

STRATEGIES TO INCLUDE TRANSGENDER ISSUES IN LANGUAGE LESSONS

<p>Four Perspectives</p>	<p>An anti-bias framework for group discussions and textual analysis. Students respond to and pose questions from the four anti-bias domains:</p> <ul style="list-style-type: none"> • identity • diversity • justice • action 	<p>For language teachers who are particularly concerned with strengthening students' negotiating skills for Cambridge exams, this is an excellent framework to use. It exemplifies positive identity development, prejudice reduction, social justice and collective action, all the while augmenting vocabulary and communication skills.</p> <p>(See link provided below ('Four Perspectives') for more information.)</p> <p>https://www.learningforjustice.org/classroom-resources/teaching-strategies/community-inquiry/four-perspectives</p>
<p>Mission Statement for Compassionate Communication</p>	<p>Creating a mission statement means students develop soft skills in negotiation, cooperation, compromise, empathy, etc.</p> <p>How can they be compassionate communicators?</p> <p>How can they let go of judgment of differences of colour, race, gender, gender fluidity, etc. and see the positives of the person they are speaking with?</p> <p>What is their ultimate goal in communicating with other people in any language?</p>	<p>Your students can use one of the mission statements from Pay Pay, LinkedIn, Ted Talks, etc. as a model to form mission statements in their groups.</p> <p>https://www.fond.co/blog/best-mission-statements/</p>

Dialogues	<ol style="list-style-type: none"> 1. What is the difference between gender identification and sexual orientation 2. Why is 'transgender' considered to be an adjective and not a noun? 3. How can language indicate a person's perspective on acceptance of the issue of transgender? 4. Role play a crisis intervention service situation 	<p>Your students can find out more about these subjects at:</p> <ol style="list-style-type: none"> 1. https://www.genderspectrum.org/articles/understanding-gender 2. https://medium.com/inspired-ideas-prek-12/making-room-for-transgender-and-non-binary-students-in-the-classroom-7c35698019ef 3. https://medium.com/inspired-ideas-prek-12/making-room-for-transgender-and-non-binary-students-in-the-classroom-7c35698019ef 4. https://www.thetrevorproject.org/#sm.000000906ltwmswf2wpo6botz4z9q
External Displays of Acceptance	<p>Make lists of external methods of supporting all students ('All Welcome' stickers, flags, positive quotes, etc.)</p>	<p>https://www.glsen.org/sites/default/files/2019-11/GLSEN%20English%20SafeSpace%20Book%20Text%20Updated%202019.pdf https://www.glsen.org/activity/glsen-safe-space-kit-solidarity-lgbtq-youth</p>
Distinctions of Gender Fluidity	<p>Students work in groups to make visible the distinctions of gender fluidity (agender, cisgender, congruence, FtM, etc.)</p>	<p>https://www.genderspectrum.org/articles/language-of-gender</p>
Literature/Reading	<p>Ask students to choose a story and to make it visible in some way. The finished products are displayed in the classroom and/or hallways and students give each other comments on what they understand about the story and how it may have changed their</p>	<p>Choose from these free downloadable stories: https://welcomingschools.org/resources/lesson-plans-gender-identity-transgender-non-binary</p>

	thinking towards gender fluidity.	
Myths or Facts	In groups, students make a list of myths and facts about gender fluidity. They take turns asking their classmates which they believe is true about their statements, and debate answers.	Use this teaching toolkit as an aid in this lesson: http://www.teachingtransgender.org/lessons-at-a-glance/