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Kantonsschule Enge

Steinentischstrasse 10, 8002 Zürich

20.12.2022

The Others

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ABSTRACT

In my work, I focus on improving the situation for trans* students in our school, Kantonsschule Enge in Zurich, Switzerland. Some of the issues that transgender youth faces are gendered bathrooms and changing rooms for sports, as well as transphobic comments. The process of changing one's gender and pronouns is undefined at the school. Improving social support can have a significant impact on their mental health. "LGBTQ youth who live in a community that is accepting of LGBTQ people reported significantly lower rates of attempting suicide compared to those who do not."¹ That is why our school policies have to change. My goal was to make the social transition simpler for trans* students and to educate our teachers on this topic. In September I conducted 4 interviews with trans students in our school, to gather information on their needs and wishes. Afterwards, I organized a workshop for our school faculty, where they learned about trans* issues. The results of my feedback questionnaire showed that the attendees gathered more knowledge during the workshop (the average before the seminar was 3.53/5, and after the workshop, 4.27/5). I also wanted to implement a form for students to change their names and gender. Although the school will not execute it as I originally intended, it has sparked a conversation on preparing teachers and guiding trans* students to make the process easier.

¹ Paley, 2022

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I here with declare that this paper was written by me. I confirm that I have not used any sources unless specifically quoted.

Place and date:

Signature:

1. PREFACE

In 2020 I saw an Instagram post about mental health issues that trans* youth face. This post was about the research of the Trevor Project. It was incredibly impactful on me, and since then, I have protested for trans* rights and realized how our world has been built in a binary way. For my Maturaarbeit, I knew I wanted to incite change somehow. After some deliberation, I decided to centre my work around our trans* students and their rights. The fact that other people depended on my work also helped me motivate myself to do the best I could. I wish to thank many people for helping me stay focused and positive when the job became hard. Firstly, I would like to thank my supervisor, Mrs. Rahel Sieber. My work was made so much easier because of her guidance and help. Her insight and helpful critiques are what make this paper substantially better. I also want to thank all the students who came forward to talk to me and trusted me with their concerns and personal experiences. Mrs. Brechbühl was too a beneficial source and contact to have in our school. Because of her and Mr. Spillmann, I was able to make such progress in this vital conversation at our school.

In my paper I use gender neutral pronouns when referring to all of the trans* students in our school. With that I am including all of the possible identities they might identify with. When referring to authors or other people, I looked up their pronouns online and used those when talking about their views or inputs. There might be a possibility that their pronouns have changed since I wrote about them, or I did not find the correct ones.

2. INTRODUCTION

Switzerland is known to lag behind most Western countries regarding LGBTQ+ rights². Only in May 2018 did the Federal Council make a change to the Swiss Civil Code, which now allows transgender people to change their sex on official documents. The requirements differ based on Kanton, but mostly it is proof that one has been living under the new name and identity for more than two years. Although this is a step forward, the law still does not recognize nonbinary as an option when one is not male or female.³ This delay is significant in comparison to Sweden, which was the first country to allow people to change their gender and made said change in 1972⁴, or Australia which allowed Norrie May-Welby to change their legal status to neither man nor woman in 2014⁵. This shows that our legal situation still has room for progress possible, and until these improvements are made, we must try and make trans* people more comfortable in another way.

School is where we as adolescents spend an enormous amount of time, which is why it is critical to incite some development. Kantonsschule Enge has vowed to be the place where anyone can learn, and it allows us to start a new path in our studies. “Lessons are only fruitful in a climate of mutual acceptance, and this is the only way to achieve the goals of personal development in addition to the technical educational goals”, as stated in our KEN-Code⁶. We have made great social progress in the few years that I have attended Kantonsschule Enge. The addition of the gender-neutral bathrooms on the first floor is a major one, but it is good to keep in mind that these bathrooms were only established because there was a shortage of girls’ bathrooms in our school and the solution for a gender-neutral bathroom became more accessible. For now, transgender students in our school are still unable to change their names and pronouns in a standardized way, leaving them confused and stressed. Not knowing how to approach a change like this can be very intimidating, especially if you are unsure of how it will be received. This shows that there is always room for improvement. In my case, I would like to improve our school to be more accepting of trans* students and simplify the social transition process.

While some might think that a simplified social transition process is not important, trans* students should be able to feel comfortable and accepted in their school environment because this decreases their chances of having severe mental illnesses and as the worst possible outcome committing suicide⁷. Schools should be a safe space for all; the easier the process of social transition, the more likely students will come out and be able to feel safe. For now, our school is a place where we recognize difference⁸. The language we use is very gendered, our worksheets never include

² ILGA-Europe, 2021

³ The Federal Council, 2018

⁴ Government Offices of Sweden, 2018

⁵ May-Welby, 2014

⁶ Kantonsschule Enge, 2009

⁷ The Trevor Project (p.1), 2021

⁸ Nicollazo (p. 201), 2017

LGBTQ+ people and the school itself is built in a way where trans* people feel unwelcomed. There is nothing other than gendered changing rooms for gym class and there is exclusively one gender-neutral bathroom which is not accessible to all during class (if one is in a basement classroom or the science wing, it takes too much time to go all the way up and come back). There are also instances of anger towards trans* people in our school. This was shown multiple times: firstly, the gender-neutral bathroom sign was removed, then there was an Instagram account created against the creation of the gender-neutral bathroom, and when the feminist strike used an inclusive gender symbol to promote the women's strike in 2022, the part meant for trans* people was deliberately washed away (see pictures 1 and 2).

Although these instances might not seem like a significant problem, they show that at the heart of our school, there is still transphobia present – although behind closed doors. That is why we must tackle the way that transgender students are accepted at Kantonsschule Enge and in doing so we can prevent mental health issues and make sure that everyone has a positive learning environment, which supports them in their individuality. To achieve this goal I offered teacher education on transgender and queer topics and additionally simplified the process of social transition at our school.



Figure 1: The sign for the feminist strike in front of the steps to Kantonsschule Enge and Freudenberg. On the right, you can see the inclusive symbol. (Source: Photo by me, 14.6.2022)



Figure 2: Depicts the sign the following morning. The part that represents the transgender community has been washed away. (Source: Photo by me, 15.6.2022)

3. TRANS* THEORY

3.1. A Definition of Trans* and Discussion of Gender

Gender roles influence the ways that trans* people understand their gender identities. As stated in *Qualitative Research on Illness, Wellbeing and Self-Growth* by Priya and Dalal: “Gender is a social construct that differentiates the power, roles, responsibilities, and obligations of women from those of men in a society.”⁹ If one is trans*, then these gender roles do not apply, because they are based on patriarchal or institutionalised values and are meant for cisgender men and women. Cisgender is “a gender identity, or performance in a gender role, that society deems to match the person’s assigned sex at birth”¹⁰. This results in a *grey zone*, and it leaves people outside of the binary to reflect, dissect and find themselves outside of these social constructs.

When discussing such a topic, there needs to be a distinction between *gender* and *sex*. These terms are often used interchangeably, although they are two different concepts. Some people’s sex and gender identity overlap, but for transgender people they do not. Sex is the physical and biological aspect of an individual. It is assigned to us at birth and is determined by our sex chromosomes, hormones, internal reproductive organs and secondary sex characteristics. We can be assigned male, female, or intersex. Our society assumes that our sex matches our gender. Gender is not made up of binary forms like female or male. It is a spectrum, and one’s gender can change over time. It is based on socially constructed roles, behaviours and customs, which can change according to different cultures. “Once a child is born and their sex is revealed as either ‘boy’ or ‘girl’, often they are then figuratively put into a box of either one of two genders.” These boxes come with a multitude of expectations that are forced onto the child by our society. This can be harmful because we cannot explore our identities fully, and it can put unnecessary pressure on us to conform to society’s expectations. Gender roles are so ingrained into us that anyone who does not adhere to them is often viewed as strange. Although people have been fighting against these social constructs and attempting to break them down, there are still many stereotypes and presumptions made against trans* people.¹¹

Most of my research came from *Trans* in College* written by Dr Z Nicolazzo. She is an Associate Professor of Trans* Studies in Education at the University of Arizona. Her work helped me, because she focuses on the success of trans* students in higher education despite the obstacles in place through a discriminatory system. Her work mentions important issues of the trans* student community. I have decided to highlight the ones that are the most important to this paper and help the most to understand the issues in our school. When discussing gender as a social construct, Dr Z Nicolazzo mentions Judith Butler and Riki Wilchins. Judith Butler is an influential American academic,

⁹ Priya & Dalal, 2019

¹⁰ University of California, Davis, 2020

¹¹ Simkus, 2022

whose work has influenced the discussion of gender, queer theory, and some schools of philosophical feminism¹².

“In her best-known work, *Gender Trouble: Feminism and the Subversion of Identity* (1990), and its sequel, *Bodies That Matter: On the Discursive Limits of ‘Sex’* (1993), Butler built upon the familiar cultural-theoretic assumption that gender is socially constructed (...) rather than innate and that conventional notions of gender and sexuality serve to perpetuate the traditional domination of women by men and to justify the oppression of homosexuals and transgender persons.”¹³

Riki Wilchins is an American activist who has been published in many periodicals. Her writing and research on gender have gathered many readers and additionally, she is also the Executive Director of TrueChild, “a non-profit which improves possibilities and life outcomes for all youth by eliminating rigid gender norms”¹⁴. The before mentioned academics give different opinions and approaches to the gender discussion, which I will be critically examining in the next paragraph.

First, when one understands gender as a social construct, we gain “a more complete understanding of how people come to know – and come to be known through – gender”¹⁵. There are two ways to understand gender as a social construct: individuals have control over their genders¹⁶ or gender can be seen as a sociocultural phenomenon¹⁷. Wilchins points out in her work, that her idea of gender is “something that one *does* rather than something one is”¹⁸. This gives the individual more control over our gender, as we determine it through our gender expression. “For Butler the notion of gender as socially constructed implies that a society is acting on one's gender rather than, as Wilchins suggested, one having full autonomy and agency to determine one's own gender presentation.”¹⁹ This means that there is a link between how we identify ourselves but also how other people and society view us. This comprehension by the public “may or may not align with ones own internal gendered self-concept”²⁰. That means that to fit your gender, you must perform to fit society's expectations for it. I do not agree with this statement wholeheartedly, because if society does not view you in the same way that you identify, that does not dictate your gender identity and does not take away from it. If you identify as a transgender man and continue to wear clothes that are labeled as women's, you are still a man. In this case if you are feminine presenting, then society will label you as a woman. Be as it may, it does not take away from your own identity. I agree more with Wilchins because we should be able to have full autonomy. What bothers me with their approach is that I think gender is something one is but not necessarily what one does. Some might not be able to present themselves in a way that aligns with their gender identity and again that does

¹² Duignan, 2022

¹³ Duignan, 2022

¹⁴ Wilchins, 2022

¹⁵ Nicollazo (p. 667), 2017

¹⁶ Wilchins, 2002

¹⁷ Butler, 2006

¹⁸ Nicollazo (p.679), 2017

¹⁹ Nicollazo (p.691), 2017

²⁰ Nicollazo (p.691), 2017

not take away from who they are. If we look at the example I made before anew, the transgender man might not have an accepting environment and could put himself at risk for wearing men's clothes. This again does not take away from his gender identity.

