Queer Your Classroom! Supporting LGBTQIA+ Students

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Jamie Kubiak | they/he  @kubiakchemistry  jamiekubiak7@gmail.com
Where are we at Right now?

Participant Link: http://etc.ch/Eusu

- Please type questions in chat or write them down for later
- All questions answered at end (or they’ll be answered there!)

Results: https://directpoll.com/r?XDbzPBd3ixYqg8XhTNHZy2Xzv2vGi3SL1RsJkHj
An Exercise in Empathy

“Raise your hand” if...
Why IS This Work Important?

https://www.youtube.com/watch?v=hBExKvXa6LQ

https://youtu.be/TPZR6XAFMiw
Why IS This Work Important?

91% → 64% → 38%
Gender ≠ Sex

Old version

New version

The Gender Unicorn

Source: https://transstudent.org/gender/

Design by Landyn Pan and Anna Moore

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)
<table>
<thead>
<tr>
<th>Instead of...</th>
<th>Do this!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saying “Ladies and Gentlemen” or “Boys and Girls”</td>
<td>Say “scientists”, “mathematicians”, “historians”, “students”, “everyone” or anything that doesn’t reinforce the binary</td>
</tr>
<tr>
<td>Assuming gender identity and misgendering with incorrect pronouns</td>
<td>Ask students for their gender pronouns. Center the student.</td>
</tr>
<tr>
<td>Separating by gender or into “boys v. girls”</td>
<td>Randomize groups differently</td>
</tr>
<tr>
<td>Saying “guys” to mean everyone</td>
<td>Say “everyone” or “y’all” or “you all”</td>
</tr>
<tr>
<td>Assuming all students are “straight”</td>
<td>Behave like there are LGBTQIA+ students in your room/school because there are!</td>
</tr>
</tbody>
</table>
Gender Neutral Terms

Gender Neutral Terms for Addressing Groups

Lovelies  Party  Y'All
Pals  Kids  Folx
Everyone  Beautiful  Family
Kiddos  People

Gender-Neutral Terms to Address a Group

Y'all  Peeps  Epic  HUMANS
Lovelies  Kids  Pals  Dawgs
Folx  Meow-
Famjam  Folx  Sunsire
Peeple  Meows  KITKATS
Beautiful  Everyon  Earthlings
Party  Drops  Friends
Beautiful  Goblins  Comrades
Shakers  Future Leaders
Homo  Ghoulies  of the World
Sapiens  Cool Cats  Makers
Movels  Scholars  Cats
Kittens  Happy  Theydies
Party  Snicker-
Peeple  Dooodles  People

Inspired by @sara_levine & @themilajam
Strategies for Schools

- Avoid “traditions” that reinforce the gender binary (Prom “King” and “Queen”)
- A gender-neutral dress code (no one can show shoulders/knees [though awful for other reasons], not just girls)
- A gender-neutral bathroom for students, another for staff
- Having a GSA!
- Policies to protect LGBTQIA+ students against discrimination
- Observations of Mother’s/Father’s Day to be inclusive of all families/family structures
Simple Strategies for Schools (and classrooms)

- Avoid microaggressions
- Language is important! ("Freshmen" v. "9th graders")
- Avoid belittling the importance of student identity ("We don’t have trans kids here", "we’re all human, it doesn’t matter", etc.)
- Celebrate diversity
- Address homophobic/transphobic/homoviolent comments in the classroom/hallway ("ay yoo", "no homo", "that’s (mad) gay")
**Sample Student Information Survey**

*Kubiak’s Getting to Know You Survey!*

In order to get to know you a little more and start to build a relationship with you as your teacher, please fill out this survey completely and honestly. The more you tell me, the more I can help you in the future and get to know you.

Name: _______________________________  What should I call you?: ____________________________

Pronunciation: _____________________________________________________________

Gender Pronouns (circle one):  HE/HIM/HIS    SHE/HER/HERS    THEY/THEM/THEIRS

(or write your own if needed-- these are how I should address you!)

<table>
<thead>
<tr>
<th>May I use these pronouns in front of class?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I use these pronouns if I contact your family?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Would you like me to follow up (privately) about your pronouns?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

With whom do you live? (grandparent(s), parent(s), siblings, other family, dog/cat, etc.)
<table>
<thead>
<tr>
<th>Do This!</th>
<th>Don’t Do This!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen more than you speak</td>
<td>1. Make assumptions</td>
</tr>
<tr>
<td>2. Offer support</td>
<td>2. Say “are you sure?”</td>
</tr>
<tr>
<td>3. Validate their experiences</td>
<td>3. Tell other teachers, staff, or parents without student</td>
</tr>
<tr>
<td>4. Name their courage</td>
<td>permission</td>
</tr>
<tr>
<td>5. Ask compassionate questions</td>
<td>4. Say “it’s just a phase” or “you’re just confused”</td>
</tr>
<tr>
<td>6. Challenge your own societal</td>
<td>5. Say “oh, I knew that already!”</td>
</tr>
<tr>
<td>beliefs/expectations</td>
<td></td>
</tr>
</tbody>
</table>
Sample Lessons/Projects/Units

- Chemistry/Physics: Visible spectrum
- Living Environment/Biology: gender v. sex, nature v. nurture, GenderInclusiveBiology.com
- Health: trans-inclusive and non-heterosexual-inclusive sex education
- Math: non-heteronormative word problems
- Stats: Survey options beyond just male/female
- History: Feature queer historical figures
- English: Rainbow Boys or other queer literature
- Foreign Language: Talk about gender pronouns!
**Addressing Homophobic Language/Behaviors**

**Steps to take**

1. Address it immediately; don’t wait
2. Label the behavior
3. Create a teachable moment
4. Support the targeted student
5. Hold students accountable

**Sentence starters/phrases to use:**

- “That language is unacceptable in this school/classroom/at [school].”
- “I heard you say ______. That is derogatory/name-calling/bullying.”
- “What do you mean by that?”
- “How might a gay/bi/trans/queer person feel if they heard that?”

*THIS IS HARD!

Actionable steps

1. Identify current understanding and work to increase capacity
2. Evaluate current curriculum (assess opportunities for inclusion)
3. Collaborate with colleagues to make curriculum, classrooms, and schools more affirming
4. Self-reflect and try to not take feedback personally
Final Thoughts

- Start small!
- It’s not enough to throw up a poster
- Be authentic
- LGBTQ+ lives are on the line (trans girls of color especially)
- Be a role model and an upstander
- Don’t reinvent the wheel
Resources Available (By no means an exhaustive list)

- GLSEN (http://www.glsen.org/)
- Lab Out Loud Podcast- Affirming LGBTQ Students ft. Jamie Kubiak and Lab Out Loud Podcast- Gender Inclusivity ft. Sam Long & Lewis Maday-Travis
- 6 Ways to Support LGBTQ Students Blog Article by Jamie
- GLSEN Safe Space Kit (This is definitely worth a read!)
- GSA Network: http://www.gsanetwork.org/
- 500 Queer Scientists: https://www.500queerscientists.com/
- The Center http://www.gaycenter.org/
- GenderInclusiveBiology.com
- UConn Guide for Educators
- Talking About Gay Issues in K-8 Education
- California Fact Sheet on LGBTQ Curriculum
- Teaching Tolerance Resources
- Stonewall Creating an LGBT-inclusive secondary curriculum
- WelcomingSchools.org Resource-- more elementary based
- Google! The world is your oyster! *Queer Your Classroom Curricular Materials Google Drive*
Q/A & Feedback


Jamie Kubiak (they/he)
@kubiakchemistry
jamiekubiak7@gmail.com