



Building Queer and Trans Inclusive Spaces

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This lesson plan provides instruction for running the EDI workshop Building Queer and Trans Inclusive Spaces. Relevant terminology around sex, gender and queer spaces will be introduced. This will be followed by an activity to get participants thinking about this terminology and how it fits current gender paradigms. Next some historical context, as well as common barriers LGBTQ people and scientists face will be covered. The workshop will conclude with some everyday scenarios queer people face, and the audience will be asked some follow-up reflection questions about these.

Time and Notes:

1-1.5 hrs depending on number of participants, and participation levels. Two facilitators recommended. At least one of the facilitators should have lived experience as a queer person. Two to four volunteers are required to act out the scenarios. The scenarios can be tailored for the audience (i.e. non-STEM/lab audiences) as long as the main idea behind them is kept.

Slides: See link at <https://www.bioteach.ubc.ca/portfolio/equity-diversity-and-inclusion-projects/>

Learning Objectives:

1. Introduce relevant terminology around sex, gender and queer spaces.
2. Reflect on current gender paradigms and how the previously introduced terminology fits these.
3. Learn and reflect on queer history and barriers queer people face.
4. Reflect and participate on everyday scenarios queer people may experience.
5. Support participants with some ideas on how to approach possible uncomfortable situations as an ally to queer people.

Materials needed:

Activity 1

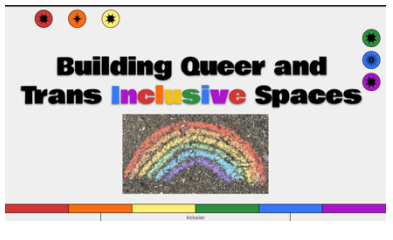
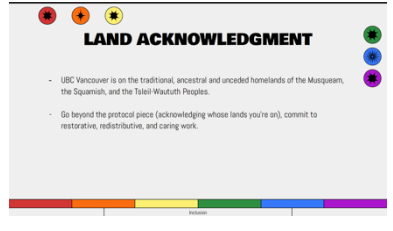
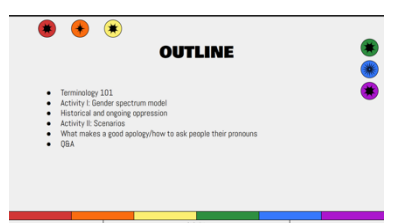
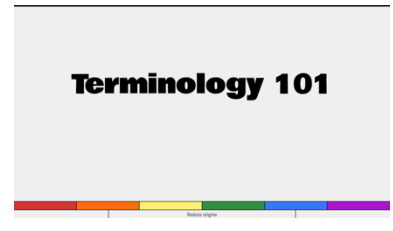
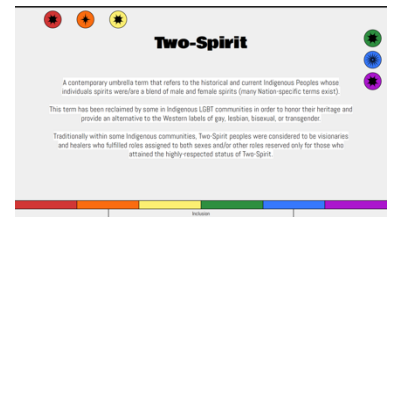
- Pens
- Gender spectrum model template (included in lesson plan)

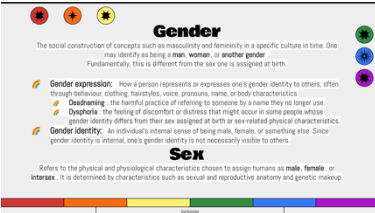
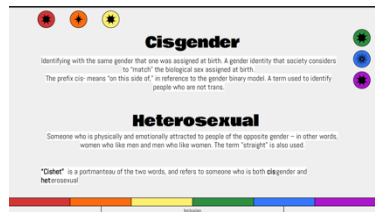
Activity 2