For the term *transgender* there are many available definitions, the most popular being: "Trans is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth."²¹ This explains the term so that it can be understood by anyone, but on the other hand, a limited definition of the term transgender can be very restricting and detrimental to the trans* community. A definitive definition confines the different ways people express, identify, and choose to present themselves, to fit a specific idea. We should instead see the term trans* "at its most powerful when held as an open question pointing toward the instability of the assumed gender binary, recognizing trans* people as constituting a community of difference"²². This allows any trans* person and all in the future to explore their identity in a limitless world that exists outside the social constructs of the binary.

For the purpose of this paper, I will work with the following definition: "Gender binary refers to the binary system whereby gender is assumed or considered as being a woman or man only. Therefore, gender non-binary is defined as genders outside of the woman and man binary."²³ With the development of the gender binary, we also created gender roles. "Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender."²⁴

Another matter to remember is that transgender is not a synonym for transsexual. Transsexual is a subset of transgender. Some identify as transsexual, but it is often rejected by transgender people because it focuses heavily on the permanent transition of sex, whereas we now know that that is not needed, and some do not wish to change their sex. It is more inclusive and appropriate to use the term *transgender* than *transsexual*. These definitions should serve as a guide for the terms I will be using.

3.2. Review of empirical studies

Attempting to assess the percentage of transgender people or students is extremely hard, as, the community is vast. As stated in the previous chapter, the term trans* captures "a wide array of identities, expressions, and embodiments that continue to grow and expand".²⁵ Therefore there has been an intense debate about who counts as trans*. The Williams Institute of UCLA released a report in June 2022 about the number of trans* adults and youth in the USA. Their research found

²¹ Stonewall UK, 2019

²² Nicollazo (p. 650), 2017

²³ Rushton, Ashleigh et al., 2019

²⁴ Blackstone, 2003

²⁵ Nicollazo (p. 561), 2017

that about 1.6 million people aged 13 or older identified as transgender.²⁶ The figures for the adult U.S. trans* population vary, based on different research. Researchers determine the line of who identifies as transgender differently because gender is a spectrum, so there is no agreed specific marker. This means that “there is no reliable way to quantify how many trans* students there are in higher education”²⁷. Additionally, a study that is conducted with one definition of trans* is discredited with time, as identities shift and markers people use to describe their various gendered senses of self change too²⁸.

My quantitative research about schools and trans* students started with The Trevor Project, which is an American non-profit organization founded in 1998²⁹. It provides 24/7 crisis support services to young LGBTQ people³⁰ and does suicide research to bring knowledge and clinical implications to the topic³¹. The organization has completed multiple online surveys that provide a more quantitative look at how different issues affect the young and how many are generally affected by abusive behaviour. Although many suffer from bullying, trans* students do so more often which allows us to estimate their numbers. The survey I reflect on in my work is the research brief *Bullying and Suicide Risk among LGBTQ Youth*. It was conducted between October and December of 2020. 34,759 LGBTQ adolescents participated through targeted ads on social media.³² To prove that the acceptance of different gender identities may minimize suicide risk and bullying I will summarize the findings from their 2021 online survey. “The majority of LGBTQ youth (52%) who were enrolled in middle or high school reported being bullied either in person or electronically in the past year”³³. Of these 52%, “transgender and nonbinary students (61%) reported higher rates of bullying compared to cisgender LGBTQ students (45%)”³⁴. Students who described their school as LGBTQ-affirming had 30% lower likelihood of being bullied³⁵. The Trevor Project concludes its brief with a statement: “This research underscores the dire need for increased investment in both bullying and suicide prevention initiatives that explicitly have protections for LGBTQ youth”³⁶.

A very important issue to address when talking about trans* issues is to show the experience of trans* people of colour. Before colonization and the spread of White social norms, transgender people were often cherished in their communities³⁷. This can be seen in the example of two spirit people from indigenous communities. A document written by the Rainbow Community about indigenous communities in the Canadian province Manitoba states that there were people who had the spirit of a woman and the spirit of a man. Instead of adhering to the norms they had in their

²⁶ Herman et al., 2022

²⁷ Nicollazo (p. 574), 2017 as quoted in Nicolazzo & Marine, 2015

²⁸ Nicollazo (p. 587), 2017

²⁹ Wikipedia, 2022

³⁰ Wikipedia, 2022

³¹ The Trevor Project, 2022

³² The Trevor Project, 2021

³³ The Trevor Project (p.1), 2021

³⁴ The Trevor Project (p.1), 2021

³⁵ The Trevor Project (p.2), 2021

³⁶ The Trevor Project (p.4), 2021

³⁷ iTVS (Public Broadcasting Service), 2015

societies, they took on other gender roles and social status within the tribe. For example, female-bodied two-spirits engaged in tribal warfare and were able to marry women. “Two-Spirit people were often the visionaries, the healers and medicine people”³⁸. They were revered and thought of as the guiding force to their communities. Unfortunately, due to colonizing forces and experiences that Native People have gone through, the roles of two spirits have been lost and many Native People have adopted homophobic attitudes that are present in today’s society.³⁹

“For trans people who refused or were unable to conform, colonial societies often used racism and cissexism, or behaviours and beliefs that assume the inferiority of trans people, to invalidate their existence, limit their access to resources and threaten their well-being.”⁴⁰ The consequences of these beliefs can still be felt today. Queer people of color are “more likely to be exposed to experiences of stigmatization, discrimination, and fear of rejection.”⁴¹ It has been proven that trans* people of color suffer more violence and harassment than White trans* people⁴². Researchers have also found that they “felt less comfortable in their department or work units as well as in the classroom than White trans* respondents did”⁴³. Basic rights like competent healthcare are made hard to access to all transgender people, which has been a known source of fear for many⁴⁴. Additionally, there are a multitude of common challenges and barriers like mandated gatekeeping measures, that ask transgender people to prove their dysphoria and treat it as an illness⁴⁵.

Another important issue that demands attention is gender identity and class convergence⁴⁶. Stressors from being a person of color and a queer person have a negative effect on their mental and physical health⁴⁷. “And these challenges are compounded by other common barriers, including homelessness, employment discrimination and restricted access to legal documentation, among others.”⁴⁸ The before-mentioned issues intersect and affect trans* people in significant ways and result in a further burden that White trans* people do not experience.

The students at Kantonsschule Enge may be additionally affected by both. In this paper I will not be covering this topic, although it is a very important issue. The people I interviewed from our school were not people of color and we did not talk about their socioeconomical situation either. The cultural background of trans* students in our school might be one of the reasons why they/some did not come forward to talk.

³⁸ The Rainbow Resource Center, 2014

³⁹ The Rainbow Resource Center, 2014

⁴⁰ Lockett, Sostre, & Abreu, 2022

⁴¹ Cyrus, 2017

⁴² Harrison-Quintana et al., 2022

⁴³ Nicollazo (p. 823), 2017 as quoted in Rankin et al. 2010

⁴⁴ Kattari, Walls, Whitfield, & Langenderfer Magruder, 2016

⁴⁵ ACON, 2021

⁴⁶ Nicollazo (p. 823), 2017

⁴⁷ Galupo & Campbell Orphanidys, 2022

⁴⁸ Lockett, Sostre, & Abreu, 2022

3.3. Legal situation

As for everyone else, trans* students also have laws in place that protect their right to change their name and pronouns. In the Swiss constitution, article 10, paragraph 2 is the most important one to our students. It says: “Every person has the right to personal liberty and in particular to physical and mental integrity and to freedom of movement.”⁴⁹ With this law in place, we should be able to allow students to live according to their gender identity, without a change of gender in the civil registry office. Besides the right to personal liberty, there is also the right to privacy (article 13 paragraph 1 in the Federal Constitution)⁵⁰. This allows for transgender students to choose for themselves, when and to whom they out themselves, and no one can do this against their will. Additionally, the European Human Rights Convention rules “that elements such as gender identification, name and sexual orientation and sexual life are important elements of the personal sphere protected by Article 8”⁵¹. According to the United Nations General Assembly resolution, we as students can form our own views and we “have the right to express those views freely in all matters” when affecting us⁵². Our views should also be heard in any administrative proceedings and “given weight in accordance with the age and maturity”⁵³.

Our school should do their best to accommodate trans* students and this is supported by the United Nations Convention on the Rights of the Child⁵⁴. According to article 3 paragraph 3, children are supposed to have a supporting environment from institutions responsible for the care of children, “particularly in the areas of safety, health, in the number and suitability of their staff”⁵⁵. Which brings me to the next point of making sure our students have competent teachers who are educated on trans* issues and are accepting. If our teachers do not reach these standards, it can be detrimental to the student’s health. We should also be able to access infrastructure (toilets and changing rooms in particular) that corresponds with our gender identity.

The question of parents' rights is critical in this context as well. Parents have a few fundamental rights and duties in the Swiss legal system. Based on article 301 para. 1 ZGB⁵⁶, the parents make decisions for their children with the importance of their well-being at the forefront. This law allows them to make decisions and direct their care and upbringing subject to their abilities. In art. 301 para. 2 ZGB, it is mentioned that the child owes obedience to the parents, and the parents must grant the child the freedom to organize their lives appropriate to their maturity and, in essential matters, take their opinion into account as far as possible⁵⁷. Article 301 shows parents'

⁴⁹ Swiss Confederation (The Federal Council) – Art. 10 para. 2 BV, 2022

⁵⁰ Swiss Confederation (The Federal Council) – Art. 13 BV, 2022

⁵¹ European Court of Human Rights, 2022

⁵² United Nations (General Assembly resolution 44/25) – article 12 paragraph 1, 1989

⁵³ United Nations (General Assembly resolution 44/25) – article 12 paragraph 1&2, 1989

⁵⁴ United Nations (General Assembly resolution 44/25), 1989

⁵⁵ United Nations (General Assembly resolution 44/25) – article 3 paragraph 3, 1989

⁵⁶ Swiss Confederation – article 301 para. 1 ZGB, 2022

⁵⁷ Swiss Confederation – article 301 para. 2 ZGB, 2022

rights and draws limits to them. Firstly, the phrase "best interest of the child" is limited. This freedom is restricted through the limit of child endangerment⁵⁸. If this is exceeded, the state must take corrective action and child protection measures according to article 307 ff. ZGB⁵⁹. This means that if the parent is physically or mentally abusing their child because they are trans* and disapprove of this, they can be legally pursued, and child protection measures will follow. The second barrier is the child's personal rights (Art. 28 ff. ZGB⁶⁰). Although art. 301 para. 2 ZGB obliges the child to listen to their parents, they still have to allow their child enough freedom according to their maturity and must consider the child's opinion⁶¹. Especially when it comes to determining their personal life decisions, the child should make these decisions themselves. If we apply this to trans* adolescents coming out and wanting to change their pronouns and name according to their identity, they should be allowed to do so.⁶²

