

BraverSchools: LGBTQ and You



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Today's Agenda:

- **Part I:** Understanding our cultural biases in regard to gender roles, gender identity and sexual orientation.
- **Part II:** Understanding student needs and what it means to have an LGBTQ identity in 2019.
- **Part III:** Understanding needs of transgender and non-binary students and creating policies that promote equitable schools.
- **Part IV:** Understanding NJ Senate Bill 1569 and recent NJ LGBTQ laws
- **Part V:** Breaking our biases to create an equitable classroom for all students to thrive. Promoting a positive classroom environment
- **Part VI:** Lesson plans and resources to create a BraverSchool

Introductions!



Name, Gender Pronouns, Invisible Identity

Safe to braver space: a painting by Jennifer Braverman



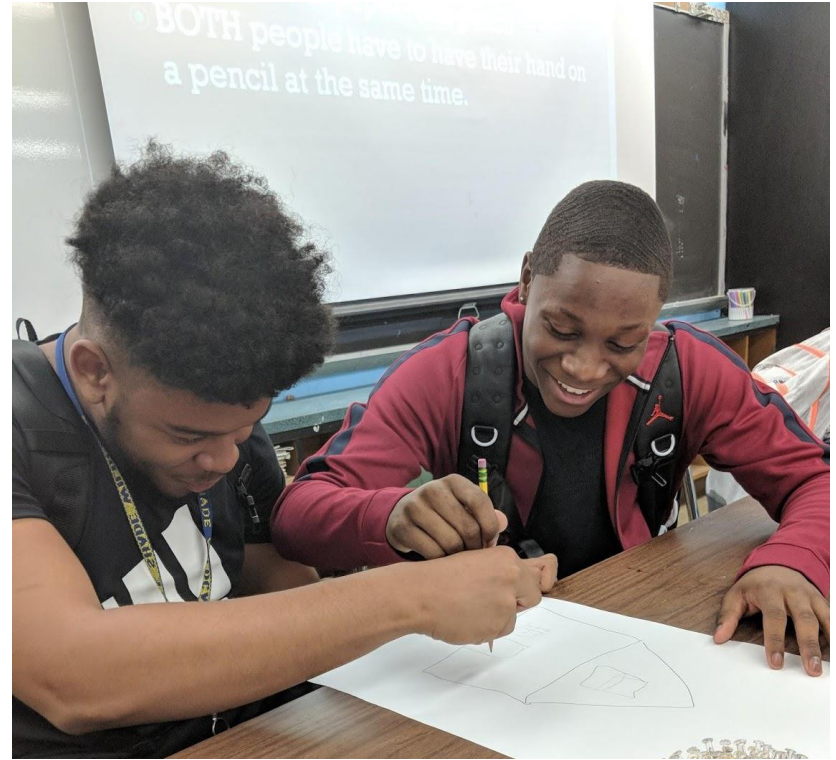
Part I



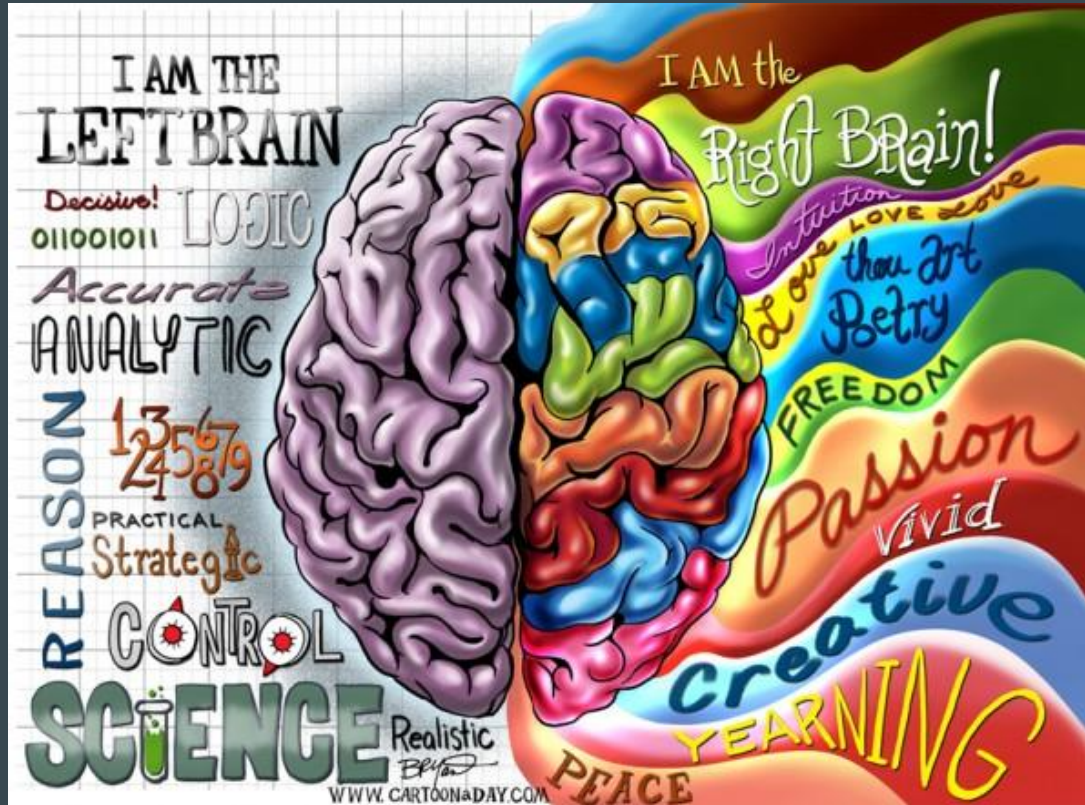
Understanding our cultural biases in regards to
gender roles, gender identity and sexual
orientation.

