

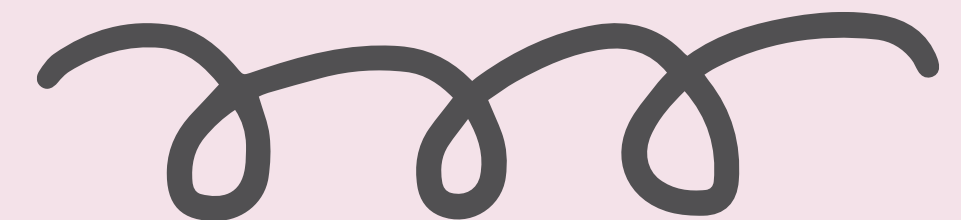


LEVELING UP: PROVIDING
★ CULTURALLY RELEVANT
● SEXUALITY EDUCATION

#HEALTHYTEEN21

Dr. Tanya Bass

I am passionate about teaching sexuality to professionals and community members. One of my goals is to provide culturally responsive and sex-positive professional development opportunities to sexuality professionals.



The background is a light pink color. It features several large, abstract, organic shapes in yellow, orange, teal, and pink. There are also several small, hand-drawn starburst or asterisk shapes scattered across the background. A pair of black, stylized glasses is positioned in the top left corner, and another pair is in the bottom right corner.

**“It is easier to build strong children
than to repair broken adults.”**

Frederick Douglass



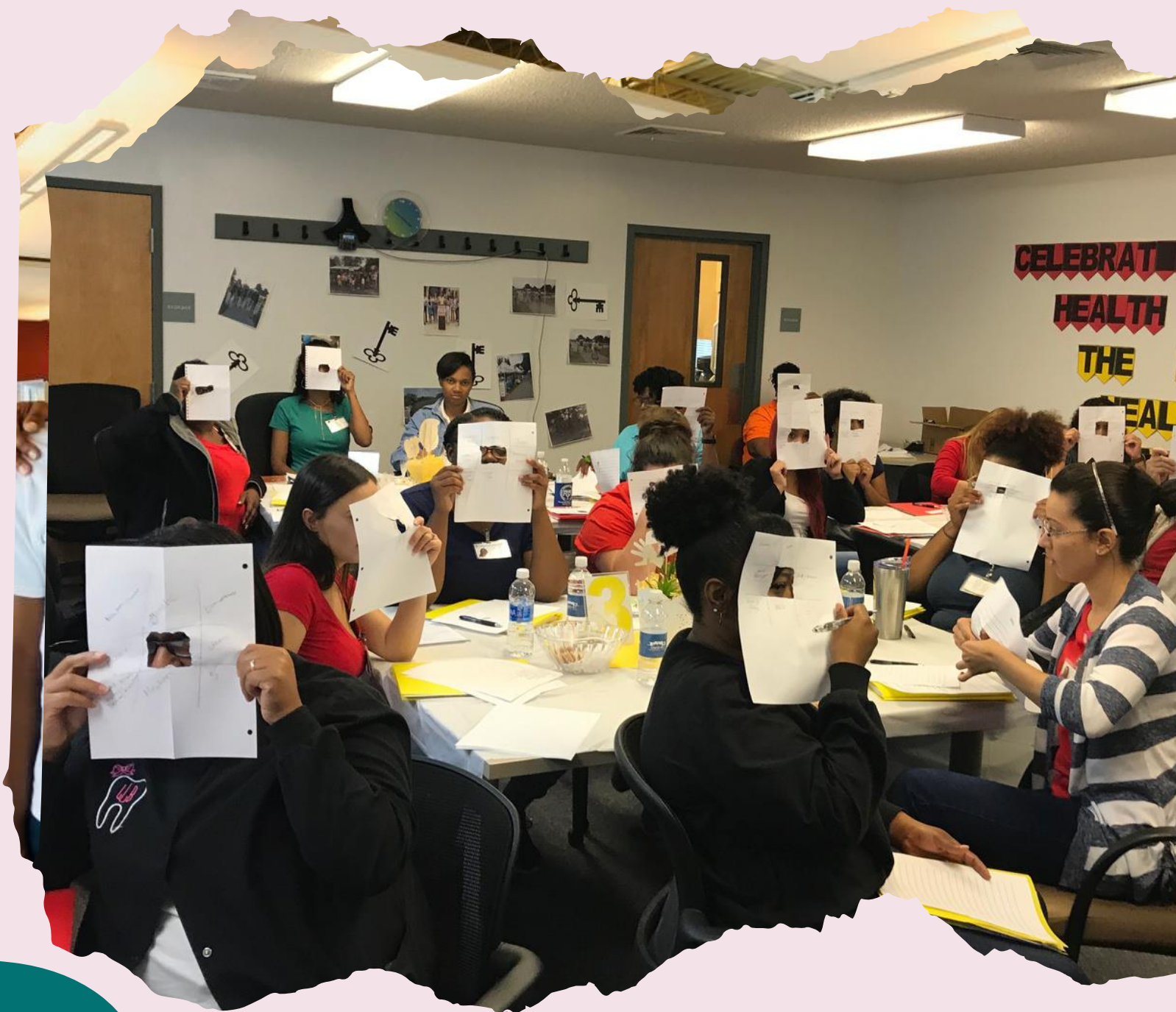
Level Up Ya'!!

The background is a light pink color. It features several abstract shapes: a large light blue circle in the center, a thick orange curved shape in the top left, a thick pink wavy shape in the top right, a thick pink wavy shape in the bottom left, and a thick yellow curved shape in the bottom right. There are two teal arrows: one in the top right pointing down and to the left, and one in the bottom left pointing up and to the right. There are also several small, hand-drawn style asterisks scattered around the text.