Even more indispensable to our school and the students is the question of whether the parents must be informed about a student's social transition. For this, an analogy from the medical field can be used. Any medical information is subject to a privacy clause which includes the care provider and the patient. "Minor patients who are capable of judgement are entitled to secrecy as regards their state of health. Minors are considered to be capable of judgement from the age of 10 to 15, depending on the situation and issue."⁶³ This means that any information disclosed to these patient's parents is considered a violation of their private sphere. Applying this reasoning to trans* students in our school, who are all capable of judgment, if an adolescent behaves in accordance with their perceived gender, they are exercising their basic and personal rights. Information in connection with a person's trans identity is subject in particular to the protection of privacy (Art. 13 BV)⁶⁴. This example makes it clear that informing the parents of a trans* student of their identity without their consent would infringe their right to privacy.⁶⁵

3.4. Trans* people at KEN: Interviews and Conclusion

To achieve an LGBTQ-affirming school, we need to define our school's current position and recognition of trans* gender students to know what to change. As stated by Z Nicollazo in *Trans* in College*, there are moments in every trans* person's life, when they realize they are different. Our school is a place where one can feel these differences. If one does not fit into the gender binary, simple situations like going to the bathrooms can highlight the inequality of options. It is the same with the aforementioned changing rooms but also in the choice of language or the case of hate

⁵⁸ Bühler & Schmuck, 2022

⁵⁹ Swiss Confederation – article 307 ff. ZGB, 2022

⁶⁰ Swiss Confederation – article 28 ff. ZGB

⁶¹ Swiss Confederation – article 301 para. 2 ZGB, 2022

⁶² Bühler & Schmuck, 2022

⁶³ Federal Office of Public Health, 2020

⁶⁴ Swiss Confederation – article 13 BV, 2022

⁶⁵ Bühler & Schmuck, 2022

speech⁶⁶. Unfortunately, there is not a lot of empirical evidence to prove how systems like the ones in school affect trans* students, as it is hard to quantify or generalise the negative effects of a lack of support and acceptance⁶⁷. Therefore, I conducted four interviews with trans* students from Kantonsschule Enge, to determine where the problems truly lay. For reasons of privacy their names will not be mentioned. I got into contact with the interviewees through word of mouth. Once I had done the first interview, I asked them if they knew anyone else who would be willing to speak to me and through that I was able to interview three more people. There are definitely more trans* people at our school but either they did not want to speak with me because it was too personal or because they might not have known my interviewees.

My interviews consisted of multiple questions and allowed me to understand the core issues of our school (see appendix 7.1 for full list of questions). When asked about their general feeling in school, all the interviewees were satisfied with the gender-neutral bathroom and were thankful for it. To the question, if something is bothering them in school, they all wished for gender-neutral changing rooms for sports too. One was taught co-ed sports and that relieved them of some gender dysphoria, but gendered language in sports is still an issue for all (specifically labels like *girls/boys* when referring to groups). The gendered language is also an issue outside of sports class when teachers refer to groups and when they make hypotheticals (*“he or she might think of the issue like this...”*). Both examples group girls and boys together, while also excluding the possibility of non-binary people existing, for example. Some of the interviewees are out in school and some are not. The students that were not out hesitated because of possible invasive questions from staff and fellow students, fear of being outed to their parents, and potentially hurtful comments. For a more comprehensive summary of the interviews with some quotes refer to chapter 8.1.

I suggested that there needs to be more accurate and comprehensive education/training when it comes to trans* issues. One of my interviewees said: “When topics arise when you have not outed yourself, it is hard to participate because one is scared that others will figure out their truth.”⁶⁸ Such issues need to be brought up to our teachers and they must know how to react appropriately. This education would be needed for students as well as teachers and staff. As a solution I brought up the option of a workshop for the teachers to my interviewees. Ideally this would be a workshop that all teachers would have to partake in. This idea was well received, and they liked the fact that the teachers would have comprehensive knowledge of queer issues.

These interviews and the research show that our school must implement revisions. My objectives in the context of this paper are the following:

1. The students should be able to socially transition without much hassle and with high effectiveness.

⁶⁶ Nicollazo (p. 201), 2017

⁶⁷ Nicollazo (p. 261), 2017; Timmermanns (p.22), 2006

⁶⁸ Appendix, Interviewee 3

2. The teachers should have a workshop to educate them on trans* issues and how to accommodate for trans* students.
3. There should be more options for safe changing spaces (specifically when it comes to gym changing rooms) and more gender neutral bathrooms.

4. SOLUTIONS FOR KEN

4.1. The Form

As my original plan to achieve the first goal of a hassle-free social transition option for students, I sat down with my interviewees, and we came up with the idea of an online form. I decided on this form because it would be easily accessible to all, especially if we could put it on the school's KEN-Punkt. It would have to be printed out from there and handed in to the secretary's office.

Online form for changing name/pronouns for trans students:

Name given at birth:

Preferred pronouns:

Preferred name (optional):

Label (optional):

My parents are informed about this and know about my gender identity. Using my preferred name and pronouns when addressing me with them is safe. (Yes/No)

I agree that this information is changed in our school registry (issue of new email and change of name in school report) and that my teachers will be informed about them. (Yes/No)

Please look into finding a gym changing room for me. (Yes/No)

(TO NOTE: This option is not always possible because of how our school is built. There might not be an accessible changing room – please consider sharing a room with other trans* people so that everyone can have a safe space.)

I am okay with sharing a changing room with other trans* people. (Yes/No)

If you are younger than 16 years old and wish to change your name in the school registry, please attach a letter from your parents stating their acknowledgment.

This paper must be turned in with your valid student ID card to the secretaries office.

Date / Location

Signature

A crucial part for this online form to work must be that it cannot be abused by someone who is transphobic. With that I mean that people cannot send unsolicited mail to the school board and teachers and it cannot be used to make fun of trans* people. This line between an easy but safe process for everyone involved is very hard to draw. I decided on a simple step, that would hopefully keep the abuse of the form away. Students who want to apply, must submit the form in paper to the secretaries in our school and must present their student ID card that matches the “name given at birth” written on the form. If they do not feel comfortable going to the secretaries, then they could find a trusted person of authority within the school that can turn in the form for them. In addition to the other requirements, they must add a signed handwritten letter that states they allow this other person to turn in the form for them. They must also show their school ID. That way if someone decides to misuse the form, it can be traced back to them and the fact that the form must be printed will hopefully stop some from submitting the form multiple times to cause extra work for the school.

An important issue with this form is minor safety. The goal is that anyone can change their name, meaning that even minors in our school should be able to do so. The section of the form marked in blue is solely there in the hopes that the school would be more open to the form in general. Originally, the idea was that any student would be able to change their names and pronouns without parental consent because some might not get it. By adding the blue statement, a large portion of our trans* students cannot come out. If it is not possible to change their name without parental consent, I would suggest that their new name be looked at as a nickname. “I would come out if my parents did not know anything about it,”⁶⁹ said one person from the interviews. Without parental consent, the difficulty would be to ensure that such a change would be limited to the school setting. It is human nature to make mistakes, but in this case, they can also be detrimental to the student and can easily become an issue for the school. For example, if a teacher is used to using a certain name and a specific set of pronouns they can make one mistake at a teacher-parent conference and put the student in jeopardy if their parents are not accepting. There are also issues with administration, especially with the report card. Only people that change their name officially, are allowed to have their chosen name on their school report cards because it is a legal document. There are further issues that I will describe in detail in chapter 6.2, like the need for a talk between the school and the student, and the issue of finding an appropriate changing room.

Potentially, the goal would be to adapt this form to the Liceo Artistico and Kantonsschule Freudenberg as well, and in the end to all high schools⁷⁰. Support has been received from both schools for now, and petitions could have this form and other reforms implemented there as well.

⁶⁹ Appendix, Interviewee 2

⁷⁰ The form in German can be found in the appendix - 7.4

4.2. Teacher education

As mentioned in my interviews, being misgendered can be demoralizing and exhausting. This statement is also supported by research, like the 2018 survey by Kevin A. McLemore from the American Psychology Association. He surveyed four hundred and ten transgender individuals and “they reported how frequently they are misgendered and how stigmatized they feel when it occurs in addition to protective factors (gender identity importance, social support) and psychological distress (anxiety, depression, stress, transgender felt stigma).”⁷¹ The research proves that low social support is associated with a stronger feeling of stigma. “There was a significant interaction between felt stigma and identity importance in predicting depression and stress.”⁷² Providing this information we can apply it to our school. Regarding the matter of improving the mental health of our trans* students, we can see how lowering stigma that comes from our school faculty will in return lower the chances of depression and stress of our student population. Lowering the amount of misgendering and loaded remarks is easily amended with a better and more LGBTQ-inclusive education of our teachers.

“It is reassuring to know that someone cares.”⁷³

Once Mrs. Sieber brought up the idea of a workshop, I knew it had to be done. With a workshop, I would be able to discuss the topic of trans* students with teachers directly. This would allow me to create a safe space to ask questions, discuss and offer reliable resources. To me personally, it is extremely important that the teachers leave the workshop better equipped to handle trans* students’ coming outs, that they understand trans* identities and understand the importance of inclusive language. I aim for them to be well educated in a way that is practical and not only theoretical, meaning, for example: how to react when you accidentally misgender someone, how to find trustworthy resources if they have further questions and that they know which questions are appropriate or inappropriate to ask. In addition to the PowerPoint, I planned an A4 handout which would provide a short summary of different gender identities, different sets of pronouns and how to use them in different languages and how to use interchangeable pronouns. Especially for language teachers the topic of pronouns can be demanding as neopronouns and gender-neutral pronouns are not always the same in all languages and using them needs some adjusting to.

Before I continued with the planning of the workshop, I decided to meet with Mrs. Brechbühl. She is the school’s social worker, and I was interested to see what she thought of a

⁷¹ McLemore, 2018

⁷² McLemore, 2018

⁷³ Appendix, Interviewee 2

workshop and if she had had any experience with trans* students coming out. She told me that she had never had a personal experience with a trans* student coming out but that this topic has been gaining traction in the past year or so. We agreed that it is the right time to do a workshop like this and she offered her help if I had any specific questions. She also said she would gladly be a contact person for the teachers and would offer her support to them in this matter.