Draw a House

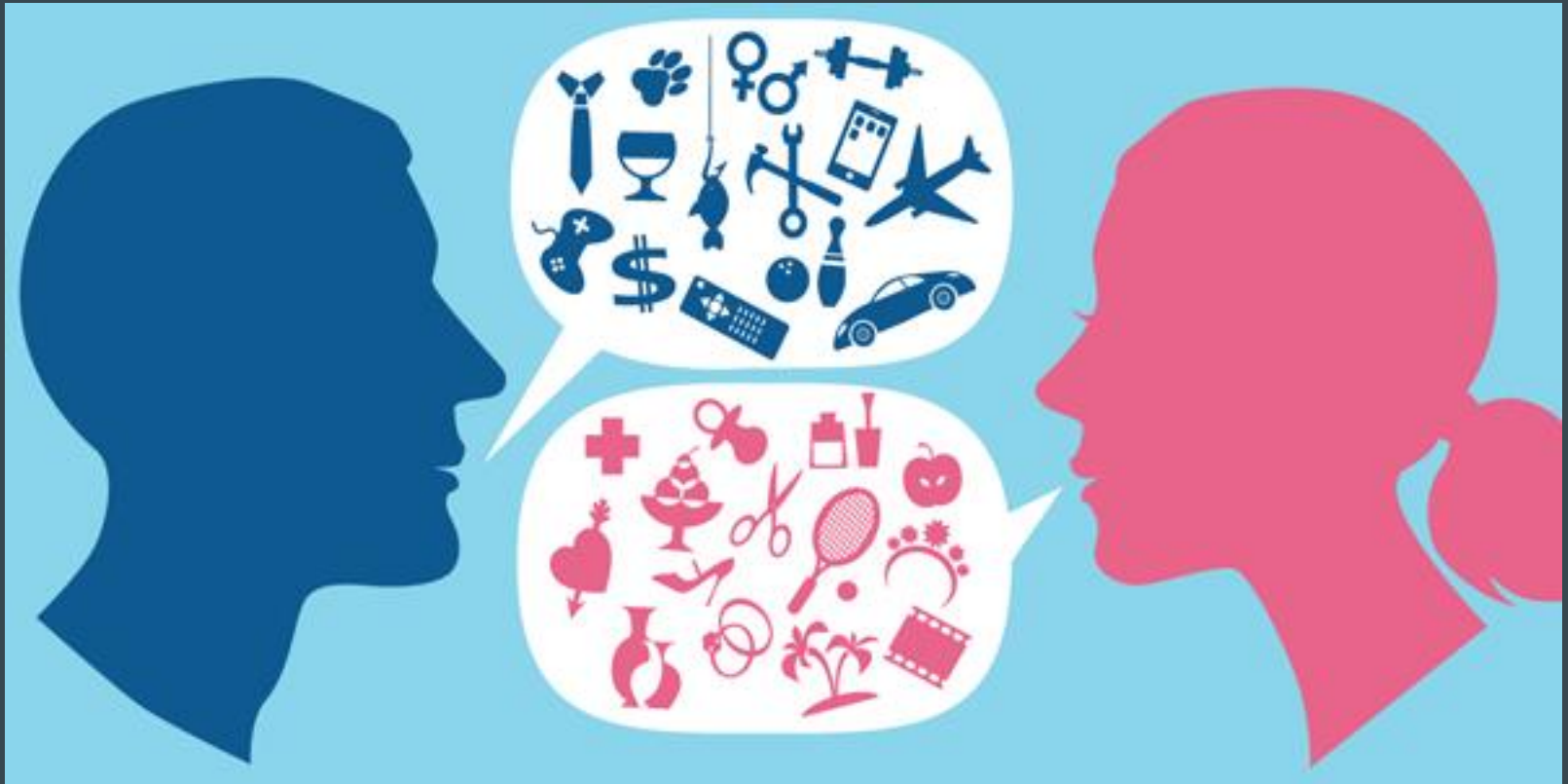
Two people * One Pencil



