

## PART ONE OF SELECTED PAGES FROM DATA

# CALIFORNIA

[An article](#) by Christopher F. Rufo links to a trove of documents from San Diego Unified public schools. Many pages from that trove are pasted below.



## Objectives

- Learn specific ways to create and sustain affirming spaces for LGBTQ+ youth.
- Identify LGBTQ+ youth resources in San Diego.
- Review curriculum: "Love Your Body," "Safer Sex," and "Healthy Relationships."

# Introduction

## Please share:

- ▶ Name
- ▶ Gender Pronouns
  - ✦ (she/her/hers, he/him/his, they/them/theirs, zie/hir/hirs)
- ▶ School and Position
- ▶ Plan for Using Curriculum

# LGBTQIA



# Sexual Orientation v. Gender Identity

## Sexual Orientation

- ▶ A person's romantic attraction to people of the other and/or same gender, other gender.
- ▶ Sexual orientation is about whom we're attracted to. Gender identity is about who we are. Trans people can have any sexual orientation.

## Gender Identity

- ▶ A person's genuine, internal, deeply-rooted identification as male or female.
- ▶ All people have a gender identity, not just transgender people.

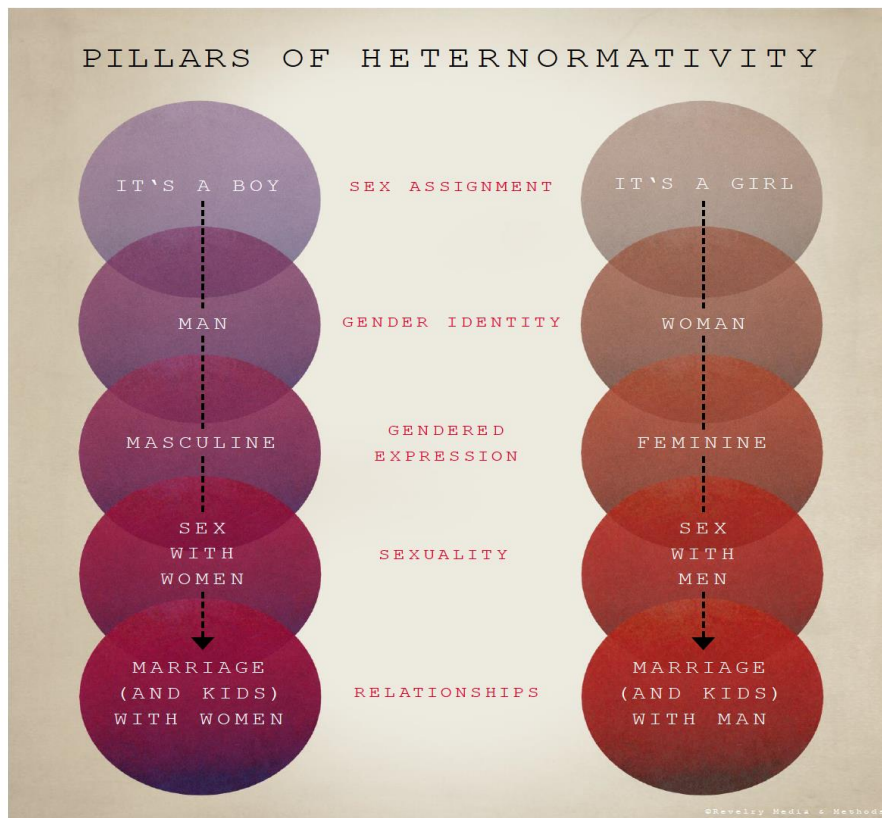
# Sex and Gender

## SEX

- ▶ Assigned at birth
- ▶ Printed on child's original birth certificate
- ▶ Based on physical characteristics such as hormones, chromosomes, genitals, etc.

## GENDER

- ▶ Attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as "masculine" or "feminine."
- ▶ Gender characteristics can change over time and are different between cultures.



## Gender Binary

- ▶ **The Gender Binary:** is a social construct that situates "male" and "female" as synonymous with "man" and "woman" and dictates how people assigned to these categories should act. This limited system excludes and oppresses trans, nonbinary, intersex, and gender-nonconforming people.
- ▶ **Cis-gender:** Describes someone whose sex assigned at birth aligns with their gender identity.

## Transgender

- ▶ Umbrella term for people whose gender identity differs from the sex or gender assigned at birth, and for those whose gender expression differs from what is culturally expected of them (Gender Non-Conforming).
- ▶ Transgender woman, transgender man, genderqueer, non-binary, two-spirit

## Diversity Within the Trans Community

- ▶ Sexual Orientation
- ▶ Bodies
- ▶ Transitions
- ▶ Ability to "pass" & desire to do so
- ▶ Plus every other kind of diversity (racial, cultural, ability, etc.)

## How to be an Ally to Trans People

- ▶ Respect all gender identities
- ▶ Don't make assumptions about anyone's gender or sexuality
- ▶ Un-learn gender policing
- ▶ De-gender bathrooms
- ▶ Take the burden off of trans people
- ▶ **PGP:** Personal Gender Pronouns are what a person should be referred to as.
- ▶ Respect everyone's right to define themselves!
- ▶ Others??

## Privilege

- ❖ Benefits members of dominant groups at the expense of members of target groups
- ❖ Typically invisible to people who have it.
- ❖ Results in Institutional Power.

### Heterosexual and Cisgender Privilege:

Societal assumption that all people are heterosexual and/or cisgender.

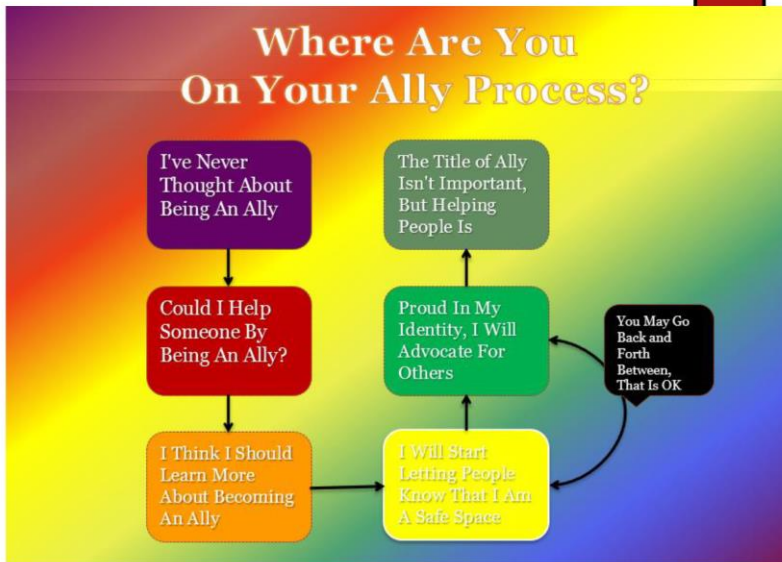
Civil rights and social privileges that a heterosexual/cisgender person automatically receives.

## Let's Break it Down

- ▶ 40% of all homeless youth identify as LGBT.
- ▶ LGB youth are 4 times more likely, and questioning youth are 3 times more likely, to attempt suicide as their straight peers.
- ▶ Nearly 1/5 of students are physically assaulted because of their sexual orientation.
- ▶ 40% of LGB youth attempt suicide.
- ▶ 1/3 Transgender youth attempt suicide.





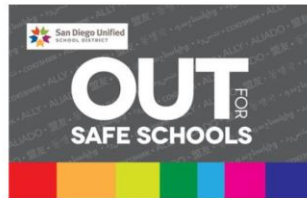


## OUT for Safe Schools

- ▶ Visual display of support
- ▶ Lets students know where "safe spaces" exist
- ▶ District encourages staff to publicly identify as supportive LGBTQ+ allies
- ▶ Resources on back of badge

[www.sandiegounified.org/safe](http://www.sandiegounified.org/safe)

[www.sandiegounified.org/LGBTQ+](http://www.sandiegounified.org/LGBTQ+)





# Curriculum Implementation

## Workshops for LGBTQ Youth & Allies

Love Your Body,  
Healthy Relationships,  
&  
Safer Sex

## Parent Notification

- ▶ CA Ed Code requires parent notification for all comprehensive sexual health and HIV/AIDS prevention education.
- ▶ Parents have the right to review curriculum prior to the instruction.
- ▶ Parents have the right to opt their child out of the lesson.
- ▶ Parents must be notified at least 14 days prior to instruction.

**USE PROVIDED TEMPLATE TO NOTIFY PARENTS!**

CA Ed Code Section 51938

## Why LGBTQ+ Youth Curriculum?

- ▶ Unique pressures and stigma around body image, relationships, and sex.
- ▶ Absence of LGBTQ+-specific sex education.
- ▶ 169 San Diego LGBTQ+ youth identified preferred topics for workshops:
  - "Sex education" selected **85 times**
  - "Communicating with your partner" selected **77 times**



## LGBTQ+ Supportive Curriculum

- ▶ Students in schools with a curriculum that **specifically addressed LGBTQ+ relationships and situations** were more likely to report that their classmates were somewhat or very accepting of LGBTQ+ people than other students (66.7% vs. 33.2%).
- ▶ Students with greater numbers of **supportive staff** had a greater sense of being a part of their school community than other students.
- ▶ Students with a **GSA/LGBTQ+ Club** in their school report hearing fewer homophobic remarks at school.
- ▶ Students with a GSA/LGBTQ+ Club were less likely to feel unsafe because of their sexual orientation than those without a GSA (54.9% vs. 70.6%).

Kosciw, J. C., Greytak, E. A., Bartkiewicz, M. J., Boisen, M. J., & Palmer, N. A. (2012). *The 2011 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN.

.....

## Group Agreements and Introductions

- ▶ **Why are these important?**
  - Culture of accountability and respect
  - Expectations and tone
  - Gives value to all voices
  - Give students an opportunity to create common agreements

## Facilitation Do's

- ▶ Use gender pronouns requested by students
- ▶ Give everyone the chance to speak
- ▶ Allow youth to pass on any activity, but ask that they be part of the circle
- ▶ Put student's thoughts and concerns at the center of the conversation
- ▶ Use eye contact to make sure everyone feels seen and part of the group

## Workshops vs. Lessons

- ▶ Each workshop has a specific focus and contains multiple activities that support the focus.
- ▶ Each workshop can be taught over numerous meetings.
- ▶ Workshops are intended to be taught:
  - ❖ Within a **GSA/LGBTQ+ Club** or,
  - ❖ As an addition to the district-required sexual health curriculum within a content-area classroom by a trained teacher.

## Love Your Body

- ▶ **Why is this significant to the LGBTQ+ community?**
  - Unique pressures faced by the LGBTQ+ community and sub communities
  - Common body image challenges
  - Multiple identities impact body image: race, age, ability, sexuality, gender
  - Gay and bisexual men experience the highest rates of disordered eating, and LGBTQ+ adolescents experience higher levels of disordered eating and negative body image than their heterosexual peers.
  - LGB students were 3 times more likely than heterosexual students to report disordered eating behaviors, taking diet pills, and vomiting or taking laxatives to lose weight (SDUSD 2015 YRBS).

## Love Your Body – Objectives

### OBJECTIVES

After completing the lesson, participants will be able to:

1. Identify and critically analyze factors that affect body image.
2. Understand the importance of a validating community in changing negative body image.
3. Identify ways to overcome stigma regarding LGBTQ bodies, gender and sexual variance in order to create a diverse, validating community.
4. Describe the connections between body image, self-esteem and sexual health. *(If Session 2 is completed.)*

### GOAL

To develop a liberating space for a diverse group of LGBTQ and allied participants to discuss body image, social pressure and other stresses that affect self-esteem.

Manual  
Page 4

.....

## Love Your Body – Key Messages

### KEY MESSAGES OF THE LESSON

- Everyone has insecurities. We are constantly bombarded with images of body and gender expectations that are Photoshopped and unrealistic, which puts unreasonable pressures on all of us. While no person is confident about their body at all times, these pressures can be especially difficult for LGBTQ individuals, people of color and differently abled people, who are exposed to limited positive images of themselves in popular media.
- It's important to be critical of the images we see in the media and the ways those images affect how we feel about ourselves and our bodies.
- It's okay to love your body, and this is a space where we can start imagining what it would be like to really love ourselves and our bodies. Body positivity is a process that we can each learn and practice.
- Creating body-positive spaces and challenging insensitive comments are ways to empower ourselves in the face of negative pressures from outside. They are great ways to build community and support a diverse and affirming LGBTQ community.
- Body image and self-esteem can impact our physical, sexual, and emotional health.