5. IMPLEMENTATION

5.1. Administration process

I organized a meeting with our headmaster, Mr Spillmann, to discuss both the form and the planned workshops further. One part of my work is dealing with the administration process, which was a very important step. The meeting started off with the workshop and continued with the idea of the form.

We discussed the possibility to change names in the school registry. He told me that because the report card is an official document, it is impossible to change the name on it, if the student does not have a state ID with a matching name. Nonetheless, the school has a decent amount of independence when it comes to non-official documents. That means that my goal to change email addresses is attainable and that we can (and also do) change the name in the class attendance list. Another concern that was mentioned was the available changing rooms for gym classes. My proposed solution of finding a free space with the sports teacher or the class teacher was well accepted and seemed feasible. Two of the interviewees were actually able to do this and it has worked for them. The meeting gave me great confidence to continue my work until I heard back from Mr. Spillmann.

The workshop was approved almost instantly, and we started discussing the dates I should do it on. I believe the workshop was endorsed because it is easier to organize than the form. The dates and times for the workshop were easily determined. The first one would be on 31st of October in the afternoon and the second one on 7th of November during lunch. I was expecting around 8-10 teachers to arrive. On the other hand, the form was seen critically. After discussions with the social worker, Mr. Spillmann decided that the form would not be used as I envisioned it. The form would essentially be applied as a guide to a conversation between the student and the teacher or someone from the school faculty. This decision was a great disappointment to me because I believe that the accessibility and simplicity of the form offer a solution for more people. Personally, if I had to talk to a person I only know as my superior, I would not feel comfortable enough to discuss a personal matter like being trans*. I can imagine that this could be a concern for others as well. However, I decided to be part of the schools process to make a guideline for trans* students. My goals for the guideline are to make sure that the student can choose whom they want to talk to from school and that this conversation is the only one they must have. Of course, if they wish to, they would have the opportunity to talk to multiple people. The conversation should only review answers to questions that are necessary. That way the student would only have to answer questions involving the school somehow.

5.2. The workshop: Preparation, organisation, and execution

Since I had yet to experience preparing such a presentation for an audience of teachers, it was challenging to start the process. I began by looking into tips and tricks for workshop organization,

but I did not come up with any practical information to help me. Eventually, I decided to answer the W questions (who, what, where, when and why). I added the question “How?” as necessary in this context. This helped me flesh out a good understanding of what I wanted the workshop to become.

My plan was to start off with an introduction with a short video that explains who transgender people are. I was supposed to start with a movie scene about transgender people or students. Sadly, I could not find one that fitted well enough and was clear enough to take it out of context without knowing a long backstory. I abandoned this idea and looked on YouTube, hoping to find a queer creator that talked about their experience. The video I chose was made by Landesschau Rheinland-Pfalz-Kanal. They talk about a trans* man called Tyler who recently transitioned from female to male. It talks about his experience working in a company in Germany and how he is perceived by the public⁷⁴. There are also some parts of an interview with a psychologist included, which give good insight from a scientific point of view.

For the next part of the presentation, I decided to explain some definitions of commonly used words in discussions about queer topics. When planning the presentation, I concluded that I must first talk about the theory and then get into the specifics. The terms I picked to explain were: *transgender*, *trans**, *transsexual*, *gender-specific dysphoria*, *gender expression*, *gender identity*, *deadnaming*, *cis* and *queer*. Afterwards, I dove deeper into the topic of pronouns and made three slides just for this specifically. It initiated the part which described what to do when someone comes out in a teacher’s class. I mentioned neopronouns, and that gender-neutral pronouns change based on language. Then I moved on to what not to do when someone comes out and important concerns to remember. Lastly, I made a slide on what to do if one uses the wrong pronouns when talking to or about a trans* person. I then inserted a slide that was a break for teachers to ask questions about the theory discussed. The break worked out well in the end, and we had lively discussions during both workshops.

Subsequently, I talked about school-specific problems. The first one was that students wished for more queer-inclusive education. For that, I gave examples of including queer people in handouts (as in neopronouns, examples of gay relationships) or queer literature in the curriculums. Following was the issue of gender-neutral toilets and safe spaces when changing for sports. I made it clear that we all knew there might need to be more space for all of these necessities. Nevertheless, I pointed out that there can be individual solutions to the sports changing rooms. I told the attendees that class teachers should be equipped for students searching for a safe space to change. The third problem I addressed was gendered language. Avoiding clichés and mentioning gender when it is not needed were my top two tips. Finally, I also related that students wished for more openness and interest from teachers in LGBTQ issues.

As the last part of my presentation, I prepared four questions for the teachers to start a discussion round. The questions were: “Has there been a student who has come out as transgender

⁷⁴ Binnenbruck, 2019

in your class? What experiences do you have?” and “What do you think about students that come out as trans*? What do you think we need to do to accommodate them better?”. In both workshops, these questions were unnecessary because the teachers had queries themselves, and we debated them in great detail. A more detailed description of how the workshops developed follows in chapter 6.1.

After creating the presentation, I worked on my handouts. That included the flyer for gender-neutral language in German, English and French. I only had basic prior knowledge of this topic, so I started my research. For the German handout, I used the articles written by Illi Anna Heger⁷⁵. They wrote about the pronouns *Xier*, *Sier* and *They*. I summarized their rules and recommendations and quoted their conjugation ways⁷⁶. For information on the pronouns they/them, I used the website Nichtbinär-Wiki⁷⁷. The French handout and the English handout were simpler after the German one was completed as the structure of the handout was clear. I was fortunate to find a website from a French language school discussing gender-neutral pronouns⁷⁸. Furthermore, I found a PDF guide for gender-neutral French language that was much more detailed than mine, so I added that as a QR code for teachers to investigate if they wish to know more⁷⁹. Because English already knows a very popular gender-neutral pronoun and neopronouns are not in use that often, I decided to write about improvements that one can make to be more gender inclusive with general language. I received these tips from the UN’s Guidelines for gender-inclusive language in English⁸⁰. I supplemented some of their ideas with the *Gender-Inclusive Language Tips and Tricks* article from the University of North Carolina at Chapel Hill⁸¹. As a final handout, I summarized my presentation with all the QR codes included. I was sadly unable to produce a handout in Spanish or in Italian. There were not enough sources online that I could trust so I decided to leave it away until neopronouns become more established in Spanish and Italian.

⁷⁵ Goethe-Institut New Zealand, 2020

⁷⁶ Heger, 2020

⁷⁷ Nichtbinär-Wiki, 2022

⁷⁸ Lawless, 2022

⁷⁹ Divergenres, 2021

⁸⁰ United Nations, 2022

⁸¹ The Writing Center, University of North Carolina at Chapel Hill, 2022

Geschlechtsneutrale Pronomen in Deutsch

Am häufigsten werden die Pronomen *xier*, *sier* und *they/dey* (aus dem Englischen) verwendet.

XIER

- DIE DREI GRUNDFORMEN UND IHRE AUSSPRACHE

xier – [ksi:g] – ein Personalpronomen, anstelle sie und er
xies – [ksi:z] – ein Possessivpronomen, anstelle ihr und sein
dier – [di:g] – ein Artikel und ein Relativpronomen, anstelle die und der

- PERSONALPRONOMEN UND RELATIVPRONOMEN

Fälle:	1. Nom.	2. Gen.	3. Dat.	4. Akk.
Fragewörter:	Wer?	Wessen?	Wem?	Wen?
Personalpronomen	xier	xieser	xiem	xien
Relativpronomen	dier	dies	diem	dien

- POSSESSIVPRONOMEN

*Die Endungen bleiben wie die herkömmlichen bestehen also *xies*, *xiese*, *xiesem*, *xiesen* und *xieses*. Es kann aber sein, dass der zugehörigen Person kein Geschlecht zugewiesen werden soll, dann braucht auch zusätzliche Endungen. Hier werden Endungen auf „a“ vorgeschlagen.¹

SIER

¹ <https://www.annaheger.de/pronomen33/>

Figure 4: A screengrab of the first version of my German handout made on Word.

Marissa A. Sustic, Oktober/November 2022

Geschlechtsneutrale Pronomen in Deutsch

Am häufigsten werden die Pronomen *xier*, *sier* und *they/dey* (aus dem Englischen) verwendet.

XIER

Die drei Grundformen und ihre Aussprache

xier – [ksi:g] : ein Personalpronomen, anstelle sie und er

xies – [ksi:z] : ein Possessivpronomen, anstelle ihr und sein

dier – [di:g] : ein Artikel und ein Relativpronomen, anstelle die und der

Possessivpronomen

*Die Endungen bleiben wie die herkömmlichen bestehen also *xies*, *xiese*, *xiesem*, *xiesen* und *xieses*. Es kann aber sein, dass der zugehörigen Person kein Geschlecht zugewiesen werden soll, dann braucht auch zusätzliche Endungen. Hier werden Endungen auf „a“ vorgeschlagen.
<https://www.annaheger.de/pronomen33/>

Personalpronomen und Relativpronomen

Fälle	1. Nom.	2. Gen.	3. Dat.	4. Akk.
Personalpronomen	xier	xieser	xiem	xien
Relativpronomen	dier	dies	diem	dien

Figure 3: A screengrab of the improved handout "Gender neutral pronouns in German" made on Canva.

All of my handouts and the presentation were created on Canva. Their platform offered the most visually enticing presentations/posters that I could then customize. Figures 3 and 4 show the difference that it made when working with Canva to make the handouts more interesting. I put a lot of effort into making them useful but at the same time pretty. The Word documents seemed too dull, and I had a feeling that the teachers would forget about them as soon as they closed the file. Additionally, I made sure that the brochures were colour-coordinated with my presentation so that teachers could know exactly which presentation it fits (figures 5 and 6 are examples of the presentation). All the handouts and the slides of my presentation can be found in chapter 8.2 and 8.3.

In addition to the handouts I sent out, I also attached Ronja Budavary's (W4a) brochure about queer topics⁸² and a feedback form the teachers could fill out with five questions. The five questions were:

1. How much did you know about trans* issues before you came to the workshop?
2. How much do you now know about trans* issues?
3. Were the topics discussed helpful to you? Can you apply this knowledge when needed?
4. Would you like more education about queer people?
5. In your opinion, was an aspect missing or what should have been discussed?

⁸² Budavary, 2022

The first two questions could be answered on a scale of 1 to 5, 1 being not knowing anything and 5 knowing a lot. Questions 3 and 4 had the possible answers: yes, maybe and no. The last question was open to answer with a text box. The questionnaire was made with Forms from Office 365. I will talk about the results of the feedback and of the workshop in general in chapter 6.1.



Figure 5: The first slide of my presentation.

Wurde ein Fehler gemacht?

Ziel wäre, nicht unnötig viel Aufmerksamkeit auf die Person zu lenken.

01

Hören Sie mit dem Satz auf.

02

Korrigieren und entschuldigen Sie sich bei der Person.

03

Führen Sie das Gespräch weiter.

