**Who benefits from using
inclusive language?**

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| **Old Word/Phrase & Example** | **Alternative Word/Phrase** | **New Example** |
| **Boys and girls,****ladies and gentlemen**“Welcome boys and girls”“Welcome ladies and gentlemen” | Folks, FriendsY’allStudents, teachers, and chaperonesName of school/class | “Welcome folks/friends/y’all”“Welcome students, teachers, and chaperones”“Welcome Jason Lee Middle School” “Welcome Ms. Jackson’s class” |
| **Guys**“Listen up, guys” | Folks Friends Students LearnersScientists | “Listen up,folks/friends/students/learners” |
| **Yes sir, yes miss, yes ma’am** | N/A | Use student’s name or a definingcharacteristic. “Yes, you in the blue shirt” |
| **Mr., Ms., Mrs.**[for children/youth] | N/A | Not necessary to use for students |
| **Mr., Ms., Mrs.**[for adults/teachers/chaperones] | Mx. (pronounced “mix”)Teacher, Rangerwhichever honorific the adult chooses | Please use whichever honorific the adult chooses for themself. This includes adults who prefer not to use honorifics at all. |
| **His or her**“someone left his or her notebook” | Theirno pronoun | “someone left their notebook”“someone left a notebook” |
| **Moms and Dads**“share with your mom and dad” | Grown-ups Adults | “share with your grown-ups” “share with your adults” |
| **Mom and dad**“Where is your mom or dad?” | Grown-up Adult | “Where is your adult/grownup?” |
| **Brothers and sisters**“Do you have any brother or sisters?” | Siblings | “Do you have any siblings? |

Short answer- everyone!

Long answer- folks whose identities do not align with the gender binary, students who may not have two parents at home, students who have same-sex parents, students who live with family members other than their parents, students who live in foster care, students whose gender or family

experiences otherwise don’t align with what is considered “normal.”

Ask yourself why you are using words that describe the gender or sex of the people you are talking to or about. If it’s not relevant, don’t bring it up.

This guide offers suggestions, and it is not intended to be the answer for every situation.

**Note:** This guide is still under development; there are several areas known and unknown that we want to improve upon. We invite any and all feedback or collaborations, as we feel this guide will not be complete without the voices of many.

# Using inclusive language when teaching science

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| **Old Word/Phrase & Example** | **Alternative Word/Phrase** | **New Example** |
| **Boy or girl**“you can tell it’s a girl crab because of her wide tail where she stores her eggs” | Male and female | “You can tell it’s a female crab because of the wide tail where the eggs are stored” |
| **Boy or girl**“boy orcas have much taller dorsal fins” | Male and female | “Male orcas have much taller dorsal fins” |
| **Gender**“we don’t know what gender this fish is” | Sex | “We don’t know what sex this fish is” |
| **He (when sex is indeterminate)** “look at this sea star! He has tube feet” | ItThey | “Look at this sea star! It has /they have tube feet” |
| **Hermaphroditic/****Hermaphrodite** | N/A. This is scientifically correct language for beings who have or can produce two types of gametes. | “Slugs are hermaphroditic.”“Many parrotfish are sequential hermaphrodites.” |
| **Comparing to generalized human behavior**“Like humans, all geese mate forlife.” | [don’t make the comparison; do not say “all”] | “Many geese mate for life.” |
| **Comparing to generalized human family structures** “Those penguins have a mommy and a daddy just like you.” | [don’t make the comparison] | Early learners: “Those penguin chicks have a mommy and a daddy.” Older learners: “Adult penguinsoften cooperate to rear theiryoung.” |

* Gender and sex are two discrete categories.
* Ask yourself why you are bringing up the sex of the animal. If it’s relevant to the phenomenon, proceed. If not, consider omitting those words.
* When naming relationships between more-than-human beings, be sure not to contextualize in a way that assumes that learners and their families fit one particular mold. Once you’ve highlighted certain features, learners will draw the connections that help them build their own sense of empathy.
* The ages of learners may impact what language is most appropriate. Early learners might be told that a female duck with ducklings is a “mommy,” whereas high school students might use more scientific language for sex and age of birds.
* Talking about organisms that have no discernible sex is okay.
* Natural variation is a great teacher.