Kai (00:00):

Welcome back to Gender School. My name is Kai and I'm the host for this episode. I use he/they pronouns. Today's episode is going to be about how teachers can work on being more gender inclusive. We're going to go over some data and talk about our own experiences with gender inclusion or lack of gender inclusion in our own schools.

Bisandi (00:18):

My name is Bisandi and any pronouns work.

Tori (00:20):

My name is Tori, and you can use she and they pronouns for me.

Kai (00:23):

Okay. And on this episode, we are going to be talking about some data and how teachers can work on being more inclusive and making their space more inviting for students, data from staff and teachers, and talk about what their answers mean and compare it to what students said. And then compare that to if the school district has a gender inclusion policy or not. And then we're going to talk about some personal experiences as well. Teachers satisfaction with gender inclusion efforts in district 11: 66% said that they agree with their schools gender inclusion efforts. 33% said somewhat disagree. In district 196, 7% said strongly agree with that they're satisfied with their school's gender inclusion efforts. 53% said, agree, 15% said somewhat disagree, 23% said, disagree. Teachers satisfaction with gender inclusion efforts in district 152: 60% said that they agree. 20% said somewhat disagree. 20% said disagree. And then in district 625, 50% said, agree. 30% said somewhat agree. And 20% said somewhat disagree.

Bisandi (01:44):

Wow.

Kai (01:46):

Now we're going to talk about how that compares to what the students said. And we're going to talk about whether the teachers think that they're doing a better job than the students think that they're doing. So in district 11, 83%, that's 15 out of 18 students, said they disagree on some level that they're satisfied with their school's gender inclusion efforts. In district 11, 55%, That's 10 out of 18 students said they rate their staff's prioritization of gender inclusion as a two on a scale of one to five, one being the lowest and five being the highest. In district 196, 76%,That's 39 out of 51, students disagree on some level that they are satisfied with their school's gender inclusion policy.

Kai (02:28):

82% of students, that's 42 out of 51 rate their staff's prioritization of gender inclusion as a one or two on a scale of one to five, one being the lowest and five being the highest. And then in district 152, 75% of students, that's six out of eight students, disagree on some level that they are satisfied with their school's gender inclusion policy. 50%, that's four out of eight students rate their staff's prioritization of gender inclusion as a three while 37%, that's three out of eight rated as a one on a scale of one to five, one being the lowest and five being the highest. And then in district 625, 90% of students it's nine out of 10 students disagree on some level that they are satisfied with their school's gender inclusion policy, 40 students, four out of 10, rated their prioritization of gender inclusion as a three on a scale of one to five,

one being the lowest and five being the highest. So I think that's interesting about how teachers think that they're doing versus how students think that they're doing. I think that's really interesting. What are your guys' thoughts about that?

Tori (03:34):

Well, when I'm kind of hearing from the data, I specifically wanted like to talk about how district 196, only 7% said that they strongly agreed. The faculty said that they strongly agreed and were satisfied with the gender inclusion efforts. That is a really small percentage of the faculty that we surveyed. While some of the other staff may have said that they agreed only 7% of them have like a strong feeling of like, yeah, we are doing good with our gender inclusion. And then when you look at what students said about how, like the majority of them are not satisfied with their school's gender inclusion efforts, that kind of actually, um, checks out, how staff doesn't really feel like they're doing that well on gender inclusion and students don't really feel like they're doing that well on gender inclusion. So it sounds kind of to me, like people in district 196, which does not have a gender inclusion policy, they know that things are not going that well with gender inclusion, but I don't know that any of them are doing anything about it.

Kai (04:39):

Yeah. And I think that it's interesting that the staff answers kind of line up with the student answers. Cause I feel like, um, in some cases we haven't necessarily seen that lineup very well where staff think that they're doing better than they actually are. And I feel like that would have made sense to me to see that because I feel like a lot of times staff think that they're doing better than they actually are because they don't know exactly what we really need. And so I thought that that's really interesting and I'm happy that those, um, a large majority of that staff can like realize that there's more, that needs to be done. I'm really happy that they can understand that their students need a lot more than what they're already getting.