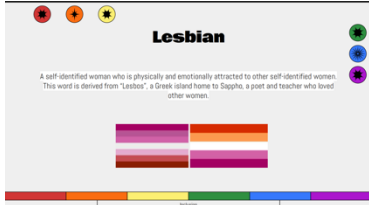
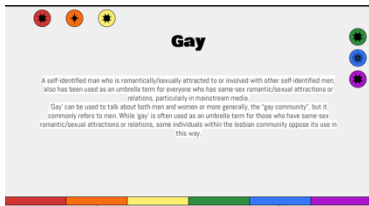
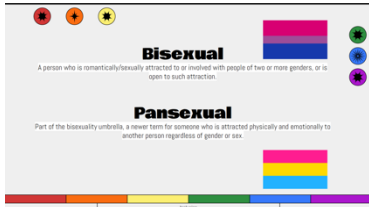
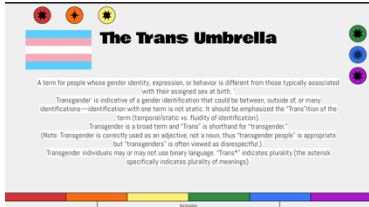
- 2-4 volunteers to act out scenarios
- Script for scenario dialogue (included in lesson plan)

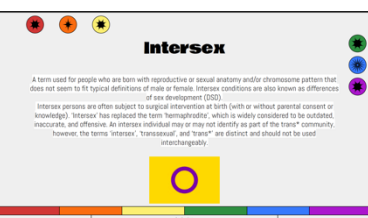
Other notes:

Assume best intentions as participants ask questions/try to understand new concepts. However, any equations of queer people to sexual predators, mentions of wanting to protect children from queer people, etc. should be shut down immediately. This is another reason why it's imperative that at least one of the facilitators has lived experience with the topic.

	- Share the slides and outline of the workshop at the beginning for accessibility purposes. - Introductory slide.
	- Land acknowledgment.
	- Outline slide. - Go over briefly so attendees are aware of the general structure of the workshop, as well as the estimated time involved.
	- Introduce terminology slide.
	Two-spirit - A contemporary umbrella term that refers to the historical and current Indigenous Peoples whose individual spirits were/are a blend of male and female spirits (many Nation-specific terms exist). - This term has been reclaimed by some in Indigenous LGBT communities in order to honor their heritage and provide an alternative to the Western labels of gay, lesbian, bisexual, or transgender. - Traditionally within some Indigenous communities, Two-Spirit peoples were considered to be visionaries and healers who fulfilled roles assigned to both sexes and/or other roles reserved only for those who attained the highly-respected status of Two-Spirit.

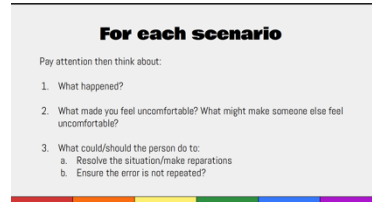
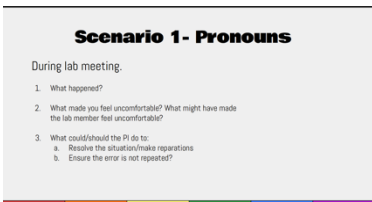
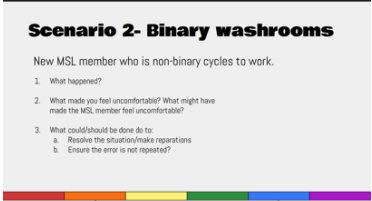
	and/or other roles reserved only for those who attained the highly-respected status of Two-Spirit.
 Gender The social construction of concepts such as masculinity and femininity in a specific culture in time. One may identify as being a man, woman, or another gender. Fundamentally, this is different from the sex one is assigned at birth. Gender expression: How a person represents or expresses one's gender identity to others, often through behaviour, clothing, hairstyles, voice, pronouns, name, or body characteristics. Deadnaming: the harmful practice of referring to someone by a name they no longer use. Dysphoria: the feeling of discomfort or distress that might occur in some people whose gender identity differs from their sex assigned at birth or sex-related physical characteristics. Gender identity: An individual's internal sense of being male, female, or something else. Since gender identity is internal, one's gender identity is not necessarily visible to others. Sex Refers to the physical and physiological characteristics chosen to assign humans as male, female, or intersex. It is determined by characteristics such as sexual and reproductive anatomy and genetic makeup.	Gender - The social construction of concepts such as masculinity and femininity in a specific culture in time. One may identify as being a man, woman, or another gender. - Fundamentally, this is different from the sex one is assigned at birth. - o Gender expression: How a person represents or expresses one's gender identity to others, often through behaviour, clothing, hairstyles, voice, pronouns, name, or body characteristics. ▪ Deadnaming: the harmful practice of referring to someone by a name they no longer use. ▪ Dysphoria: the feeling of discomfort or distress that might occur in some people whose gender identity differs from their sex assigned at birth or sex-related physical characteristics. - o Gender identity: An individual's internal sense of being male, female, or something else. Since gender identity is internal, one's gender identity is not necessarily visible to others. Sex - Refers to the physical and physiological characteristics chosen to assign humans as male, female, or intersex. It is determined by characteristics such as sexual and reproductive anatomy and genetic makeup.
 Cisgender Identifying with the same gender that one was assigned at birth. A gender identity that society considers to "match" the biological sex assigned at birth. The prefix cis- means "on this side of," in reference to the gender binary model. A term used to identify people who are not trans. Heterosexual Someone who is physically and emotionally attracted to people of the opposite gender – in other words, women who like men and men who like women. The term "straight" is also used. "CisHet" is a portmanteau of the two words, and refers to someone who is both cisgender and heterosexual.	Cisgender - Identifying with the same gender that one was assigned at birth. A gender identity that society considers to "match" the biological sex assigned at birth. - The prefix cis- means "on this side of," in reference to the gender binary model. A term used to identify people who are not trans. Heterosexual - Someone who is physically and emotionally attracted to people of the opposite gender – in other words,

