



Let's Talk About Sex...Education!

**Best Practices for LGBTQ Inclusivity:
Making sure ALL your students are reflected
in your curriculum
March 27, 2019**

Hosted by Heidi Winig, MEd, MPH
Cardea Services



Welcome!



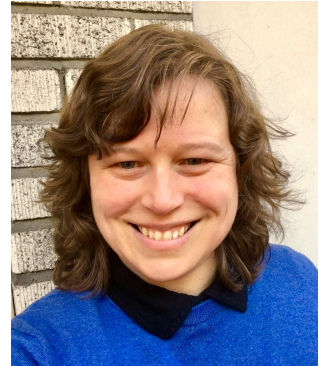
Heidi Winig



Jamie Cutter



Amelia Hamiter



E Cooper Stodden

Cardea Services

WISE



Bay Area Communities for Health Education (BACHE) is parents and schools working together for comprehensive sexuality education



Let's Talk About Sex... Education!

Zoom calls designed for educators to have access to experts and thought-leaders in sex education

“Light touch” informal PD that is convenient for educators

Let us know how to support you!

- [Link to evaluation](https://tinyurl.com/y7lwhehl) <https://tinyurl.com/y7lwhehl>
- Calls are recorded



Agenda

- Introductions
- Brief review of concepts
 - Ed code and requirements
- Best practices and freshest ideas
- Practice with scenarios
- Your questions and ideas
- Next steps and evaluation <https://tinyurl.com/y7lwhehl>

Questions? Choose Your Adventure!

- Type your question into the chat box
- Send an anonymous question to Heidi Winig with ANONYMOUS at the top and I'll post it for you anonymously
- Let us know you want to ask a question out loud and we'll unmute you!
- Participate at your own comfort level



Welcome to the community!

In the chat box, please tell us:

- Your Name
- Your Pronouns (he/his; she/hers; they/theirs, etc...)
- One thing that inspires you to be here today

Let us know...

Poll One: What grade levels do you teach? *(choose all that apply?)*

Poll Two: What is your comfort level with teaching ex ed that is inclusive for students of all sexual orientations and genders? *(Choose between 1-5 with 1 being lowest comfort level and 5 being highest)*

On the policy level

CA Healthy Youth Act (for any Sex Ed K-12) requires that all content:

- Be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds;
- Affirmatively recognize different sexual orientations and be inclusive of same-sex relationships in discussions and examples;
- Teach about gender, gender expression, gender identity, and the harm of negative gender stereotypes;
- Be free of bias based on actual or perceived disability, gender, gender identity, gender expression, race or ethnicity, nationality, religion, or sexual orientation, or any other category protected by the non-discrimination policy codified in Education Code § 220.

From compliance...to EXCELLENCE!





Let's Talk About Sex... Ed LGBTQ+ Inclusive Sex Education

Jamie A. Cutter, M.Ed. (she/her)

Educator & Trainer, Safe Schools Project

Author of *Inclusive Sex Education*

Cooper Stodden, CSE, MA Candidate (they/them)

Training Manager, Cardea Services

Attraction - the interest or desire for another: person, activity, thing, sensation, etc

Identity - our deeply held, internal sense of self; who we internally know ourselves to be

Behavior - how we engage with others, the way in which we act in various spaces. Related to gender roles and how society pressures us to conform to current gender norms