Manual  
Page 5

## Opening Discussion

- ▶ What does body image mean to you?
- ▶ What factors influence body image?
- ▶ **Talk to a partner:** What does a person who is lesbian, gay, bisexual, transgender, or queer look like?
  - How does LGBTQ identity relate to body image?
  - Do stereotypes come to mind?
  - What are some issues with body image that might be unique to the LGBTQ community?

Manual  
Page 7

## Video and Discussion

- ▶ [Straightlaced: How Gender's Got Us All Tied Up](#)
- ▶ What did you notice about the video?
- ▶ What did you like/dislike about the messages of the video?
- ▶ Could you relate to the people in the video?
- ❖ Use discussion questions from the Manual or come up with your own.

Manual  
Page 7

Here is the script from portions of the video linked in the above slide (Straightlaced: How Gender's Got Us All Tied Up). These sections feature a girl named Erika who appears to be about 13 years old.

*I think that I've felt like I don't fit into a specific gender for my entire life. When someone asks me are you a girl or a boy, I say I'm a girl, because that's who I am biologically. I've always been told to mark the box that says girl. I mean to check girl, it's saying that you look like a girl, you dress like a girl, you talk like a girl, you like guys. And once I checked that box, that's who I'm supposed to be. But that's not who I am. [Two boxes, one marked boy, one girl, are scratched out on the screen as she says this last line.] [They show her in stores with a friend looking skeptically at a t-shirt that says Daddy's Little Princess. Picking up another product, Erika says] Look at this. I mean it comes up every day. I go into the bathroom, I have to decide whether I want to go to the male restroom or the female restroom. And buying clothes, I have to go to*

*the boys' section or the girls' section of the store. It just feels like everywhere you go, there are gender messages. There's no real way to make a decision in the world without having to think about gender. Her friend says: Like they make sure every product has its counterpart in boys and girls. This is for someone who's trying to be sexy and, you know, it's exciting and like cheerleadery. [She's comparing deodorants.] And this is for like sporty person, right. And it's exactly the same active ingredients. You know, you have aluminum zirconium in both of them, the same percentage. The purpose is antiperspirant. [Looking at greeting cards in female section, the other girl continues:] I mean they're pink, they have hearts, they flowers. Looking at a different greeting card in male section, Erika says: [Pointing to different things] Girl girl girl boy boy boy boy boy. [Other girl says:] Woman's backpack. Design inside, specifically for women. Pastel golf balls. [Erika says:] I'm not a traditional girl and at the same time, I never felt like I was a traditional guy. A lot of times, I thought maybe I'm just transgender. Maybe I am really a guy, but I don't think I would fit there either. Because transgender is when you're born either biologically male or biologically female but you identify as the opposite gender. So you are still fitting into the traditional gender boxes, you're just not fitting into the one that you were born as. And to me, genderqueer which is how I identify as, is when you are more in the middle or you're not just switching genders. You're just moving beyond gender. [The boy girl boxes implode.] But society is set up in a way where there really is only two genders and once you start trying to break those gender rules, it makes people scared.*

## Group Activity: Positive Body Image

- ▶ Draw a self portrait and write up to 5 things that you like about your body (can be things your body has, does, is capable of, etc.).
- ▶ Share with your table mates:
  - ❖ What was this like?
  - ❖ Was it difficult or uncomfortable?
  - ❖ Why or why not?



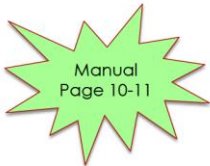
## Closing Discussion

- ▶ Lead final discussion emphasizing individual and collective actions to overcome negative body image and self-esteem.
- ▶ Questions to guide discussion:
  - ❖ Why is it important to take a stand against degrading comments?
  - ❖ Why is it important to be aware of stereotypes that we make?
  - ❖ Why is it important to strive towards positive body image?



## Supplemental Topic: *Body Image and Sexual Health*

- ▶ What are the relationships between body image, self-esteem, and sexual health?
- ▶ How might self-esteem play a role in sexual behaviors, communication, consent, etc.?
- ▶ How does the media influence the way we feel about our bodies and self-esteem?



NOWfoundation - Love Your Body Campaign

## Closing

- ▶ Evaluation
- ▶ Budget String for Site Timekeeper

**Thank you for your time  
and support!**

## Welcome to the Sexual Health Education Professional Development!

If you have not done so already, please complete the [brief online survey](#) that was emailed to you prior to attending this Professional Development.

Thank you

## Sexual Health Education Overview



## Objectives



- Become aware of **Personal Beliefs**.
- Focus on **Functional Knowledge**.
- Explain **Gender, Sex, and Sexual Orientation**.
- Create an **Inclusive Classroom**.
- Increase **Comfort, Competence, and Confidence**.



## Sex vs. Gender

### What Is Sex?

Biological sex includes hormonal, chromosomal and anatomical factors that make one male, female or intersex.

### What Is Gender?

Gender is a broad category that includes characteristics, identity, expression and roles.

## Gender Terminology

- **Gender Identity** – Innate sense of being male, female or neither, and may not correspond to biological sex
- **Gender Role** – Characteristics attached to culturally defined notions of masculinity or femininity
- **Gender Expression** – Outward expression of gender, such as clothing, grooming, or behavior
- **Gender Norms** – Socially constructed standards for specific genders, can often result in unrealistic expectations

## Transgender Youth

### Transgender is an umbrella term:

- Youth whose gender identity is different from their biological sex
- Youth who transition from one gender to the other (may or may not use medical assistance)
- Does not indicate sexual orientation
- **SDUSD policy protects transgender students, their right to express their gender, and to choose school facilities and activities according to their expressed gender (AP 0114).**

*(NOTE – Cisgender refers to individuals whose gender identity matches the biological sex they were assigned at birth.)*

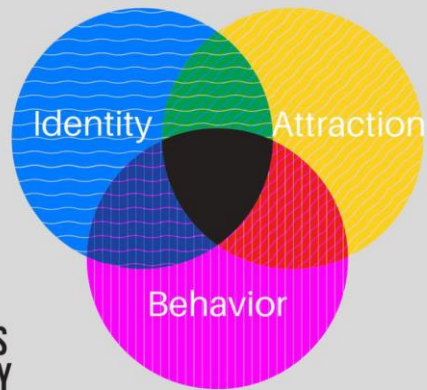
## Sexual Orientation

- An individual's physical and/or emotional attraction to gender(s)
- A person's sexual orientation is different from a person's gender identity.

## LGBTQIA+ Definitions

- **L = Lesbian** Preferred term for women romantically and sexually attracted to women.
- **G = Gay** Preferred term for men romantically and sexually attracted to men.
- **B = Bisexual** Someone who is romantically and sexually attracted to people of both genders.
- **T = Transgender or “Trans”** When a person's gender identity or gender expression does not match the person's biological sex assigned at birth. Independent of sexual orientation.
- **NB=Non-Binary** Refers to a range of gender identities that are not strictly male or strictly female. Similar terms are “genderqueer,” “gender fluid” or “gender non-conforming”.
- **Q = Queer or Questioning**
  - Queer is historically a derogatory term, and is now being reclaimed by LGBT and gender non-conforming people as a self-affirming term.
  - Questioning refers to someone who is questioning or exploring their sexual orientation, gender, or gender expression.
- **I = Intersex** General term used to describe individuals who have a different composition of female and male hormones, chromosomes, and/or internal/external reproductive organs.
- **P = Pansexual** Preferred term for people who are attracted romantically and sexually to people of all genders, gender identities, and sexual orientations.
- **A = Asexual or Ally**
  - An asexual person is someone who does not experience sexual attraction.
  - An ally is someone supportive of LGBTQIAP individuals and their equal rights and treatment.

## COMPONENTS OF SEXUALITY



## Safe Campuses?

*Of those students who identified as lesbian, gay, or bisexual:*

- 10.0% did not attend school because they felt unsafe (7.0%\*)
- 24.3% have been bullied at school (12.3%\*)
- 62.8% felt sad/hopeless and stopped doing regular activities (31.0%\*)
- 38.9% considered attempting suicide (14.1%\*)
- 17.2% attempted suicide (6.5%\*)
- Higher rates of eating disorders, alcohol, nicotine, and other drug use, and sexual activity and intimate partner violence

*\* Rate of heterosexual-identified students*

## Being LGBTQ Is *Not* an Inherent Risk Factor

Social Stigma  
Discrimination  
Unsafe Schools  
Ineffective Providers  
Non-Accepting/Rejecting Family



**Behavior Risks**

## Protective Laws and Policies for LGBTQ Youth

*All students have the right to feel safe on our campuses.*

- Federal Title IX law prohibits discrimination on basis of gender, gender expression, and sexual orientation.
- Sexual orientation, gender identity, and gender expression included in anti-bullying and non-discrimination laws and policies ([AB 537](#) and [AP 6381](#)).
- Pupils are allowed to participate at school according to their expressed gender identity ([AB 1266](#) and [AP 0114](#)).
- Schools are required to allow GSA Clubs on campus if they allow clubs.
- A student's gender identity, gender expression and/or sexual orientation must remain confidential unless the student explicitly states otherwise ([AP 0114](#)).

## Protective Laws and Policies for Gender Nonbinary Youth

*All gender identities are legally recognized in California.*

- California will legally recognize “nonbinary” as a third gender option ([SB 179](#), effective January 1, 2019).
- Law makes it easier for people to change gender on state identification and birth certificates, and establishes a “nonbinary” designation on legal documents such as birth certificates, driver’s licenses, and state identification.
- Gender markers on state-issued documents are M, F, or X.
- SDUSD is working on changing student information systems and forms to accommodate a gender nonbinary option.

## How can you be inclusive in your classrooms?

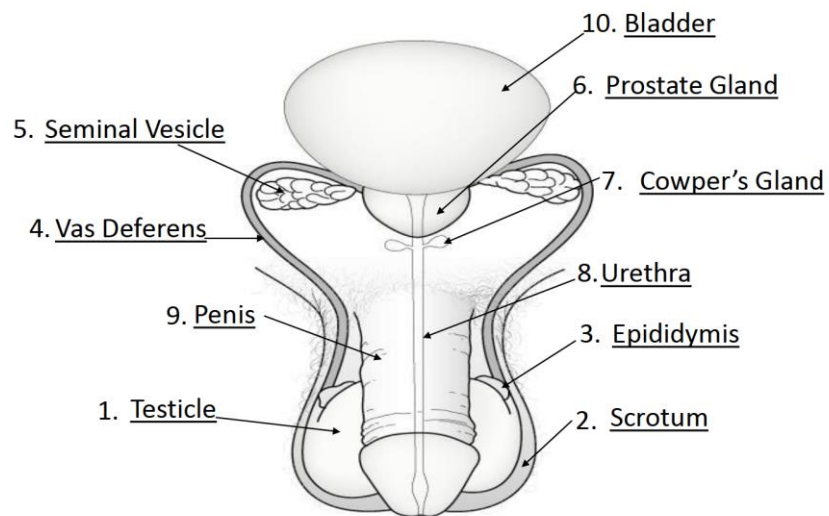
*Brainstorm 3 things that you can do to  
make your classroom more inclusive!*

Note, slides omitted include ones telling teachers to recognize that trauma affects kids, and to engage in trauma-informed instruction. Of course, if a traumatized kid hates their body and identifies as the other sex, in that case, they are to ignore trauma and affirm. (That is not stated in the slides, but flows from other directives vis a vis transgender and non-binary identities enforced upon teachers.)