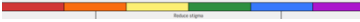
	women who like men and men who like women. The term "straight" is also used. - “Cishet” is a portmanteau of the two words, and refers to someone who is both cisgender and heterosexual.
	Lesbian - A self-identified woman who is physically and emotionally attracted to other self-identified women. - This word is derived from “Lesbos”, a Greek island home to Sappho, a poet and teacher who loved other women.
	Gay - A self-identified man who is romantically/sexually attracted to or involved with other self-identified men; also, has been used as an umbrella term for everyone who has same-sex romantic/sexual attractions or relations, particularly in mainstream media. - ‘Gay’ can be used to talk about both men and women or more generally, the “gay community”, but it commonly refers to men. While ‘gay’ is often used as an umbrella term for those who have same-sex romantic/sexual attractions or relations, some individuals within the lesbian community oppose its use in this way.
	Bisexual - A person who is romantically/sexually attracted to or involved with people of two or more genders, or is open to such attraction. Pansexual - Part of the bisexuality umbrella, a newer term for someone who is attracted physically and emotionally to another person regardless of gender or sex.
	The Trans Umbrella - A term for people whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth. - Transgender’ is indicative of a gender identification that could be between, outside of, or many identifications—identification with one term is not static. It should be emphasized the “Trans”ition of the term (temporal/static vs. fluidity of identification).

	- Transgender is a broad term and “Trans” is shorthand for “transgender.” (Note: Transgender is correctly used as an adjective, not a noun, thus “transgender people” is appropriate but “transgenders” is often viewed as disrespectful.) - Transgender individuals may or may not use binary language. “Trans*” indicates plurality (the asterisk specifically indicates plurality of meanings).
	Queer - Q used to represent Questioning - An umbrella term for a social/intellectual/political movement that seeks to encompass a broad range of sexual identities, behaviours, and expressions. - It is also a personal identity that has been “re-claimed” because ‘queer’ has been historically used as a vicious insult. However, not all individuals feel the same way about the re-appropriation of this term and some individuals are still uncomfortable with its use. - Sometimes it is used as a short form that includes lesbian, gay, bi/pansexual, and transgender people. - Not all trans* people see trans* identities as being part of the term ‘queer.’
	Intersex - A term used for people who are born with reproductive or sexual anatomy and/or chromosome pattern that does not seem to fit typical definitions of male or female. Intersex conditions are also known as differences of sex development (DSD). - Intersex persons are often subject to surgical intervention at birth (with or without parental consent or knowledge). - ‘Intersex’ has replaced the term ‘hermaphrodite’, which is widely considered to be outdated, inaccurate, and offensive. An intersex individual may or may not identify as part of the trans* community, however, the terms ‘intersex’, ‘transsexual’, and ‘trans*’ are distinct and should not be used interchangeably.