Tori (05:16):

Yeah. The challenge is, um, when it comes to what they're doing about it, while, you know, like I'm hoping that the teachers that took that survey and that clicked, like I don't really strongly agree. Maybe I even disagree that our school is doing well with gender inclusion. I wonder if they click that box on our survey and then afterwards thought, well, I know other school isn't being very gender inclusive, but what am I going to do about it? And kind of my worry is that teachers are like, yeah, we're not very gender inclusive. And then they close the survey and then they move on and they teach as normal. Well, you know, like maybe you're not specifically causing harm, but as we've talked about, um, throughout our episodes, like you gotta be the one that's stepping up every single day to make the environment more gender inclusive.

Kai (06:01):

Yeah. And I think that goes for all the listeners, you know, you guys have to, you know, teachers should be able to, you know, do this themselves, but you know, sometimes they just, they understand that's not good enough, but they don't do anything about it. But that's where it's important for students to be able to, you know, get their teachers involved with helping make the school, gender inclusion better. Because if you look at that, quite a lot of the teachers already know that it could be better. And so you already have them, you know, kind of on your side that way. And so I think it's important to, you know, contact your teachers and stuff and to be able to have them help you make change. And if you're a teacher listening, if your students come to you and say that something needs to be improved in their

school surrounding gender inclusion, please listen to them and please try to do whatever you can with your power that you have to help improve it.

Tori ([06:51](#)):

Also like looking back at this data, it looks to me like 80% of the teachers or faculty at district s635 south St. Paul public schools, 80% of them said that they agreed on some level that they were satisfied with how they're doing gender inclusion. And as we remember, district 625 has a gender inclusion policy. It seems that 80% of them are like, yeah, we are doing something right. And as we saw, 90% of the students agree with that. So sometimes I think teachers do think that they're doing more than they can, but I think when there's a great difference, whether you have a gender inclusion policy or not, you're doing good or bad, I think students and and faculty can kind of agree on that. So, yeah.

Kai ([07:31](#)):

And I'm glad that there are still some teachers who, you know, they want to do even better than what they're already doing now. And that's great to see people wanting to strive for like even better, you know?

Bisandi ([07:41](#)):

Yeah, 100%. Kai made a point earlier about having, like, if, if, uh, if a student comes up to you and says, this is what I need to be changed, and this is what I need right now, have an open mind, listen to them. I think some teachers are more prone to being like, closed off about it. It's like, no, I'm doing all that I can, you know, but you're not. So take a moment to listen to your students and, you know, kind of accept that maybe you're doing something wrong and then maybe there's room for you to improve,

Tori ([08:16](#)):

There's always room to improve. And I think it starts with like the really small stuff, I think teachers might be like, well, there's nothing I can do with making those goals more gender inclusive. I can't just magically make a gender neutral restroom appear. Um, but it might start with a small stuff, like maybe challenge yourself. Do I say boys and girls on a day-to-day basis? You know, in my, in my classes, do I separate groups by boys and girls? Do I specifically single people out because of their identity? Um, just like make note of that stuff and be like, what am I doing that could possibly be harmful to somebody trans or non-binary?

Kai ([08:52](#)):

Yeah. I think that it's really important that teachers are aware of their power and what they can do to help. Okay. A majority of district 196 remarked that they felt that their school has not shown its support for gender inclusivity, but did have safe spaces despite feeling about whether their school district is, or isn't doing enough for gender inclusivity. It's clear that having a safe space isn't enough to make schools completely gender inclusive, the safe space is present in district 196 are likely to give some students are safe outlet to express themselves. As we can see with our 70% majority saying that they feel comfortable expressing their gender identity.