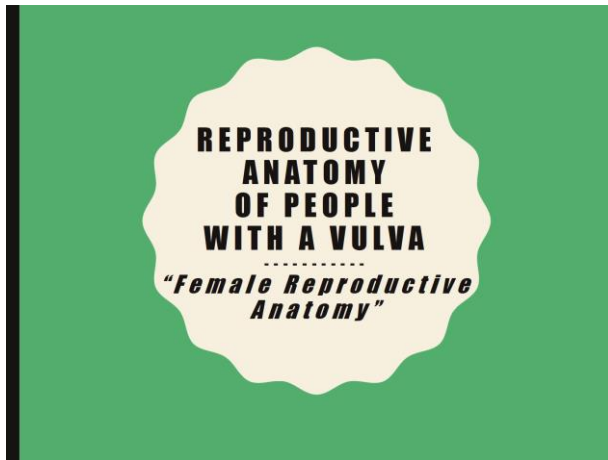
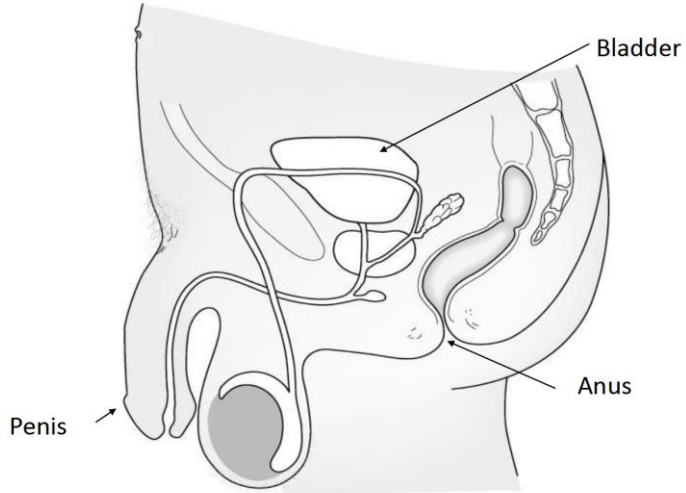
# REPRODUCTIVE ANATOMY OF PEOPLE WITH A PENIS

.....  
*“Male Reproductive  
Anatomy”*

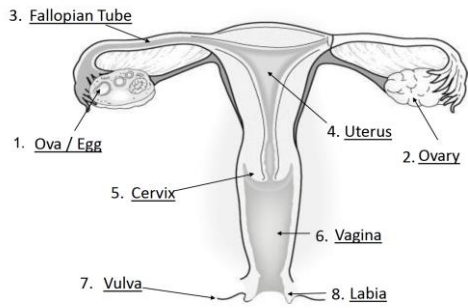
Front View

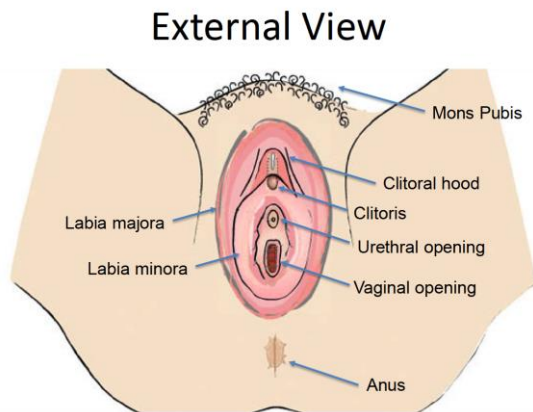
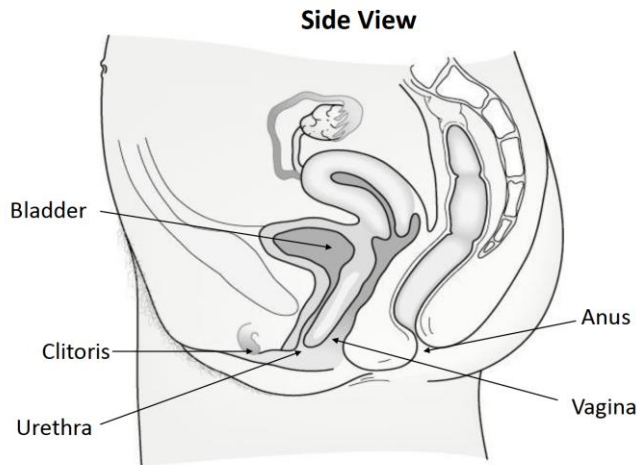


Side View



Front View





There are then a series of slides about menstruation, fertilization, implantation and the like which never use words like woman, man, female or male. Followed by this hypocritical slide:





Teachers are taught about questions to expect from kids related to sex and given a chance to practice answering. Then the following forms pop up, leading into Gender Identity issues.



SAN DIEGO UNIFIED SCHOOL DISTRICT'S

# STUDENT INFORMATION CHANGE REQUEST

CONFIDENTIAL

All students have a right to privacy. This includes the right to keep private their transgender status or gender nonconforming presentation at school. Students have the right to openly discuss and express their gender-related identity and expression at school and school activities, and to decide when, with whom, and how to share private information.

School staff shall not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others. Therefore, given the sensitive nature of the information, when speaking with parents, guardians, other staff members, or third parties, school staff should not disclose a student's preferred name, pronoun(s), or other confidential information pertaining to the student's transgender or gender nonconforming status without the student's permission, unless authorized to do so by law.

School  Today's date

Student's LEGAL name      
LEGAL FIRST NAME LEGAL MIDDLE NAME LEGAL LAST NAME SUFFIX

Student's SDUSD ID#:  Date of birth:      Student's LEGAL sex:  FEMALE  MALE  NON BINARY

## OPTION 1

Name change will ONLY be reflected on teacher/substitute rosters.

**NEW Student Information**

FIRST NAME PRONOUNS

Would you like this information shared with your teachers or other staff?  NO  YES

IF YES, PLEASE SPECIFY WHO (OR ALL)

Are parents/guardians supportive?  NO  YES

Conference with student held on:   
DATE

**Conference Attendees:**

-I have been informed of my rights and options as it relates to asserting my gender identity.  
-I know I can request a Gender Support Plan to help ensure I am supported at school.

STUDENT SIGNATURE

DATE



## OPTION 2

Name/gender change will be reflected on teacher/substitute rosters, report cards, school mailings, diplomas, etc.

**NEW Student Information**

FIRST NAME MIDDLE NAME

Gender:  MALE  FEMALE  NON BINARY Pronouns:

Would you like this information shared with your teachers or other staff?  NO  YES

IF YES, PLEASE SPECIFY WHO (OR ALL)

Parent conference held on:   
DATE

PARENT SIGNATURE

**Additional Conference Attendees:**

-I have been informed of my rights and options as it relates to asserting my gender identity.  
-I know I can request a Gender Support Plan to help ensure I am supported at school.

STUDENT SIGNATURE

DATE

# STUDENT INFORMATION CHANGE REQUEST

JOB AID



When a request is made to implement measures that accommodate the student's asserted gender identity via the Student Information Change Request Form, it is required that principal or designee (i.e. school teacher or counselor) work collaboratively with the student to address the name/gender change options.

A conference with the student is required in order to both discuss and document how staff will support the requested changes.

**STEP 1** Meet with student (and parent/guardian if seeking an "Option 2") to complete the Student Information Change Request Form

**STEP 2** Meet with student to complete the Gender Support Plan and use it as a guide for the student support conference.

Access additional resources at [youthadvocacy.us](http://youthadvocacy.us) or email [youthadvocacy@sandi.net](mailto:youthadvocacy@sandi.net).

Below, the 2 options for student information changes are detailed. Work with the student to determine the best option using the outlines below. Fill out the form with the student-If the student is seeking an "Option 2" information change, arrange for a parent meeting as well.

**NOTE THAT NEITHER OPTION 1, NOR OPTION 2 ARE LEGAL NAME/GENDER CHANGES. LEGAL NAME WILL STILL BE REFLECTED ON LEGAL DOCUMENTS SUCH AS OFFICIAL TRANSCRIPTS, STATE TESTING/DATABASE, ETC. FOR MORE INFORMATION ABOUT LEGAL CHANGES, CONTACT YOUTHADVOCACY@SANDI.NET**

## CHOOSE ONE OPTION

### OPTION 1

Recommended for students **who do not have parent/guardian support**, but want preferred name used in class\*.

Option 1 changes will change NAME in PowerSchool and will be reflected on:

→ teacher/substitute rosters

Principal or designee who has met with student to complete the Student Information Change Request Form AND Gender Support Plan will:

**STEP 3** send a copy of completed Gender Support Plan via email to the Youth Advocacy Department at [youthadvocacy@sandi.net](mailto:youthadvocacy@sandi.net) & retain a copy on site in a confidential administrative file.

**STEP 4** inform the Power User\*\*, so they can make the changes in PowerSchool.

\*\*Power Users (typically registrar, site tech, enrollment clerk) enters the changes in PowerSchool as indicated per student in the "First Name on Teacher Roster" field ONLY. See the Job Aid for additional support in this step.

\*NOTE: Parental notification is NOT needed for this process to occur, however, when there is parental/guardian support, the parent/guardian should be involved in discussions.

### OPTION 2

Recommended for students **who have parental support** as preferred name/gender will appear on documents and information sent home. Arrange for parents to be part of the name change/gender support meeting

Option 2 changes will change NAME & GENDER in PowerSchool and be reflected on (but not limited to):

- report cards
- school mailings
- diplomas
- teacher/substitute rosters
- most other system that may pull information from PowerSchool.

Principal or designee who has met with student to complete the Student Information Change Request Form AND Gender Support Plan will:

**STEP 3** send a copy of completed Student Information Change Request Form via email to the Youth Advocacy Department at [youthadvocacy@sandi.net](mailto:youthadvocacy@sandi.net) & retain a copy on site in a confidential administrative file.

**STEP 4** send a copy of completed Gender Support Plan via email to the Youth Advocacy Department at [youthadvocacy@sandi.net](mailto:youthadvocacy@sandi.net) & retain a copy on site in a confidential administrative file.

**No changes in PowerSchool are made at the site**



## Using Research to Support Gender Expansive Students

Alison Gill, Esq, Consultant  
Rebecca Muj, M. Ed., GISEN Education Manager



## Agenda

- Introductions
- Gender Expansive Youth and YRBSS Data
- GISEN National Research
- Student Video Vignettes
- Data Collection and Advocacy
- Q&A



"The first order of business is to set a timetable to plan an outline for the agenda."

## Introductions

**We invite you to share your pronouns in this space.**

The pronoun or set of pronouns that a person would like others to call them by, when their proper name is not being used.

Some examples include “[she/her/hers](#)” or “[he/him/his](#)” or gender-neutral pronouns, such as “[ze/hir/hirs](#),” or “[they/them/theirs](#).” Some people prefer no pronouns at all.

## Organizations

### GLSEN

GLSEN is the leading national education organization focused on ensuring safe schools for all students, regardless of sexual orientation or gender identity/expression.

**GLSEN envisions a world in which every child learns to respect and accept all people.**

### Advocates for Youth

Advocates for Youth champions efforts that help young people make informed and responsible decisions about their reproductive and sexual health. Advocates believes it can best serve the field by boldly advocating for a more positive and realistic approach to adolescent sexual health.

**Advocates for Youth envisions a society that views sexuality as normal and healthy and treats young people as a valuable resource.**

## All Students Count Coalition

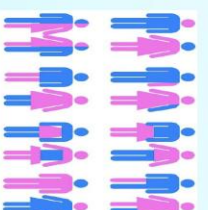
### Membership

- Advocates for Youth
- GLSEN
- Center for American Progress
- Human Rights Campaign
- The Trevor Project
- PFLAG
- Other advocacy organizations

### Vision

We believe by collecting data of young people's sexuality and gender, states and municipalities along with their community partners will be better able to meet the needs of LBRTQ youth in promoting health and academic success.

## Gender Expression Data



## Who Are Gender Expansive Youth?

- Youth whose gender expression does not fit traditional roles based on their assigned sex at birth.
  - Other terms include “gender diverse,” “gender nonconforming,” “nonbinary,” or “genderqueer.”
- Gender expansive young people experience disparate health risk behaviors compared to other young people.
  - Very limited population-based data for research.

## What We Know

Gender nonconformity is associated with:

- Bullying and harassment
- Rejection by peers
- Poor relationships with parents
- Sexual harassment
- Abuse

This victimization has negative health consequences, including:

- Higher rates of drug and alcohol use
- Decreased educational outcomes
- Increased depression and suicidality
- Increased post-traumatic stress

## YRBSS Background



- Youth Risk Behavior Surveillance System (YRBSS) or Youth Risk Behavior Survey (YRBS).
- National survey administered by the CDC which takes place in 47 states, about 20 large school districts, and also territories.
- Looks at “risk behaviors” including drug and alcohol use, smoking, violence, bullying, suicidality, weight, inactivity, and nutrition.
- Consists of a “core” survey and optional question list.
- Each site determines what questions will be used.
- Two sexual orientation questions are part of the core survey.
- There is no approved question regarding trans youth.

