Gender and Sexual Diversity

SafeZone Training
A SafeZone or a safe space is where all people can bring their authentic selves and feel safe, welcome and included. It may be a classroom, an office, a person or an entire institution. The LGBTQIA+ SafeZone programs aim to increase the awareness, knowledge, and skills for individuals and address the challenges that exist when one wants to advocate for their LGBTQ+ peers, family members, friends, coworkers and for themselves.
Safe Zone

You will have the option of becoming a Safe Zone, an ally. If you want, please take a Safe Zone sticker and pin, but only if you are genuinely interested in supporting the LGBTQIA+ community and serving as an ally!!!
Agreements

• Stay Engaged
• Experience Discomfort
• Speak your Truth
• Expect and Accept Non-Closure
First Impressions of LGBTQIA+ People...

1. What is your initial reaction to the film, the “T” Word with Laverne Cox?
2. When’s the first time you can remember learning that some people are lesbian, gay, bisexual or queer?
3. Discuss your initial impressions/understanding of lesbian, gay, bisexual and queer people…where did that impression come from?
4. When’s the first time you can remember learning that some people are transgender?
5. Discuss your initial impressions/understanding of transgender people…where did that impression come from?
6. How have your impressions/understanding of the LGBTQIA+ (lesbian, gay, bisexual, transgender, questioning, intersex, asexual) community changed or evolved throughout your life?
Franchesca Ramsey’s
"5 Tips for Being an Ally"

Where are you in the Process of Becoming an Ally?
Allyship
What Stage are you in?

• Repulsion
• Pity
• Tolerance
• Acceptance

• Support
• Admiration
• Appreciation
• Nurturance
• Refuse to tolerate anti-LGBTQIA+ comments, attitudes, remarks or jokes.

• Report all harassment or discriminatory behavior to the appropriate officials.

• Examine your own biases and fears. You must explore your deepest feelings and beliefs concerning homosexuality. If you are uncomfortable with the issue, this will be communicated to others. Be willing to look at the areas with which you are uncomfortable. Be willing to talk about your doubts, fears, and uncertainties with others.

• Use the pronouns of the gender they are.
Vocabulary Match-Up Game

LGBTQQQIAA2SPP
The Genderbread Person
by www.ItsPronouncedMetrosexual.com

Identity

Gender Identity
Woman  Genderqueer  Man
The Genderbread Person

Gender Identity:
- Woman
- Genderqueer
- Man

Gender Expression:
- Feminine
- Androgynous
- Masculine

Identity
Expression
The Genderbread Person

Identity:
- Woman
- Genderqueer
- Man

Gender Expression:
- Feminine
- Androgynous
- Masculine

Biological Sex:
- Female
- Intersex
- Male

Expression

Identity

Sex
The Genderbread Person

Gender Identity:
- Woman
- Genderqueer
- Man

Gender Expression:
- Feminine
- Androgynous
- Masculine

Biological Sex:
- Female
- Intersex
- Male

Sexual Orientation:
- Heterosexual
- Bisexual
- Homosexual
You’ve started to become closer friends with someone over the last 3 months. One day you’re hanging out and they seem really nervous and uncomfortable. You ask them what’s up and they tell you that they’re gay and worried you’re going to reject them and that everyone is going to reject them. What do you do?

- What are the issues?
- What steps would you take to resolve issue and support student?
Scenario #2

You’re working on a project with some people in class and the first time you meet someone says, “Ugh this project is so gay right? What a stupid project.” A few people look at each other awkwardly but don’t say anything.

How might you respond?
You’re helping out with a program when someone comes over and says, “Hey this is Alex, Alex is here to help us set-up.” And then walks away leaving you with Alex. You’ve never met before, Alex is very androgynous and you’re not really sure what pronouns to use with Alex. You’re going to be introducing them to others helping set up, so you want to know.

What might you do?
Scenario #4

You’re part of an LGBTQ and ally group and one day you make the suggestion that the group might want to do LGBTQ-awareness training. You’ve noticed a lot of internalized homophobia as well as biphobia/transphobia within the group and you’re hoping that the training would be a good way to start getting at those things. There is a lot of discomfort and someone says, “It’s straight people who need to be educated not us.”

What might you do?
Scenario #5

One of your friends recently came out to you as genderqueer. They want you to use they/them/their pronouns and let you know their new name is Jay. You find yourself really struggling with pronouns and find yourself stressed about messing up Jay’s name/pronouns with others. You want to be affirming and are really worried you’re not doing a good job.

What might you do?
At a Spectrum meeting, a student is sharing their experience on campus as a queer person-of-color. A discussion begins around race and LGBTQIA+ identities. The Spectrum advisor says the conversation is getting off track, intersectionality of identities is not important, only one’s primary identity is relevant. The advisor further says that the focus of the group is LGBTQIA+, not race. The student leaves the meeting and never returns.

- Intersectionality refers to the ways in which race, class, gender, sexual orientation, age, religion, and other locations of social group membership impact lived experiences and social relations.
- How do we support students and their intersectionality of identities?
IMSA Resources

- **Student Life**

- **LiveSafe** is a mobile device tool in which students, faculty and staff are able to communicate suspicious or concerning situations to proper authorities at the Academy. Tips can be sent anonymously, if desired. In addition, important messages can also be transmitted to those with the LiveSafe mobile app in cases of emergency.

- **Identity Advocates**

- **Spectrum**
The Illinois Mathematics and Science Academy values a diverse community where all members are able to participate fully in the IMSA experience. Incidents of bias and hate affecting a person or group create a hostile climate and negative impact the quality of the IMSA experience for community members. IMSA takes such incidents seriously and will investigate and respond to reported or observed incidents of bias while under the jurisdiction of the Academy (See Policy JB- Student Expression). At IMSA, a hate or “bias-related” incident is an act that demonstrates prejudice against the victim’s actual or perceived race, color, gender, sexual orientation, ethnic origin, religion, ability and/or political affiliation.
Equity and Excellence

- We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence.

- This Equity and Excellence Model is the intentional integration of Cultural Competence, Diversity, Equity, Equity-Minded Frame, Excellence and Inclusion into every facet of the Academy, with the understanding that it is an active and ongoing process involving structures, processes and people and not an isolated initiative.
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