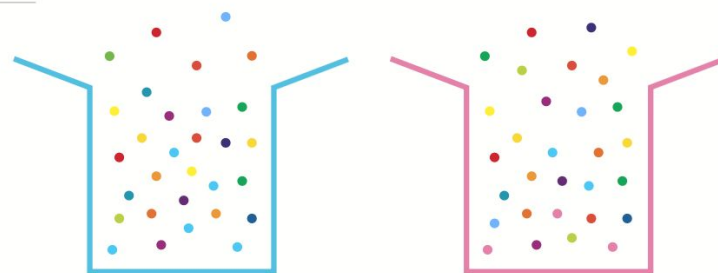
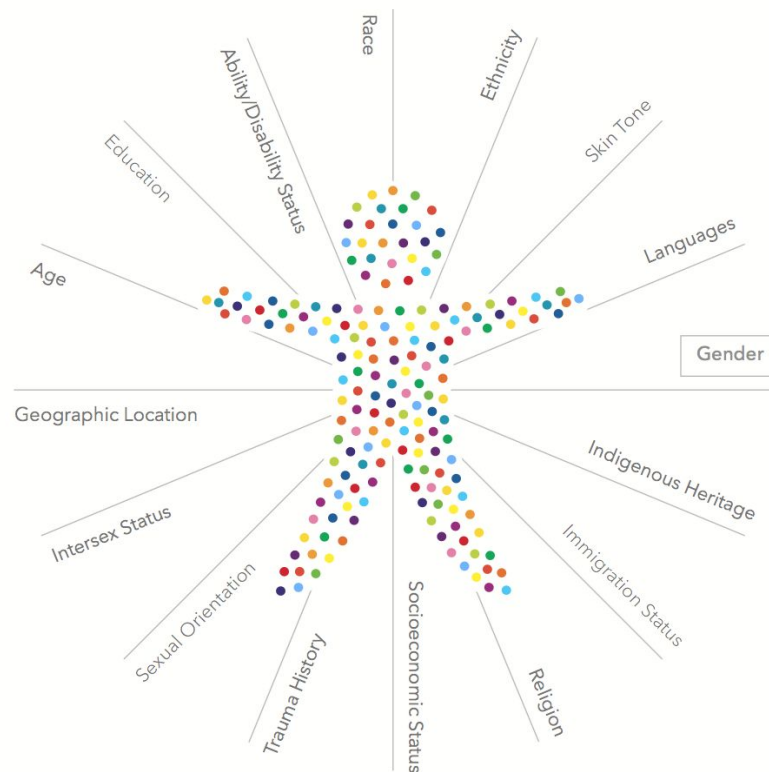
Body - our body, our experience of our body, how society genders bodies, and how others interact with us based on our body

Expression - how we present our gender and how society, culture, community, and family perceive, interact with, and try to shape our gender. Related to gender roles and how society pressures us to conform to current gender norms

