and effective language of communication for D/deaf and hard of hearing communities. It is ableist and offensive to try and make up gestures to communicate. If you or your peers need to communicate, writing on paper or online is the best option.

## ACTIONS TO TAKE AFTER GLSEN'S DAY OF SILENCE

- Join us at the Virtual Breaking the Silence Rally on Friday, April 14th at 7pm ET. Join GLSEN's National Student Council and celebrity influencers as we Break the Silence together and make space to connect with youth and adults from across the country who took action, hear from students and influencers, and commit to our next call to action.
- Continue organizing! Bring your dreams and visions together to shape what a safe and liberated school environment looks like for you and your classmates. Brainstorm what is needed to get there and start building. Use this **#SafeToBe Vision Board** activity to get you and your GSA started.



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