Asexual A person who is not interested in or does not desire sexual activity, either within or outside of a relationship. Asexuality is not the same as celibacy, which is the willful decision to not act on sexual feelings. This desire can change overtime. Asexuality can be thought of as a non-sexual orientation. Aromantic A person who does not have a romantic attraction towards anyone. It's important to understand that romantic attraction is different from sexual attraction, and this can be considered a spectrum that fluctuates over time.	Asexual - A person who is not interested in or does not desire sexual activity, either within or outside of a relationship. Asexuality is not the same as celibacy, which is the willful decision to not act on sexual feelings. This desire can change overtime. Asexuality can be thought of as a non-sexual orientation. Aromantic - A person who does not have a romantic attraction towards anyone. It's important to understand that romantic attraction is different from sexual attraction, and this can be considered a spectrum that fluctuates over time.
Non-binary A spectrum of gender identities and expressions, often based on the rejection of the gender binary's assumption that gender is strictly an either/or option of male or female sex assigned at birth. Gender-fluid Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviours that may change, even from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women or men. In other words, they may feel they are a woman some days and a man on others, or a combination, or possibly feel that neither term describes them accurately. Agender A person who doesn't identify with the gender binary or doesn't experience gender.	Non-binary - A spectrum of gender identities and expressions, often based on the rejection of the gender binary's assumption that gender is strictly an either/or option of male or female sex assigned at birth. Gender-fluid - Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviours that may change, even from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women or men. In other words, they may feel they are a woman some days and a man on others, or a combination, or possibly feel that neither term describes them accurately. Agender - A person who doesn't identify with the gender binary or doesn't experience gender.
Activity 1 - How could these terms fit into the model? Gay Lesbian Bisexual / Pansexual Transgender Non-binary / Gender-fluid / Agender Queer Interests Asexual / Aromantic - How would you improve the model? "Optional" How would you position yourself on the model? Spectrum Model 2.0 sex assigned at birth: male, female, other gender identity: male, female, other gender expression: male, female, other sexual attraction: male, female, other	- Introduction to the first activity! - Get group to work in pairs (one group of three is fine if working with odd number). The goal is to get people chatting about the terminology that was introduced earlier and how it may fit the gender models shown. - Some reflection around one's own identity is encouraged - After the 10 mins are up, the groups can share their discussions with the rest of group

	- Validate the responses and ask probing questions to see how they fit in with the terminology introduced earlier. Don't be afraid of some silence, especially at the beginning.
	- Introduce slide around historical and ongoing oppression.
	- Go over timeline with relevant queer history events in Canada. - Emphasize how recent some of these have been (i.e. a single person could have witnessed all of these events within their life time.) - Highlight that unfortunately, these protections are not guaranteed, as we have seen some of them being rolled back across the world in recent years.
	- Go over some common barriers encountered by queer people. - Emphasize how these barriers and disparities are an equity issue.
	- Go over some common barriers queer scientists experience in the workplace. - Highlight the disparity in health outcomes between queer and non-queer scientists. - Pose the question 'How can these barriers limit both individuals' careers and academic progress overall?' for self-reflection.

 Activity II Scenarios	- Introduction to second activity! - For this activity: ○ Introduce the scenario and each character in it (i.e. say “In this scenario, volunteer 1 will be the supervisor, volunteer 2 will be the grad student, etc.) and state the setting of the scenario. ○ Act out the scenario. ○ Have participants discuss the scenario in small groups (2-3 people) for approximately 5 mins. ○ After the 5 mins are up, ask the audience the reflection questions on the slide. ○ Don’t be afraid of some silence, especially at the beginning. It can also be helpful to reframe the question and ask again if participation is low. ○ Validate answers as appropriate, however, if at any point a participant argues in favour of the person who caused harm in the scenario, redirect discussion towards how the behaviour was harmful.
 For each scenario Pay attention then think about: 1. What happened? 2. What made you feel uncomfortable? What might make someone else feel uncomfortable? 3. What could/should the person do to: a. Resolve the situation/make reparations b. Ensure the error is not repeated?	- Each scenario has its own reflection questions. These are some guiding questions to think about in general. Let the audience know to keep these in mind when reflecting on each scenario.
 Scenario 1- Pronouns During lab meeting. 1. What happened? 2. What made you feel uncomfortable? What might have made the lab member feel uncomfortable? 3. What could/should the PI do to: a. Resolve the situation/make reparations b. Ensure the error is not repeated?	- Scenario 1: Go over reflection questions. Redirect attention to harmful behaviour if anyone attempts to justify it or sides with the person who caused harm.
 Scenario 2- Binary washrooms New MSL member who is non-binary cycles to work. 1. What happened? 2. What made you feel uncomfortable? What might have made the MSL member feel uncomfortable? 3. What could/should be done to: a. Resolve the situation/make reparations b. Ensure the error is not repeated?	- Scenario 2: Go over reflection questions. Redirect attention to harmful behaviour if anyone attempts to justify it or sides with the person who caused harm.