## YRBSS Gender Expression Question

*A person's appearance, style, dress, or the way they walk or talk may affect how people describe them. How do you think other people at school would describe you?*

- Very feminine
- Mostly feminine
- Somewhat feminine
- Equally feminine and masculine
- Somewhat masculine
- Mostly masculine
- Very masculine



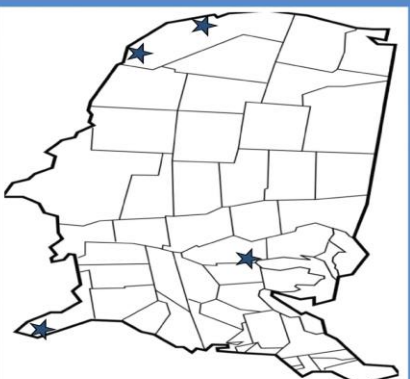


## Socially Assigned Gender Expression Construct

The gender expression item looks at socially assigned gender expression, not internal self-perceptions.

- Victimization due to gender expression is due to how others perceive a person's gender.
- Good results based on cognitive and pilot testing.
- Analogous to similar questions about race sometimes used on population surveys.

## YRBSS Gender Expression Question



- Available for use as an optional question in 2013 and 2015.
- Sites used:
  - Broward County, Florida
  - Chicago, Illinois
  - Los Angeles, California
  - San Diego, California
- Data has not been thoroughly analyzed until this new report.

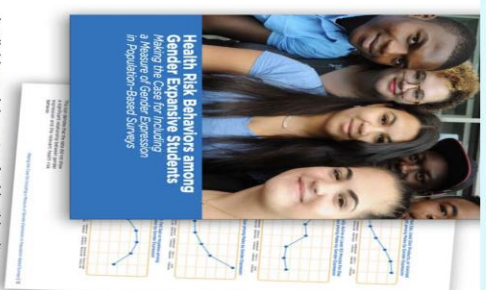
## YRBSS & Transgender Youth

Why has a transgender inclusive question not been adopted?

- Very low prevalence, just 0.6% among adults. Not enough to produce report data for most YRBSS sites.
- Several questions have been used by various sites which have not performed well.
- Existing sex question on YRBSS limits options.

CDC has provided a ***non-approved, untested*** question to sites who desire to use a trans question.

## New Report Released September 2016!



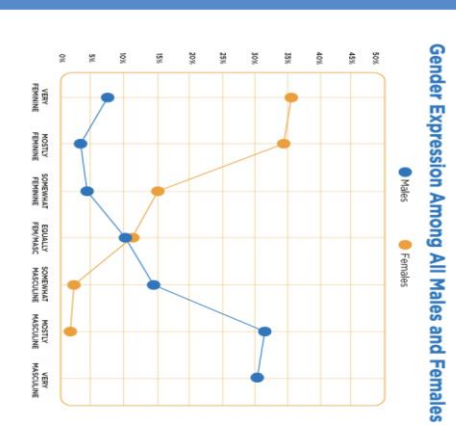
Available on Advocates for Youth's site:

<http://www.advocatesforyouth.org/publications/publications-a-z/2686-genderexpression/yrbss>

## Demographics of Combined Data Set

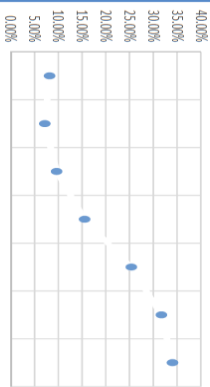
- Used available data from 2013 and 2015. Report combined six data sets with responses from over 9,000 students.
- Higher percentage of gender nonconforming males (14.3%) than females (3.7%). About 10% of males and females are in the middle of the range (“androgynous”).
- Racial Breakdown: Hispanic/Latino (24.6%), White (24.5%), Black (23.7%), or Asian/Pacific Islander (19.1%).
- Sexual minority students comprise 12.4% of the combined sample.

## Gender Expression Among All Males and Females

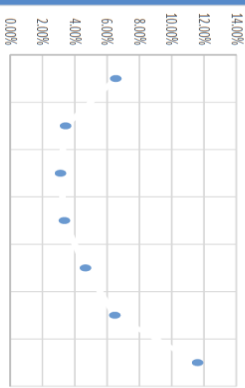


# Example Associations by Gender Expression

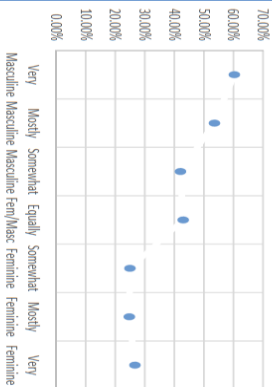
Did Not Eat, Used Diet Products or Vomited to Lose Weight among Males by Gender Expression



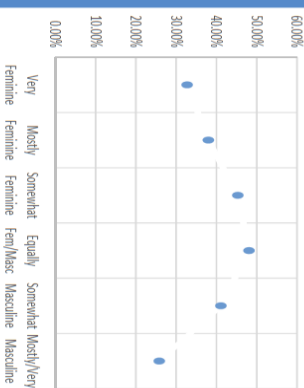
Carried a Gun among Males by Gender Expression



Physically Active at Least 60 Minutes Per Day on 5 or More Days among Males by Gender Expression

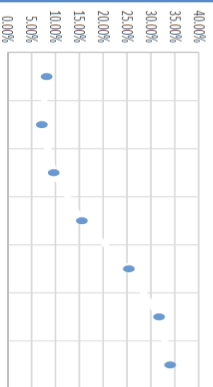


Felt Sad or Hopeless among Females by Gender Expression

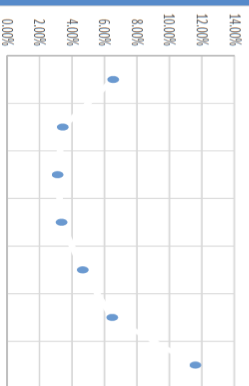


# Example Associations by Gender Expression

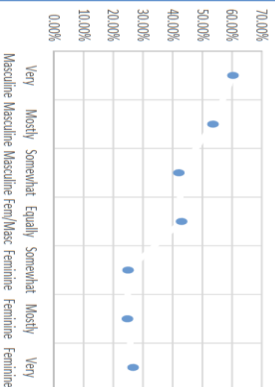
Did Not Eat, Used Diet Products or Vomited to Lose Weight among Males by Gender Expression



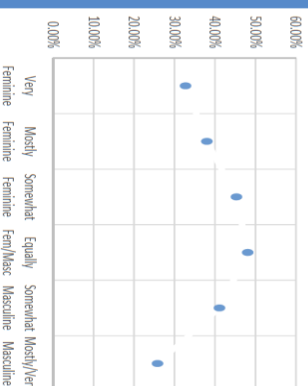
Carried a Gun among Males by Gender Expression



Physically Active at least 60 Minutes Per Day on 5 or More Days among Males by Gender Expression



Felt Sad or Hopeless among Females by Gender Expression



# Sexual Orientation and Gender Expression



- Majority of gender expansive youth are heterosexual.
- Gender expression is a predictor of health risks independent of sex and sexual orientation.

## Selected Stats for Feminine Males

Feminine Males are:

- 3X more likely to miss school because they feel unsafe
- 3X more likely to have been electronically bullied
- 3X more likely to attempt suicide
- 2X more likely to have had sexual intercourse before age 13
- 4X more likely to have used amphetamines
- 4X more likely to have been physically forced to have sexual intercourse

Compared to Masculine Males

## Selected Stats for Masculine Females

Masculine Females are:

- 7X more likely to have carried a weapon on school property
- 4X more likely to have used heroin
- 4X more likely to have had sexual intercourse before age 13
- 2X more likely to have had sexual intercourse with four or more persons
- 4X more likely to have smoked at school
- 5X more likely to currently use smokeless tobacco

Compared to Feminine Females

## Selected Stats for Androgynous Females

Androgynous Females are:

- 1.5X more likely to be physically forced to have sexual intercourse
- 1.5X more likely to seriously consider attempting suicide
- 1.5X more likely to conduct nonsuicide self-injury
- 2X more likely to have been electronically bullied
- 2X more likely to have had sexual intercourse before age 13

Compared to Feminine Females

## Key Takeaways



- We found no relationship between gender expression and age or race.
- While gender nonconformity is associated with sexual orientation, the majority of gender expansive students are heterosexual. Gender expression is predictor independent of sexual orientation.
- Gender expansive students are at higher risk for the majority of health risk behaviors analyzed, including bullying, drug use, and suicidality. Because of this, they are less likely than their peers to succeed academically.
- For some risk behaviors, androgynous students are at greater risk.

GLSEN National Research



## Research on LGBTQ Students Comes From . . .



- *Separation and Stigma: Transgender Youth and School Facilities*



- *2015 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, and Transgender Youth in Our Nation's Schools*



- *Educational Exclusion: The Experiences of Transgender Youth in Our Nation's Schools*

## Research on General Population of Students and Teachers Comes From . . .



- *Playgrounds and Prejudice: Elementary School Climate in the United States*



- *From Teasing to Torment Revisited: A Survey of U.S. Secondary School Students and Teachers*

## Remarks about Gender Stereotypes Are Frequently Heard



### Students

- Hear others make remarks about how boys should act or look (38%)
- Hear others make remarks about how girls should act or look (33%)

### Teachers

- Hear comments about a male acting or looking "too feminine" (25%)
- Hear comments about a female acting or looking "too masculine" (15%)

## Compared to Other Students, Gender Nonconforming Students:

↑ Called names, made fun of or bullied

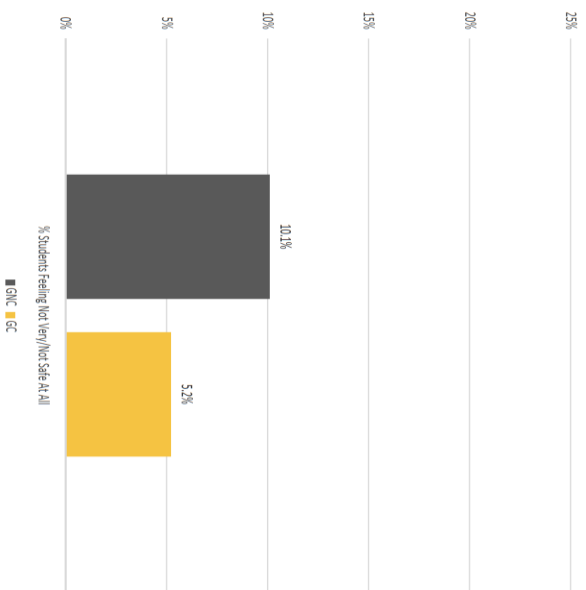
↑ Have mean rumors or lies spread about them

↓ Feel very safe at school

↓ Miss school for safety reasons



## Student Safety

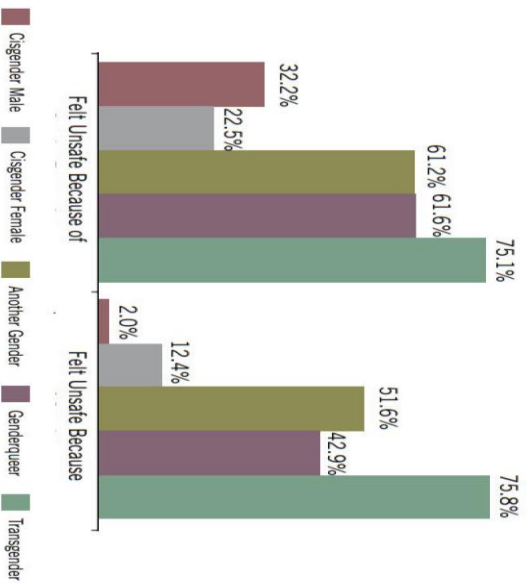


## Educational Outcomes

	GNC	GC
% Students Missed At Least One Day of School	34.3%	15.9%
% Students Who Do Not Plan to Finish H.S.	3.1%	0.5%
% Students w/o Postsecondary Education Plans	12.6%	4.2%
% Students Who Experienced School Discipline	55.2%	45.9%

# Gender and Student Safety

Feeling Unsafe at School by Gender Identity



School-based supports  
improve school climates  
for LGBTQ students.

- Supportive Student Clubs
- Supportive Educators
- Comprehensive Anti-bullying Policies
- LGBT-Inclusive Curriculum

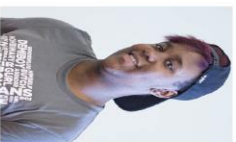
LEARN MORE: [practices](#)  
GLSEN's 2015 National School Climate Survey

GLSEN

## What LGBTQ Students Want You to Know



"I'm a 17-year-old Chicana lesbian and intersectional feminist living in Houston, Texas."



