SEX EDUCATION

Gender, Sexuality & School (Fall 2021)
Who am I? What am I doing here?

- Bishop (they/them)
- Queer, Genderqueer/trans, POC
- MT graduate, PhD (in progress) in CTL/OISE
- MT Research (Sex Education + LGBTQ+ in schools)
- Community involvement: Sex Education Center @ UofT, Planned Parenthood Toronto, Centre for Women and Trans People, 519, etc.
- PhD Research: Queering/Trans-gressing Care

- Some of the findings in my MT research
- Major issues facing teachers/folks teaching sex ed
- Some concerns? Some misconceptions?
- How to teach nuanced/queer + trans sex ed
  *example
- Looking forward
- Resources + all the questions
“Pleasure activism is the work we do to reclaim our whole, happy, and satisfiable selves from the impacts, delusions, and limitations of oppression and/or supremacy.”

—Adrienne Maree Brown

Pleasure Activism: The Politics of Feeling Good
**Educate, Not Titillate**  
**LGBTQ+ Issues in Sex Education**

“What are teacher perceptions regarding their role in challenging the heteronormative discourse of sex education in schools, to better represent LGBTQ+ students?”

- Possibility Models
- Queering Educational Spaces
- Co-Creating Curricula + Knowledge

**Queering, & Trans-gressing Care:**  
**A Queer Ethic of Care in QTBIPOC Education**

“How do queer, trans and racialized educators understand and practice a queer ethic of care when working with QTBIPOC youth?”

- A queer ethic of care is nuanced and expansive, disruptive and transgressive and an individualized practice that takes place within a care web and
- Care as it exists in schools right now, is inherently white, colonial and violent and has forced QTBIPOC educators to imagine new forms of care practices.
- (1) authentic, fluid, mutually vulnerable relationships with students (2) explicitly anti-colonial, anti-racist moments in their teaching and interactions with students and (3) affirmation and recognition as moments of healing.
it’s ok bb i got u

OK, but ...

Concerns, fears, content, pedagogy, “the parents” and you.
Things you need to know

○ “How do I teach this?”
○ “What am I allowed to teach?”
○ “Are students allowed to leave?”
○ “Are parents going to get angry at me?”
○ “What are my rights? Who will protect me?”
○ “I’m scared! I need help!”
YOUR BODY, YOUR CHOICES

Let's talk about an example together
Consent is:

○ Consent is permission for something to happen. When it comes to sex, consent is about all partners agreeing to a sexual act.

○ We often think about consent in the context of sex but it can exist in any interaction with another person, from holding hands to hugging to sex involving genitals.

○ Consent involves communicating our decisions about our bodies and finding out about others’ decisions about their bodies, so that everyone involved is clear about what we would like to do, when, and how.
CONSENT IS:

- Informed
- Freely-given
- Coherent
- Ongoing
- Sober
- Enthusiastic
- Clear
- Specific
- Essential
- Verbal*
- Comfortable
- Active
- Reversible / Changeable
- Based on equal power

CONSENT IS NOT:

- Flirting
- Silence
- Dressing “sexy”
- The absence of “no”
- Being in a relationship
- Accepting a ride or a drink, etc.
- If you have to convince them
- Having had sex with the individual
- Saying yes (or saying nothing) while under the influence of drugs or alcohol
- Saying yes or giving in to something because you feel too pressured or too afraid to say no
CONSENT level 2

How to talk about consent

Primary Grades
Middle School
High School
Undergraduate/Graduate

Statistically, two thirds of girls experience unwanted sexual attention or contact in public spaces before the age of 21.
WHAT ABOUT QUEER/TRANS STUDENTS?

How might the information we already know about consent differ if we wanted to make it more nuanced, trauma-informed and specific to queer/trans students?
SOME IDEAS

Trauma informed: Non-verbal forms of consent
Queer + trans: consenting to calling someone's body parts certain names; what body parts someone can and cannot touch; how someone likes to receive pleasure
A QUICK CHECK IN
SELF CHECK IN

1. Why do we call it a STI and not an STD?
2. What is the difference between gender identity and gender expression?
3. How do lesbians have sex?
4. Do I always have to orgasm?
5. How do I know if I’m gay, bisexual, pansexual, trans, etc?
6. Asexual people never want sex, right? (T/F)
7. Biologically speaking, there are two sexes. (T/F)
UN/LEARNING IS A PROCESS

01 Learn about yourself
Who are you? What do you know? What do you need to unlearn and challenge?

02 Learn the content
Figure out what you need to know, and go exploring! Not a fixed destination, you’re always learning

03 Share with others
Learning in community with support helps us

04 Co-learn and teach with your students
You cannot know everything. Your kids are brilliant. Listen to them
You’re going to be okay.
Your students are also panicking.
This learning is empowering.
(and necessary)
RESOURCES

Places to start:

- LGBTQ Families Speak Out
- Planned Parenthood Toronto
- Courage to Act
- Canvas Programs
- Action Canada
- Bad Subject
- Tiktok, IG, Twitter, Youtube
THANKS! Ask me things!

@bishopowis
@bishthewinnie
bishopowis.com
yasmin.owis@mail.utoronto.ca