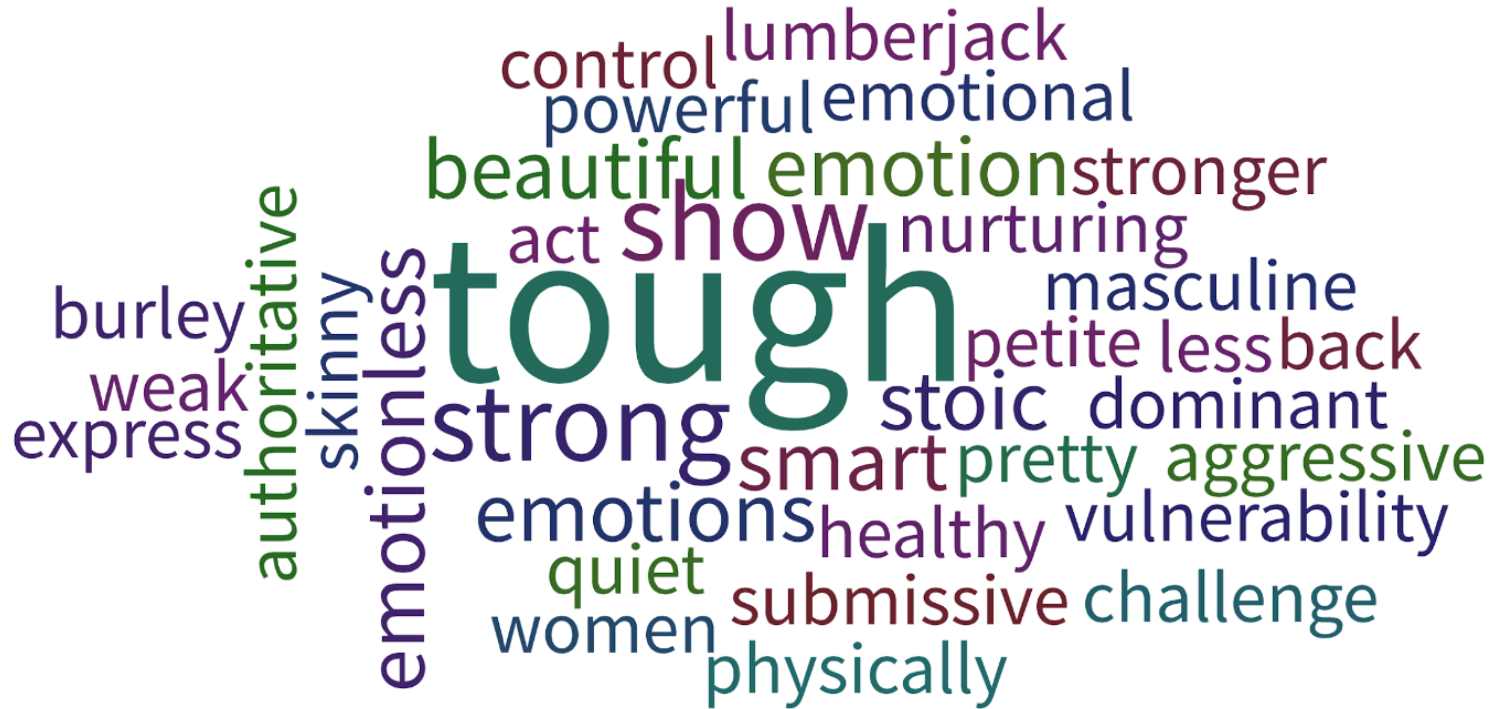
Say the Color not the word! “Stroop Effect”