NOW

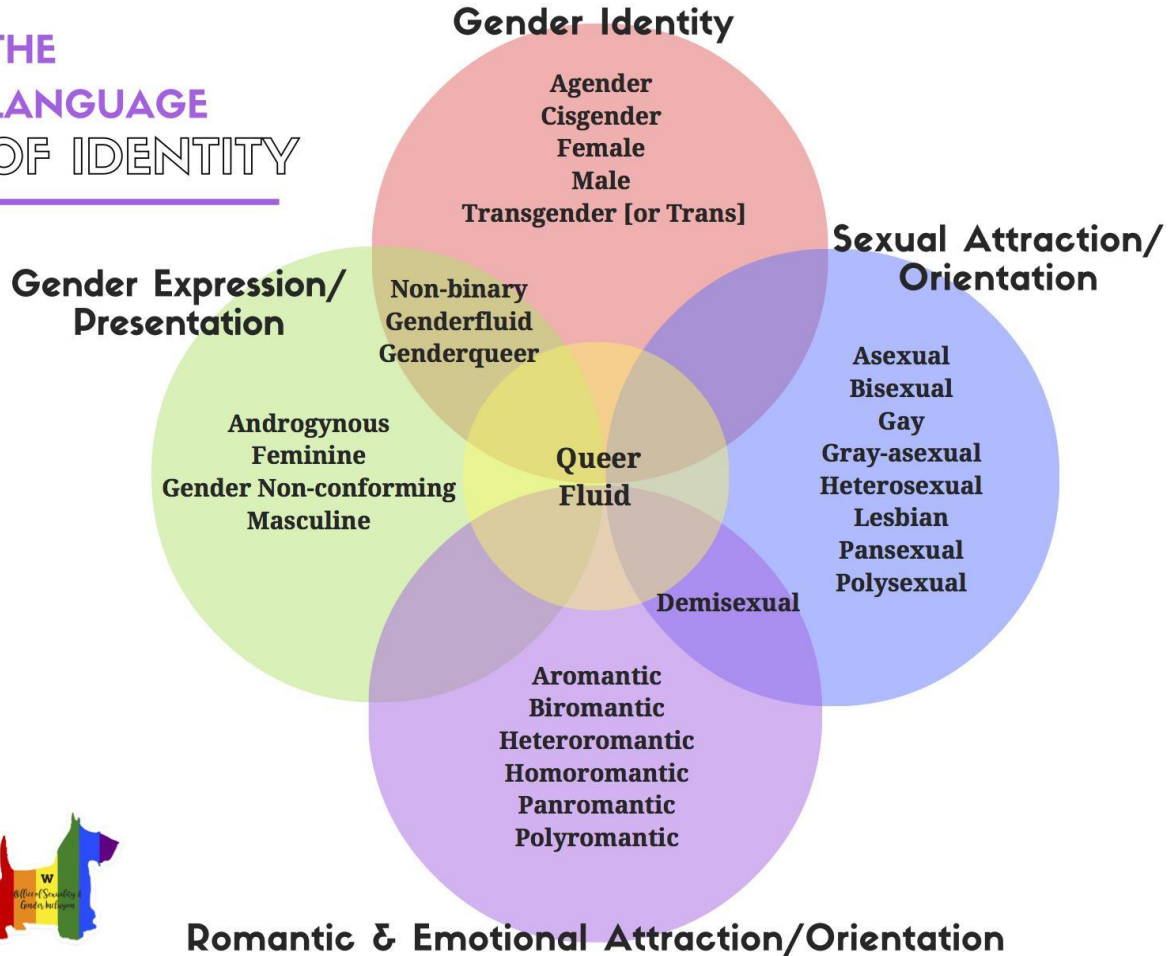
GENDER EXPANSIVENESS

Gender as Complex, Dynamic, Individually-Determined, Separate from Sexual Orientation, & Related to Other Identities (Intersectional)^{3,4,5,6}



- I identify as _____
- My identity is fluid/fixed
- My pronouns are _____
- My body has _____ (sex characteristics)
- When I was born, people thought I was _____, now people look at me and see _____, and I want them to see _____
- I like to wear _____
- My favorite toys and games are _____
- _____
- _____
- _____

THE LANGUAGE OF IDENTITY



Language Matters

If a student does not see themselves represented in education, they are less likely to participate and succeed

- ★ Ask and respect pronouns
- ★ Inclusive paperwork
- ★ Don't assume identity
- ★ Gender inclusive language

Examples:

- ★ What are your pronouns?
- ★ How do you like to be referred to?
- ★ What name and pronouns do you go by?



Pronouns

Subjective	Objective	Possessive	Reflexive	Example
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.

Avoid Assumptions

Instead of: “Hello boys and girls!”

Say: “Hello students, class, everyone”

Instead of: “She is here for her meeting”

Say: “The student is here in the front office”

Instead of: “Do you have a girlfriend?”

Say: “Are you in a relationship?”

Instead of: “What are the names of your mother and father?”

Say: “What are the names of your parents, guardians, caretakers?”

Gender Neutral language challenge

**LADIES AND GENTLEMEN:
HONORED GUESTS,
DISTINGUISHED GUEST**

Break the Binary

**BROTHERS/
SISTERS /BOYS/
DUDES/GUYS/
GIRLS/LADIES:
Y'ALL, SIBLINGS,
FOLKS, PEOPLE,
GUESTS, KIN,
FRIENDS, FAMILY**

Break the Binary

**GIRLFRIEND/
BOYFRIEND:
PARTNER, LOVED
ONE, BABE, DATE,
HEART, PERSON,
BABEFRIEND,
SIGNIFICANT
OTHER, LOVER**

Break the Binary

**GIRL/BOY/
MAN/WOMAN:
PERSON,
INDIVIDUAL,
HUMAN**

Break the Binary

What are Examples of Inclusive Sex Education?

Describe anatomy itself, rather than equating it with gender

Include scenarios and examples that represent a diversity of identities

Destigmatize HIV

Normalize bodies and experiences with: “some, many, most”

Acknowledge a variety of ways people have sex

Integrate intersex & trans awareness into language

Inclusive Sex Ed: A Comprehensive Sexual Health Curriculum Guide

Inclusive Sex Ed:

A Comprehensive Sexual Health Education
Curriculum Guide



Written and Illustrated by
Jamie A. Cutter, M.Ed.
with Rob Darrow and Ron Indra

Safe Schools Project of Santa Cruz County
Second Edition
February 2019

- 7 units with step-by-step lesson plans, activities, homework assignments, handouts, and online supplemental materials.
- CHYA compliant and aligned to the Ca Health Standards
- Includes the latest research, tips on using inclusive language, extensive LGBTQ vocabulary, answers to frequently asked anonymous student questions, and more!
- Purchase here:
<https://safeschoolsproject.org/curriculum/>
- More info: inclusivesexeducation@gmail.com

Best Practices

- ★ Never divide a classroom by gender
- ★ Avoid reinforcing stereotypes
- ★ Do not speak in absolutes
- ★ Refrain from making assumptions about the students, their attractions, their relationships, and families. **What not to say:** “Hello boys and girls” or “When you’re with your girlfriend” or “When your mother gave birth to you” or “Do you have any brothers or sisters?”