Figure 6: The 9th slide of my presentation explaining what to do when you make a mistake. The artwork is from Getty Images.

6. RESULTS AND DISCUSSION

6.1. The Workshop

“Someone addressing me the wrong way on accident is no issue at all.
The thing that matters the most is actually trying.”⁸³

The first workshop went quite well. Three people showed up, two teachers and the third was our social worker Ms. Brechbühl. The presentation was easy enough, but I wish I had been more confident while speaking. The question round in the middle of my presentation was beneficial because we could talk about using pronouns right after I explained the theory to my audience. The question was: “If someone changes their name and it is a commonly known women’s or men’s name, should I ask if their pronouns changed as well?” This is an excellent question because changing one’s name could also be done because we simply do not like the name we were given. The example of changing the name from Alexandra to Alex was brought up. Because Alex could also be a short version of Alexandra, the person changing their name might not want to change their pronouns. At the same time, Alexandra is a more feminine name than Alex, so changing one’s name might also be connected to changing pronouns as well. In this case, I recommended asking for the pronouns if there is a safe space to do so. With that, I mean that the question is asked in good intentions, and you are alone with this person. I think it is essential that you are alone because you never know if it is safe to discuss topics like this in the presence of others. I wish I had added here that the person might not want to go into detail on why they chose this name or pronouns, so we should not expect an explanation. We are welcome to ask: “Would you like to talk about it?”, but I would not push farther than that. It is good to show that you want to hear their story if they wish to share it. I made sure to point out that we should only inquire like this if it is appropriate, and safety should be their first priority.

After this round of questions, I continued the rest of my presentation. Right before the end, I planned a discussion round. For that I prepared four questions that I mentioned in chapter 5.2. As mentioned previously, these questions were unnecessary because the teachers asked their own questions instead, which made both workshops continue longer than planned. The question that came up in the first workshop was: “Sometimes making a difference between men and women is important, like for example in STEM (science, technology, engineering and math) subjects where men are at an advantage. How am I supposed to do that without excluding transgender people?” I said that it would be the easiest and the most inclusive to say instead of “men and women”

⁸³ Appendix, Interviewee 2

“masculine and feminine presenting”. With that we acknowledge the privileges cis-presenting men have and say that some of these people might not be cisgender men, for example.

It was surprising that in the second workshop 21 people came. Of those, one was Mr. Spillmann, our headmaster, three secretaries and Mrs. Sieber. I think the seminar went equally well. I spoke in standard German this time instead of Swiss German and I felt like I could express myself better. The discussion questions were once more not needed because the teachers came up with their own questions. We debated the following questions. After every question I have added my answer which I gave during the workshop as well.

1. *“How do we approach gender neutral pronouns as a German or French teacher? If they are not established yet, what do we do? Isn't it weird to hear / use neopronouns? And the break between Schüler_in sounds odd as well.”*

I told the teacher here that as we all know, languages are constantly evolving. I told her that I took the works of Anna Hägger as my basis for the German pronouns because they are the best. She pointed out that it does not feel right to use the English “they/them” and so I offered “xier” and “sier” as alternatives. I also mentioned that using these neopronouns in languages where gender neutral pronouns are not established is essential to making them more normal in an everyday setting. These answers seemed to suffice.

2. *“How do we give the students enough space to figure themselves out?”*

Based on personal experience I explained that students would feel like they had the space to figure themselves out if we changed the way we speak. We should as well give them physical space (like gender neutral changing rooms and bathrooms). Both giving them space physically and showing our openness will allow them to feel more comfortable.

3. *How do we address students in a gender-neutral way?*

Here they expressed that saying “children” or “students” was not personal enough for them and that any other more personal address was automatically gendered, such as in German “ihre Söhne und Tochter”. I reasoned with them and told them that in German it was a bit harder to find terms that are not gendered. In this case I expressed that saying students or adolescents (“Jugendliche”) would be a perfectly good option, and that the personal aspect could be added in a different way, like changing the type of sentence one forms to make it sound more personal.

4. *How many trans* students are there in our school?*

I was very honest here and said that I did not know, and that I only spoke to the ones who wanted to tell me about their experiences. My point afterwards was that it does not matter how many people are transgender in our school because even if there were only ten, they would still appreciate our efforts to make them feel welcomed. Another teacher chimed in afterwards and said that she had two classes where there were trans* people. This showed that many teachers are in contact with trans* students and that it is a topic we need to address now.

5. *How many homophobic/transphobic students are there and what can we do against it?*

When answering this question, I mentioned my personal experience with homophobic and transphobic comments. I told the teacher that I had heard multiple such remarks and that these people were most likely affected by social media as well. The algorithms that work behind providing us an interesting feed also like to push extremist views, and as soon as one interacts with such posts, these continue to come up. I said that it was best to organise discussions in class and read material that is inclusive. This might not change everyone's mind, nevertheless it would show them another perspective.

After the workshops there were some teachers who came up to me or emailed me. Some came to thank me for the workshop and tell me about their experience with transgender students or topics. I think the most interesting responses were when they realised they gendered, for example, very often and had not noticed it till now. There were also two teachers who emailed me to tell me about their new inclusive material that they are preparing for their students. A history teacher was preparing a list of historic movies that talked about queer people and a German teacher was reading a book written by a nonbinary author about a trans* character. All these interactions gave me great confidence that the workshop genuinely helped at least some and that there was a positive change. On top of this personal feedback, I also received feedback from my form that I sent them to fill out.

Of the 24 teachers and faculty members that visited both of my workshops, 15 filled out the form. The teachers said, on average, that they had a moderate knowledge (3.53/5) of trans* issues before coming to the workshop—the average for after the workshop was 4.27 out of 5. This change shows an excellent tendency to learn more. The majority of attendees thought that the workshop was helpful to them (14 answered yes, and one answered no). Of these 14, 93% answered with a 5 to the second question. When asked if they would wish for more queer-specific schooling, 80% of teachers agreed. 92% of these 80% also rated a five on the second question about how much they knew after the workshop, which shows that after this workshop they know more and are eager to continue their understanding. I also received a few comments on my question, if there was anything else they wished I had discussed. One of the recommended improvements was that they wanted more examples of neo-pronouns in sentences. Another said that they hoped for more information for teachers regarding the idea(s) of students and their gender perception/identity at the very beginning when getting to know each other. Other feedback I received was that the workshop brought them to reflect, that it was very informative and that nothing was missing.

Personally, I think that more workshops like this are needed. Some teachers have a large gap in their knowledge when it comes to LGBTQ matters. Currently, education about trans* people is not a topic in teacher training. This gap could also be because of a generational difference due to lower exposure to this topic or some other reasons. Some might think such a topic is not relevant to them and choose not to see their education on it as a priority. With my workshop, I enjoyed the fact that the knowledge came from a student although it is important to remember we do not bear the responsibility of educating the/our teachers. This responsibility lies with the school management

and the teachers themselves. It is vital that any education about queer people comes from queer people as well, and ideally, a queer student.

6.2. The Form

Following the meeting with my headmaster, I heard about the development of the form at the end of November. That is when Ms. Brechbühl emailed me. She said that she had a talk with a person from the Transgender Network Switzerland and that she had some new ideas. We met up a week later. What they had discussed was how one could use the form. Although one of the positive aspects of this form was that it was so simple and fuss-free, the expert too thought it essential to have a conversation. Two arguments for it were that they wanted to prevent accidental outings and to figure out the student's needs. The wishes would become very important when it comes to sleeping arrangements on school trips and for the sports changing rooms. After this conversation, Mr. Spillman and Ms. Brechbühl decided to open up the discussion within the Kontaktgruppe of our school. The contact group includes a board of teachers, members of the student organization and the psychologists, our headmaster and of course, Ms. Brechbühl. Out of this group, they would create a new small topic-specific taskforce. There, the specific topic of trans* student integration would be discussed, and specific goals would be achieved. I am also a part of this body. Currently, we are still in the brainstorming process, but some concrete ideas could be realized. One of the main goals is to sensitize the teachers to this topic so that any project we manage to put on its feet can be well accepted and implemented. This knowledge development would be conducted similarly to what Kantonsschule Freudenberg organised with a day of workshops and informational presentations. Such developments are incredibly important because our students and teachers wish for "... more guidance for trans* students starting school."⁸⁴ We must move forward and offer a solution as soon as possible.

Additionally, a guideline for the teachers and the students may perhaps also be created so that everyone can know what to expect. It could include answers to questions like what your options are if you want to change your name and other pressing issues. It would be an evident show of support and acceptance from the school towards any trans* students. My form, in this case, could be used as a way to make a first contact between the student and the faculty, but the exact way this could be implemented and what it should include is still being discussed. Any developments that come on this topic past my deadline in December will be included in my presentation of this project.

⁸⁴ Appendix, Interviewee 4

7. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

“The more the teachers know and understand, the easier it will become for them and the easier it will become for us.”⁸⁵

Our time in high school can be a fantastic experience of growth and opportunity; the feeling of acceptance and knowing you are included in your school can change so much. It gives a feeling of comfort to be who you are. Sadly, so far the Swiss High School system has not been most accommodating towards trans* students, and our high school, in particular, has some areas that needed improvement. My goal was to make the social transition easier for our transgender students and to educate the teachers on trans* issues.

These goals are fundamental for several reasons, the most important being the mental health of students and the possibility of achieving their best potential in our school. “Institutions must adopt gender-affirming policies that promote an inclusive environment. Increased allocation of resources and adoption of policies that enhance the physical and mental health of transgender students could improve sleep, mood, and potentially lower the suicide risk among a population that often experiences health inequities.”⁸⁶ Only this way can we support all of our students to achieve their best potential, which is supported by our school guidelines: “Exposing or ridiculing individuals or groups, but also verbal attacks and derogatory gestures hinder the learning process.”⁸⁷

The interviews and the workshops gave me great insight into the problems of our trans* students and the concerns of our teachers. The teachers are eager for more information, and this knowledge is very much needed. There are students who have felt comfortable enough to come out in school, but there are many that still do not feel safe enough. At school, we can show them that they have a place to be themselves no matter if they have outed themselves or not. One way of showing this is through the gender-neutral bathroom, which is widely appreciated and gives all of them a sense of belonging⁸⁸. We need to continue implementing such improvements. Among the wishes were two very important ones, safe sports changing rooms meant for transgender students and a better-educated school faculty⁸⁹. Another one is an easier process of social transition. Making such decisions is undoubtedly connected with the feeling of acceptance from our LGBTQ+ community. The conversation must continue between the community and our school to ensure helpful solutions.

