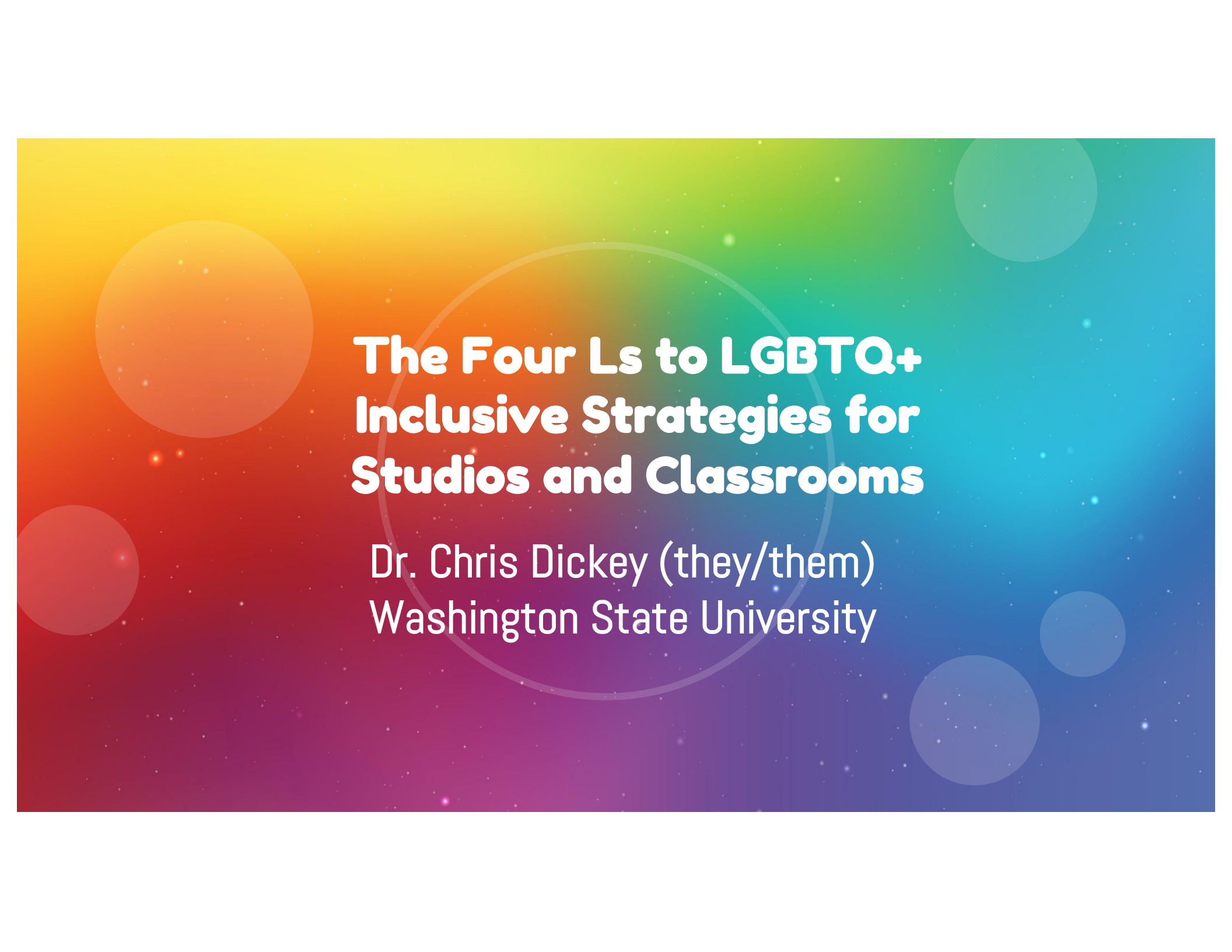


The background is a vibrant rainbow gradient, transitioning from yellow at the top to red on the left, green in the center, and blue on the right. It is decorated with several semi-transparent circles of varying sizes and colors (orange, red, blue) that create a bokeh effect. A faint, thin rainbow-colored arc is also visible behind the text.

The Four Ls to LGBTQ+ Inclusive Strategies for Studios and Classrooms

Dr. Chris Dickey (they/them)
Washington State University

Background

Sexual orientation and gender identity/expression

Origins in 19th century

Way of categorizing, labeling, and “othering”

Hate and fear directed at LGBTQ+ community

Stonewall Riots of 1969

“Queer” is a reclaimed word

The Four Ls

Listen

Learn

Look for teachable moments!

Lift up!

The background is a cosmic-themed gradient transitioning from bright orange on the left to deep purple on the right. It is filled with numerous small white stars and several large, semi-transparent circles in shades of orange and purple. A large, thin white arc is visible on the right side, resembling a celestial body or orbit.

Why be an ally? Why is this important work?

**“Do the best you can until you know better.
Then when you know better, do better.”**

—Maya Angelou

We're all works in progress.
Grow and adapt!

Let's hold ourselves accountable.

Let's stop focusing on being
“good people.”

Terms to Know—LGBTQ+

- LGBTQ+

- Acronym/all-encompassing term
- Lesbian, gay, bisexual, transgender, queer, and other marginalized gender identities and sexual orientations

- Gender identity/expression

- One's inner idea of being a man, a woman, both, or blend of both or neither

- Cisgender

- A person identifies with the biological sex assigned to them at birth

- Transgender

- A person for whom their gender identity or expression differs from cultural expectations based on the sex they were assigned at birth

Gender-nonconforming
lesbian
Genderqueer
Cisgender
gay
MSM
Agender
Two Spirit
Gender fluid
Asexual
transgender
Heterosexual
Same-gender-loving
queer
Non-binary
Bigender
Pansexual
intersex
Straight
Monosexual
Endosex

How can we affirm LGBTQ+ students?