Tori ([09:35](#)):

I think I'd agree with that, but maybe, maybe having a safe space, isn't really enough. I go to a school in district 196, and we do have a GSA that, that I'm a leader of. And it's great to have that space, like that one hour that we have to talk about LGBTQ identities, how to stay safe, how to be inclusive, how to be

an activist, but that is just one hour, one day a week. And so when you really think about what makes a school, gender inclusive, it's not really going to make it or break it if you have a GSA, like that's going to be a great resource for kids, but most of the school does not happen in that one hour of the club that you may have, or that one hour of the safe space. So it does not really surprise me that that having a safe space is not enough to make a school, gender inclusive. You need to make a gender inclusive in the environments. People spend the most time in.

Kai ([10:29](#)):

Yeah. And I feel like a lot of people may feel like, oh, our school has a GSA. That's enough. You know, our school has a GSA. It's a space for them, to meet like one hour a week. That's enough, that's enough for them. And it's really not. And they really need to, you know, make sure that students feel included and safe in all aspects of their learning, all aspects of being in school, everywhere they go in school, everything that they do in school, they should be able to feel safe and included in, and not just some club behind some closed door for one hour a week, they need to be able to feel safe throughout the school all the time.

Bisandi ([11:07](#)):

Yeah. And I think it's important to note, I'm not speaking for all schools, but the GSA in my school, it's student led. So it's created by the students and there's a teacher there, but you know, ithere's, there's nothing that the administration is doing other than allowing that GSA to take a place after school, in terms of like gender inclusion. So I think that you can't really hide behind a GSA and call yourself inclusive. I think you need to make, um, like more solid moves towards actual progress. Like maybe educating your teachers, educating your students.

Tori ([11:50](#)):

Yeah. And I think like just trying some simple stuff for all you teachers and faculty out there, like, we talked about earlier, like saying girls and boys, like, you could totally have fun with it. If you want to be gender inclusive. I've got a teacher at Egan high school who starts every class off with "Hey scholars" and you know what? I feel smart when my teacher's saying that, and it's not, you know, reducing me to a genderof girls or boys. That's kinda neat. But you could think of some other fun nicknames for your class, or I don't know, start your class off with, Hey, homies, that's totally gender inclusive. You can make it what you want.

Bisandi ([12:24](#)):

You got to love the Hey scholars.

Tori ([12:26](#)):

Yeah, I love it! It makes me feel smart. Like I'm actually scholaring or whatever, when really I'm just like writing my Hamlet paper or something. But I love it. Maybe if teachers like at the beginning of the class even said like, Hey, if I do something that's not cool, like, feel free to talk to me about it after class. I'm here to support you and I want to be inclusive. I have never, ever heard a teacher say that, like, if I do something that maybe offends you or, you know, invalidates you talk to me after class, that would have been like so amazing for many youth, like to know that a teacher cares enough, that is that they're trying. And if they mess up offend someone in any way they don't mean to, and you can totally talk to them and they'll change that. I think that would set like a huge precedent, for their classroom that it's

going to be gender inclusive. Um, and that it's going to be a welcoming environment. I wish teachers did that.

Kai ():

Yeah. I feel like it's really important for teachers who are safe space. Like, you know, teachers may say, oh yeah, I support my trans students or whatever, but then, you know, they don't make it. They don't let their students know that they support them really. You know, they're like, oh, you know, someone came up to me and told me that they were trans or whatever, I'd be like, okay, that's cool. But if they're not like, you know, you need to make an effort to let kids know because kids might not know that you are an inclusive teacher, that you're a safe person to go to. They might be like, I have no one to go to, but you know, they might not know if you're a teacher listening. They might not know that you are a safe space unless you put yourself out there and let them know that you are a safe space or ask them what you can do to help them.

Kai ():

I think that's really important to just let kids know that you are a safe space because if you're not putting it out there, then you're not really being a safe space for students. The majority of students in district 11 answered that their school is showing support for gender inclusivity and also have safe spaces, followed by students saying that their school does show support for gender inclusivity, but doesn't have safe spaces. It's clear student opinion is that district 11 is showing support for gender inclusivity, with or without safe spaces, which might play a factor in the hundred percent of students saying that they are at least somewhat comfortable expressing their gender identity at school. And also, um, just want to add to this, that, um, a majority of students from district 11 are cis-gender. So that also does play into that number as well.