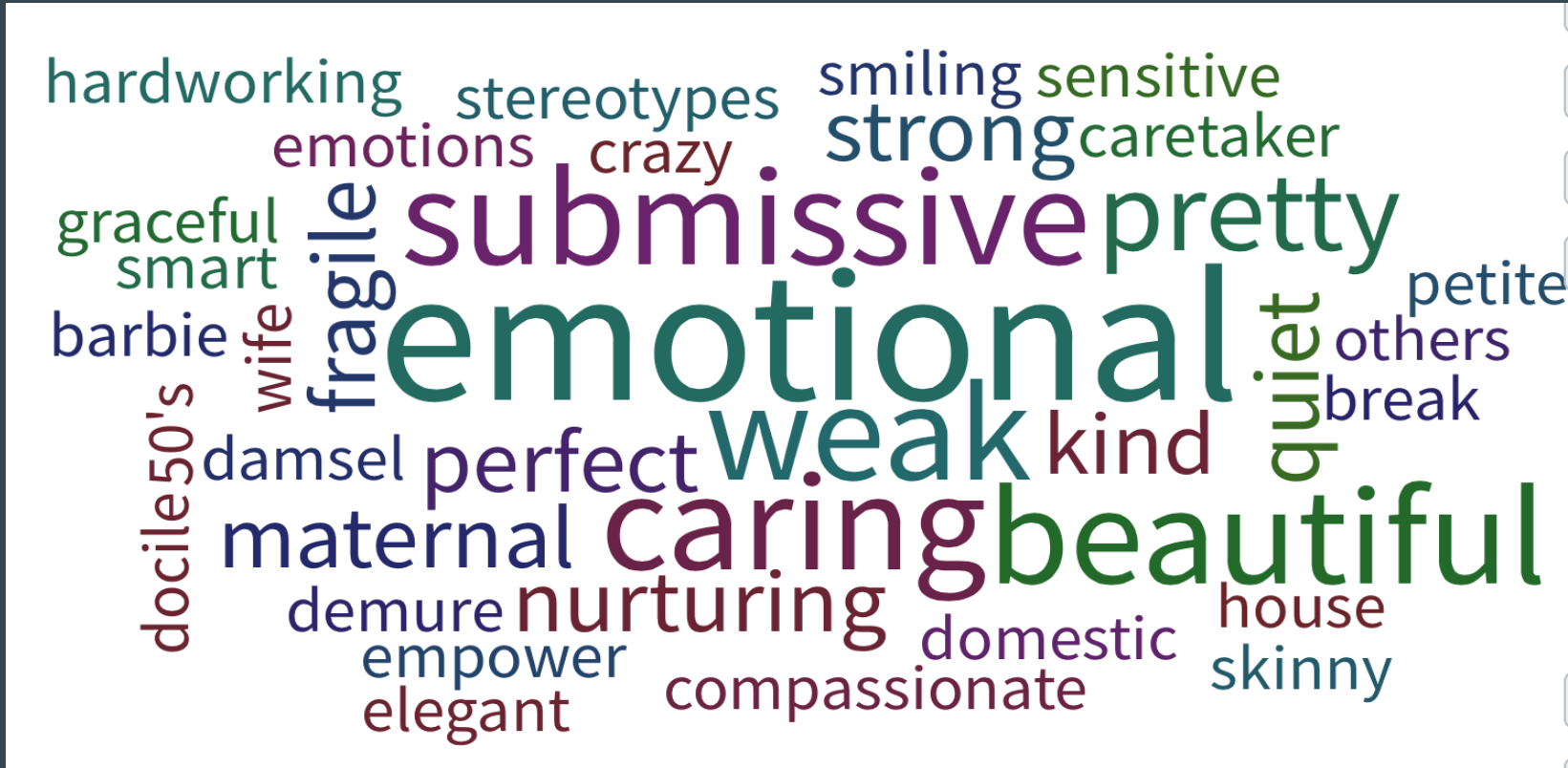
Gender Boxes, Roles, and Performance



What makes a man? descriptive stereotypes



What makes a woman? descriptive stereotypes



Little games: a music video about gender stereotypes

[Video Link: Benny –
Little Game](#)

Gender Biases in the Classrooms

The socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lines up by gender, teachers are affirming that girls and boys should be treated differently.