**You're not teaching sex ed comprehensively
if it is not intersectional.**

Justine A. Fonte, Sexuality Educator

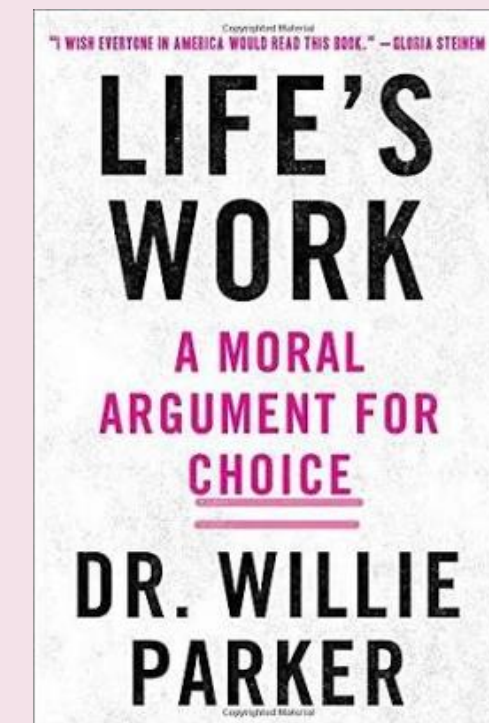
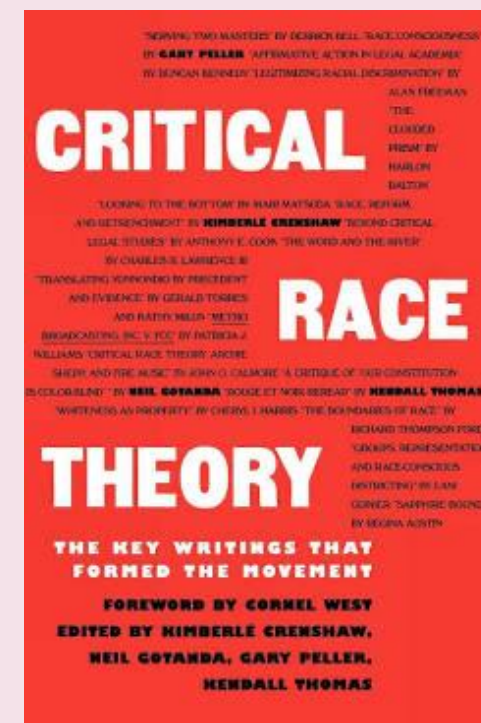
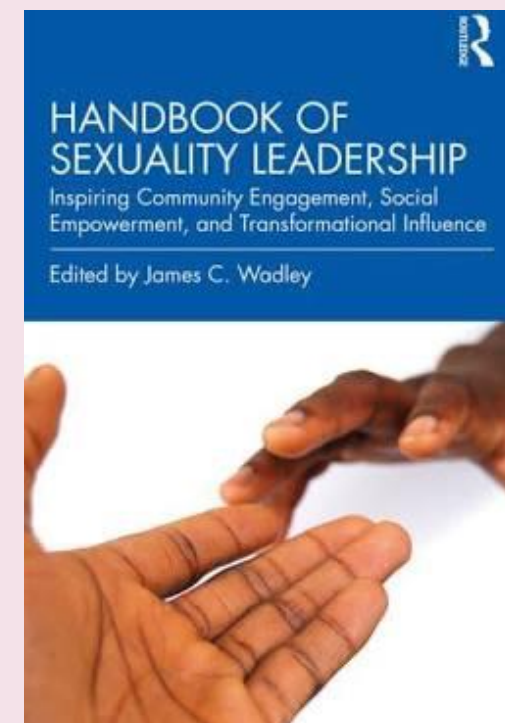
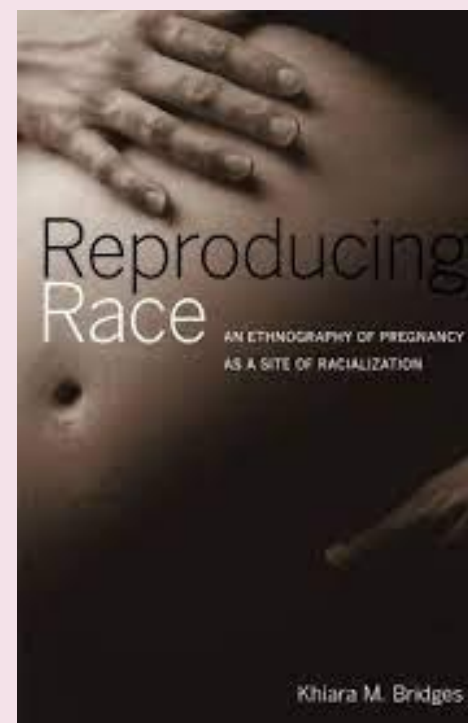
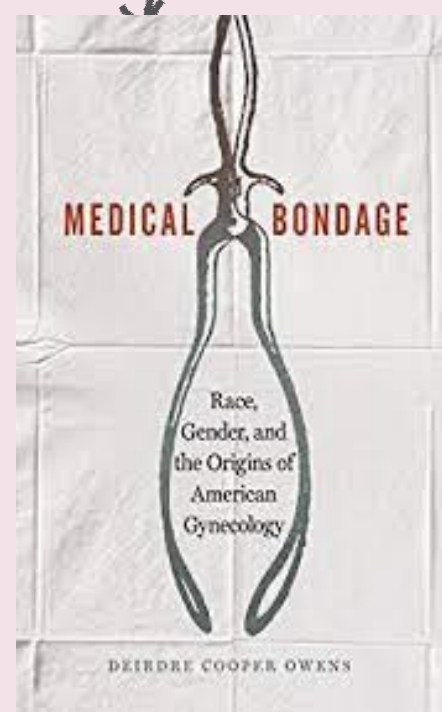
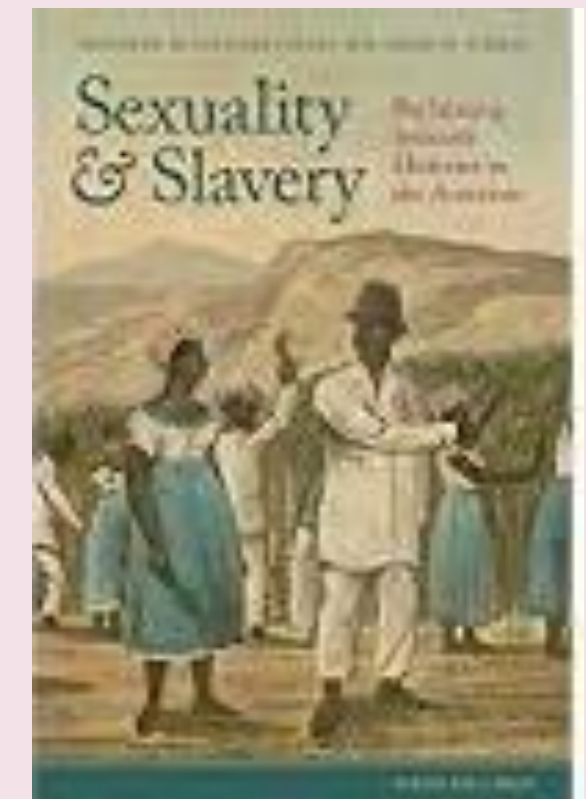
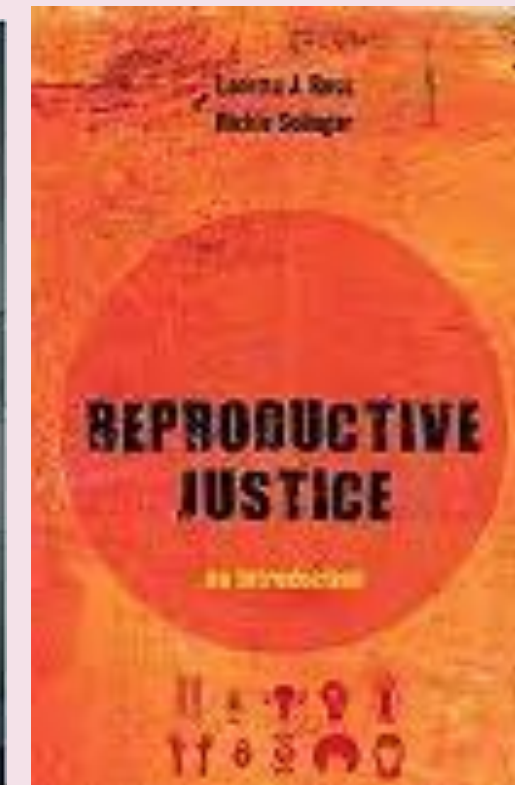
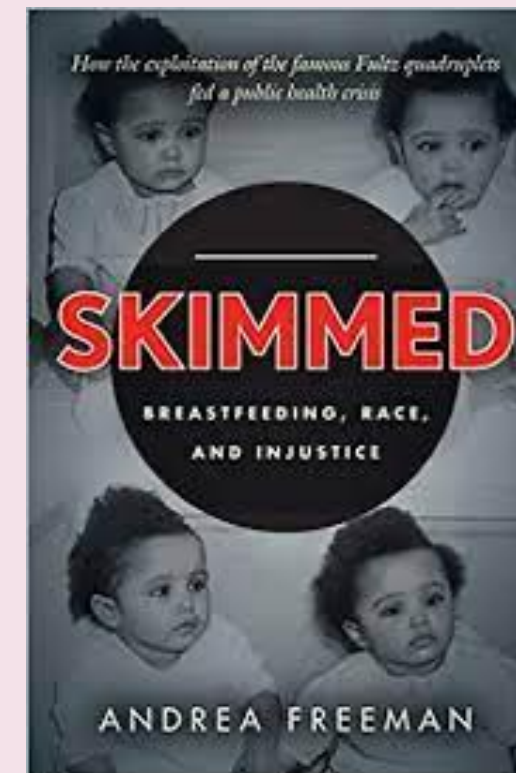
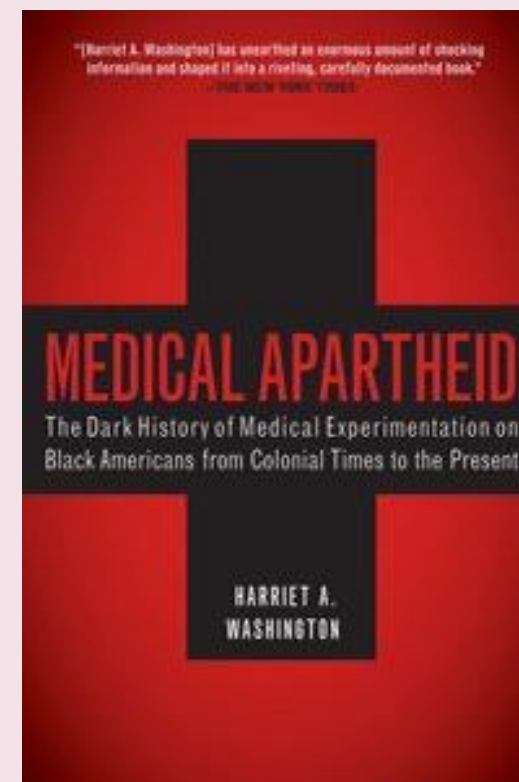
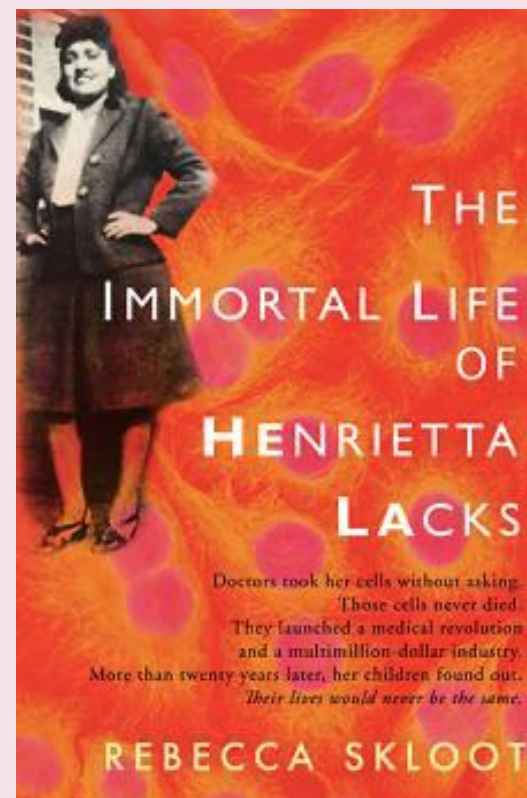
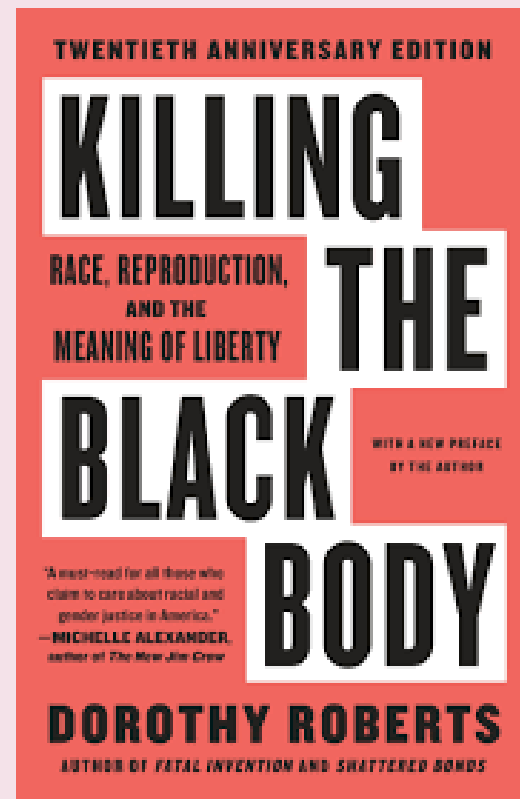
The Facts