I use they/them pronouns and identify as genderfluid. I'm passionate about gender eradication and POC movements.



"I'm a 15-year-old transgender guy. I am asexual and panromantic, which means that I take the phrase 'hearts not parts' very literally."

• <https://www.facebook.com/GISEN/videos/10154604851656016/>

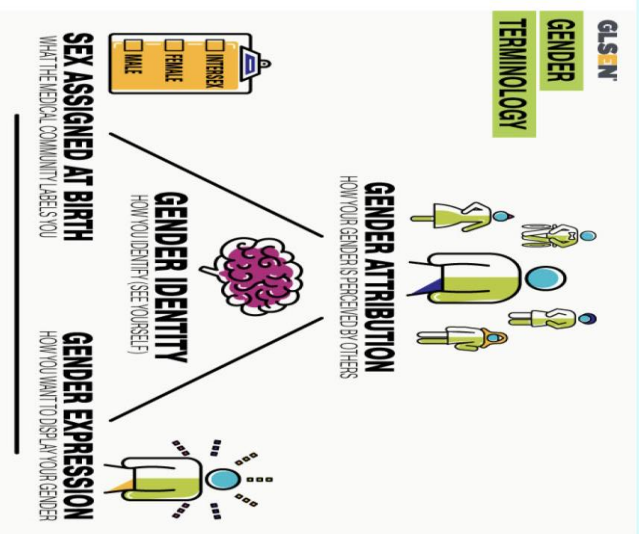
## Student Video Vignettes

## Gender Terminology

## GLSEN Resources for Trans Students

[glsen.org/students/tsr](https://www.glsen.org/students/tsr)

- [Pronouns: A Resource on Gender Neutral Language](#)
- [Be a Better Ally to Trans and GNC Youth](#)
- [Know Your Rights: A Guide for Transgender and GNC Students](#)
- Video on [genderfluidity](#) by one of GLSEN's National Student Council members
- [Blogs](#) on nonbinary identity and transgender binary-privilege, and by trans educators
- [Make your GSA more Trans and GNC Inclusive](#)
- [Gender Visual and Discussion Guide](#): Gender Studies are for Everyone!



## Data Collection & Advocacy

### Local School Climate Survey

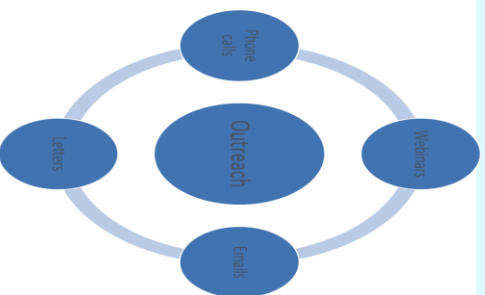


The Local School Climate Survey (LSCS) is a tool developed by GISEN's Research Department for students, educators and advocates to assess the safety and overall environment of their local schools or communities using surveys of students.

## Understanding Obstacles

- Survey decisions finalized by Fall 2016
- Process varies widely by site
- Political/process limitations
- Lack of understanding why this is helpful
- Limited # of questions on survey
- May not understand why they need both a gender expression question and sexual orientation questions
- Gender expression question may be competing with unapproved gender identity question
- Lack of ability to analyze question

## Outreach to YRBSS Coordinators





## Moving Forward with Advocacy

- Tell YRBSS coordinator this is important to you and address their concerns
- Look for opportunities for public comment
- Reach out to relevant contacts at Health/Education Departments
- Ask Health, Education, and Youth partners to reach out as well – put together sign-on letter if helpful
- Speak to lawmaker contacts to see if they can move process forward

## Preliminary Outcomes

In 2013 and 2015, only 4 municipal sites used the optional GE question.

- In 2017, we believe at least 16 sites will be using the question, include 8 states.

Moreover, 15 sites will use the trans question provided by the CDC:

*Some people describe themselves as transgender when their sex or birth does not match the way they think or feel about their gender. Are you transgender?*

A. No, I am not transgender

B. Yes, I am transgender

C. I am not sure if I am transgender

D. I do not know what this question is asking

## Resources

Stay connected! Sign up for GLSEN's Educator Network at [www.glsen.org/educators](http://www.glsen.org/educators).

Trans Student Rights – [www.glsen.org/students/tstr](http://www.glsen.org/students/tstr)

Advocates for Youth – YRBSS Resources:

<http://www.advocatesonyouth.org/topics-issues/youth-risk-behavior-surveys>

# Questions?

**Alison Gill, Esq.**  
Consultant

[Alisongill@gmail.com](mailto:Alisongill@gmail.com)  
202.588.5935

**Rebecca Mui, M. Ed.**  
GISEN Education Manager  
[Rebecca.Mui@gisen.org](mailto:Rebecca.Mui@gisen.org)  
646.388.8064

# Understanding Gender

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

## NSES ALIGNMENT:

Students will be able to:

**ID.12.CC.1** – Differentiate between biological sex, sexual orientation, and gender identity and expression.

## TARGET GRADE:

High School – Lesson 1

**TIME:** 50 Minutes

## MATERIALS NEEDED:

- Lesson PowerPoint
- *3Rs Teacher's Guide* (pages 14-15 and 23-24)
- Projector and screen
- Computer with PowerPoint
- Whiteboard and markers
- "Gender Scripts" worksheet (one copy per each group of three students)
- "Gender Identity Photos," four unique photos in envelopes (one set per each group of two students)
- **Homework:** "I Am Jazz" (one per student)
- **Homework Option 2:** "Jazz Jennings: The Three Biggest Misconceptions About Being a Transgender Teen" (for students without Internet access)

## ADVANCE PREPARATION FOR LESSON:

- Review "Using Ground Rules with this Curriculum" in the *3Rs Teacher's Guide* (pages 14-15). Establish ground rules, group agreements, or classroom norms with your students prior to instruction and refer to them as often as needed.
- Read in the *3Rs Teacher's Guide* about teaching gender, gender identity, and sexual orientation (pages 23-24).
- Print and cut out the "Gender Identity Photos" included in this lesson plan. There should be enough photos for each pair of students to receive 4 different pictures in an envelope.

**Note to the Teacher:** *If there are not enough photos provided here for all of your students to have unique sets of 4 photos, you may duplicate some of the photos so that some groups of students have some of the same photos, or you may add some additional photos that you find on your own. If you add photos, please be sure they represent a range of ages, races, ethnicities, cultures, physical abilities, and body types, and include some that visually fulfill gender stereotypes, some that do not, and some whose gender is not easily recognizable.*

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Explain what gender and gender identity are, and how they are different from biological sex. [Knowledge]
2. Define sexual orientation and how it is different from gender and gender identity. [Knowledge]
3. Define "gender script" while providing several examples of these scripts. [Knowledge]
4. Identify at least three sources of gender scripts and messages they have received growing up. [Knowledge]
5. Understand the concept of body image and how body image is shaped by external messages. [Knowledge]

## Understanding Gender

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

### A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar—using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

### PROCEDURE:

**STEP 1:** Say, “**Today we are going to be talking about gender, gender identity, and sexual orientation. Let’s take a look at what these terms means before we do some activities.**”

Write the word “gender” on the white board. Ask, “**What does gender mean?**” In most cases, people will say, “it’s whether you’re a boy or a girl.” After a few responses, ask, “**How does someone determine whether you’re a boy or girl?**” There will likely be a range of responses, but most commonly they will get at “it’s how you’re born.” Ask, “**When you’re born, how do they know what your gender is?**” Probe for “by looking at the baby’s genitals.”

Explain that there’s a slight difference here—that when you look at the baby’s genitals and see either a penis or a vulva, all you’re seeing is their body parts. Based on what we see, we assign a name to describe that baby—we say, “it’s a boy” or “it’s a girl.” This is called a person’s biological sex. Write the phrase “biological sex” on the board to the left of the word gender.

Say, “**Some people are born with external genitals that don’t match their internal organs. For example, someone who has a vulva but no uterus. All of this has to do with biology: our body parts, our chromosomes, and our hormones, which all make up our biological sex. If our external body parts are different from our internal organs then we are called ‘intersex.’ That’s a way of referring to someone whose sexual body parts developed differently from most people.**”

Say, “**Gender, however, is different and far more complex. Let’s break it down a bit. If you were to look in the mirror and see your body, what you see in the mirror is part of your biological sex. If you were to close your eyes, how you see yourself is your gender identity. In most cases, how people feel when they close their eyes matches what they see in the mirror. This is called being ‘cisgender.’ For some people, what they see in the mirror and how they feel on the inside are different. This is called being ‘transgender.’ And some people don’t identify with any gender at all, which is called ‘agender’ or ‘non-gendered,’ or they identify somewhere in between male and female, which can be referred to as non-binary, ‘gender fluid’ or ‘gender queer.’**”

And gender identity, how you feel about yourself, might not match the gender that you express on the outside, or might be different than some people might expect. Gender expression is how we present ourselves to the world. Gender identity is *not* a choice, whereas gender expression is—or at least *should be*—an individual’s choice.

These terms are different from sexual orientation.” Write “sexual orientation” on the board. Say, “Sexual orientation has to do with the gender or genders of the people we

## Understanding Gender

*A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum*

are romantically and physically attracted to. This is different from our sense of what our gender is. A person who is attracted to their same gender are typically referred to as gay or lesbian, and a person who is attracted to both genders are typically referred to as bisexual or possibly pansexual. A person attracted to only the other gender are typically referred to as heterosexual. People who do not have sexual feelings at all towards other people, but can share emotional intimacy, are typically referred to as asexual. We all have both a gender identity and a sexual orientation.

For example, a person whose biology at birth was characterized as ‘female’ and who also feels female on the inside, who is attracted only to people whose biology at birth was characterized as ‘male’ and who also feel male on the inside, will likely identify as heterosexual. The fact that she identifies as female and he identifies as male are their *gender identities*. The fact that they’re attracted to each other is their *sexual orientation*.

Similarly, a person whose biology at birth was characterized as ‘female’ and who also feels female on the inside, who is attracted only to people whose biology at birth was characterized as ‘female’ and who also feel female on the inside, will likely identify as a lesbian. The fact that they identify as female are their *gender identities*. The fact that they’re attracted to each other is their *sexual orientation*.

Give students some facts about San Diego Unified School District high school students from the 2019 Youth Risk Behavior Survey:

- 14.4% describe their appearance as equally feminine and masculine
- 1.1% identify as transgender
- 10.9% identify as lesbian, gay, or bisexual
- 4.5% are unsure of their sexual orientation

Say, “**Regardless of our gender identity or sexual orientation, we are getting lots of messages about what is or isn’t okay to say, do, or wear based on which gender we are.**” Write the word “gender script” on the board. Ask, “**Has anyone here been in a play at school? What does a script tell us in a play or movie or TV show?**” Probe for it tells us what we should say, how we should move, and how we should react to others. Say, “**So our gender scripts are how we’re told to be based on the answer to the question when we’re born: ‘Is it a boy or a girl?’**” Probe the class for examples or provide one of your own.

**Note to the Teacher:** Here are the terms that should be listed on the board: *gender, biological sex, sexual orientation, and gender script.*

Divide the class into groups of three. Say, “**I am going to give you all a sheet of paper and would like to ask you to think about the gender scripts you have received or have heard about people of a different gender from yours. For right now, we’re just going to talk about boys and girls.**”

Distribute the “*Gender Scripts*” worksheet to each group and tell students they will have about 10 minutes in which to complete it. (11 minutes)

**STEP 2:** After about 10 minutes, ask students to stop their work. Create two lists on the board corresponding to the worksheet and ask students to share an example from their lists. Write their responses on the board.

## Understanding Gender

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Once all the responses are on the board, ask the following questions:

- What do you notice about the two lists?
- How did you know that these were the gender scripts as you were growing up?
- From where/whom have you been receiving these scripts?

Say, “So far, we’ve been talking about people who are assigned ‘male’ and ‘female’ at birth. In most cases, people who are assigned ‘male’ at birth have a penis and testicles, and how they feel on the inside matches those body parts. It makes sense to them. It’s typically the same thing for people who are assigned ‘female’ at birth—they have a vulva, ovaries, and a uterus, and how they feel on the inside matches those parts.

Sometimes, however, the body parts are different from how a person feels on the inside. That person may call themselves ‘transgender’ or simply ‘trans.’ For example, a trans woman is a person whose biology at birth was characterized as ‘male’ and who feels female on the inside. This person’s *gender identity* is female. Being transgender is not a sexual orientation. A transgender person’s *sexual orientation* would depend on the gender(s) that this person is romantically and physically attracted to.