⁸⁵ Appendix, Interviewee 2

⁸⁶ Hershner, et al., 2021

⁸⁷ Ken-Code, 2009

⁸⁸ Appendix, Interviewee 1

⁸⁹ Appendix, Interviewee 1,2 and 4

Throughout my work, I brought this topic to my headmaster, launching a debate and movement to achieve these goals. Although my original goal of having a simple, unrestrictive form to change one's name and pronouns will not be used as envisioned initially, it will be a building block for what is to come. The next few steps include a guide for students and for teachers to know what to anticipate when one comes out as trans*, a contact form to start this process and workshops to sensitize our teachers. I organized such a workshop myself with two dates and a total of twenty-four participants. Based on the answers to my survey, the attendees' general knowledge of trans* topics improved, and they enjoyed being able to ask questions about problems that involved them. The workshop made some realize how often they used gendered language, and many reflected on their habits within the school.

While writing my paper, I organised many meetings and dealt with the administration process behind such reforms. In the beginning, I believed I would have enough time to set my form and the workshop into motion by the end of December. Sadly, I was wrong. The work was long and tedious, leaving me with multiple emails to write and people to contact. I had to stay vigilant with promises and how I could try and push my goals through the chain of administration. Each meeting needed preparation of arguments and points I wanted to bring so that it could go smoothly. At the same time I had to make sure I did not take up too much of my listeners time. In contrast to my expectations, many of my reforms had to change in some form or another, like the form now being the starting point of a guideline instead of the completed process of social transition. My motivation to continue and persevere came from the fact that so many people depend on these reforms. By giving up, I would inherently give up on them as well.

I trust that my paper and work can be used in furthering the position of trans* students. My form can be used as a starting point for the questions the school should be asking out students and as the first contact between trans* students and teachers. It is also vital that the work we do in our school can be applied to others so that all high schools can be a part of this progression. The education of our school staff is equally as important because, without it, any reforms pushed through cannot be well implemented. Our staff has to be as welcoming as our policies. There is no doubt that such an environment would increase the chances of future trans* students from considering our and other schools as their educational path because of such practices. I also encourage other students, who believe that my work should be improved, to do so. With every year we gain more knowledge and this knowledge should be used to achieve new goals and further the reforms.

Although transphobic comments and actions cannot be entirely eradicated right now, every step we take to achieve an inclusive space in our school should be considered a victory. I hope my paper will improve at least someone's school experience so they can safely be themselves without hesitation. The effect we can have on other people can be immense. Therefore, we should do as much as possible to further such essential discussions and enforce meaningful and impactful change.

8. APPENDIX

8.1. Interviews

General questions

- Tell me about your journey of self-discovery in terms of gender identity.
- How would you define your gender identity?
- Are you out in our school? Are you out in your friend circle?
 - Have you ever been bullied because of who you are?
 - How old were you / context?
 - What do you think was the motivation for the bullying?

Social transition

If they are out in school:

- What were your initial thoughts about sharing this part of your life with your classmates and teachers?
- How did you go about it?
- How was that received?
- How did it feel to come out?
- Was there anything specific holding you back before you told them?
- Were there any hiccups in your experience in school that could have been improved? Was it complicated, overwhelming in any way?

If not out:

- Why haven't you come out yet?
- Is there something that makes you uncomfortable in our school that could directly affect your wellbeing here?
- If there was a standardized process you could expect (like a form on Intranet) would you be more likely to consider coming out?
 - Hesitations? Any ideas?
- How does it feel to be inside the closet in school? Would it help if you knew our school was informed about trans issues and the teachers were well educated about different gender identities?

Workshop

- Do you think that teachers need to be more educated about different gender identities (Workshop)? What about students (SexED)?
- Would a guidebook be helpful?

Interviewee 1 (he/him) – 3rd year student:

- He noticed before that the girl stereotypes did not work for him. Once he came to Enge and met a friend, he was able to do some research and found out about the possible identities. At first, he tended to identify with the term nonbinary, although now his label is manflux. He defined it as nonbinary but more manly.
- Manflux means that he feels between agender and trans* man. This experience of gender changes and fluctuates.
- He was not bullied in primary school because of his gender. It was mainly because he did not fit in or because of his last name.
- Every time his deadname was used, he felt like someone punched him. He used the correct pronouns and his chosen name whenever he was with his close friends. Hence, the contrast between being deadnamed in school and having his correct pronouns and name used outside school was an excellent motivator for coming out.
- At the beginning of his journey, he was unsure what to call himself. He just knew that his dead name was not the correct name. There was a nickname he asked people to call him, but it was also not correct. Additionally, coming out as nonbinary seemed too confusing to explain to our school and instead, he came out as a trans man in school. His parents asked him if it was the right decision to do it now and urged him to wait longer. His teacher also questioned if it was the right time because of other mental health problems he was facing at the time. Otherwise his teacher was very supportive and tried to help him as best he could. He never questioned the support he would get from his class, so that was no issue.
- The gender-neutral bathroom was a big help for him during his journey of self-discovery because he did not have to go to the girl's bathroom. Although no one would know that he was a man, he did not feel like he was in the wrong place because of the gender-neutral toilets. The toilet offered a safe space for him. It is upsetting for him that the gender-neutral toilet is next to the girl's bathroom.
- His first step in social transition was cutting his hair and coming out to his friends and family. His teacher was his first contact when coming out to the school. He came out with his best friend with him. Together with his teacher, they planned when and how he wanted to come out. Additionally, they talked about the bathroom situation and the changing rooms and how he wanted to go about it. They also established that if he needed help, he could go to his teacher. All the teachers were informed at a convention, which his teacher communicated. Afterwards, he also came out to his class and the sports class, which comprised of his class and another. His email was not changed because his name has yet to be officially changed.
- There was no official process for him to come out. He had to plan it with his teacher. His teacher questioned if it was truly needed and if he did not want to wait more. However, he did not want to. It is upsetting to him that his school report cards and email are addressed to his dead name.

- It bothers him that there is no organized solution for trans students. He understands that it is impossible to build new gender-neutral changing rooms or more toilets, but he still thinks it is vital that there are safe spaces for trans* students. He believes it would be better if the school would be better educated on trans* topics. He wants teachers to know that it is imperative to trans* students to use the correct name and pronouns and not to ask questions which have nothing to do with school (ex.: When are you planning on doing your medical transition?). Queer people must talk about queer issues. This education should not come from cis people.

Interviewee 2 (they/him) – 2nd year student:

- He heard about the term nonbinary when they were quite young, so he knew that trans* and bisexual people existed, but they did not think they were also trans* and queer. With coming out, they had first to overcome the bridge of thought that they as well were queer. He first came out with his sexuality, and after doing more research, they started questioning their gender. They first came out as nonbinary, but this was not the whole truth. He then came to the term gender fluid. Their gender changes based on the day, and he thinks this fits well based on his feelings.

“Labels should be something that helps you, and they do change.”

- Their pronouns started with he/him, and then they felt pressured to use other pronouns like she/her, but this did not feel right to him. The pronouns he now feels most comfortable with are he and they. They have not dived deeper into neopronouns to find one that suits them.
- He is out to his class; he has been very open about it. Slowly he asks more people to address him by his chosen name. It bothers him when people simultaneously use their dead name and their chosen name (for example, connect the two as in Abby/Abe). He uses two names at the moment because his dead name and one of the chosen names are very similar, and he feels it is easier to transition from his dead name to his chosen name with this. Although they started using this name to make it more comfortable for others, he grew into it and now really likes it. Both chosen names are equally preferred, and it depends on the person to choose which one they will use. In their class, a lot of boys and girls use their chosen names when addressing them.
- He is out to some teachers and has asked some to use the chosen name. One of the teachers made a mistake once and used their dead name and then corrected it to their chosen name but laughed afterwards, which also led the class to laugh. This experience made them quite uncomfortable.

“Someone addressing me the wrong way on accident is no issue at all. The thing that matters the most is actually trying.”

- He has not been bullied about being queer because he came out in a safe environment. Once he came out as bisexual in Untergymnasium, people of the same age came up to him and told him they were too young for this. Some made them feel invalidated. The environment they came out in was not accepting and not safe. After addressing it for two days, they did not bring it up again until they came to Enge. They feel safe here, although not many are open to queer people.
- They only experienced one verbal altercation about their queerness, and it was in their extracurricular program. It was right after the “Ehe für Alle” campaign got approved, and they were talking about it during training. One of the students asked him how he reacted, and he said he screamed. The other student answered, “Oh, I would scream as well – in anger.” They continued with a discussion about his views, and it ended up with the other student telling my interviewee that their life was not worth living and other horrible things. This attack resulted in them crying in anger. The other student was forced to apologize to the interviewee, so he did not accept that apology. The club did nothing to punish this student, and he says that the student is still sent as a club representative to tournaments. He feels uncomfortable interacting with the student and is forced to do so during their training. This attack was all they could think about for weeks, and it affected his mental health a lot.

“Victims of verbal or physical abuse should not be forced to come into contact with their aggressors.”

- If a verbal attack like this happened in school, he wishes students could tell their teachers not to put them into the same study groups during class. Another option he mentioned was having a veto to choose whom they want to work with. There are more possibilities than a moral codex. In his experience, talking to teachers about bullying makes no difference because they do not have the power to address things.
- They have yet to come out to teachers and all students because it would involve their parents. They do not want their parents to be in a teacher-parent conference and have them be called by their chosen name when they have not come out to their parents. He would feel ready to come out to their teachers, but they do not want to come out to their parents yet. They do not want their parents to be taken by surprise or rush anything. They would come out if their parents were not informed about their social transition. Additionally, they do not feel safe coming out to two specific teachers.

“I would come out if my parents did not know anything about it,”

- They used to have a problem with the bathrooms, and they were one of the people who initiated the discussion of having a gender-neutral bathroom. Now they feel like they have a place and that they are valid.

“It is reassuring to know that someone cares.”

- He said he does not like being in changing rooms. He shares a changing room with one of my interviewees during one sports lesson. This agreement is not a solution they found officially; they found it because they are friends and realized they had sports simultaneously. This solution was very helpful to them. He would not feel comfortable changing with anyone and would only comfortably change with people they trust. He thinks there should be an option to choose whom you share the locker room with if there is one for trans* students. He thinks that the school should be obliged to check for available spaces.
- Something that would stop them from coming out besides the fear of their parents finding out would be the limit of coming out only once. They think this should be a reversible process. They also think labels should not be demanded when coming out at school.
- When someone addresses them by their deadname, they do not respond. They do not like their deadname, but they understand that not all the teachers know. If they do not know, they cannot do anything against it. It is disturbing to them when people know and choose not to use their chosen name.
- The fewer questions the teachers and the school ask, the more he would feel comfortable coming out.

“The more the teachers know and understand, the easier it will become for them and the easier it will become for us.”

- He says that there are questions that are too invasive and private and would make him uncomfortable when asked. This should be communicated to the teachers. He said there should be some guidelines to know which things are appropriate and which are not.
- They wish that the sex education taught to us was queer-inclusive.