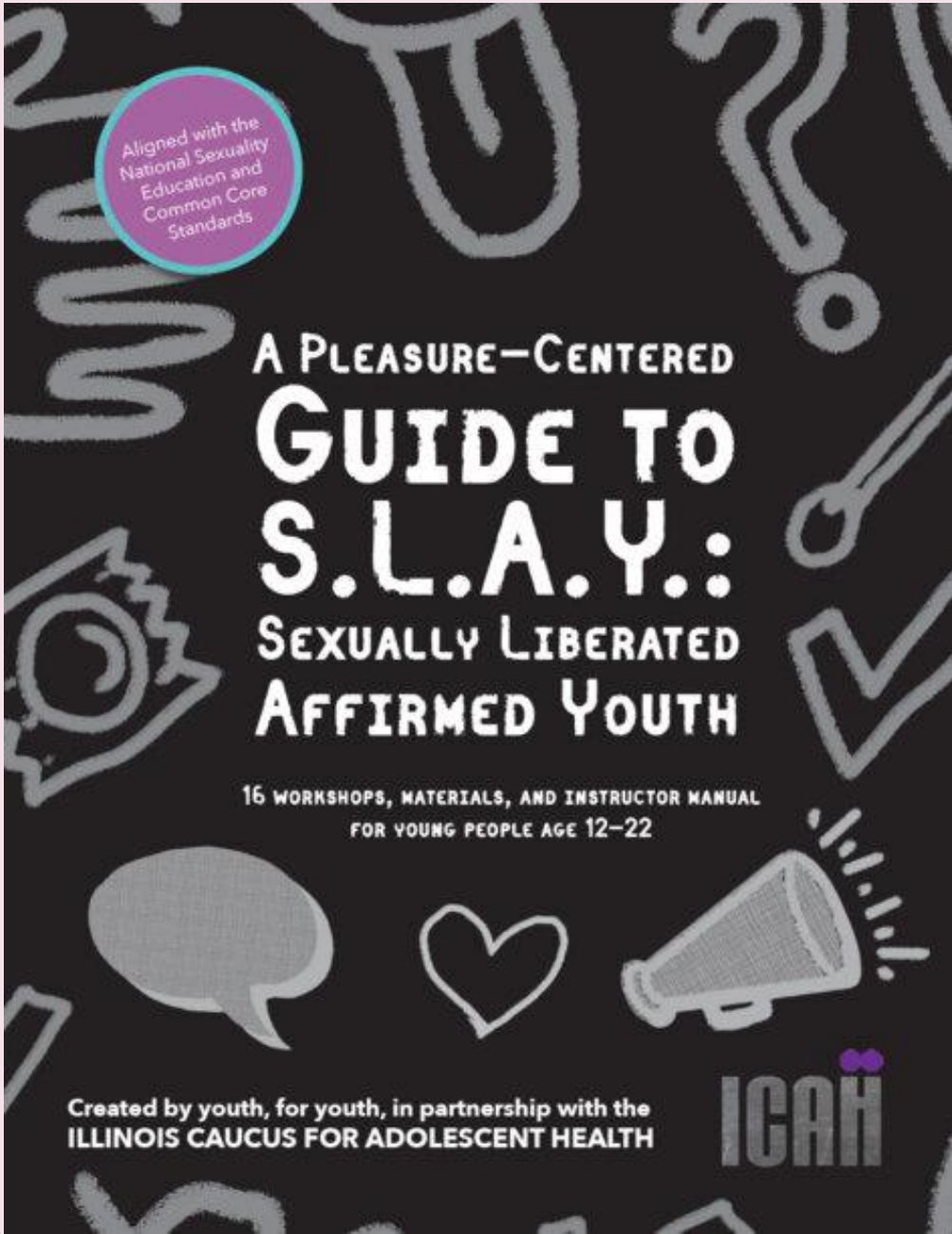
Opportunity is NOW!