1) Know general terms

Ask if you do not know something!

Many online resources

Friends with lived experiences

2) Outreach before teaching starts

A quick "Welcome to the studio/class!" message can go a long way.

Ask for pronouns or names (in case this differs from the roster)

What's this talk about pronouns?

Why do pronouns matter?

Small things are
BIG things.



3) Examine lesson plans, policies/procedures, and concert programs

**"It's hard to be what you can't see."
Marian Wright Edelman**

4) Listen to and honor students' identities/experiences

- This is difficult work
- Never *assume* that someone who differs from your notion of gender and gender identity/expression identifies as LGBTQ+
 - Let the student self identify
 - Coming out can be an intense/emotional experience
- Be flexible and adapt when necessary

5) Continue to learn

Change is constant in the
LGBTQ+ community

YOU seek resources
to stay informed

Avoid placing excessive emotional
labor on the LGBTQ+ person
you may know

I'm sorry!

Thank you!
I will do
better!

6) Mistakes will happen!

Learn and move on

Apologies are normal

7) Use thoughtful, inclusive language

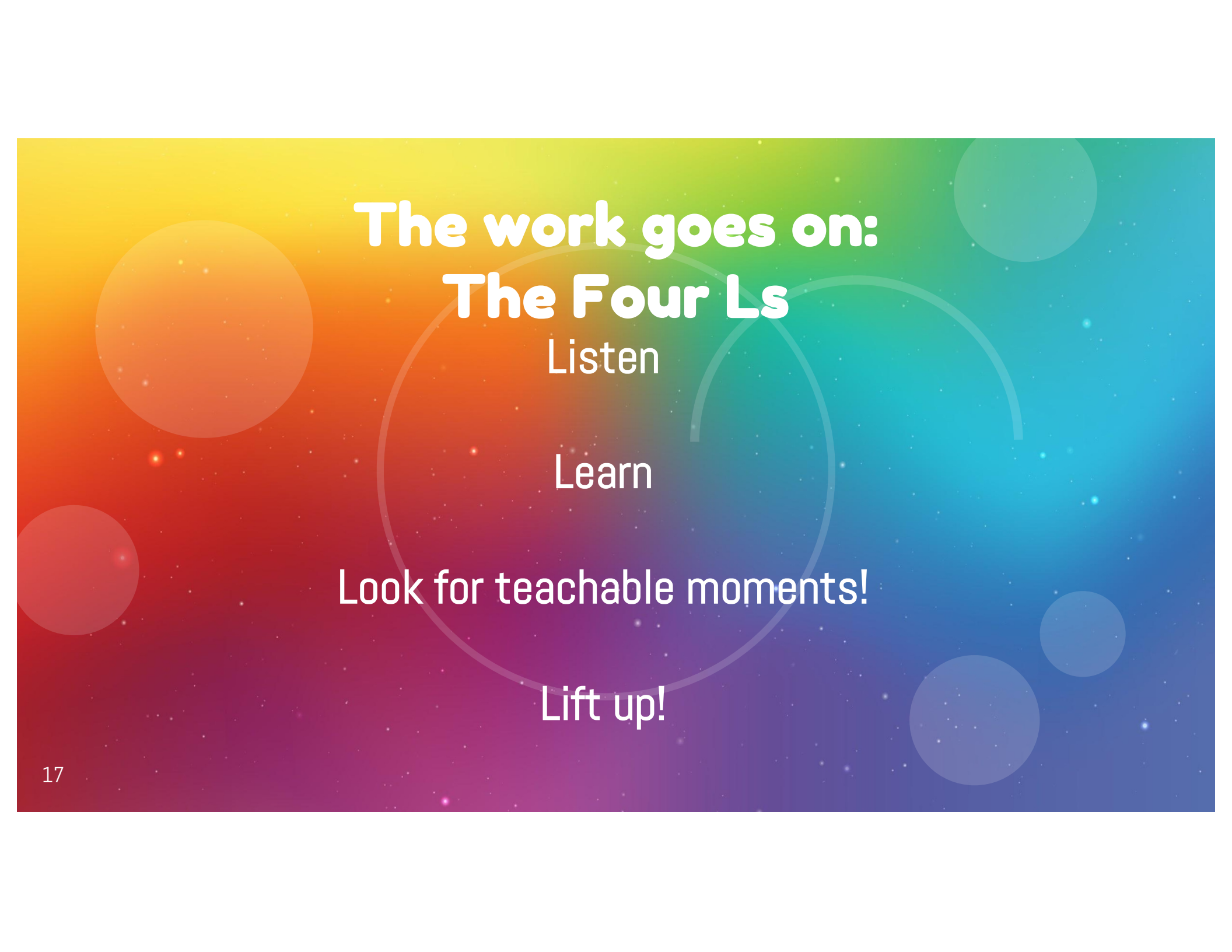
- Partner instead of boyfriend/girlfriend
- Parents instead of mom and dad
- Y'all, everyone, students instead of "guys"
- His/her—their

8) Be explicit

What are your values?

Call out anti-LGBTQ+ language or behaviors when
you see/hear them

Never assume students know where you stand



The work goes on: The Four Ls

Listen

Learn

Look for teachable moments!

Lift up!

Thanks for listening!
Questions? Comments?

- Email: chris.dickey@wsu.edu
- Facebook and Instagram