



**Welcome!**

# **Intersectionality and Gender in the Classroom**

Introductions  
Name,  
Pronouns,  
why we are here

# Journal

In your journal, respond to the following:

- What is “gender”?
- What is your “gender” and how do you know? (This is a very personal question that requires no judgment from other people, or yourself)
- How has your notion of “gender” evolved in your life?

# Objectives

- Reflect on own gender identity and prepare to think about application to classroom.
- Explore the relationship between binary gender system and colonization.



# Agenda

- Welcome/Introductions
- Framing the Course
- Global Context - article protocol
- Map of Gender-Diverse Cultures
- Asynchronous Work/Session Feedback

# Framing the Course

Potential Topics (based on *your* feedback):

- Gender as Social Construct
- Intersectionality
- Adulthood/Misogynoir
- DESE's Safe Schools Initiative and Next Steps

Self → Content → Classroom

# Community Agreements

1. Participate in class and group discussions; be present - literally and metaphorically
2. Value your peers' contributions and encourage your peers to participate in class and group discussions (which can mean knowing when to hold back and create space)
3. Embrace discomfort and confusion, often it can be a sign of learning and growth!
4. Be curious, especially when someone's ideas do not line up with your own
5. Use "I" statements and don't try and speak for anyone but yourself
6. Assume best intentions - we are all here to think about aspects of identity and power (including our own identities and power) and we are all in different places and stages with that work; Accept responsibility for impact since we all make mistakes and so that learning and growth is possible
7. Everyone gets to decide for themselves who/how they want to be identified
8. Say "ouch" if someone says something that hurts; Give "snaps" if someone says something that really resonates



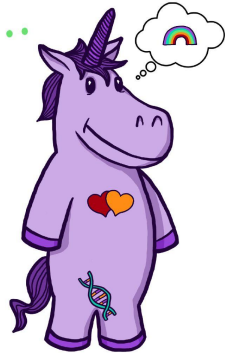
A vibrant, artistic background featuring a rainbow gradient across the top, transitioning from red on the left to purple on the right. Below the rainbow, there are horizontal, textured brushstrokes in shades of red, orange, yellow, green, blue, and purple, suggesting waves or a beach scene. The overall effect is bright and colorful.

**Gender is complex and  
non-binary.**

# Gender Unicorn

## The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



 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)

To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)


Design by Landyn Pan and Anna Moore

Sexperts Present:

# Gender Unicorn

Designed by: Landyn Pan for the TSER





**Gender is a social  
construct and tool of  
white supremacy.**

# Word-Phrase-Sentence Protocol

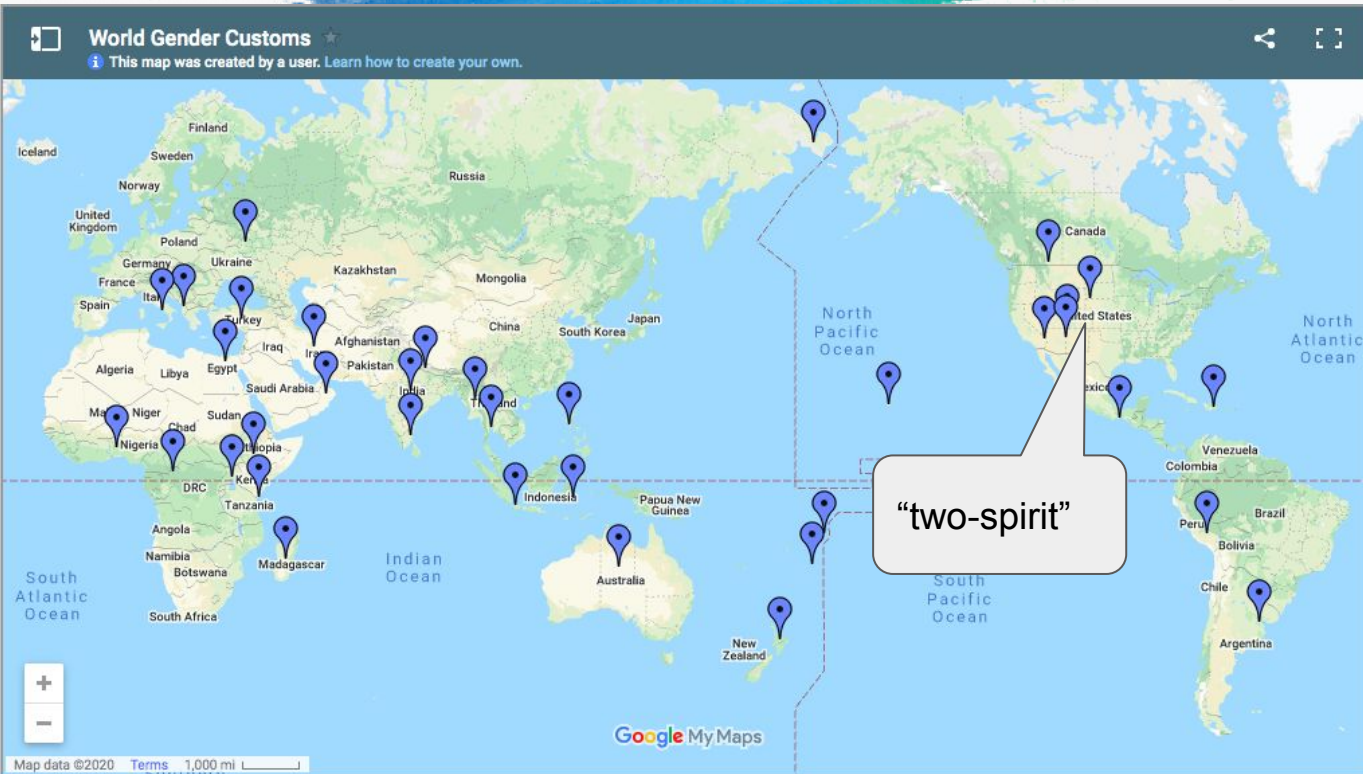
Individually review text “The Gender Binary is a Tool of White Supremacy” and then use the padlet for:

- **Word** that captured your attention or struck you as powerful.
- **Phrase** that moved, engaged, or provoked you.
- **Sentence** that was meaningful to you, that you felt captures the core idea of the text.

As a group, discuss and record your choices. Begin by sharing your words, then phrases, then sentences. Explain why you made the selections you did. Looking at your group’s collective choices of words, phrases, and sentences, reflect on the conversation by identifying:

- What themes emerge?
- What implications or predictions can be drawn?
- Were there aspects of the text not captured in your choices?

# Historical and Global Context



How did colonization reinforce the gender binary?

Explore map (alone or in pairs - choice breakout) 7 minutes

What are your observations? What does this mean for our work?

Source: "A Map of Gender-Diverse Cultures," *PBS Independent Lens* (2015)



# Asynchronous Work/Feedback

- Please check Google Classroom for asynchronous work.
- Session Feedback for today
- Next class is Monday, February 14th!