With the consistent international and national state of unrest, the ability to address social justice in sexuality education through professional development is critical.

Learn and reflect



As you Teach, Learn



What's Racism Got to Do With It?!

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.*

NSES ALIGNMENT:

SH.8.CC.11 - Define racism and intersectionality and describe their impacts on sexual health

TARGET GRADE: Grade 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Computer with PowerPoint and Internet (or video saved offline)
- Projector, Screen, and Speakers
- PowerPoint Presentation: *What's Racism Got to Do With It?*
- Newsprint and/or white board
- Newsprint titled, "Racism"
- Markers (for dry or flip chart)
- Masking tape
- AMAZE's [Intersectionality Video](#)
- Homework (options below)
- Teacher Resource - one per teacher

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Recognize at least two forms of racism [Knowledge]
2. Define intersectionality [Knowledge]
3. State at least two ways sexual health can be affected [Knowledge]

LESSON RATIONALE:

Race is a social construct; however, that doesn't negate the real, harmful impact racism has on people of color, particularly Black, brown, Indigenous and other people of color (BIPOC). This lesson teaches students that racism is not only individual interpersonal but also systemic - the institutions and systems use racial prejudice to uphold policies and procedures that privilege and oppress communities of color. While beneficial, it is important to infuse discussions of race justice within daily instruction. Understanding how racism affects sexual health and wellness - particularly for racialized communities - is paramount to providing inclusive and affirming sex education. One size does not fit all. Not only do we all come to sex education with different lived experiences, it is undeniable that biases can affect said experiences. As educators, we have a responsibility to empower and educate young people, acknowledge their identities, and model what equity can look like.

ADVANCED PREPARATION:

- Display class ground rules
- Please read the lesson plan in its entirety and prepare PPT slides or prep newsprint ahead of time

Reproductive Justice - Past, Present, Future

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.*

NSES ALIGNMENT:

SH.10.CC.6 - Define reproductive justice and explain its history and how it relates to sexual health

TARGET GRADE: High School

TIME: 50 Minutes

MATERIALS NEEDED:

- Computer with PowerPoint
- Projector and Screen
- PowerPoint Presentation: *Reproductive Justice: Past, Present, Future*
- Worksheet: *Reproductive Oppression - Revisiting the Past* - one per every two students
- Homework: *Reproductive Justice - Present and Future*
- Dry erase board or flipchart paper and markers

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define Reproductive Justice and describe its importance [Knowledge]
2. Recall at least two examples in US history of sexual reproductive oppression [Knowledge]

LESSON RATIONALE:

Reproductive oppression is the control and exploitation of girls, and gender-oppressed people through their bodies, labor, and reproduction. It has been used to dominate and oppress communities of color in the United States and beyond. In our sexuality education to remain critical and transparent, how reproductive justice is needed to combat present and oppression is crucial. Sexuality education without courage conversations about justice and the US's painful history is erasure. Young people deserve to be informed and prepared for adulthood so we can improve the policies and practices of the past.

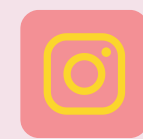
ADVANCED PREPARATION:

- Please read the lesson plan in its entirety and decide if you will use PPT slides or prep Newsprint ahead of time
- It is in your best interest to do additional research on the history of this activity. Please see the resource material at the end of the lesson. Even if you are well versed in reproductive justice, you understand the importance of keeping current examples and shifting language; we all have an ongoing responsibility!
- Please note you will also come across resources that now expand the coined "reproductive justice" to "sexual reproductive justice" and/or "gender and reproductive justice"

Contact me!



Tanya M. Bass, PhD, CHES, CSE
www.tanyambass.com



@drtanyambass



Thank You!



How To ^{NOT} Be A White Savior in Sex Ed

Vanessa Geffrard, MPH



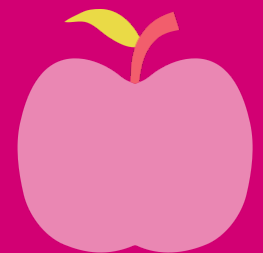
VANESSA GEFFRARD, MPH
HAVING COURAGEOUS CONVERSATIONS

White What Now?

White Savior: refers to a white person who provides help to non-white people in a self-serving manner.

"White Savior Industrial Complex" refers explicitly to the damaging effects of white saviors who prioritize a "big emotional experience" achieved through minor acts of charity or activism over tackling larger issues like systematic oppression and corruption that plague many nations around the world – notably, issues that are often directly caused or perpetuated by the United States.

Western people going in to “fix” the problems of struggling nations/people of color without understanding their history, needs, or the region’s current state of affairs.



Our Motivations

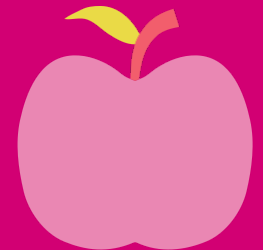


Queen J ✨
@mynameisnotGina

if you feel like God called you to go on mission trips to Africa but not to speak out on the murder of black people by cops here in America then maybe it was more about the vacation for you

8:40 AM · Jun 3, 2020 · [Twitter Web App](#)

<https://everydayfeminism.com/2016/06/white-savior-problem/>

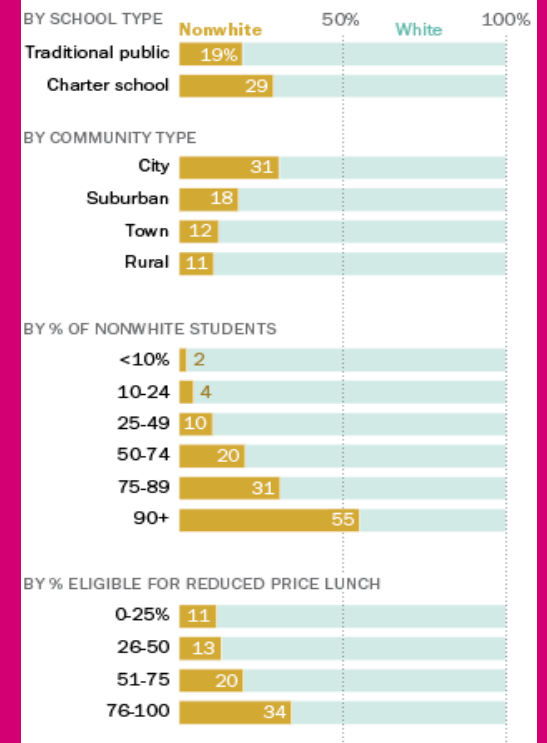


Why Does This Matter?