**How often is gender used as a
sorting strategy in schools?**

Understanding Intersections

“If we aren’t intersectional, some of us, the most vulnerable, are going to fall through the cracks.”

- Kimberlé Williams Crenshaw

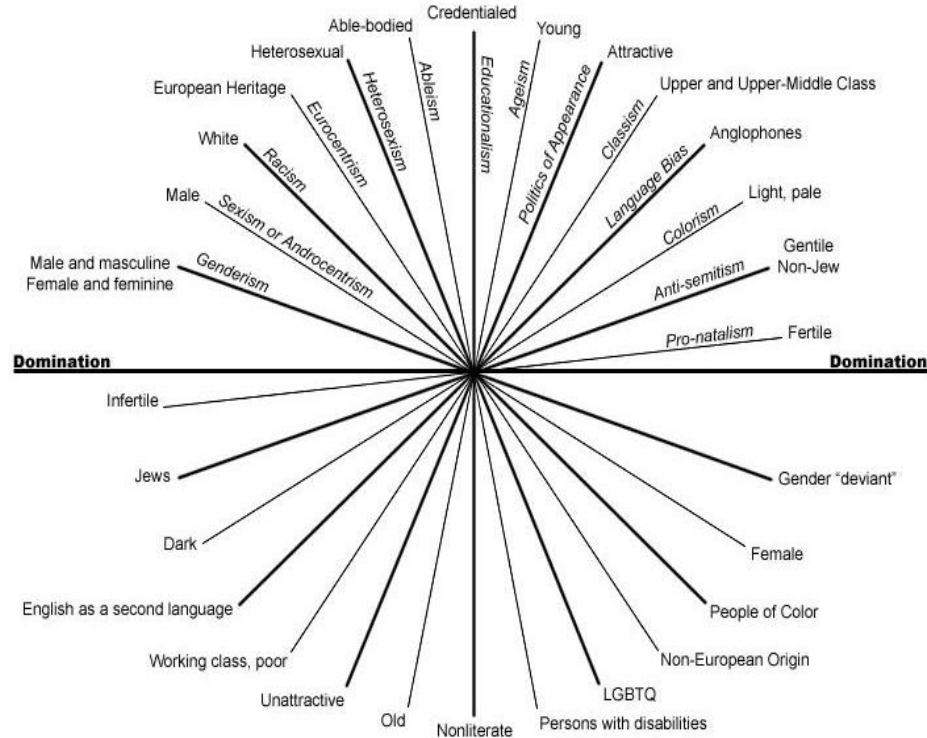


Understanding Systems of Advantage: Where do LGBTQ students line up?