Interviewee 3 (they/them) – 2nd year student:

- They are still discovering themselves. They started informing themselves more about gender identities two years ago. They did not know anyone who was trans*, so it was confusing initially. It is clear to them that they do not feel like a woman. They said that they are very thankful for all the information that is online and how easy it was to find it.
- Their pronouns are they/them in English. In the beginning, they thought it would be okay to use they/them in German as well, but it ended up being too confusing, so they go by she/her in German. It bothers them but they have not found a good alternative yet. They identify best with the term agender.

- They hate outing themselves. They have outed themselves with close friends and have asked them to use a different name and pronouns. With their class, most understood that they are agender, although they have never really outed themselves. If they felt comfortable enough, they would out themselves with teachers.
- They were never bullied based on their gender or for other reasons. There have only been some saying behind their back but nothing close to bullying.
- They have not outed themselves at school because they are still unsure. The questions that would be associated with coming out also make them uncomfortable. All the questions would be very personal and something they are still waiting to share with others.
- The fact that sports class is separated between boys and girls is upsetting. They acknowledge that there are biological differences, but the separation is confining. There are instances where their teachers refer to the group with the statement “girls”. This grouping makes them notice their differences. They wish that gender-specific language would not be used when it is not needed.
- If there were a standardized process, they would come out. They like the idea that they would not have to explain themselves. They would prefer something other than going to the teachers. It would make them more comfortable if they knew that the teachers were better informed and would understand.
- It feels awful when people use derogatory terms. When people call them names like this, they want to say something, but then people would know.

“When topics arise when you have not outed yourself, it is hard to participate because one is scared that others will figure out their truth.”

Interviewee 4 (he/him) – 1st year student:

- Growing up, he did not think about gender identity a lot. Puberty made him uncomfortable in his body and made him question his gender. Identifying as a woman and using she/her pronouns was not the right thing for him. He realized this in 2018 and socially transitioned at the end of 2021.
- Everyone whom he is in contact with knows that he is trans* masc. He started school at Enge by coming out. He did this on purpose, so he did not have to come out to the class in the middle of the year.
- He assumes that people said things behind his back, but no one has ever directly said something to him.
- He knew being in school would be easier if he were out. That is why he decided to do so before the school year started. He was not out in his previous school. Being deadnamed and misgendered daily was hard on him. He wanted it to be easier for him to be in school.

- He was very nervous about sending the email to tell the school. He did not know his teachers or classmates or what to expect from their reactions.
- Once the email was sent to the secretaries' office, they got back to him and told him they forwarded it to his head teacher. On the first week of school, his teacher came up to him and he explained everything. The email was then forwarded to all his other teachers.
- He thinks it was received quite well. One of the teachers gestured at some point to separate girls and boys when explaining something. He ended up on the wrong side. This is one example of mistakes that teachers have made in the past. None have deadnamed him. They have co-ed sports, and his sports teacher tries not to make gender-specific groups. He has his own changing room. In the first week, he went to the sports teacher to ask what he should do, and she said to take a free room.
- He would be open to sharing a changing room with others that need a safe space. If this were communicated in advance, this would be fine for him.
- Coming out to the first few people was very hard for him. They were his friends. Since he started school out, it has been all right. Sometimes he must mention it to people, so they use the correct pronouns. He does not like doing this, but it is necessary.
- He never had second thoughts about socially transitioning. He had known for a while that he was trans* it just took him a long time to do it because he feared coming out.
- He wishes the second gender-neutral bathroom sign would have been kept up. Now it looks like only a handicapped bathroom. It is very awkward for him to go into the "handicapped" bathroom now. It is also weird to go in for him because it is so close to the women's bathroom.

"I wish there would be more guidance for trans* students starting school."

- More information about gender identity does seem beneficial to him, although he does not think it would make his classmates or other students more accepting and understanding. He does not think his classmates are very informed about trans* issues and identities. Beyond his pronouns and trans*ness, he does not feel like they know more than this. He said that the girls know more than the boys about trans* people.
- He believes that our teachers are quite respectful of his pronouns and identity. The idea of a workshop for the teachers does seem helpful to him.
- He would have loved to have a form like the one I came up with. This would have been a more transparent and understandable way of coming out.
- He wishes that his email and the Intranet would be addressed to his chosen name, not his dead name.

8.2. Workshop presentation



Meine Maturaarbeit

Ich möchte das Wohlbefinden aller trans* Schüler*innen an unserer Schule verbessern.

01

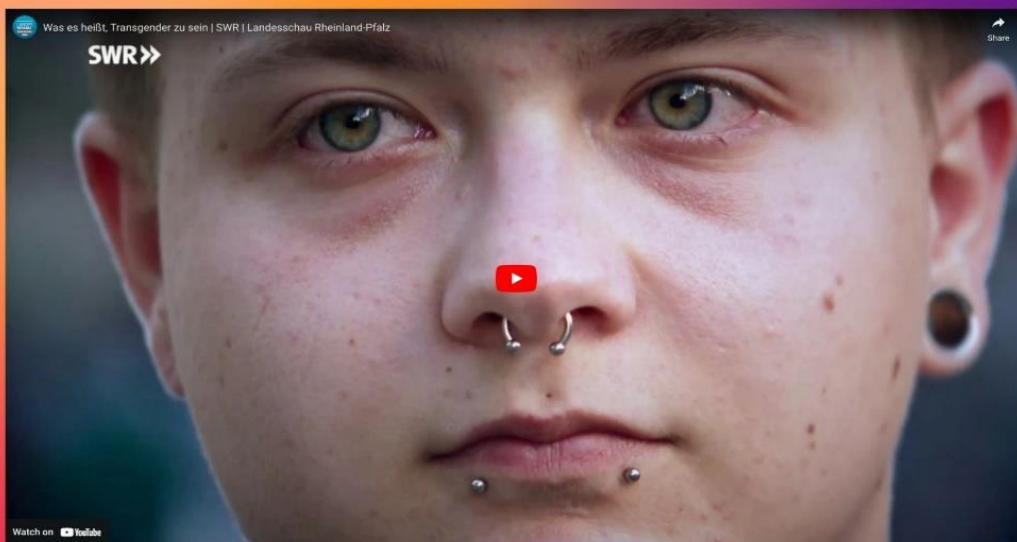
Es verringert die Wahrscheinlichkeit von Depressionen und Selbstmord.

02

Wir können Schüler*innen einen sicheren Raum bieten.

03

Alle Schüler*innen sollten sich wohl fühlen, sich selbst zu sein.



Allgemeine Definitionen

Transgender

- als Label oder mit einem oder mehreren Begriffen beschreiben
- Identifizieren sich nicht mit dem Geschlecht, der bei der Geburt zugewiesen wurde.

Trans*

- eine Abkürzung für Transgender
- Unterschied: * - es repräsentiert die Vielfalt der Gemeinschaft.

Transsexuelle

- Fokus auf den medizinischen Übergang
- kein Oberbegriff

Allgemeine Definitionen

Geschlechtsspezifische Dysphorie

- Stress, weil es eine Diskrepanz gibt

Geschlechtsausdruck

- wie eine Person ihr Geschlecht im Kontext der gesellschaftlichen Erwartungen an das Geschlecht nach außen ausdrückt.

Geschlechtsidentität

- das angeborene Gefühl einer Person für ihr eigenes Geschlecht

Allgemeine Definitionen

Deadnaming

Jemanden mit seinem Geburtsnamen anzusprechen, nachdem die Person seinen Namen geändert hat.

Cis

Bezieht sich auf jemanden, dessen Geschlechtsidentität mit dem Geschlecht übereinstimmt, das ihm bei der Geburt „zugewiesen“ wurde.

Queer

Menschen, deren sexuelle Orientierung nicht heterosexuell ist oder deren Geschlechtsidentität nicht traditionell männlich oder weiblich ist.

Übung macht den Meister!

Pronomen

Kennen sie die richtigen Pronomen für der/die Schüler*in? Üben Sie es in Sätzen!

Es gibt verschiedene Arten von Pronomen, die sich auch in den Sprachen unterscheiden.



Pronomen Etikette



Wurde ein Fehler gemacht?

Ziel wäre, nicht unnötig viel Aufmerksamkeit auf die Person zu lenken.

01

Hören Sie mit dem Satz auf.

02

Korrigieren und entschuldigen Sie sich bei der Person.

03

Führen Sie das Gespräch weiter.



Haben Sie Fragen zu den Themen, über die wir gesprochen haben?

Schulspezifische Probleme



Schüler*innen wünschen sich mehr LGBTQ+-inklusive Bildung.



Es besteht eine große Nachfrage nach sicheren Umkleeräumen für den Sportunterricht.



Schüler*innen wünschen sich mehr geschlechtsneutrale Klos.



Die Schüler*innen würden eine geschlechtergerechte Sprache schätzen.

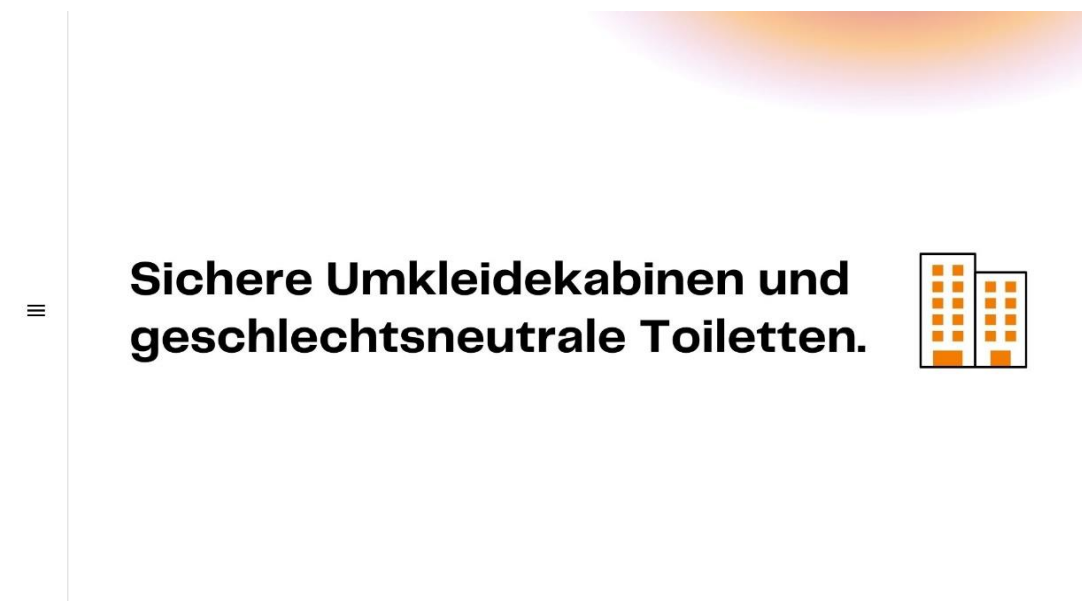


Die Schüler*innen wünschen sich, dass die Lehrer*innen verständnisvoller und offener wären.