How might someone who identifies as transgender react to these gender scripts?”  
(11 minutes)

**STEP 3:** Say, “To what extent do you think our culture as a whole has been scripted around gender? Let’s take a look at that now. To do so, we need to get into pairs.”

After students get into their pairs, say, “Each pair is going to get an envelope. Inside are four pictures. You are going to face each other. One person will start by taking out one of the pictures from the envelope without showing it to the other person. They will then describe the person in the picture and the other person needs to guess the gender of that person. Seems easy, right? But wait—there are a few rules!”

Write key words on the board as you go through these rules:

- The guesser may not ask questions; they can only go by what’s shared by their partner.
- No gender pronouns may be used by the person describing the pictures. Only “they” or “them” can be used—no “he” or “his” or “she” or “hers.”
- No gender words like “masculine” or “feminine” can be used, such as “man” or “woman” and so on. For example, you cannot say, “This person looks like a man but isn’t” or “This person looks really girly.” Just describe what’s in the picture. For example, “This person has long hair.” “This person is a child. They are playing football.”
- You may not refer to whatever’s in the picture as a “girl” or “boy” thing. For example, you cannot say “This person is playing with a girl’s doll.”
- If you recognize the person in the picture, please do not say, “Oh, it’s so-and-so” or describe what TV show or movie they’re in. Just describe what they look like physically.

## Understanding Gender

*A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum*

Show the PowerPoint Slide 17 with the sample photo. Say, **“For example, if you had this person, you might say, ‘this person is smiling, has dark hair that is styled up over their head, and is wearing lipstick and other makeup.’ Then allow the other person to guess.”**

Advance to Slide 18 and describe this person while showing the hints, but before the photo is revealed. Say, **“Let’s try another one—only this time you won’t see the picture yet, which is what it will be like in the activity. This person has dark hair that’s sort of spiked up. They’re wearing eye makeup and a necklace and a leather jacket.”** Once students have guessed about the gender of the person in the picture, click again to reveal the photo.

Answer any questions and then distribute the envelopes, reminding students to take turns describing the photos/guessing the genders and to not show their photos to their partners. As they work, walk around the room to see how they are doing. (10 minutes)

**STEP 4:** After about five minutes, ask students to stop their work. Process by asking the following questions:

- **What was it like to do that? What was [insert participant responses] about it?**
- **Did you find it easy to guess a person’s gender? What was the language that tipped you off?**
- **What made it difficult to guess the person’s gender?**
- **What was it like to be the person giving clues? What was easy or challenging about doing that?**

Say, **“In the photos, there were certain features that could apply to someone who is or who we perceive to be female, to someone who is or we perceive to be male, or to someone whose gender identity we do not know or who does not identify as male or female. If these terms can apply to someone of any gender, why do you think we gender them in the first place? For instance, why would we say, ‘she’s dressed like a guy’ vs. ‘she’s wearing pants?’”**

Say, **“What we call ourselves is called our ‘gender identity.’ And while you may assume that someone who looks a particular way on the outside identifies the same way on the inside, that may not necessarily be the case.”** Ask, **“How many people feel they guessed the genders of the people in both of their photos correctly?”** Explain that, unless the photo you had was of a famous person who’s made their gender known, you actually wouldn’t know for sure what that person’s gender is unless you asked them.

**STEP 5:** Next, lead the discussion to questions about body image. Write the term “Body Image” on the white board with markers. As you ask students questions, write key words or ideas that they contribute on the white board for reference during the discussion. Explain to students that body image is how we feel about and perceive our own bodies. Say, **“Body image can be positive, such as I feel strong or I like my hair, or negative, such as feeling too tall or too skinny. Our perceptions of ourselves and what society expects of us also influence the way we see other people. We might compare ourselves look to other people we see in media or meet in real life. Sometimes that comparison also leads to judging others about their own bodies and their own physical appearance.”**

**Now we’re going to talk about the photo activity that we just did, thinking about what our own perceptions and judgements were about the person’s body or gender expression. When you looked at these photos, did you think about any of the following:**

## Understanding Gender

A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum

High School - Lesson 1

- **Did you think about how attractive or unattractive these people were?**
- **Did you think about their body size or shape?**
- **Were your first impressions of people that presented as female different from your feelings about people that presented as male?**
- **What about people that presented clearly female or male compared with people who didn't?**
- **How did you think about the white people as compared to the people of color?**
- **Do you think that bias against people because of their body size, shape, or appearance is acceptable?**

Ask if there is anyone who did not think about the size of these people in the photos as they examined them. Point out that although each person looks happy, healthy, or active, the first impression that many people will have is about their body size.

Ask students to consider where they get their ideas about what body shape and size is attractive and healthy. Draw a circle on the board and write "BODY IMAGE SHAPED BY..." in the center. Create a web of the students' ideas (e.g., family, friends, culture, advertisements, toys, video games, TV, movies, music, magazines, etc.). Guide a discussion about the ways in which each category on the board has shaped their ideas about body image and their perceptions about people who fall outside what is considered "normal" or attractive.

Tell students that societal ideas about body image are so ingrained that most of us take them for granted and accept them as natural and normal. This might lead us to internalize negative concepts about ourselves and others, such as feeling like a bad person for being overweight or thinking that thin people are the most worthy friends. Ideas about body image, however, are not fixed or universal, and vary depending upon time and place. Ask students to silently reflect on how many times a day they judge (or hear others judge) their own or someone else's size or appearance, and what effect these judgments have on us cumulatively and over time.

Say to students, "**No one has the right to tell someone else how they are supposed to express their gender or how they should look. Society will continue to give messages about gender and body image, whether from the media, family, culture, or religious groups. But in the end, every person has the right to discover who they are and to let others know in ways that feel right to them.**" (15 minutes)

**STEP 6:** Answer any questions students may have, then explain that for their homework they will be watching a few minutes of the TV show "I Am Jazz" and will respond to some questions about it. Distribute the homework sheets and close class. (3 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The initial presentation by the teacher will achieve Learning Objective 1. The gender script brainstorm small group activity and large group discussion will achieve Learning Objectives 2 and 3. The homework will also achieve Learning Objective 2.

### HOMEWORK:

Students will watch a brief excerpt from the TV show *I Am Jazz* and respond to the questions on the homework sheet. An alternate homework (Option 2) is available for people who do not have Internet access.

*(Body Image lesson excerpted from Reshaping Body Image by Teaching Tolerance*  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/reshaping-body-image>)



## GENDER SCRIPTS

Names: \_\_\_\_\_

**Instructions:**

- From the time we are born, we are told how we are supposed to act, dress and speak based on the sex we are assigned at birth—just as if we had been given a script and asked to follow it throughout our lives.
- In the space below, please provide examples of some of the messages you or people close to you have received about how we are supposed to behave based on whether someone is assigned “male” or “female” at birth.

ASSIGNED FEMALE

ASSIGNED MALE

*I Am Jazz*  
Homework (Lesson HS-1)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:**

- Please go to <https://tinyurl.com/iamjazzhomework> and watch Season 1 Episode 1 of “I Am Jazz” until 10:11.
- Once you are done, please answer the questions below.

**1. When Mom and Dad talked about knowing they were having a boy, Dad talked about what he was looking forward to. What things was he excited to do with his child based on the sex he assumed Jazz was?**

**2. Jazz’s dad talked about not wanting to go out into the world when Jazz was wearing a dress. Why do you think he felt that way? Do you think he would have felt that way had his daughter wanted to leave wearing pants? Why or why not?**

**3. Why do you think Jazz was not allowed to go to school “dressed as a girl”? Do you agree with them for doing that or do you think she should have been allowed to? Why or why not?**

**4. When talking to more than one person, you’ll notice they say “you guys.” This is used a lot in real life, too. Why do you think when we’re talking to a group, even if they don’t identify as boys or male, we say “you guys?” Would it ever work to say, “You girls?” Why?**

***Jazz Jennings: The Three Biggest Misconceptions About  
Being a Transgender Teen***

**Homework Option 2 (Lesson HS-1)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:**

- Please read the article “Jazz Jennings: The 3 Biggest Misconceptions About Being Transgender”
- Once you are done, please answer the questions below.

**1. Jazz mentions that she knew she is a girl in part because she liked “everything feminine” such as dolls and dresses. How do you think these stereotypes about the likes and dislikes of children affect kids? How would it feel to have those messages and not fit into them, either because a kid is transgender or maybe just doesn’t fit the stereotypes?**

**2. Jazz says the second misconception people have about her is surgery. She says, “It’s not about what’s between your legs, but what’s between your ears.” What do you think she means by that?**

**3. The third misconception Jazz mentions is about being too young. When did she know she was a girl? When did you first know your gender? Do agree or disagree that she’s too young? Why?**

**4. Jazz mentions that the universal message she’s trying to express is that it’s “about embracing who you are, living your life authentically and being able to find happiness and love throughout your life.” Do you think that message is universal? Why or why not? In what ways does it apply or not apply to you?**

## Jazz Jennings: The 3 Biggest Misconceptions About Being a Transgender Teen

BY JESSICA RADLOFF  
JULY 15, 2015 5:17 AM

About halfway through our 45-minute conversation, 14-year-old [Jazz Jennings](#) confides that she's worried about how her new documentary series, *I Am Jazz* (premiering tonight on TLC), will be received. She's hoping for a positive response from viewers, but she also knows that the subject of her series—her journey as a transgender teen—is still new territory. Will audiences understand that being transgender wasn't a choice? Or that gender dysphoria is a real thing?

But spend just a few minutes with Jazz and her mom, Jeanette, 49, and the answer is unequivocally yes. Warm-hearted, authentic, and deeply understanding, Jazz and her family may not generate the amount of publicity that [Caitlyn Jenner](#) and the Kardashians do, but their story is just as powerful—maybe even more so. The Jennings family is more like yours and mine than the Jenners/Kardashians will ever be, and with that comes a greater understanding of what it means to be transgender in today's world, and *especially* for today's kids. How do people know they were born into the wrong body? When should parents take their kids' wishes seriously? And how should family handle such a sensitive topic? Nothing was off-limits as we sat down with this mother-daughter duo to talk about the most pressing questions, life in a new spotlight, and the Barbara Walters interview that started it all. Prepared to be amazed.

**Glamour:** What made you decide to sign on to your own reality series?

**Jeanette Jennings:** We've been thinking about it for a while, but Jazz was too young. It's hard enough to wrap your mind around the idea of a transgender child, so it's easier when they're a teenager. People think it's a choice [to be transgender and it's not], so TLC gave us this platform, and we couldn't pass up such an opportunity to share our story in such a real way. Like Jazz says, we wanted to normalize transgender kids. So we hope that comes across to people and that they are less judgmental.

**Glamour:** Jazz, I remember when Barbara Walters interviewed you on 20/20 in 2007. You were six years old. Did you remember having the queen of journalism come into your house and talk to you?

**Jazz Jennings:** Yeah, I definitely remember parts of it. I remember her asking me certain questions about whether I'm a boy or a girl, and me definitely being sure I'm a girl. At the time, I didn't even know who was Barbara Walters was, so I would...

**Jeanette:** She called Barbara her friend.

**Jazz:** I did. My friend Barbara is coming!

**Glamour:** And, Jeanette, what was that like for you having Barbara Walters come in to your home?

**Jeanette:** It was surreal. My husband is really conservative and so we worked with [ABC] for months and he said, We want the most credible journalist ABC has, and we want Barbara Walters to do this.' So it was him. It worked out great. I mean, it was like, If Barbara says you can have a transgender kid, then you can have a transgender kid!



**Glamour:** Jazz, at a very young age you said, 'I have a boy body, but I think like a girl.' What did that mean?

**Jazz:** Right from the start I knew I was a girl, and I really just expressed that and conveyed that message by gravitating toward Barbie dolls, dresses, everything feminine. But I also knew I was different as well. I knew I was a girl, but I knew I was different. The way I knew that was because I knew I didn't have a girl body. As I got older, I started learning more about different private parts, and I would take baths with my brothers and my sister and wonder why I didn't have my sister's body. I have a boy body but a girl brain, and once I learned the differences between the bodies, I knew I wanted a girl body.

**Jeanette:** People would say, 'Oh, how would a two-year-old know?' but you know, one of the first things you teach your kids are, 'Where are your eyes? Your nose? Where's your mouth?' And you teach them all their body parts. She wondered why she didn't look like her sister. People don't give enough credit to two-year-olds. They know what they want.