Social Identity	Advantage(Privilege)	Disadvantage (Oppressed)	Type of Oppression
Race	White	People Of Color (Non-White)	Racism
Gender	Male	Non-Male	Sexism
Age	35-65	Under 21 and over 65	Ageism
Religion	Christian	Non-Christian	Religious Oppression
Sexual Orientation	Heterosexual	Non-Heterosexual	Heterosexism
Class/Socio-Economic	Wealth, Rich, Owning	Working Poor, Homeless	Classicism
Ability	Living without disabilities	Living with disabilities	Abelism
Apperance	Ken and Barbie	Everyone Else	Lookism
Nationality	Citizen	Non-Citizen	Xenophobia

Intersecting axes of privilege, domination and oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality,"
The Gender Question in Education: Theory, Pedagogy & Politics, Ann Diller et al., Boulder, CO: Westview, 1996.



Privilege

Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do.” (As described by Peggy McIntosh and quoted by Allan Johnson)

Part II



Understanding student needs and what it means to be have an LGBTQ identity in 2018.

What's your earliest memory of hearing the word gay?

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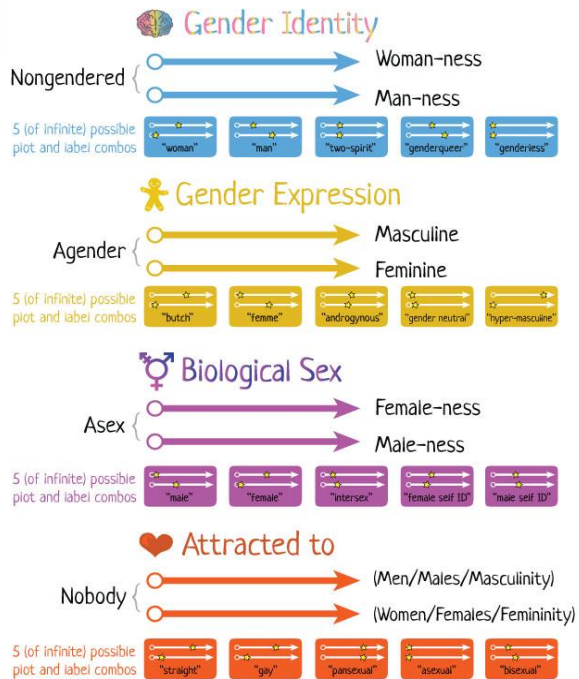
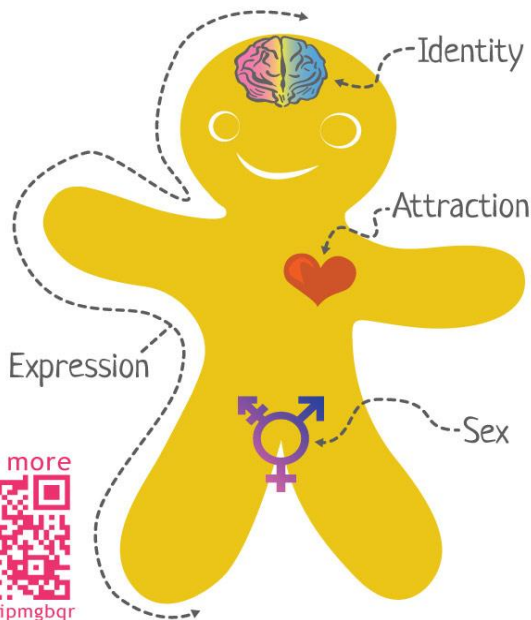
[Video link: 2
minute countdown
timer](#)

The Genderbread Person v. 2.0

The Genderbread Person v2.0

by its pronounced **METROsexual** metrosexual.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



Day in the Life: Raising Ryland



What does it mean to 'come out?'

"COMING OUT" ... "of the closet."
is the process by which someone...