- ★ Try birthdates or dogs and cats
- ★ Interrupt problematic statements by asking “is that always true?”
- ★ Use “some/many/most” - Words such as may, might, can, could, or often can help include people
- ★ Try saying: “Hello class” or “Partner/Boo/Bae” or “They” pronouns or “who gave birth to you” or “siblings”

Best Practices

- ★ Do not gender bodies or parts
- ★ Refrain from gendering safer sex or contraception practices. ***What not to say:*** “Male and female condoms” or “If a woman decides to use birth control” or “Boys, roll a condom onto your penis before entering the vagina”
- ★ Avoid attributing personality traits and behavior to estrogen and testosterone
- ★ Do not gender puberty and development. ***What not to say:*** “When women menstruate” or “Men will grow facial and chest hair”

- ★ Use anatomy rather than gender: “Penises grow, chests/breasts develop, facial hair appears” as well as “**People who have**” / “**Bodies with**”
- ★ Try: “External condoms should be used on penises or sex toys” and “If there’s a chance of pregnancy, there are many effective methods of birth control”
- ★ Focus on the effects of hormones
- ★ Say: “Menstruation most often begins” or “Ejaculation can happen when” or “For some, attraction starts to develop”

Your Turn!

A student asks...

Can a guy get a girl pregnant the first time they have sex?

After affirming the question, what are possible responses?

Tips:

- What body parts are involved in a pregnancy?
- What type of sex is most likely to result in pregnancy?
- What are other ways a person could become **pregnant**?
- What are other ways a person could become **a parent**?

Sample Answer

1. If semen gets into the vagina of a person who has a uterus, ovaries, and eggs, which usually happens from penis-vagina sex, they can get pregnant, even if it's the first time.
2. There are some other ways a person could become pregnant. One way is through alternative insemination, where semen is inserted into the vagina or uterus. Another is called in-vitro fertilization, which has more steps, and helps sperm fertilize an egg, and helps a fertilized egg implant in the lining of the uterus.
3. Other ways a person can become a parent are through adoption or becoming a foster parent.

Responding to Pushback

From students:

- ★ Visible posters in the classroom expressing support for all identities
- ★ Clear boundaries and community agreements in regards to classroom culture
- ★ Use popular media that uplifts LGBTQ people
- ★ Be matter-of-fact and confident

From parents, guardians, caretakers:

- ★ Focus on Safety and Health
- ★ Use the law - it is on your side!
- ★ Use the facts - they are on your side!
- ★ Host workshops during parent nights or parent conferences, share resources
- ★ Empathize with their fears, while reiterating your role as an educator
- ★ Be matter-of-fact and confident

Practice!

During a lesson plan, a student shares an opinion such as: “You’re not a boy if you have a vagina” or “No homo” while laughing to friends. What would you do to address these types of comments?

Inclusify Your Curriculum

Just because a lesson or activity is not 100% inclusive does not mean it is not valuable

- ★ Re-label diagrams and images
- ★ Add or alter lessons to include LGBTQ relationships and experiences
- ★ Push students to critique the curriculum and examine who is and is not included
- ★ Add supplemental materials like videos, images, and reflection activities

--> Take Action <--

- ★ **Educate Yourself** - Read the news and learn cultural terms
- ★ **Embrace Change** - make bathrooms and facilities all inclusive
- ★ **Increase representation** - Highlight LGBTQ+ people & stories
- ★ **Be visible** - Display rainbows and visual images that express safety and support for the community



Moving Forward

In the chat box, write one action you commit to doing in your work to support inclusive sex education

Resources

★ Advocates for Youth

- www.advocatesforyouth.org

★ Santa Cruz Trans Resources

- <http://sctrans.org>

★ Amaze

- www.amaze.org

★ Gender Spectrum

- www.genderspectrum.org

★ LGBTQ Inclusive Curriculum

- SafeSchoolsProject.org

★ LGBTQ Terminology:

- [It's Pronounced Metrosexual](#)
- [National LGBTQ Health Education Center](#)

Questions and Next Steps

- Feedback is extremely helpful
- [Link to evaluation](https://tinyurl.com/y7lwhehl) <https://tinyurl.com/y7lwhehl>
- Let us know if/when you use the materials and how it goes
- Link to call at www.bacheinfo.org
- Next calls:
 - April 23: 4:00 pm (Strategies for Reaching Students with Special Needs)
 - May 7: 4:00 pm (Best Practices for Using Role Plays)
- We SO appreciate your work! Thank you!

Contact Information



Heidi Winig, MEd, MPH
Program Manager, Cardea Services
hwinig@cardeaservices.org
415-817-9167
www.bacheinfo.org
www.cardeaservices.org
[@CardeaServices](#)