Tori ():

Yeah. Cis people definitely, it makes a lot of sense that they would be more comfortable expressing their identity. They would be more comfortable in general with what's happening at school. But that statistic that you said, um, whether or not there were safe spaces, I think a school maybe doesn't need to have those safe spaces if every space is a safe space. Like the statistics said that even though, even if a school like that school doesn't have safe spaces, they still feel comfortable. So if you make the entire school and the other classroom environments inclusive and welcoming, you won't specifically need those safe spaces to kind of get away from everything and just have your own little bubble. If every space can be cool, welcoming, and inclusive like that, then you kind of have your own like GSA or just a welcoming environment anywhere. But then we also have to keep in mind that the majority of the students that answered our survey from district 11 are cisgender. So it makes sense that they feel safe, whether or not they have a safe space, maybe they don't even need it.

Kai ():

I think it's really important to, um, for schools to work towards the whole school being a safe space and not just like having one classroom that is a safe space or having one meeting, that's a safe space. I feel like you know, a lot of schools, you know, have GSA's, or things like that, or, you know, clubs where they're like, oh, this is a safe space, but the whole school needs to be a safe space. And I think that's the best way to really help trans kids feel more included because I feel like if you know, they have just one safe space, that's, you know, not within, with not with like the majority of their peers and stuff, they

kind of can feel isolated. I just wanted to add that I know GSA's can be really important and that I know a lot of GSA's worked really hard to be able to have their GSA.

Kai (16:38):

I'm gonna read a couple quotes now. So this next quote comes from district 196 from a 10th grader. The question is if, if you could, what would you do to make your school and school environment more gender inclusive? And the answer is I would really like if my teachers could go do some kind of coaching session to learn how to better use inclusive language and to ask students for pronouns and preferred names. It's hard to announce your preferred name after you've just been dead named by the teacher doing roll call. I also think it could be super helpful if we put our pronouns in our zoom names. I also wish we could have a day in advisory where students could be taught what it means to be gender nonconforming, transgender, or non-binary. Students do feel a need for teachers to be better educated and for other students to be better educated.

Tori (17:29):

And I'm, I'm so sorry that student had to go through like deadnaming, um, like when you hear that name off the roster and like it's just, teachers don't even realize like the damage that can cause to trans kids when they have to hear that deadname name over and over. And especially with that, that quote that person talked about with, we to put our pronouns in our zoom and zoom names. Sometimes I do that for my classroom. I'll put my pronouns in my zoom name and then nobody else will do it all. Or, If we have to introduce ourselves in a classroom, I'll be like, hi, my name is Tori, these are my pronouns. And then it'll go to the next person and they'll just say their name and not their pronouns. And I'm like, I I'm trying to do this so that everyone will say their pronouns and then other people don't, And it is so frustrating. So I wish teachers would like step in and say like, you need to say your name, and your pronouns. And then actually regulate that. So people won't say stupid stuff or make fun of other people when you're saying that.

Kai (18:28):

Yeah. I think it's really important to make sure that, you know, teachers are making sure that, you know, they're saying, what are your pronouns? Because you know, sometimes it can feel awkward. You know, when the teacher is like ,go around and introduce yourself and they don't say like, say your pronouns. And then you say your pronouns, everyone's looking at you like, Ooh, why did you say your pronouns. So I feel like definitely, if they like make that part of the question, you know, something that everyone needs to say, it helps trans kids feel safer about saying their pronouns and they don't feel like you there's the one person who said their pronouns.

Bisandi (18:59):

On the flip side of that, and I agree with everything that, you all are saying, but I think on the flip side of that, making it mandatory to ask for pronouns is a little bit, okay. I don't want to say problematic, but I know there have been times where I didn't want to say my pronouns because I wasn't entirely sure what my pronouns were. And I think, I think sometimes it's kind of hard to be put on the spot like that, but, you know, I guess there's pros and cons to that argument.