Scenario 3- Overapology Introducing new undergrad to PI. 1. What happened? 2. What made you feel uncomfortable? What might have made the student feel uncomfortable? 3. What could/should be done to: a. Resolve the situation/make reparations b. Ensure the error is not repeated? What was wrong with that apology and why? 	- Scenario 3: Go over reflection questions. Redirect attention to harmful behaviour if anyone attempts to justify it or sides with the person who caused harm.
Scenario 4- Tutorial In the PI's office (office hours). 1. What happened? 2. What made you feel uncomfortable? What might have made the student feel uncomfortable? 3. What could/should the instructor do to: a. Resolve the situation/make reparations b. Ensure the error is not repeated? 	- Scenario 4: Go over reflection questions. Redirect attention to harmful behaviour if anyone attempts to justify it or sides with the person who caused harm.
Scenario 5- Lamppost Lab member walks in wearing a dress. 1. What happened? 2. What made you feel uncomfortable? What might have made the lab member feel uncomfortable? 3. What could/should be done to: a. Resolve the situation/make reparations b. Ensure the error is not repeated? 	- Scenario 5: Go over reflection questions. Redirect attention to harmful behaviour if anyone attempts to justify it or sides with the person who caused harm.
What makes a good apology - Correct yourself, apologize, move on - Don't make it about yourself, center the harm/person who was harmed - Don't put the person who was harmed in a position where they have to comfort you, or where they feel they are inconveniencing you - Don't comment on "how hard it is to get it right" or anything of the sort - Avoid repeating the mistake 	- Go over what makes a good apology. - Emphasize that any good/meaningful apology is followed by a positive change in behaviour.
How to respectfully ask for someone's pronouns - Introduce yourself and share your pronouns first - Most likely, the other person will also share their pronouns - If this is not the case, you can ask "what pronouns should I use to refer to you?" - Make it clear you just want to be respectful - Don't assume pronouns/gender based on how someone looks - Don't only ask people whose gender you're confused about for their pronouns, ask everyone. This way, we avoid: - Accidentally misgendering someone - Singling out people whose gender expression is non-conforming 	- Go over how to respectfully ask for someone's pronouns.
Q & A 	- Question and Answer period. - Wrap up the workshop with a Q+A about the concepts introduced, but also include EDI questions/resources at large. Promote upcoming workshops if available.

Activity I: Worksheet

Spectrum Model 2.0



- How could these terms fit into the models?
 Gay
 Lesbian
 Bisexual / Pansexual
 Transgender
 Non-binary / Gender-fluid / Agender
 Queer
 Intersex
 Asexual / Aromantic
- How would you improve the models?
- *Optional*:** How would you position yourself on the models?



Activity II: Scenario Dialogue

Scenario 1

In a lab meeting

Supervisor: "What controls would you set up for this ligation?"

Lab member 1: "I suggest a vector only control."

Supervisor: "Excellent, *-Lab member 1 name-*! Did everyone hear what **he** said?"

Lab member 2: "Actually, *-Lab member 1-* uses they/them pronouns, so did everyone hear what they said?"

Supervisor: What do I do now?

Scenario 2

New department member who is non-binary cycles to work

New department member: Oh man, I'm sweaty

New department member realizes showers are labeled men and women

How does this affect *New department member*?

Scenario 3

Grad student introduces undergrad to supervisor, saying "This is *-undergrad's name-*, **she** is a student in my class."

Undergrad: "Actually my pronouns are they/them."

Grad student: OVERAPOLOGIZES DRAMATICALLY

Question to the audience: What was wrong with that apology and why?

Scenario 4

Office hours.

Undergrad: Hi Dr. *-Prof's name-*, I was hoping to talk to you about something... In tutorial, the TAs sort us into two groups based on gender, so guys and girls. I'm nonbinary and it's always an uncomfortable experience. This has unfortunately been going on for the last month.

Prof: What do I do now?



Scenario 5

Lab member 1 walks into the lab wearing a dress.

Lab member 2: “Oh, you look girly today!”

Lab member 1: Oh, I don’t identify as a girl or woman.

Lab member 2: “I don’t care if you identify as a lamp post, if you look like a woman, you are a woman! I was just trying to give you a compliment!”

Lab member 3 overhears this. What should they do next?