**Jazz:** But it also wasn't just about the body parts for me. It was a transition where I just wanted to live my life authentically, and be the girl I always knew I was. So that's how it was for me at first. When I was young, I asked my mom when the good fairy was going to come and change my body parts.

**Glamour:** What's the biggest misconception people have about you?

**Jazz:** There are three big ones! First one is people think that this is a choice to be transgender and it's not. It's not a choice at all. They think one day I woke up and said, 'Mommy, I don't feel like being a boy anymore; I want to be a girl,' and that my parents made me do this. I knew who I was and that was a girl, right from the start. Another huge misconception is surgery. Oh my gosh it's so annoying! People are always so concerned what's in between my legs. They're like, 'So, is it this part or that part? Has she had the surgery?' But this isn't just a medical journey. Sure, there are medical aspects that people should understand and be educated about, but it's also much more than that. And being transgender, it's about really finding yourself along the process and finding the courage to live your life authentically. I think people have to understand that. It's not about what's between your legs, but what's between your ears.

**Jeanette:** And what's in your heart.

**Jazz:** And the last misconception is the one about being too young, which we clearly expressed. People don't know what's going through my head. People don't define me. I define myself. I knew I was a girl.

**Glamour:** Where does your confidence come from?

**Jazz:** Because my family always embraced me right from the start and showered me with unconditional love and support and acceptance, that's why that confidence was able to blossom and I was able to be who I am proudly. So it's thanks to them. If I was shut down at that time and didn't have such a supportive family, I couldn't be who I am, and therefore I probably wouldn't be as confident.

**Jeanette:** If she was forced to live her life as a boy, I don't think she'd be as confident. She'd be a completely different person, and hopefully alive, because so many of these kids...

**Glamour:** How did you prepare the rest of the family for this transition?

**Jeanette:** If you think about it, the boys are a couple years older than Jazz, so when they were four-years-old, Jazz was two, and acting like a girl. So they never had a little brother. In their minds they never had a little brother. But for Ari (Jazz's older sister), Jazz was her little baby, her little brother, and she loved it like a doll. In Ari's mind, this was her brother, but a girly brother. When it was time for Jazz to transition, it was hard for Ari because she was like, 'I'm the girl, I'm the princess, I'm the only girl.' It was her and three boys, and



she wasn't ready to share that spotlight. We explained to Ari that this was the situation, these were the statistics, and it was like tough love. We explained that it was going to be a tough road [for Jazz] and she would need her big sister. And she said she loved Jazz and was going to be the best big sister to protect her. She completely turned around. She was eight years old, and Jazz was almost five

**Glamour:** You explain in the show how you decided on the name Jazz, but tell our readers.

**Jazz:** My sister was Princess Jasmine in the play, *Aladdin*, so since she was my role model, I chose Jazz. We didn't want to use my birth name when we did the 20/20 special with Barbara Walters, so we chose that name.

**Glamour:** Is Jazz the name you go by privately, or just publicly?

**Jazz:** Yes, both.

**Jeanette:** I just recently started calling her Jazz.

**Glamour:** Really?

**Jeanette:** Yeah, once we started filming the show because I didn't want to [split the two]. She has always been Jaren to me, which is her birth name.

**Glamour:** How has it been with the cameras following you around for the series?

**Jazz:** It's definitely overwhelming at first. You don't have these people living in your house, but they're there almost five days a week! I guess they are kind of living there, using your toilet paper and everything. [Laughs] I remember at the end of the season, they bought us tons of paper towels and toilet paper! It was a lifestyle change [at first], but they really do capture our normal lifestyle, so it's great.

**Glamour:** Jazz, we see your friends appear on the show. Was that hard for them to get used to the cameras?

**Jazz:** Sometimes my friends don't love it and sometimes they do, but they do it because they want to help me share my story. That's very sweet.

**Glamour:** When you get older, what would you like to do for a living?

**Jazz:** When I was younger, I would say, 'everything,' because I love doing so many things, and am so passionate. I love to explore and travel, I love movies, I love writing, I love math and science, so maybe I'll be...

**Jeanette:** A nuclear physicist?

**Jazz:** No! Not a nuclear...

**Jazz:** But I love to write, I love poetry, I love so many things. But I'll just see what happens. I definitely want to continue sharing my story and hopefully helping people to the best of my abilities. I always say I want to leave this world in a better state than the one I arrived in, and I want to live by those terms.

**Glamour:** The transgender community has unofficially appointed you as a spokesperson of sorts, which is wonderful because it is a gift to help others, but I would imagine it's difficult too.

**Jazz:** You know, sometimes I do feel like there are expectations set for myself in my community, and I have to do the best I can. But then I come to this realization that I'm human and I'm not perfect, and I'm going to make mistakes, and people will have to realize that. And then I come to another realization which is that this isn't just about me anyway. This is about the whole community, united together to achieve equality for all and make a difference. Even though I might be [publicly] out there more or well known, it doesn't make me more important than someone who is doing something in their local community. It's just that we're all trying our hardest to create change to the best of our ability, therefore, we are all equal, and all working our hardest to create a more loving and accepting society.

**Glamour:** Before we leave, what message would you like to leave our readers with?

**Jazz:** I just hope the universal message is really expressed, which is about embracing who you are, respecting yourself, living your life authentically and being able to find happiness and love throughout your life. This isn't just about transgender people. Maybe for now it is, but in the future, I want to make sure that all people can live by those terms and express their natural rights and live their lives as they are. So hopefully the show can start that off.

**Jeanette:** I can't top that. I don't want to let other moms down, so I feel a lot of pressure.

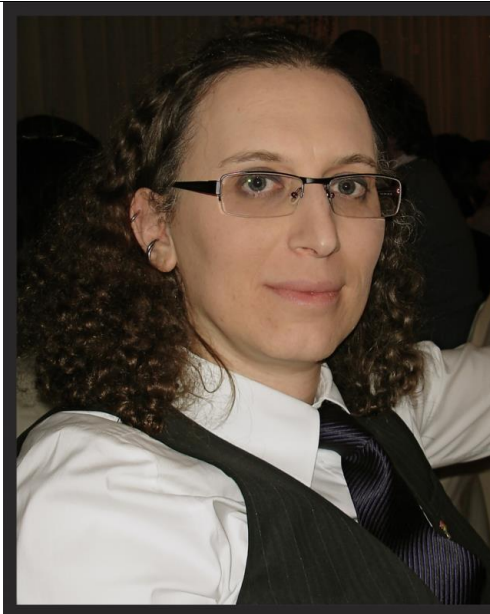
**Jazz:** But even if people have expectations set for you, or you feel that way, just push them all aside, because you have to be who you are and accept the fact that not everyone will agree with you, but it's just the way you are, and you can't change that.

**Jeanette:** Yes, ma'am!

**Jazz:** She's the best mom in the whole wide world.

*Jazz has her own mermaid tail company, Purple Rainbow Tails, which raises money for transgender children. TransKids Purple Rainbow Foundation is devoted to raising awareness about gender dysphoria, offering support to families of transgender children, as well as trans kids directly. The foundation works to education and enlighten the educational and legal systems, and society to make it more inclusive and supportive of all transgender individuals.*

## GENDER IDENTITY PHOTOS



<http://www.lauraajacobs.com/transgender-gender-nonconforming-issues>



<http://www.complexwoman.co.uk/2013/08/complex-women/complexwoman-debbie-van-der-putten>



[www.huffingtonpost.com/nathan-manske/embracing-gender-nonconformity-in-a-mcdonalds-parking-lot\\_b\\_6665784.html](http://www.huffingtonpost.com/nathan-manske/embracing-gender-nonconformity-in-a-mcdonalds-parking-lot_b_6665784.html)



[www.pbs.org/newshour/bb/right-handsome-clothing-gender-nonconformists-rise](http://www.pbs.org/newshour/bb/right-handsome-clothing-gender-nonconformists-rise)



## GENDER IDENTITY PHOTOS



<https://detrich.com.br/2014/04/19/inspire-se-em-tilda-swinton>



[www.afterellen.com/movies/49317-tilda-swintons-julia-finally-crosses-the-atlantic](http://www.afterellen.com/movies/49317-tilda-swintons-julia-finally-crosses-the-atlantic)



[www.kidsinthehouse.com/all-parents/family-life/when-talking-about-childrens-gender-words-matter](http://www.kidsinthehouse.com/all-parents/family-life/when-talking-about-childrens-gender-words-matter)



<http://womanonline.co.za/Beauty-detail/bearded-woman-harnaam-kaur-sends-moving-letter-to-her-younger-self>

There are lots more pages of photos like the above.

## GENDER SCRIPTS

Names: \_\_\_\_\_

**Instructions:**

- From the time we are born, we are told how we are supposed to act, dress and speak based on the sex we are assigned at birth—just as if we had been given a script and asked to follow it throughout our lives.
- In the space below, please provide examples of some of the messages you or people close to you have received about how we are supposed to behave based on whether someone is assigned “male” or “female” at birth.

ASSIGNED FEMALE

ASSIGNED MALE

# Sexual Orientation, Behavior and Identity: How I Feel, What I Do, and Who I Am

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

## NSES ALIGNMENT:

Students will be able to:

**ID.12.CC.2** – Distinguish between sexual orientation, sexual behavior and sexual identity.

## TARGET GRADE:

Grade 8 – Lesson 2

**TIME:** 50 Minutes

## MATERIALS NEEDED:

- Lesson PowerPoint
- Teacher's Resource: *Yellow Flag Language*
- Projector and screen
- Computer with PowerPoint
- "*Yellow Flag Language*" chart on butcher paper, prepared as described
- Masking tape
- White board and marker
- "*Sexual Orientation: Myth or Fact?*" worksheet (one per student)
- "*Sexual Orientation: Myth or Fact?*" Answer Key
- **Homework:** "*Who Do I Know?*" (one per student)

## ADVANCE PREPARATION FOR LESSON :

- Prepare and post a sheet of butcher paper with "Yellow Flag Language" on it and a drawing of a yellow flag next to the word "language" on the front board, over to the right side of the board so it isn't the main focus of the lesson. Fold the bottom up and tape it to the top so that students cannot see what is written on it when they come in.

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least three different sexual orientations. [Knowledge]
2. Describe the three components of sexual orientation (orientation, behavior and identity) and how they are unique from and connected to each other. [Knowledge]

## A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him," using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

## PROCEDURE:

**STEP 1:** Tell students that today's lesson is going to be about sexual orientation. Say, "**There's a lot of discussion in the media right now about sexual orientation – some of which is true, some of which isn't. Today's class is going to look at some of the language around sexual orientation and correct a lot of the misinformation that's out there.**"

Go to your "Yellow Flag Language" chart and take down the bottom half of the paper to reveal what is written there. Ask the class, "**When you see a yellow flag out in the world – like by a construction site – what does that tend to mean?**" Probe for the term or concept of "caution." Say, "**A lot of times people are taught certain language around sexual orientation that is outright offensive or wrong – and other times, there are words that are sometimes okay and sometimes not. So depending on who or where we are, we may need to exercise caution before using them.**"

## Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

As we go along, it's very possible that some of these words or phrases will come up. If I hear one – and if I use one, which I may do as I go through today's lesson – I'm going to walk over here and put that word or phrase up on the list. If you've used a word or phrase and you see me put it up, please know you've done nothing wrong – you've actually helped me teach!" (3 minutes)

**STEP 2:** "Let's start with that term itself – what comes to mind when you hear 'sexual orientation?'" Possible answers you might hear include:

- Who you like
- Who you're attracted to
- Who you have sex with
- The first time you have sex
- Your sexual preference\*

Write responses on the board. If any yellow flag language words (marked with an asterisk\*) are shared, walk over to the "Yellow Flag Language" chart and record them there. Tell the class you'll come back to these terms later.

Go to Slide 6 and read the definition there. Say, "**Two things should stand out to you about this definition – what do you think they are?**" After eliciting a few responses, go to Slide 7 and point out the two key points about the definition: that people can be attracted to more than one sex or gender, and that it's about who you love – so you can know what your sexual orientation is even if you've never had sex or been in a relationship before. Explain that if you're in between relationships you don't stop being the orientation you are.

