GENDER IDENTITY
GETCA 2020

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This is a safe space

- We have the **strength** to be open minded
- We make the **choice** to be optimistic
- We have the right to **confidentiality**
- We have the power to own our own **story**
- We have the **gift** of silence if we choose
- We have the privilege to support each other through **love**, **respect**, and **understanding**
• Presentation
  • Assumptions
  • Gender as a Whole
  • Terminology
  • Gender Diverse Life

• Research and Importance
  • Classroom & School Practices
  • Legislation & Policy
  • Literature/Resources

• Questions Questions Questions!
  • Many people are worried about being offensive, but asking for the purpose of gaining understanding is not offensive.
  • Pieces of paper on your chairs!
ASSUMPTIONS

• We as human beings assume a lot
  • Wayne Gretzky is an amazing hockey player; therefore, he must be a good coach.
  • People that are tall are good at basketball.
  • All women want to wear a dress on their wedding day.
  • If you have short hair, wear a suit, and no make-up you consider yourself a man.

• We assume the gender of others without realizing it
  • Face/bone structure
  • Body shape
  • Vocal patterns and pitch
  • Given names
ASSUMPTIONS

• How can we be aware of our assumptions?
• How can we begin to change our assumptions to be more welcoming and inclusive?

TALK ABOUT IT! This is why we are here!

The more we talk about gender and gender diversity the more comfortable we become with the language, the concepts, and ideas.
The less we will assume.

https://www.uoguelph.ca/csahs/novel-research-space-sexuality-and-gender-diversity-0
WHAT IS GENDER?

• GENDER: Your own internal knowledge and understanding of yourself and your gender

• GENDER EXPRESSION: How a person presents their gender; often through clothing, hair, mannerisms, voice, or behavior choices.

• SEX ASSIGNED AT BIRTH: Determination of an infant’s sex by a medical professional the time of birth.

• GENDER TYPING/GENDER ROLES: Culture/societal expectations of behavior, clothing choices, occupations, (and many more) of a person who is perceived as either male or female.
  • This is where most of the problems arise
The Genderbread Person

Identity

Gender Identity
Woman  Genderqueer  Man
Gender identity is how you, in your head, think about yourself. It’s the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

Gender Expression
Feminine  Androgynous  Masculine
Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Biological Sex
Female  Intersex  Male
Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Sexual Orientation
Heterosexual  Bisexual  Homosexual
Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.
The Gender Unicorn

Gender Identity
- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression
- Feminine
- Masculine
- Other

Sex Assigned at Birth
- Female
- Male
- Other/Intersex

Physically Attracted To
- Women
- Men
- Other Gender(s)

Emotionally Attracted To
- Women
- Men
- Other Gender(s)

To learn more, go to: www.transstudent.org/gender

Design by Landyn Pan and Anna Moore
Gender and You

Gender Identity

Attracted to

Gender Expression

Biological Sex

Female

Other

Male

Both
GENDER DIVERSITY: TERMINOLOGY

- Cis Gender (Male, Female)
  - Sex Assigned at Birth
- Intersex
- Transgender
- Gender Non-Binary
- Agender
- Demi-girl, Demi-boy
- Gender Queer
- Third Gender

- Two-Spirited
- Gender Fluid
- Pangender
- Bigender
WHY ARE THERE SO MANY TERMS?
WHY ARE THERE SO MANY TERMS?

Red

Purple

Blue
WHY ARE THERE SO MANY TERMS?

Red  Pink  Purple  Eggplant  Blue
WHY ARE THERE SO MANY TERMS?
INTERSEX

• Born with variations in genitalia, chromosomes, hormones, or other biological characteristics that do not fit in traditional male or female definitions.

• Intersex people are one of the least talked about but hugely monumental communities related to gender diversity.

• 40+ types of intersex variations

• As common as red headed-ness

• Often go unnoticed but experience just as many of the same obstacles as transgender and gender diverse people

Hida Viloria
Author of Born Both
TRANSGENDER

• When a person's physical body or sex assigned at birth does not correspond with their gender.
• May or may not undergo affirming surgery, hormone therapy, or other medical treatment.
  • Often very costly. Some feel it is unnecessary.
• Transgender people’s bodies do not invalidate their gender identity, regardless of medical treatment.
GENDER NON-BINARY, GENDER FLUID, GENDER QUEER

• Gender Fluid
  • A person that transitions between genders from day to day, hour to hour
  • Many change gender expression day to day, experienced heightened confusion or social alienation from others as their appearance can change drastically often.

• Gender Non-Binary
  • A person who does not identify on the gender binary: Male or Female

• Gender Queer
  • A general term for a person who does not identify as cis gendered
  • ‘Queer’ is often considered a controversial term but is being taken back by the youth
TWO-SPIRITED

• Two-Spirited people are both indigenous and LGBTQ+. A very unique experience being part of both.
• Revered leaders, mediators, dreamer, visionaries, and medicine people in their bands due to their unique ability to understand both male and female perspectives.
• 144+ bands have documented two-spirited people.
• Active revitalization is now occurring.