- White teachers make up the majority of teachers in the U.S.
- More than any other time in U.S. history, Black students are being educated by people who are not of their racial or cultural background.
- ~87% of the United States elementary and secondary teachers are White, while only eight percent(8%) of those teachers are Black

Nonwhites made up a small share of public school teachers in 2015-16

% of teachers who are nonwhite, by school trait

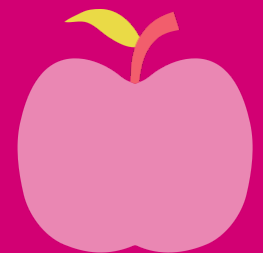


Note: "Nonwhite" includes blacks, Hispanics, Asians, Pacific Islanders, American Indians and Alaska Natives as well as those of two or more races. "% of nonwhite students" excludes 7% of teachers for whom the percentage of nonwhite enrollment in the school was not available. Source: U.S. Department of Education, National Center for Education Statistics.

PEW RESEARCH CENTER

But... Is It Just White Folks?

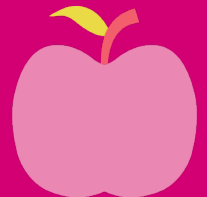
- Well...
 - overwhelming number of teachers in an urban setting are white
- And...
 - “Black teachers with white supremacist ideologies [are] just as dangerous as white folks who don’t understand culture”. — Dr. Chris Emdin, Columbia University



Effects

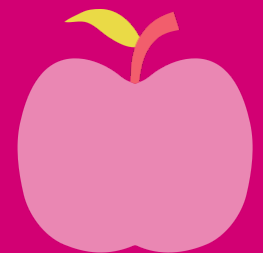
- Leads to approaches and methodologies rooted in patronizing.
- Leads to paternalism: doing things *to* or *for* others rather than seeking to empower and build local capacity.
- Robs agency and contributes to a shame-based identity and sense of helplessness
- Perpetuates poverty porn- passively awaiting rescue

(Kuja, 2019)



Why Does This Matter?

- Teachers who disregard the impact of racism on Black children's schooling experiences, resources, communities, and parent interactions will do harm to children of color (Love, 2019).
- Many sex education efforts across the country have been designed for or by white people—drastically impacting the ability to successfully reach young people of color (Floyd, SIECUS).
- The **impact** of bias
 - Language
 - Funding
 - Stats: Race as a risk factor



How This Shows Up...

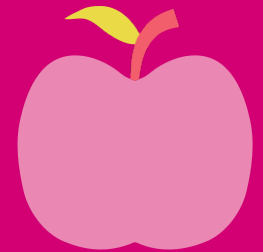
Actions:

- Adultification
- Sexualized
- Erasure
- Bias
- Whitewashed
- Inaccurate
- Weaponized

Funding Cycles

Language and Stats:

- Underrepresented
- High Risk
- Cultural competency
- Inner city



Language

"Under-Represented Minority"

BI&POC ARE NOT MINORITIES — WE ARE THE WORLD'S GLOBAL MAJORITY. WE ARE ONLY "MINORITIES" WITHIN THE BORDERS OF EUROPE'S COLONIAL PROJECTS. AND WE ARE ONLY UNDER-REPRESENTED TO THE EXTENT THAT THOSE PROJECTS MUST CONTINUE LEGACIES OF GENOCIDE, SLAVERY, THEFT, & EMPIRE TO MAINTAIN CONTROL OF THEIR BORDERS.

WHITE SETTLERS MUST ASK THEMSELVES WHO WOULD THEY BE WITHOUT THEIR BORDERS?

@SUBVERSIVE.THREAD

"Under Resourced"

IS A WAY OF DESCRIBING THE HISTORICAL EXPLOITATION OF BI&POC COMMUNITIES AS HAPPENSTANCE RATHER THAN AS COORDINATED CAMPAIGNS OF DISENFRANCHISEMENT, MARGINALIZATION, AND TERROR. IT ALSO POSITIONS THE CURRENT DISTRIBUTION OF RESOURCES AND ACCESS AS SOMETHING THAT CAN BE FIXED WITH SOME SIMPLE POLICY REALIGNMENT IN AN OTHERWISE WELL-INTENTIONED SYSTEM. IT DOES NOT NAME THE INTENTIONS OF WHITE SUPREMACY, CAPITALISM, OR EMPIRE.

@SUBVERSIVE.THREAD

"Inner-City"

"INNER-CITY SCHOOLS," SOMETIMES REFERRED TO AS "URBAN SCHOOLS," IS A CODED WAY OF NAMING SCHOOLS WHOSE POPULATIONS ARE PREDOMINANTLY BLACK & BROWN.

THE TERM SKATES AROUND THE HISTORY OF SCHOOL SEGREGATION IN AMERICA, AROUND THE PROCESS OF WHITE FLIGHT THAT FOLLOWED BROWN V. BOARD OF EDUCATION WHICH LEFT WHAT BECAME BI&POC SCHOOL DISTRICTS WITHOUT FUNDING, AND AROUND RACIST ZONING PRACTICES — OLD & NEW.

@SUBVERSIVE.THREAD

"Underserved Community"

IS A PHRASE WHICH POSITIONS WHITE SAVIORISM, CHARITY, AND THE NONPROFIT INDUSTRIAL COMPLEX AS VIABLE SOLUTIONS TO THE DESTRUCTION SETTLER COLONIALISM, CAPITALISM, AND ANTI-BLACKNESS HAVE ENACTED. THEIR PURPOSE IS TO ASSUAGE WHITE GUILT NOT TO NAME SYSTEMIC OPPRESSION OR TO BRING ABOUT JUSTICE.

SEE ALSO: "LOW INCOME" AND "DISADVANTAGED BACKGROUND"

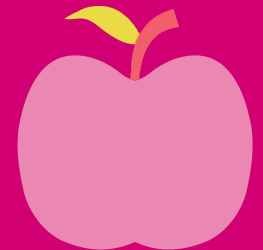
@SUBVERSIVE.THREAD

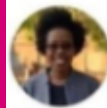
Funding



Stats

- An increased proportion of Black and Hispanic teenage girls do not use any form of contraceptive method and over the last five years
- Condom use declined in Black and Hispanic high school students
- Younger Black and Hispanic women were less likely to use effective hormonal and intrauterine forms of contraceptive
- Studies have shown that Black, Hispanic, Indigenous, and Pacific Islander populations have a high prevalence of STIs, such as chlamydia, syphilis, and gonorrhea





Dr. Kelebogile Zvobgo (she/her)
@kelly_zvobgo

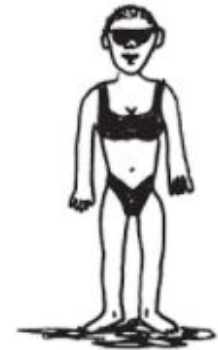
...

Motion to replace "underrepresented" with "historically excluded." Precision matters; the former is a consequence of the latter. Let's not forget.

9:38 AM · 6/25/21 · [Twitter for iPhone](#)



HEALTHY TEEN NETWORK





**HI, I'M
STUART GETTY**



Hi. I'm Stuart Getty.

"An easy visual learning guide to accompany us on the journey to accepting others as they truly are."

—JINKX MONSOON
winner of *RuPaul's Drag Race*

"Utterly cute and tremendously useful."

—ALOK VAID-MENON
author of *Beyond the Gender Binary*

"This book will give non-binary readers a sense of being profoundly seen, and everyone else the confidence to make the world that little bit safer for their non-binary friends, family, and colleagues."

—MEG-JOHN BARKER
author of *Gender: A Graphic Guide* and
How to Understand Your Gender

"This tender, smart, personal book is a gift."