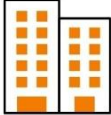


Mehr LGBTQ+ inklusive Bildung.

- Literatur, die über schwulen Menschen spricht
- Satzbeispiele in Arbeitsblätter mit geschlechtsneutralen Pronomen






Sichere Umkleidekabinen und geschlechtsneutrale Toiletten.




Geschlechtergerechte Sprache.

Gruppieren Sie Personen nicht mit Begriffen wie Mädchen und Jungen.



Akzeptanz und Offenheit.

Schüler*innen wünschen sich eine bessere Ausbildung der Lehrer*innen in LGBTQ-Themen.



Gab es ein/en Schüler*in, der sich in Ihrer Klasse geoutet hat?
Welche Erfahrungen haben Sie gemacht? (Anonym)

Was halten Sie von Schüler*innen, die sich als transgender outen?
Wie können wir ihnen Ihrer Meinung nach besser helfen?



Hilfreiche Ressourcen

Schulsozialarbeiterin Frau Brechbühl



The Trevor Project



Glossar des LGBTQIA Resource Center



Die Liste der queeren Geschichtsbücher



Transgender Network Switzerland



Feedback



Danke schön!

8.3. Handouts in all languages

Marissa A. Sustic, Oktober/November 2022

Gender neutral language in English



English is one of the simpler languages to use gender-neutral language in. The pronouns "THEY/THEM" offer a simple solution to gendering, but there are still a few grammatical improvements that one can use to be more gender inclusive.

Some of these improvements are:

1. Use gender neutral forms of address when referring to specific individuals.

An alternative for the standard Mr. or Mrs. is the address Mx. (can be used in emails or orally).

2. Avoid using language that perpetuates gender-based stereotypes.

How do I know if I am using discriminatory language? Reverse the gender: Does it sound odd? Does it change the meaning of the sentence?



Examples:

"This is a woman's job"

"Men cannot do two things at the same time."

"Women should not seek out leadership positions."

3. Do not make gender visible if it is not relevant to the conversation.

Pairing (*he or she; his or hers*) in texts is best avoided. It is easily replaced by **they; theirs**. If you wish to use the pairing anyways, try to alternate which one comes first.

Use the pronoun **one and who**.

Example:

A factory worker in Central America earns less than *he* would in Europe.

A factory worker in Central America earns less than **one** in Europe.

Notice when you are using less inclusive words like mankind, manpower, man-made. There are also many other gendered nouns, here are some examples with their possible replacements.

the common man	the average person
chairman	chair, chairperson, coordinator, head
mailman	mail carrier, letter carrier, postal worker
policeman	police officer
steward, stewardess	flight attendant
actor, actress	actor
congressman	legislator, congressional representative
Sir (in "Dear Sir," etc.)	Dear Editor, Dear Members of the Search Committee, To Whom it May Concern

Resources:
<https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/>
<https://www.un.org/en/gender-inclusive-language/guidelines.shtml>

Marissa A. Sustic, Oktober/November 2022

Geschlechtsneutrale Pronomen in Deutsch



Am häufigsten werden die Pronomen *xier*, *sier* und *they/dey* (aus dem Englischen) verwendet.

XIER

Die drei Grundformen und ihre Aussprache

xier – [ksi:ɐ̯] : ein Personalpronomen, anstelle sie und er

xies – [ksi:z] : ein Possessivpronomen, anstelle ihr und sein

dier – [di:ɐ̯] : ein Artikel und ein Relativpronomen, anstelle die und der

Possesivpronomen

“Die Endungen bleiben wie die herkömmlichen bestehen also *xies*, *xiese*, *xiesem*, *xiesen* und *xieses*. Es kann aber sein, dass der zugehörigen Person kein Geschlecht zugewiesen werden soll, dann braucht auch zusätzliche Endungen. Hier werden Endungen auf „a“ vorgeschlagen.”

<https://www.annaheger.de/pronomen33/>



Personalpronomen und Relativpronomen

Fälle	1. Nom.	2. Gen.	3. Dat.	4. Akk.
Personalpronomen	<i>xier</i>	<i>xieser</i>	<i>xiem</i>	<i>xien</i>
Relativpronomen	<i>dier</i>	<i>dies</i>	<i>diem</i>	<i>dien</i>

Marissa A. Sustic, Oktober/November 2022

SIER

Die drei Grundformen und ihre Aussprache

sier – [zi:g] – ein Personalpronomen, anstelle sie und er

sies – [zi:z] – ein Possessivpronomen, anstelle ihr und sein

dier – [di:g] – ein Artikel und ein Relativpronomen, anstelle die und der

Possessivpronomen, Personalpronomen und Relativpronomen

Possessivpronomen funktionieren genauso wie bei der Verwendung des Pronomens xier.

Die Personalpronomen und Relativpronomen befinden sich in der Tabelle unten.

Fälle	1. Nom.	2. Gen.	3. Dat.	4. Akk.
Personalpronomen	sier	sieser	siem	sien
Relativpronomen	dier	dies	diem	dien

THEY oder DEM

They ist auf Englisch ein beliebtes Pronomen für nichtbinäre Leute. Auf Deutsch wird es mit denselben Formen verwendet.

Beispiele:

They mag gerade nicht lernen. Their Katze schnurrt. Wir geben them Kekse. Wir mögen them. Die Kekse sind theirs. They, who Kekse liebt, hat sich natürlich darauf gestürzt.

Es gibt eine Vielzahl anderer geschlechtsneutraler Pronomen und Neopronomen, die eine Person verwenden kann. Wenn eine Person etwas anderes bevorzugt, fragen Sie sie freundlich, wie man es richtig verwendet.

Quellen:
<https://www.annaheger.de/pronomen33/>
<https://nibi.space/pronomen#they>

Marissa A. Sustic, Oktober/November 2022

Geschlechtsneutrale Pronomen in Französisch



Das bei weitem häufigste neutrale französische Subjektpronomen ist **iel** [jel], das auch **yel** oder **ielle** geschrieben werden kann. Der Plural ist **iels** (**yels**, **ielles**).

Da iel durch die Kombination der binären Pronomen il und elle entstanden ist, bevorzugen manche Leute andere Pronomen, wie:

Singular	Plural
aël	aëls
eil	eils
eïl	eïls
ellui	elleux
ille	illes
ol	ols
ul	uls



Neutrale direkte Objektpronomen (Singular):

li, lia, lo, lu

Im Gegensatz zum Subjektpronomen iel scheint es keine klare Präferenz für eines dieser Pronomen gegenüber den anderen zu geben.

Der Plural **les** und die Elision **l'** bleiben gleich.

Neutral betonte Pronomen:

Singular: **ellui, iel, luel, luiel, se**
Plural: **elleux**

Eine ausführlichere Anleitung finden Sie in diesem pdf!



<https://divergenes.org/wp-content/uploads/2021/04/guide-grammaireinclusive-final.pdf>

Quelle:
<https://www.lawlessfrench.com/vocabulary/gender-neutral-pronouns/>

OKTOBER/NOVEMBER 2022



ZUSAMMENFASSUNG: WS INTEGRATION VON TRANS SCHÜLER*INNEN

MARISSA A. SUSTIC
W4I

1 PRONOMEN

Geschlechtsneutrale Pronomen ändern sich oft in verschiedenen Sprachen! Sehen Sie sich meine Anleitungen unten an, um mehr darüber zu erfahren.

- Zwingen Sie bei der Vorstellung niemanden dazu, Pronomen zu teilen.
- Sagen Sie nicht „Ich verwende weibliche Pronomen“ oder „Ich verwende männliche Pronomen“.
- Das Erlernen der Pronomen einer Person sagt nichts über die Identität einer Person aus - nur, wie sie angesprochen werden möchte.

WURDE EIN FEHLER GEMACHT?

Ziel ist, nicht unnötig viel Aufmerksamkeit auf die Person zu lenken.

1. Hören Sie einfach mit dem Satz auf.
2. Korrigieren Sie sich.
3. Sie können mit dem Satz normal weiterführen.

2 UNBEKANNTE WÖRTER

Glauben Sie nur vertrauenswürdigen Quellen.

Einige meiner empfohlenen Glossare/Ressourcen sind:

Stonewall Organisation
The Trevor Project

3 WAS WÜNSCHEN SICH DIE SCHÜLER*INNEN?



1. Mehr LGBTQ+-inklusive Bildung.
2. Große Nachfrage nach sicheren Umkleieräumen für den Sportunterricht.
3. Mehr geschlechtsneutrale Klos.
4. Die Schüler*innen würden eine geschlechtergerechte Sprache schätzen.
5. Bessere Ausbildung von Lehrkräften zu LGBTQ-Themen.

4 MÖCHTEN SIE WEITERE INFORMATIONEN?



Gender neutral pronouns in English



Geschlechtsneutrale Pronomen in Deutsch



Pronoms neutres en français

Wenn Sie mit einer Fachperson sprechen möchten, wenden Sie sich bitte an unsere Schulsozialarbeiterin Frau Brechbühl!



Glossar des LGBTQIA Resource Center



8.4. The Form in German

Formular zum Ändern von Namen / Pronomen für Trans* Schüler*innen

Geburtsname:

Bevorzugte Pronomen:

Bevorzugter Name (optional):

Label (optional):

___ Meine Eltern sind darüber informiert und wissen über meine Geschlechtsidentität. Es ist in Ordnung, meinen bevorzugten Namen und meine bevorzugten Pronomen zu verwenden, wenn Sie mich vor meinen Eltern ansprechen. (Ja/Nein)

___ Ich bin damit einverstanden, dass diese Informationen in unserem Schulregister (z.B. Ausgabe einer neuen E-Mail-Adresse und die Namensänderung im Schulzeugnis) geändert werden und dass meine Lehrer darüber informiert werden. (Ja/Nein)

___ Ich möchte beim Sport eine separate Umkleidekabine haben. Bitte suchen Sie nach einer Umkleidekabine beim Sport für mich. (Ja/Nein)

(ZU BEACHTEN: Diese Option ist aufgrund der Architektur unserer Schule nicht immer möglich. Möglicherweise gibt es keine freie Umkleidekabine – bitte erwägen Sie, sich ein Zimmer mit anderen Trans*-Personen zu teilen, damit jeder einen sicheren Platz hat.)

___ Ich bin damit einverstanden, eine Umkleidekabine mit anderen Trans*-Menschen zu teilen. (Ja/Nein)

Wenn Sie jünger als 16 Jahre sind und Ihren Namen im Schulregister ändern möchten, fügen Sie bitte einen Brief Ihrer Eltern bei, in dem sie deren Einverständnis erklären.

Diesen Formular müssen Sie zusammen mit Ihrem gültigen Schülerschein im Sekretariat abgeben.

Datum / Ort

Unterschrift

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