1. Accepts and identifies with their gender identity and/or sexual orientation; and
2. Shares their identity willingly with others.

Sometimes We talk about coming out as if it were a one time thing. But for most folks coming out is a **series of decisions** – sometimes daily – that LGBTQ people navigate in every new setting they enter. (Most people aren't like Ellen, where they come out once and then the whole world knows.)

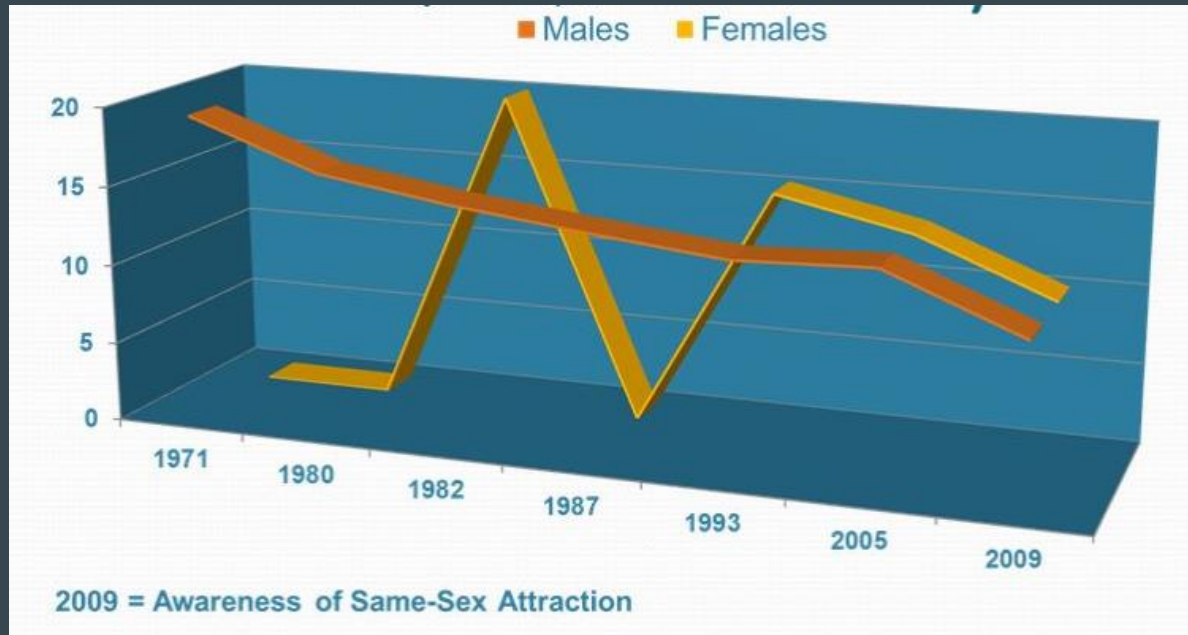
People may be "out" ⇨ in some spaces, and "in" ⇨ in others.

⇨/⇨ to Family ⇨/⇨ to Friends ⇨/⇨ to Classmates/Coworkers ⇨/⇨ to Religious Community

A decision to come out to a person or group is one of safety, comfort, trust, & readiness.

Average Age of Coming Out

Researchers have observed that the *average age of sexual attraction is about age 10* for both heterosexual and LGBTQ identified youth (McClintock & Herdt)



**It is dangerous, unhealthy, and unhelpful
to force someone to come out, or to 'out'
someone else.**

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Part III



Understanding needs of transgender and non-binary students and creating policies that promote equitable schools.

Power of Pronouns

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Supporting Trans and Non Binary Students in School:



[Video link: How to Support Transgender Students](#)



[Video link: How to support non-binary students](#)

Part IV



Understanding NJ Senate Bill 1569 and recent NJ LGBTQ laws

Babs Siperstein Law

Video link: Vainieri Huttle
Transgender Bill Package
Advances

New Jersey boards of education must adopt instruction that accurately portrays "the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate," according to the text of the law.