—MICHELLE TEA
author of *Modern Tarot* and *Valencia*



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Stuart Getty

HOW TO THEY/THEM



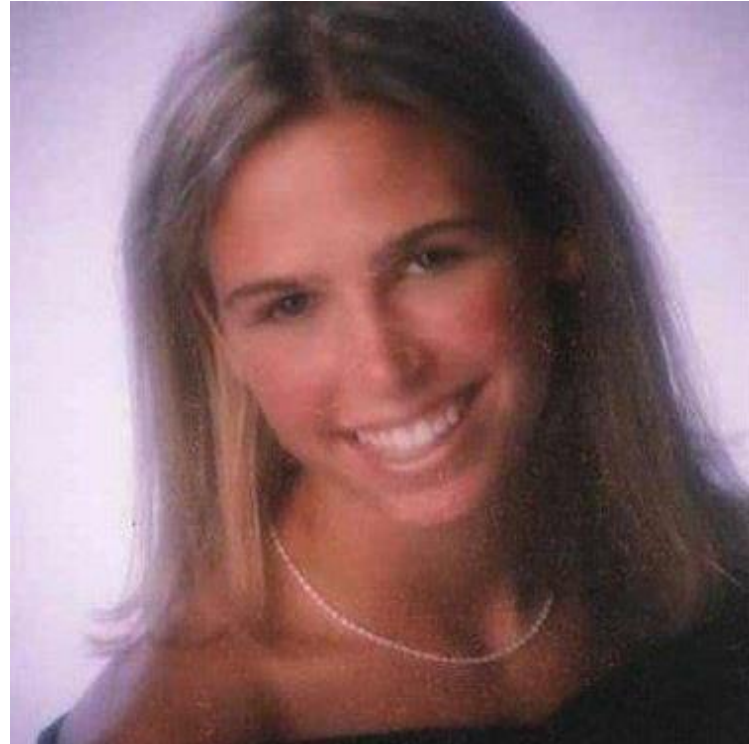
"This is totally cool." —Eileen Myles, poet and author of *Chelsea Girls*



A VISUAL GUIDE TO Nonbinary Pronouns and the World of Gender Fluidity



Stuart Getty
Illustrated by Brooke Thyng



**WHY IS IT IMPORTANT TO
LEARN ABOUT GENDER
FLUIDITY & NONBINARY
PRONOUNS?**

**IS IT IMPORTANT TO
MAKE STUDENTS FEEL
WELCOME?**

Gen Z Is the Queerest Generation Ever, According to New Survey

An unprecedented 15% of Gen Zers are LGBTQ+, according to a new Gallup poll.

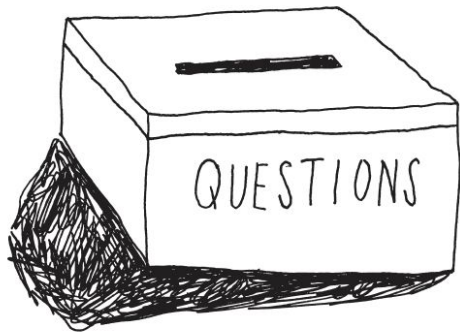


BY NICO LANG
February 24, 2021



**1 IN EVERY 5 GEN Z:
“NOT STRAIGHT”**

**1 IN 10 ARE
NONBINARY!**

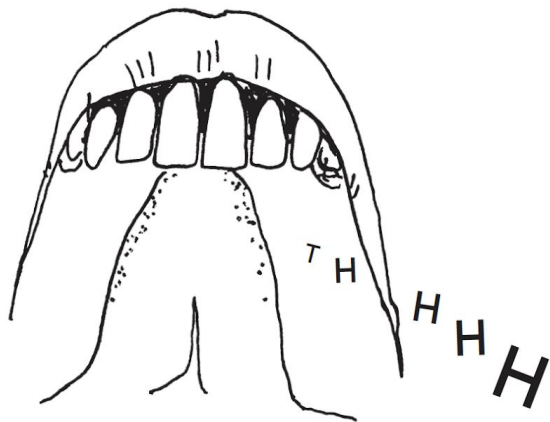


They 101

They it good:

Gently place your tongue against the inside of your front two teeth.

Now blow until a whistling *th* sound lightly emerges.



(They it, don't spray it.)

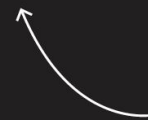
Now, open the mouth to say *ey*, as in the letter *A* or the sound Canadians make at the end of sentences, kinda.

Or like a friend is driving by in a car and you want to get their attention.



Try it together now:

TH + EY



It's literally that easy. For your mouth.
But your brain—well, that's a little harder.

Don't worry. I got you.



Intro: The Story of Stuart

Hi. I'm Stuart.

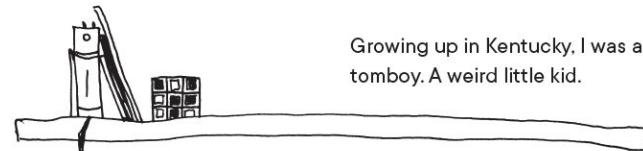
I was born in Louisville, Kentucky: Katherine Stuart Getty.

Kentucky is known for horses, good bourbon, and fried chicken—



It was in me all along.

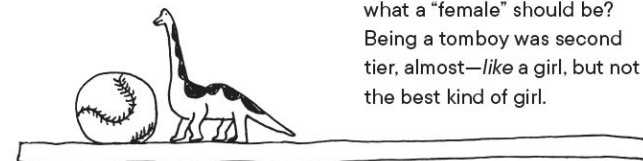
The feeling of being not quite female, not quite male ...
not quite like "the other girls."



Growing up in Kentucky, I was a tomboy. A weird little kid.



Think bowl cut, buckteeth, skinned knees. Tomboy was this "OK" category for girls who liked to do boy things and wear boy clothes.



Maybe there was a touch of shame or guilt to it, to not be what a "female" should be? Being a tomboy was second tier, almost—*like* a girl, but not the best kind of girl.

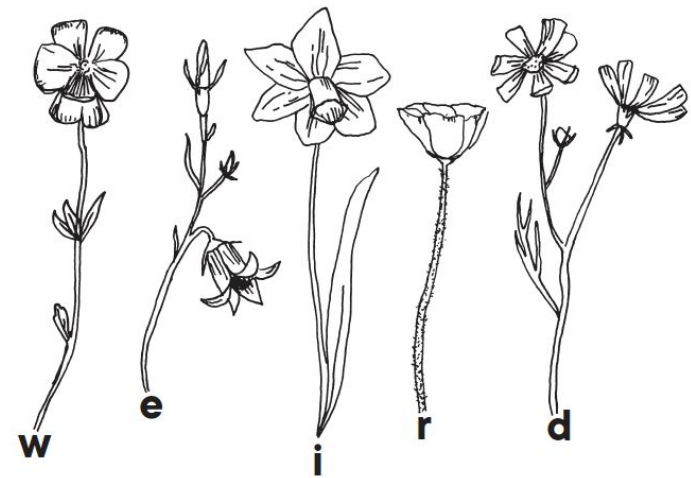


It felt **weir d.**

Funny.

But weird is OK.

Weird is good.



Weird means growth is happening.

Weird is what pushes us to our edges so we can stretch and grow and be more.