Massey Whiteknife
Iceis Rain
Queen of the Oil Patch
GENDER DIVERSITY: TERMINOLOGY

• Cis Gender (Male, Female)
  • Sex Assigned at Birth
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• Two Spirited
• Gender Fluid
• Pangender
• Bigender

It is not essential to understand every term that has been created. There will always be new ones. What is important is asking what is needed from you.
GENERAL GENDER FAQs

• Are gender diverse children/people gay, lesbian, bisexual, or other sexual minorities?
• Do children/people choose to be gender diverse?
• How is it possible for a child to know they are gender diverse so young?
• Why should this matter to me if I don’t have any gender diverse students?
• Are children or people who cross-dress gender diverse or transgender?
• How do I know where the line is when asking personal questions?
WHAT DOES IT MEAN TO LIVE A GENDER DIVERSE LIFE?

Things that cis gendered people most likely don’t even notice in their day to day lives are a consistent problem for gender diverse people.

• Dysphoria
• Pronouns
• Name changes
• Unsafe spaces: ‘public spaces’
• Microaggressions
• Self-hate & Self-esteem
  • Impact of hiding
WHAT DOES IT MEAN TO LIVE A GENDER DIVERSE LIFE?

• Often excluded – family, friend, community, work isolation
• Employment – Interviewing, coming out to colleagues, student fear of working.
• Perceived gender stated at every turn.
  • Forms at every appointment (Dentist/doctor, chiropractor, hair salon, banks)
    • Forced disclosure or forced hiding
    • Coming out over and over and over
DYSPHORIA

- One of the most common problems for gender diverse people
- A feeling of great unease or discomfort caused by the difference in gender and physical body
- Contributes to internal struggles, turmoil, and feeling of difference
- Not only Transgender people experience dysphoria
- Not all gender diverse people experience dysphoria

# Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

<table>
<thead>
<tr>
<th>Subjective</th>
<th>Objective</th>
<th>Possessive</th>
<th>Reflexive</th>
<th>Example</th>
</tr>
</thead>
</table>
| She        | Her       | Hers       | Herself   | She is speaking.  
I listened to her.  
The backpack is hers. |
| He         | Him       | His        | Himself   | He is speaking.  
I listened to him.  
The backpack is his. |
| They       | Them      | Theirs     | Themselves| They are speaking.  
I listened to them.  
The backpack is theirs. |
| Ze         | Hir/Zir   | Hirs/Zirs  | Hirself/Zirself | Ze is speaking.  
I listened to hir.  The backpack is zirs. |

Design by Landyn Pan  
[transstudent.tumblr.com](http://transstudent.tumblr.com)  
[facebook.com/transstudent](https://facebook.com/transstudent)  
[twitter.com/transstudent](https://twitter.com/transstudent)  
For more information, go to [transstudent.org/graphics](http://transstudent.org/graphics)
LES PRONOMS NEUTRES EN FRANÇAIS

Pronoms "sujets"
- Iel (ou Yel)
- Ille

Pronoms "objets"
- Lea
- Soi ou Ellui
- Lo

Pronoms possessifs
- Man
- Mo

iel est là-bas.
Je vais lea chercher.
Je vais avec Ellui avec soi.

Accords des adjectifs et verbes

- Iel est allée
- OI est amoureux.se
- UI est fatigué
- Ille est amoureux

concaténation des 2 formes
le t remplace le "e féminin"
OU absence de suffixe

Utilisation alternée du "masculin" et "féminin"
PRONOUNS

• Pronouns are a daily struggle for gender diverse people.

• Chosen (preferred) Pronouns:
  • What someone wishes to be called
  • Identify your own
  • Just ask!

NAME CHANGES

• Chosen (preferred) Name:
  • The name someone wishes to be called

• Verbally
  • Nick names/shortened names, international students

• PowerSchool & PowerTeacher
  • Ask about parental support and documentation going home.

• Concerns about ‘messing up’ in front of parents
  • We are professionals and often talk about students in third person

• Do your best and FORGIVE YOURSELF!

UNSAFE SPACES

• Bathrooms & Change-rooms
• Gyms/Sports that sort by gender
• Classrooms that sort by gender
• Language: “Boys & Girls”
• Systemic Organizations

• It is often not the place itself. Any space can become unsafe (or safe!) depending on the people in the space.
  • A shoe store, doctor’s office, place of worship
MICROAGGRESSION

- Verbal – Hate-speech, derogatory labels, “normal”
- Heteronormativity & Gender-normativity
  - Assumption of parent/partner gender “Mom & Dad”, “boy/girlfriend”, “bring your wife to the party”
- Oversexualization – GSAs as “Sex-clubs”, pedophilia, removal of gender diverse individuals
- Wrongfulness – “Wrong” “Disgusting” “Sinful” “Unnatural” Labeling as Mental Disorder
WHY IS IT IMPORTANT?