New Jersey Senate Bill 1569

Seneca Falls, Selma and Stonewall

[Video link: Obama calls for equality and gay rights during inauguration speech](#)

Seneca Falls, Selma and Stonewall cont'd

- **1848:** Women's Rights Convention at Seneca Falls, NY: critical in the movement for (white) women's enfranchisement
- **1965:** conclusion of Selma to Montgomery March, Martin Luther King Jr described the impact of racial apartheid (his terms: 'segregated society). "We have come a long way...We are not about to turn around...We are on the move."
- **1969:** LGBTQ people fought back against police brutality during the raid of the Stonewall Inn a gay bar in NY's Greenwich Village. Stonewall often referred to as beginning of the present day LGBTQ rights movement in the US

Part V



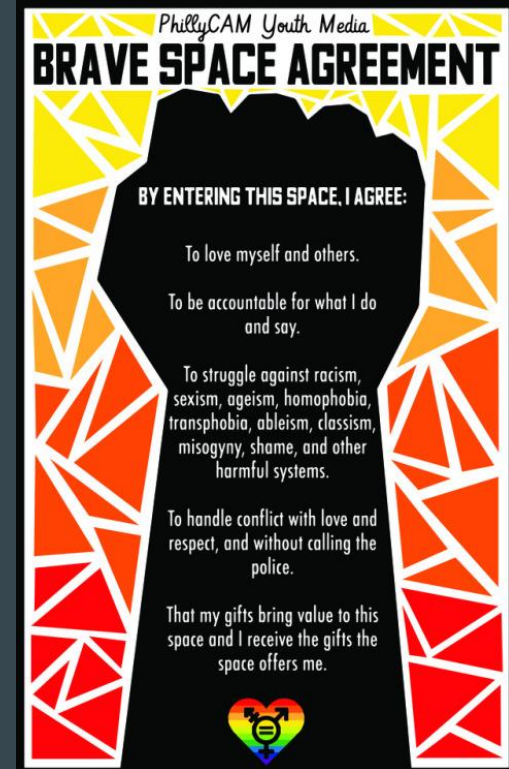
Breaking our biases to create an equitable classroom for all students to thrive. Promoting a positive classroom environment

The power of the classroom

What's the difference between a
safe space and a brave space?

Safe Spaces are being replaced by Brave Spaces

- Need for courageous conversations
- Controversy with civility
- Own your own intent and impact
- Challenge by choice - with reflection
- Respect
- No personal attacks
 - direct/pointed challenges okay
- Be aware of true source of your emotions



BRAVER SPACE CONDITIONS

- **B**e Open Minded
- **R**elax: Go at a slower pace
- **A**ttention: Listen to understand not to respond
- **V**ulnerability: Take some risks/ embrace some discomfort
- **E**mpathy: Try on new perspectives
- **R**espect confidentiality of the stories shared.



What are some fears that stop teachers from having these brave conversations?

Difference between safety and comfort

True Dialogue happens in an environment where everyone is safe BUT not always comfortable in order for there to be learning and growth.

Safety:

I feel that, in this space, I can ask questions without fear of judgement. I can voice my perspective and know that I will be heard, in this space, validated for the fact that this is my truth. Others can challenge my ideas, but that challenge is for the greater shared understanding of my truth and overall growth.

Comfort:

I feel that, in this space, my reality will be agreed with, validated and unchallenged. I don't have to explain myself to be understood and I don't have to justify my perspective, as everyone shares it.

You have identified the bias and created a brave space ... now what?

- Affirm the person or relationship
- Describe the behavior without judgement
- Discuss and Explain the emotion and its impact through your lense
- Assume positive intent
- Request and Suggest alternative behaviors.

Part VI



lesson plans and resources

Welcoming Schools Resources



LGBTQ Issues in K-12 Education Resources

Resources created by my students from TCNJ
enrolled in this course.

How will you make your classroom a brave(r) space for all learners to explore and embrace their visions?

Make a conscious choice of the way our biases categorize and limit students.

All students deserve to thrive in school!

Questions, Comments, Concerns?

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