Tori (19:34):

So that's so true Bisandi. Like, I totally forgot about that. Like, some kids don't want to say their pronouns. Sometimes, maybe they only want a teacher to know their pronouns and they tell their peers

other pronouns. That's, that's so important that you brought that up. Something I've seen teachers do that is really effective is when they send out a survey and they say, what are your pronouns? Can I use these with, the peers in the classroom? And then yes or no. And then can I use these with your parents, Yes or no? And that's so helpful because then it kind of gives you like that, that level of anonymity, just being anonymous, where you can put your name name and your pronouns, and nobody else in the classroom has to know, unless you choose to share that with them. You're right. We don't want to put people on the spot. I wish that it was normalized asking for pronouns, but especially in high school, you're totally right. It can be problematic to put, especially trans kids, like on the spot. Tell us your pronouns.

Kai ([20:31](20:31)):

Yeah definitely. I completely forgot about that. And I have had teachers before send out surveys or had papers like, um, Tori was talking about with like, what are your pronouns that you want me to use in front of the class? What pronouns do you want me to use just with you? What pronouns do you want me to use with your parents? And I've had teachers do the same exact thing with names. And I think that that's really important too. And yet definitely we don't want to be putting trans kids on the spot. I agree with that, Bisandi.

Bisandi ([20:53](20:53)):

Yeah. Normalize asking for pronouns, but also normalize, not knowing your pronouns, but also I feel like the, like doing it in private and like remaining having that factor of anonymity is so important. And also like if a teacher would have just asked for my pronouns, I would feel so much more comfortable in that classroom with that teacher. So just it's, it's a good thing just to ask and it's like the bare minimum, but it makes you feel that much more comfortable.

Kai ([21:26](21:26)):

Yeah. I'm going to read a quote now from a student from district 196, it's a senior. Um, so can you tell us about some positive or negative experiences that you've had, when it comes to gender inclusion at school? So their answer is sometimes when teachers are hired, they're not allowed to speak out about stuff like that, which is frustrating because sometimes there are kids that don't realize they want to use, they them pronouns and are non binary. And I've talked to people about that and they say, I just don't feel comfortable coming out at my school like that, which is frustrating because school should be a place where you're able to be free and learn and get an education to further your goals in life. And the fact that that isn't happening is frustrating. One of my professors, my freshman year used, she, they pronouns and ended up coming out to the school board that she was dating a woman. And I think there was, I don't know for sure, but she ended up having to move schools and was going to live with her girlfriend in New York. But there's also a policy, I'm 99% sure about this, that you can't date someone other than the opposite of your gender. It's like Catholic school thing, which is super frustrating. But I think that that was also part of the reason why she moved, some of these rules and regulations are even more just unwritten.

Tori ([22:40](22:40)):

Sound so frustrating, um, that you teach, couldn't be with the partner that they wanted to be with and they had to move schools and move away because this district wouldn't tolerate someone being out and proud about their identity. That is so frustrating and shows students that if teachers can't even be themselves, how can they expect students to be themselves?

Kai ([23:02](#)):

Yeah. I just wanted to read that quote, just to kind of name the fact that, you know, students, if you don't feel comfortable being out at your school, there might be teachers who are also in the same position too, and you're not alone. You know, there might be adults in the same position that you are in and, you know, if you can confide in each other, that's a really great thing. And you know, if you could work together with that teacher, with other students and stuff to help make change, that's a really great thing that can happen. What do we think teachers or faculty could do to make the school more welcoming and accepting? Like what do we wish, you know, we had teachers do, and like, what do we wish teachers knew about gender inclusivity? Like personally I wish that teachers like knew like what a gender inclusion policy was, you know, in the first place, you know, I wish that teachers would know what it was.

Kai ([23:54](#)):

And so then they would be able to understand that that's something maybe their school needs, like, you know, maybe if they, they have no idea what a gender inclusion policy is and they don't know that's an option that could, that could happen. That could help make their school more inclusive. I think that's really important that you know, teachers can learn about, um, what a gender inclusion policy is. So, you know, if you're a student listening to this, try to share this with your teachers and stuff, that'd be really great. So they could learn what a gender inclusion policy is.