AAP Publications & Research

• Attention Deficit Disorders are 15-16% higher in gender diverse children (3-9 years) compared to cis gendered children.
• Attention Deficit Disorders are 40% higher in gender diverse youth (10-17 years) compared to cis gendered youth.
• Anxiety disorders are 12-16% higher in gender diverse children (3-9 years) compared to cis gendered children.
• Anxiety disorders are 40% higher in gender diverse youth (10-17 years) compared to cis gendered youth.
• Depressive disorders are 49-62% higher in gender diverse youth (10-17 years) compared to cis gendered youth.

From AAP Publications Pediatrics Volume 141 Number 5 May 2018:
Mental Health of Transgendered and Gender Nonconforming Youth Compared with their Peers
Tracy A. Becerra-Gulqui PhD, Yuan Liu PhD, Rebecca Nash MPH, Lee Cromwell MS, et.al.
WHY IS IT IMPORTANT?

Journal of Counseling & Development

- 78% of trans students (K-12) reported some form of harassment related to their gender identity or expression
- 35% of trans students reported incidences of physical violence
- 12% of trans students reported incidences of sexual violence
- 96% of those reporting harassment experienced physical abuse in a school setting
- 83% of those reported verbal harassment in a school setting
  - Not limited to peers, also from teachers and staff.
- 90% of trans adults reported experiencing harassment on the jobsite
- 71% attempted to avoid discrimination by hiding their gender or transition.

From Journal of Counseling & Development Volume 92 April 2014:
“I Am My Own Gender”: Resilience Strategies of Trans Youth
Anneliese A. Singh, Sarah E. Meng, Anthony W. Hansen
WHY IS IT IMPORTANT?

Canadian School Statistics
2011 Egale Canada in association with Canadian Teachers Federation
% of Transgender or Two-spirited youth...

• 79% feel unsafe at school
• 74% reported being verbally harassed because of gender expression
• 49% reported being sexually harassed at least once in the school year
• 37% reported being physically harassed or assaulted at school

From Canadian Teacher’s Federation
Supporting Transgender and Transexual Students in K-12 Schools: Guide for Educators
Kristopher Wells, Gayle Roberts, Carol Allan
WHY IS IT IMPORTANT?

Canadian School Statistics
Egale Canada Human Rights Trust

• 47% of trans youth thought about suicide and 19% had attempted (2010)
• 28% of transgender and two-spirit people had attempted suicide at least once

From Canadian Teacher’s Federation
Supporting Transgender and Transexual Students in K-12 Schools: Guide for Educators
Kristopher Wells, Gayle Roberts, Carol Allan
WHAT DOES IT MEAN TO BE GENDER DIVERSE IN SCHOOL?

Many gender diverse students develop coping mechanisms and defensive strategies to deal with transphobic, or homophobic bullying:

• Avoidance – skipping
• Invisibility – Hiding
• Hyper-masculinity or femininity – Projecting dominance
• Vigilance – constantly monitoring
• Preparedness – Threats and/or potential force

From Canadian Teacher’s Federation
Supporting Transgender and Transexual Students in K-12 Schools: Guide for Educators
Kristopher Wells, Gayle Roberts, Carol Allan
“These findings suggest that familial support in general, or specifically via the decision to allow their children to socially transition is associated with better mental health outcomes among transgender children to present in everyday life as their gender identity rather than their natal sex is associated with developmentally normative levels of depression and anxiety.”

The risk comes from lack of support, not from being gender diverse!

Supported gender diverse students do not face the same risks!

From AAP Publications Pediatrics Volume 137 Number 3 March 2016: Mental Health of Transgender Children who are Supported In Their Identities
Kristina R Olson PhD, Lily Durwood BA, Madeleine DeMeules BA, Katie A McLaughlin PHD
How can I help?

Be an ally! Be that supportive and affirming adult. By being aware of your assumptions, and being inclusive you are:

• Making students & staff feel safe, welcome, and cared about at school
• You are literally saving lives

• Many gender diverse people feel they do not belong in places that they must go (work, school, etc.) By being the inclusive person you can change that for them
CLASSROOM & SCHOOL INCLUSIVITY

• Physical – Visibility, Teaching spaces, Bathrooms, change rooms, forms
• Social – Develop awareness, teachable moments, language, privilege, advocate
• Curricular – Assignments, content, teaching inclusion, PRISM documents

• Recognize Trans Day of Remembrance (Nov. 20th), International Day Against Homophobia & Transphobia (May 17th), Pink Shirt Day (Feb. 28th)

Build positive relationships.
WHAT DO I DO IF A STUDENT COMES OUT TO ME?