The Big Three

Let's start with the basics. When trying to understand all of this—*this* being *they* and really just gender and identity in general—there are essentially three big concepts to, you know,



1. **Sex Assigned at Birth (SAAB)** (Not to be confused with Saabs—cool cars, especially the convertibles)
2. **Gender Identity**
3. **Sexual Orientation**

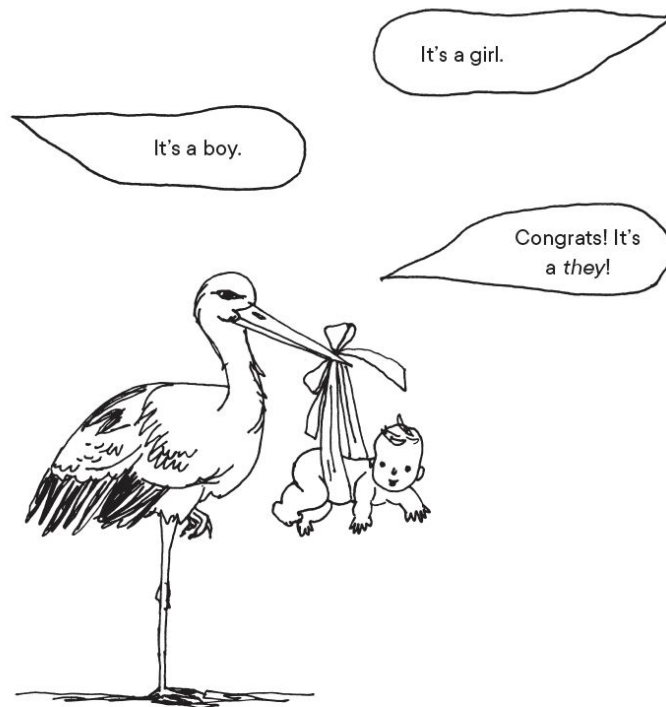
So, let's do this. Let's go on this journey together.






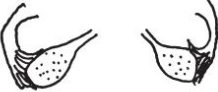
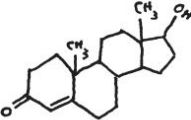
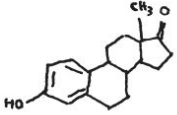
First up,

1. Sex Assigned at Birth (SAAB)

When you're born and they look at your physical body and then say,



What we used to think was the only thing going on:

<u>Sex:</u>	
Male	Female
Peen	Vag
	
Testicles	Ovaries
	
Testosterone	Estrogen
	
Chromosomes	Chromosomes
XY	XX

What's also going on:

Sex:

External anatomy can look a bunch of different ways.

So can internal anatomy.

So can hormones.

So can chromosomes.

XX

XY

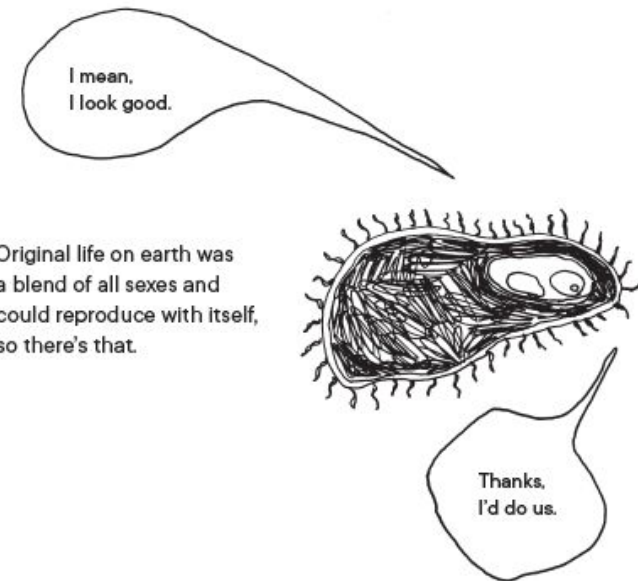
XØ*

XXY*

XXXY*

XYXY*

*These are examples of **intersex** classifications, which means having sexual characteristics outside the binary norm. Though it might seem rare, one in fifteen hundred individuals is born intersex. (That's about the same percentage of people in the world who have red hair. Shout out to my intersex friends with red hair. You're really doing something special!)



Bodies are all over the place chromosomally, hormonally, and biologically.

Like...



Sex Chromosomes: They are what determines our sex, and we are taught in school that females have two X chromosomes, males have an X and a Y, and that's that.

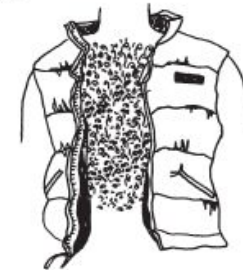
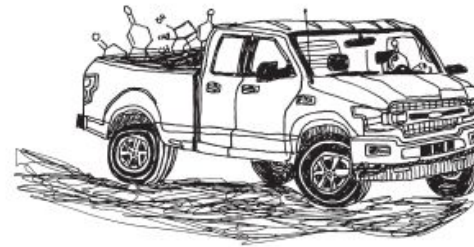
That can be the truth, sure.

But other variations exist:

- People with Klinefelter's syndrome have three sex chromosomes: XXY. They are generally AMAB but can have some differences in their sex organs, hormones, and other physical developments.
- Those with Turner's syndrome are AFAB, born partly or completely missing an X chromosome. So $X\emptyset$ marks the spot for them.
- Sometimes humans and animals can also have two sets of chromosomes, like XXXY, YXYX, and so on.
- *Gossip Girl's* chromosomes: XOXO



Hormones: We all think of **testosterone** as the "male hormone," and more testosterone means more manliness and, you know, big trucks, chest hair, and shirt vests...



But all people make testosterone.

The ways hormones show up in bodies can vary greatly, no matter what SAAB you're rocking.

If someone is confused about who you're referring to, they'll literally ask. Just be there for the questions, and next time, maybe they won't need so much explanation.

And now, the question buried inside of all of us, the question that keeps some of us from even trying to use *they* in the first place . . .

The feeling,

the moment . . .

WHAT DO I DO IF I MESS UP?



(Or: How to recover quickly and respectfully from a slip in gender or name.)

Truth: The magic is in what you do *after* you mess up.

Stuart is here to show us her film, uh, *their* film. I've heard *they're* a good speaker.

Someone get him, er, *them* a glass of water. *They* roller-bladed here.

See, there was a misgender moment, but with such a quick fix, there's just one blip and we're back. Let's see it again:

Kate, oops, Stuart . . . do you want to shred?

(Duh, I want to shred.)

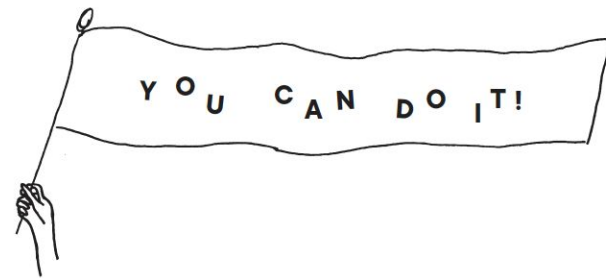
So my biggest piece of advice for when you mess up: Correct yourself quickly and just keep going; don't belabor the mistake.

**Fix it*
and move on.
Let life
keep living.**

*Also, for bonus points, when someone corrects your misgendering or wrong-name moment, instead of saying *sorry*, try saying *thanks*, then move on. That gratitude acknowledges their labor.

Remember, if you get too flustered (or too self-blaming), you're also setting a precedent that might discourage someone from correcting you about their pronouns in the future.

But guess what! Everyone messes up. (Even me!) Just correct and move on.





Gender reveal parties (for a fetus) do not actually reveal gender. Instead, they're like a junk alert or an anatomy announcement! All you know at that point, really, is the type of genitals your kid will (probably) be born with. What that means in terms of their gender (and even sex, as we're finding out) is TBD.

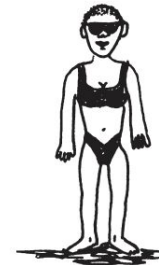
Did you know that some people find the concept of gender reveals to be transphobic? Because the concept of linking sex organs to gender means eliminating the freedom to express one's own gender. (And thus erasing trans people.)

My child has a penis . . . their gender is TBD, check back in a few years.
Enjoy the cake and our gray-scale color scheme.



Q:

Who can use *they*?



A:

Trick question! Anyone can.

(People who use *they* look all the different types of ways.)