Tori ([24:20](#)):

This isn't maybe super like related to gender inclusion policies, but something I wish I had had like throughout high school, is I wish my teachers would kind of more understanding. I wish maybe that we had connected more and got to know each other more. I had one teacher, an English teacher, it's always the English teachers. And like I was having a really rough time, like trying to figure out my identity and stuff. And I just like needed a break from the classroom. I was just super overwhelmed. And this teacher, I was allowed to kind of just like, take some space, clear my head, do a lap around the school and come back. And I feel like, especially for trans kids or nonbinary kids and just people trying to figure out their identity, like school can be really rough. Kids can be really cruel sometimes. Like kids can be so cruel. But I wish teachers just like sometimes knew, sometimes you just need to give students a break. And if sometimes, if someone reaches out to you, like their going through something, just like try to be understanding. And sometimes you can't always help just be like, Hey, if you need to take a break from the classroom, just like take a lap, get some water, like, feel free that would've helped me so much in so many classes.

Kai ([25:31](#)):

Yeah. And I feel like that definitely goes for, you know, like, you know, a lot of different students too. I feel like teachers, you know, in general should just be doing that because you know, a lot of kids are going through things that teachers might have no idea about. And yeah, I think that's really important that teachers are understanding of what queer kids are going through. And, you know, like if they don't, you know, understand your experience, you know, which obviously they might not understand your experience, but you know, if they're willing to, you know, just be like, okay, I trust that, you know, you say you need a break, I'm going to give you a break. Is there anything that we think, um, trans, gender nonconforming, and non-binary students could say to their teachers or faculty to ensure their own safety or make a space more inclusive? Like, is there anything that we can say, anything a student can say to a teacher to be like, make the space more inclusive?

Tori (26:20):

That's kind of a tough question. Cause I think sometimes when trans and non-binary students experience like inequalities or just like hardships in school related to their identity, either one, they may not be out yet. And so they don't want to like out themselves by talking about an issue.And then too, sometimes it's just like scary to confront a teacher, especially if you're not talking about like a peer, that's making your life harder. If you're saying like, Hey, something in your class is like really making me uncomfortable. It's excluding me. It's really hard to like talk to teachers directly about stuff that they need to stop doing or stuff they need to start doing in order to be inclusive. Kind of going back to your last question, Kai, cause I just thought of something, something I wish teachers knew is that one person of a specific group, especially a minority group should not be the spokesperson for that entire group.

Tori (27:13):

Um, like I'm pretty chill with some of my teachers now as a senior and I'm very openly queer, but like, I've definitely had times when, when like there's been some sort of queer current event or some sort of LGBTQ, um, material we're reading and I have been like called on to talk about something or like the teacher and it's like, sometimes I'm drained and like, I just want to be like, I'm good. Like I'll let someone else take the reigns on the gay discussion today. You know, like I'm very passionate about LGBTQ equality, but I just wish teachers knew like we are so drained from all of this other stuff, we don't always need to be the spokesperson. Like you should be leading these conversations, you should be educating yourself on experiences. And I don't really know what you can say to teachers to kind of get them to realize that.

Kai (28:02):

Yeah, definitely. I feel like, you know, it can be tiring, you know, feeling the need to constantly stand up and correct teachers and stuff like that. And I definitely think that it's really important that teachers educate themselves so that they don't have to like have a trans student, you know, feel uncomfortable about something that's going on or queer person about something that's going on in the classroom, you know, so they don't make, you know, so they don't say something that, you know, maybe that it isn't, you know, the best thing that they should be saying and then, you know, make a student feel like they have to, you know, it's up to them to, um, you know, correct what happened.

Bisandi (28:39):

Yeah. I think it's just important for teachers to be like, just in general, more aware of what they say and what other students are saying in the classroom. I think it's easy to like hear stuff in the classroom and realize that, you know, the things that are being said are making certain people uncomfortable and like not ignore it, not, which is try and like sensor the situation and like not pay that much heed to it.

