Proactive Strategies To Address Gender Identity Based Bullying

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By the end of the session:

Participants will:

- Be familiar with gender terminology
- Understand the varied nature of gender
- Be able to respond to difficult questions related to gender
- Have the skills to reduce gender identity based bullying
What is Gender?
The Gender Binary

Female
(assigned birth sex)

Woman
(Gender Identity)

Feminine
(Gender Expression)

Men
(Partners with)

Male
(assigned birth sex)

Man
(Gender Identity)

Masculine
(Gender Expression)

Women
(Partners with)
Gender Definitions for Adults

A complex relationship between physical traits, one’s internal sense of self (gender identity) and one’s outward presentation (gender expression). Gender varies among cultures and over time. There is a broad variation in which individuals know, experience, and express gender.
More Gender Definitions

Gender Spectrum

Gender is multifaceted with many ways to know and express oneself as a person.

Transgender

A term for people whose deeply felt sense of gender identity does not match their gender assigned at birth.

Cisgender

A term for people whose gender identity or expression aligns with the sex assigned to them at birth.
Can you remember who you were, before the world told you who you should be?
* Authentic Gender

* Sex assigned at birth
* Gender Expression
* Gender Identity
Sex Assigned At Birth

The classification given to a baby at birth, usually by the state of their genitals.
Gender Expression

**Presentation** of gender externally to the world.

- Name
- Clothing
- Hairstyle
- Mannerisms

**Roles** that individuals play or expectations placed upon them that are associated with assumed gender.

- Behaviors
- Interests
- Jobs
- Styles of Play
Gender Identity

Gender identity is an **internalized** deeply felt sense of being male, female, both or neither.

- **Who you know yourself to be.**
- **Same or different from sex assigned at birth.**
Gender Spectrum 2015

Gender Identity
- Female
- Male
- Other Gender(s)

Gender Expression/Presentation
- Feminine
- Masculine
- Other

Sexually, Romantically and/or Emotionally Attracted to
- Females
- Males
- Other Gender(s)

Gender may or may not be a factor of attraction.

Sex Assigned at Birth
- Black Female
- Black Male
- Black Other/Intersex

Designed by Jessie Sheffield for Human Rights Campaign
Gender identity and sexual orientation are different.

**Gender Identity**
Who you know yourself to be (your mind)

**Sexual Orientation**
Who you are attracted to (your heart)
Gender Identity Based Bullying

Creating an environment that actively promotes gender inclusivity and expansiveness has the potential to significantly reduce gender identity based bullying.

✧ In the 28 random shootings in U.S. schools between 1982 and 2001, nearly all the boys who committed the violence had stories of being constantly bullied, teased and “gay-baited” — not because they were gay, but because they were different from the other boys: shy, artistic, theatrical, musical, non-athletic or “geekish.”


These individuals did not fit into the “Box”
School XYZ had a 60% reduction in bullying over a 2 year period.

This data shows promise in incorporating gender inclusive strategies into bullying prevention efforts.
Responding to Gender Put-Downs

When we practice responding to questions related to gender or interrupting hurtful language based on gender we are more likely to respond well when the situation arises.

Staff should work with students so they have simple responses to gender exclusion or put-downs as well.

role play responding!
### Ways to be gender inclusive

1. **Use Inclusive phrases to address your class.**

2. **Group students in ways that do not rely on gender.**

3. **Seek “teachable moments” in which gender-inclusive messages or themes can be recognized.**

4. **Recognize and celebrate examples of being gender-inclusive that you observe among your students.**

5. **Uphold a mantra that students can be who they say they are.**

6. **Interrupt gender stereotypes.**
More Ways to be gender inclusive

Be a role model! When possible give examples of how you or people you know like to do things outside of gender stereotypes.

Encourage and enable students to find activities that they enjoy and that respect their interests.

Help students become allies. Practice simple responses like “There’s no such thing as boys toys/girls toys or a boy haircut or girl haircut.”
* Questions and Closing Thoughts