• If a student chooses to disclose to you that they are gender diverse:
  • Thank them for their bravery and for trusting you
  • Validate their identity
  • Ask what they need and if there is anything you can do to support them?
  • Ask about home support
  • Maintain confidentiality.
    • That student feels comfortable and safe with you, but not necessarily all people
  • Maintain that you are there for them and you will tackle it together
LEGISLATION

- Alberta Human Rights Act
- ATA Code of Professional Conduct
- ATA Declaration of Rights & Responsibilities for Teachers
- The Alberta School Act – Section 35, 45
- Canadian Charter of Rights and Freedoms – Section 15
- Bill 10 – Gay-Straight Alliances
  - Bill 24 – Confidentiality (Previously)
- Bill 8…

SCHOOL BOARD POLICY & REGULATION

• Edmonton Public Schools
  • Sexual Orientation and Gender Identity Policy
  • Sexual Orientation and Gender Identity Regulations
  • Safe, Caring, and Respectful Learning Environments Policy & Regulation

• Edmonton Catholic Schools
  • Inclusive Communities - Administrative Policy 160
  • LIFE Framework

• Fort McMurray Public
  • Policy 19 – Sexual Orientation and Gender Identity
  • Policy 20 – Student Conduct/Welcoming, Caring, respectful and Safe

• Fort McMurray Catholic
  • OP 333 – Welcoming, Caring, Respectful, Safe and Inclusive Learning Environments

BEYOND THE CLASSROOM INCLUSIVITY

• Identity privilege
  • Cis gendered people have the power to change gender minority experiences
  • Challenge the gender norm when you recognize it and it confronts you
• Ask organizations for the purpose of disclosing male/female
• Challenge transphobia
• Don’t think of ‘ally’ as a noun, but as a verb.
  • Ongoing, ever-present state of mind
  • Does not end after one act

Say something. Stand up. Talk about it! Use your words!

• Fiction/Autobiography
  • *None of the Above* by Gregorio
  • *Symptoms of Being Human* by Garvin
  • *Born Both* by Hida Viloria
  • *Annabel* by Winter
  • *George* by Gino

• Children’s Books
  • *Neither* by Arlie Anderson
  • *Spork* by Maclear
  • *Red* by Hall
  • *10,000 Dresses* by Ewert
  • *Julian is a Mermaid* by Love
  • *Be Who You Are* by Carr
  • *I am Jazz* by Herthel & Jennings
  • *When Kathy Is Keith* by Wong

• Non-Fiction
  • *Traversing Gender* by Lee Harrington
  • *LGBTQ Voices in Education* by Bloomfield & Fisher
  • *Fit to Teach* by Blount
  • *A Two Spirit Journey* by Chacaby & Plummer
  • *Gender Creative Child* by Ehrensaft
  • *Gender Born, Gender Made* by Ehrensaft
  • *Beyond Magenta* by Kuklin
  • *Lesbian Teachers* by Khayatt

ATA Library: Sandra Anderson
RESOURCES

Organizations:
• Pride Center of Edmonton
• ASPECC
• Edmonton 2 Spirit Society
• Camp fYrefly & fYrefly in Schools
• iSMSS & The Landing
• PFLAG
• Alberta GSA Network
• Family Resilience Project
• SAFQEQY
• The Rainbow Pages
• QueerFlex
• TSER

Documents:
• Supporting Transgender and Transexual Students K-12 by Canadian Teachers Federation

People:
• SOGI Consultants
• Safe Contacts
• AAP Publications Pediatrics Volume 141 Number 5 May 2018:
  Mental Health of Transgendered and Gender Nonconforming Youth Compared with their Peers
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  Kristina R Olson PHd, Lily Durwood BA, Madeleine DeMeules BA, Katie A McLaughlin PHD

• AAP Publications Pediatrics Volume 141 Number 5 May 2018:
  Disparities for LGBTQ and Gender Nonconforming Adolescents
  Laura Baams, PHd

• American Journal of Health-System Pharmacy Volume 75 Number 22 November 2018
  Rethinking Gender: The Non-Binary Approach
  Megan Bass, Kuis J. Gonzoles, Leslie Colip, Nathaneil Sharon, Jessica Conkin

• Child & Adolescent Social Work Journal February 2017
  Identifying and Navigating Social and Institutional Challenges of Transgender Children and Families
  Moshoula Capous-Desyllas, Cecillia Barron

• New Directions for Community Colleges
  Conflating Gender and Identity: The Need for Gender-Fluid Programming in Community Colleges
  Eboni M. Zamani-Gallher
QUESTIONS!

• Anything!
• This is a safe space to ask.

Contact me at!
rmدلawrence@gmail.com