Kai (29:12):

Yeah. And then, I had another question is what are some things that teachers shouldn't say, you know, if you're a teacher listening to this, what are, what do we think that are something that teachers should not be saying? I think I've

Tori (29:24):

Heard at one point, um, like, because I imagine there's lots of teachers that are trying to be inclusive, but maybe you just haven't quite hit the mark yet. I've heard a teacher say welcome girl, boys and others and you know, maybe a point for effort, but that is still just like girls, boys. And then the others,

the weirdos, the other kids that don't fit in that, like just say, Hey all, Hey students. We talked about, Hey scholars, Hey homeys, Hey, my dude's anything that just doesn't like put people in that awkward position of like, feeling so different from everyone else. If you want to be inclusive, you want to include them and not be like girls, boys, and then others.

Kai ([30:08](#)):

Yeah, definitely. I think that it's really important that you know, teachers don't kind of do that cause that's just kind of like, you know, yeah. It just kind of shoving everyone else into a box. So yeah, definitely. I don't think, I feel like teachers shouldn't also like, you know, make some assumptions about people like based off of, you know, their pronouns because pronouns don't equal gender identity. Cause I've had teachers before who, you know, like they will start the class by like, once I started using he, they pronouns and not just they them pronouns, teachers, started greeting the class by ladies and gentlemen and it's like, you know, I mean just because I have a, he and my pronouns now doesn't mean that, you know, I necessarily completely fit into that box.

Kai ([30:57](#)):

And I feel like sometimes, you know, teachers can just, you know, they're like, oh, or, you know, if they look at a class where it's like, they don't know of any like, trans student or any student, um, that doesn't identify with the gender binary and they're like, oh, you know, then, you know, they're, I don't know anyone here in here that's trans or non-binary. So I'm free to, you know, say welcome ladies and gentlemen, and use all the gender terms I want just because I don't know of any trans students, you know, there could definitely be trans students that just don't feel comfortable being out. So I feel like definitely being respectful of that. And you know, you may not think that there's any trans students in your class, but there could be, or there could be some students who are questioning whether they're trans or not. And then if, you know, if your gendering everything so much that maybe students don't feel comfortable, like they can come out to you or in that space.

Tori ([31:44](#)):

Really well said, I'd also like invite teachers and faculty and admin out there to not be afraid to be the first. Like if you have to be the first one to say, Hey, isn't it kind of weird that our school doesn't have any gender neutral sports, then be the first one to say that! If you have to be the first one in the whole school to ask your students to fill out a survey with your pronouns, then be the first one, be weird. If you have to be the first one to report an incident of transphobia, and actually publicly or privately call someone out for their behavior, be the first one to do it. It doesn't matter if it's you know, the way things have been done or like that's how it's always been done. Like throw that out the window and don't be afraid to be the first to act on making your environment more inclusive.

Kai ([32:38](#)):

Yeah, definitely would definitely make, um, you know, students look up to you and be like, Hey, this teacher is talking about this. This teacher is reaching out about this. I feel like I can confide with this teacher. I feel like I can feel safe around this teacher. Kind of, you know, if you, like, we've said this a million times, but you know, if you say you're an ally, you know, and you don't like outwardly express it enough, so that actual peer people know that you're an ally, you're not, you know, doing your full job as an ally. You really need to let people know that you stand with them and that you will do your duty as an ally to stand up and protect trans kids. It's not enough to, you know, just say you're an ally. You need to outwardly be trying to help protect these students and help work for their inclusion.

Tori (33:22):

True. Allyship is not a one-stop, it's not a membership card you can pick up and you end the club for life. You gotta, every day, you gotta work to earn that, that allyship, that title that you want.

Kai (33:35):

All right. So thank you for coming to our podcast. We'll see you next episode.

Kai (33:45):

All right. So I just want to give some credit. Now, This is an Outfront Minnesota podcast, Tori created the great logo that we have, I created the jingle and host for this episode and we all worked really hard together to make this episode happen. [inaudible].