Do's and Don'ts of *Theying* a *They*



ask pronouns.



call them "preferred pronouns." Sure, we *prefer* you call us by them, but it's not like we prefer a gender, we just *are* one. Dig?



put pronouns on name tags and email signatures.

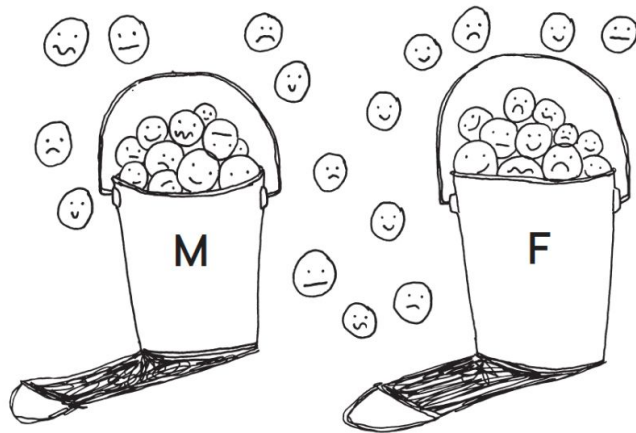


avoid pronoun talk in places where genderqueer people are
absent. If it feels safe to talk about pronouns and gender when a
GNC/nonbinary person is not in the room, think of how
dope we will feel when we are!



High estrogen levels in AFAB people can actually show up as body hair, bursts of anger, and other attributes most commonly associated with high testosterone levels.

Science, and the lived experience of humans around the world, shows us that bodies are more fluid than the rigid classifications of “biological sex.”



So if we limit ourselves to this binary classification, just look how many people we leave out. Wild, huh?

What's beautiful is: when we realize so many different types of people and bodies do exist, we stop considering “male” and “female” to be *normal*. **Allowing for a wider diversity of humans and life experiences lets people define for themselves what *normal* means.**

Being intersex or having different abilities and needs . . . these aren't things that need to be fixed, or indicators of “something wrong.”

These are parts of valid and beautiful humans who also deserve love and acceptance in this world.

Or at least the world I'm hoping we all want to create together.



Stop, Grammar Time

That's usually the first thing people ask about *they*: "But what about the grammar?!"

It's true. When we learn English, we brain-pathway this chart:

Personal Pronouns

	Singular	Plural
First Person	I	We
Second Person	You	You All
Third Person	He, She, It	They

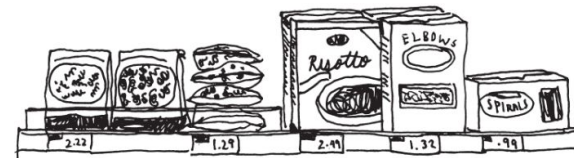


This chart is in there, muscle-memoried into everyday speech; you're at the grocery store, conjugating without even thinking. And as part of that conjugation, you're making a split-second decision about what someone's gender identity is, preparing to pull out a *he* or a *she*. What assumptions are you making? How do you know?



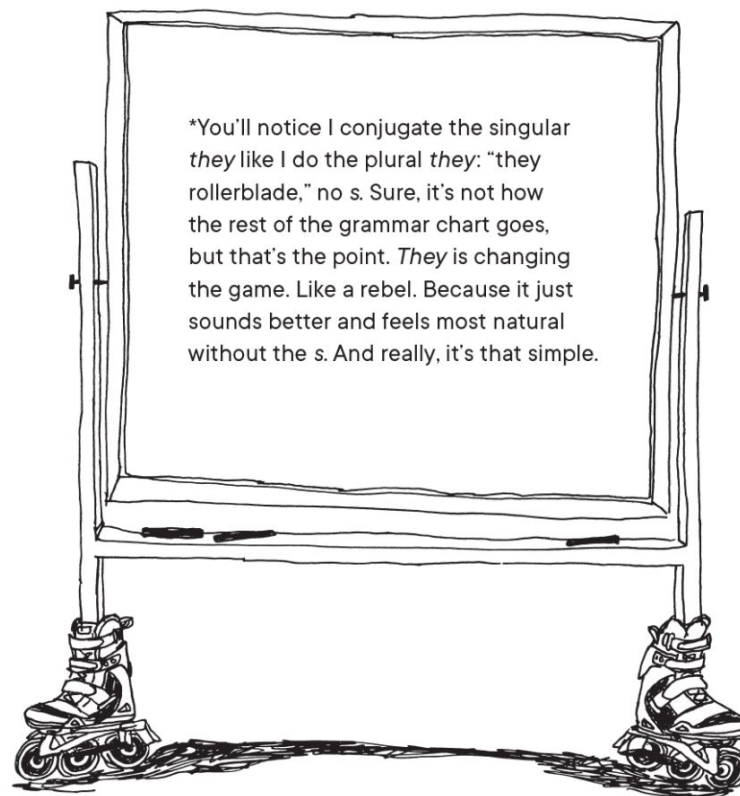
When you first start using *they* (as a singular pronoun for someone), you might always have to be thinking a little bit, or trying a little, at first, until it also becomes muscle-memoried as part of your brain and heart and soul. And it can.

It just takes practice. Don't worry, you got this.



Personal Pronouns

	Singular	Plural
First Person	I rollerblade.	We rollerblade.
Second Person	You rollerblade.	You all rollerblade.
Third Person	<p>Doc shreds; he rollerblades.</p> <p>Hilary shreds; she rollerblades.</p> <p>Stuart is a shredder; they rollerblade.* It is a fun time.</p>	<p>Stuart and their wife skate together.</p> <p>They rollerblade.</p>



Q:

Any tips for parents of kids who use *they/them*?

A:

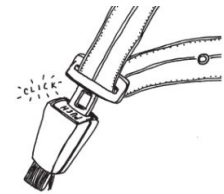
First off, yay. If they're *theying*, you're yaying . . . as a parent. You're doing great already. Just remember, upcoming generations are changing every definition. Especially with words about gender. And this is only the beginning.

You holding your child's identity as valid and beautiful—*that is the future*.

So, thank you.

Things to do:

1. **Be patient.** It's a wild ride to find one's own self. Buckle up. (Your love is safety.)
2. **Listen.** Ask questions and stay curious but really try to *hear* your child. Vulnerability is powerful in its expression. So be brave and tell your child they are brave when they share with you.
3. **Believe them.** Your child's truth is theirs and theirs alone. Trust that they know who they are.



Some other stuff to think about

(when being a thoughtful parent):

- **Give gender-free gifts:** And clue your whole family in to the presence of their presents.
- **If family members can't abide,** don't make your child do a public gift opening. It can be crushing for a kid to open a card that says, "To my grandson," when that's not how they feel about their body and life.
- **Talk the talk:** Have the awkward conversations with other family members and draw boundaries so your kid doesn't have to. (They're just a kid.)
- **Ask them:** Always check in about what they want other people to know.
- **Thank them:** It's brave to share this stuff with anyone, let alone your parents.

But more than that, I hope this book is a place of hope.

Because that's what this is all about.

I hope we all dream to find
our own realities.

Even if those realities
don't even exist yet.

Especially if they don't.

This is more than just pronouns and grammar lessons and arguments
about bathrooms—this is about freedom of expression and the *human*
right to choose for one's self how to identify one's self.

And while *they* might only be for some, that freedom* is for everyone.

I hope we can create a new world where everyone—no matter their
pronoun, identity, or sexual orientation—can be free to explore
being exactly the person they want to be.

*You just have to grab it. Let's.

Right this very second, more and more entities are being formed to talk about gender and pronouns and all the freedoms we all want to explore. Just google it and feel the truth through the power of the interweb:

**You are
not
alone.**

**And we
are
sacred.**