Ask, "**What names do we have for various categories of sexual orientation? For example, if someone is attracted only to people of a different sex, what might that person call themselves?**" (Probe for "heterosexual." Chances are, you will hear "straight." Be sure to say, "Straight – or heterosexual" as you put "straight" up on the yellow flag language list). Ask for other ideas, which may include:

- Straight\*
- Gay
- Lesbian
- Homosexual\*
- Bi or Bisexual
- Queer\*
- Pansexual
- Asexual

**Note to the Teacher:** *The last three may not come up at all, and it's up to you as to whether you wish to explain them to your students. Some classes will need very basic information, while others may know a bit more or be a bit more knowledgeable and/or mature and thus be able to discuss the last two or three terms.*

Once the list is up, go to Slide 8 and ask students what they think each term means. Probe for:

- **Heterosexual** – Someone who is only attracted to people of a different gender
- **Lesbian or gay** – Someone who is only attracted to someone of their same gender

## Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum

- **Bisexual** – Someone who may be attracted to people of their own gender AND to people of a different gender.

**Note to the Teacher:** If you choose to describe “pansexual” or if a student has used that term, this would be the time to explain what it means – that bisexual technically means “two” and pansexual means “all.” So people who are attracted to more than two genders – including transgender individuals – may use the term “pansexual” rather than “bisexual.” However, some bisexual people are also attracted to more than two genders. The term that a person uses to describe themselves is personal and can be unique to each person.

- **Queer\*** – This term can be used in a number of positive ways: Someone may feel like the other categories are too restrictive and don’t describe them accurately, or someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are. (Students often struggle with this term due to its prior negative use.)
- **Asexual** – If this term comes up, you would define it as someone who does not have feelings of sexual attraction. An asexual person can still fall in love with and be in romantic relationships with other people, but these relationships might not include a sexual relationship.

**Note to the Teacher:** Some students will add in “transgender,” mostly because they have seen the acronym “LGBT.” Be sure to tell them that being transgender is not about sexual orientation or who we are attracted to, but it is about how we understand our gender. For instance, a transgender male also has a sexual orientation; he can identify as straight, gay, bisexual, queer, etc.

(12 minutes)

**STEP 3:** Go through Slides 9-11 to explain the concepts of Orientation, Behavior, and Identity. Then continue through Slides 12 - 20 to discuss the examples.

**Note to the Teacher:** In the examples provided on the PowerPoint, students will be asked to describe how they think a student identifies based on the examples given. If you ask, “How does this person identify?” and a student says, “Confused!” it will be important to stop and talk about that so that all students feel safe and accepted. A helpful response might be, “Actually, that person isn’t confused – someone who doesn’t feel the same way might be because it’s not them. But people feel the way they feel – it’s not anyone else’s right to label or judge others.”

Ask for reactions and questions from the students (there may be a lot!). Students may also be very quiet—this is a lot of information—and it may confuse or overwhelm others. (10 minutes)

**STEP 4:** Say, “There’s a lot of talk in the media about people of all different sexual orientations. Some of it is true, and a lot of it is incorrect. Let’s do an activity now to take a look at some accurate information about sexual orientation and identity.”

Distribute the “Sexual Orientation: Myth or Fact?” worksheet to each person. Tell them they have about 5 minutes in which to complete it individually.

## Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

*A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum*

After about 5 minutes, call time and ask them to pair up with someone sitting nearby to compare their answers. If there are questions where their answers don't match, ask them to circle them to discuss in the larger group. (7 minutes)

**STEP 5:** Using the “*Sexual Orientation: Myth or Fact*” Answer Key, go through each question, asking different students to volunteer their answers. Have the class follow along and correct any they may have gotten incorrect. (13 minutes)

**STEP 6:** Say, “*Before we finish up, I want to come back to this Yellow Flag Language list here on the board.*” Go through each of the terms that are up there, supplementing as necessary from the Teacher’s Resource: *Yellow Flag Language*. Once you have gone through them all, ask if there are any other terms students have heard and if so, add them to the list and talk about why they should be used with caution.

**Note to the Teacher:** *Students might use derogatory terms here, such as “faggot” or “dyke” or “homo.” If any of these terms are used, be sure to explain that they are red flag words, not yellow flag words, and should never be used because they are offensive. However, some red flag words have been reclaimed—such as “queer”—and may be used by an individual to describe themselves, which does not mean that someone should use these terms casually to talk about others.*

Distribute and explain the “*Who Do I Know?*” homework assignment. You may want to explain to students that they should only use the name of someone they know if it's okay with that person, and that it's okay to not use their names. Also, remind them that “transgender” and “trans” refer to gender identity but not sexual orientation. Ask students to hand the homework in during the next class session. (5 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The content provision of the lesson is designed to be an interactive lecture. As such, the contributions of the class and responses to probing questions will be used by the teacher to ensure they have achieved Learning Objectives 1 and 2.

### HOMEWORK:

“*Who Do I Know?*” homework sheet.

*Note: The Orientation, Behavior, and Identity concept has been used by many sexuality educators over the years and is not an original concept to this curriculum. Original author of framing orientation in this way is unknown.*

## Teacher's Guide: *Yellow Flag Language*

The following is a guide to some of the terms relating to sexual orientation that belong on the yellow flag list and therefore should be used with caution. If some or none of these are used by the students in class, be sure to add them to the list yourself and explain them to the class.

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Homosexual	Gay or Lesbian	<p>“Homosexual” was used as a mental health diagnosis until the early 1980s when it was no longer seen as a mental disorder by the American Psychological Association.</p> <p>Today, “homosexual” is often shortened to “homo,” which is used as an insult to people who are or are perceived to be gay (or to heterosexual people to mean they are stupid, like “that’s so gay”).</p> <p>Yet, it is also an accurate category of sexual orientation that some people still use. If someone identifies as “homosexual,” someone else can’t say “you can’t use that term.” It’s their right to use whatever term feels right to them.</p>
Straight	Heterosexual	<p>The opposite of “straight” is “bent” or “crooked.” This can imply that there is something wrong with someone who is not heterosexual.</p>
Sexual Preference	Sexual Orientation	<p>“Preference” is a term that’s used only about non-heterosexual orientations. It is intended to minimize those who are anything other than heterosexual by implying that their orientation is simply something they prefer rather than who they are.</p> <p>This is a “yellow flag” term because bisexual and pansexual people may say, “I am attracted to people of all genders, but I tend to prefer being in relationships with _____.” In this case, the use of the word “preference” is correct.</p>

## Teacher's Guide: *Yellow Flag Language*

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Choice	It depends on: Orientation Behavior Identity	<p>Implying that a person's orientation is a choice is offensive. Heterosexual people do not choose to be heterosexual, it's who they are. Similarly, lesbian, gay, bisexual and other people do not choose to be their orientation, they are who they are.</p> <p>People do not choose their orientation (their feelings of attraction). They DO, however, choose how, whether, and with whom they act on their feelings (behavior). They also choose what to call themselves (identity). This is why "choice" is a cautionary word and depends on how it is used.</p>
Sexual Lifestyle or Gay Lifestyle	Sexual Orientation	<p>"Lifestyle" refers to the manner in which a person lives their life. There is no such thing as one heterosexual lifestyle. Heterosexual people live very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships, they marry, they divorce, they have children, they travel, etc.</p> <p>Lesbian, gay, bisexual and other people also lead very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships, they marry, they divorce, they have children, they travel, etc.</p> <p>"Lifestyle" or "gay lifestyle" is a term used to make heterosexual people feel afraid of and disgusted by non-heterosexual people by creating stereotypes about how they live. When someone is depicted as different and less than human, it is easier to discriminate against them. Therefore, sexual orientation is always preferred over these terms.</p>
Queer	Queer, if...	<p>Many people who belong to social or power minority groups will sometimes use offensive terms among themselves in order to defuse the negative power of these words. Many lesbian, gay, bisexual and other people identify as "queer" and many do not. Some will call each other "fags" and "dykes," which we consider to be red flag words. This will be confusing to heterosexual people who don't understand why it is offensive when they do the same.</p> <p>As a general rule, it is best to use lesbian, gay, bisexual, and heterosexual. Do not use "queer" or any other term unless a person tells you that that is how they prefer to be identified.</p>



## SEXUAL ORIENTATION: MYTH OR FACT?

### Answer Key

- 1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.**

#### MYTH

The answer here is actually “not necessarily.” Sometimes a person will act in a way that fulfills stereotypes about a heterosexual, lesbian or gay, or bisexual person. But people act, speak, and dress in all different ways, regardless of their sexual orientation. They have many different kinds of families, jobs, and interests. So while someone may guess correctly that a person is a particular sexual orientation, they could guess the same about someone with similar characteristics and be completely wrong. When in doubt, ask—or better yet, wait for them to share with you who they are. We all have a right to decide when we want to share personal information about ourselves with others.

- 2. Most people know what their sexual orientation is by the time they are 13 years old.**

#### MYTH

It’s different for everyone. Some people know their sexual orientation from a very young age. Many children who do not end up identifying as heterosexual say they had a sense of being “different” growing up, but they didn’t necessarily have the language to articulate it. Others are sure they are one orientation, and then they come to discover later that they are something different. Still others know very well what orientation they are but act in ways that will enable them to conceal it. This is particularly risky when it comes to safer sexual behaviors; for example, if someone were to get pregnant or get someone pregnant in order to hide that they are not heterosexual.

- 3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.**

#### MYTH

The vast majority of lesbian, gay, bisexual, heterosexual, and other people were raised by heterosexual parents or caregivers. Similarly, there are lesbian, gay, bisexual, and other parents and caregivers who raise heterosexual children. A parent or caregiver does not determine a child’s orientation by how they behave with their child, by their own orientation, or by the activities their children do at home or out in the world. (For example, playing with dolls does not “make” a boy gay—he may be and he may not be, but his orientation was already determined before he started playing with dolls.)

- 4. If you try really hard, you can change your sexual orientation—regardless of whether you are heterosexual, lesbian or gay, or bisexual.**

#### MYTH

Nope. You can change your BEHAVIORS, you can change your IDENTITY—but you can’t

change your ORIENTATION or how you feel. Feelings of attraction are discovered, not chosen. Sexual or attraction orientation isn't something a person can turn on and off like a light switch. We don't choose who we are attracted to. Sometimes we can discover new feelings of attraction—for example, always being attracted to one gender and then finding someone or others of a different gender attractive later in life. That is different from sitting down and trying to change the way you feel—or from going to therapy or to church to try to influence your feelings. That does not work and can end up doing real psychological or emotional harm.

**5. In a same-sex relationship, one person always plays a “male” or “butch” role, and the other always plays a “female” or “femme” role.**

**MYTH**

Like in question number one, this is also a “not necessarily” answer. Most societies are stuck in a binary gender perspective—meaning that there needs to be a man figure and a woman figure in a relationship for it to work. As a result, people will look to a stereotypically “masculine” person to fulfill the “male” role in a same-gender relationship and a “feminine” person to fulfill the “female” role. In some relationships people do express characteristics that may be judged by some to be either “masculine” or “feminine”, but gender doesn't necessarily determine this. For example, in a different-gender relationship, a female partner may support the family financially while her male partner is a stay-at-home dad and raises the children. In a lesbian or gay relationship, one partner may make more money and the other may stay home and raise children. It is circumstance that causes these decisions to be made, not the desire to “be like a man” or “be like a woman.”

**6. The majority of people in the world with HIV or AIDS are gay men.**

**MYTH**

Approximately 37 million people around the world are living with HIV or AIDS. Women make up about half of those cases, and children and men make up the rest. The vast majority of people living with HIV around the world are women who contracted HIV from a male partner. Also, keep in mind that many people have same-sex behaviors but do not identify as gay or lesbian.

**7. With the 2015 U.S. Supreme Court Decision on marriage equality, lesbian, gay, and bisexual people now have all the same legal rights as heterosexual people.**

**MYTH**

The U.S. Supreme Court decision granting the right for same-sex couples to marry throughout the United States only applies to the right to legally marry. In many states, lesbian, gay, and bisexual people can still be discriminated against in the workplace, in housing situations, and in medical settings. The right to marry was huge decision relating to equal rights, but there is much work left to do to eliminate prejudice and stigma for lesbian, gay, and bisexual people.

## MYTH VS. FACT: GENDER IDENTITY AND SEXUAL ORIENTATION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

**1. People can choose their sexual orientation.**

MYTH

FACT

**2. People can choose their gender identity.**

MYTH

FACT

**3. People can choose their gender expression.**

MYTH

FACT

**4. You can usually tell a person's sexual orientation just by looking at them.**

MYTH

FACT

**5. A girl who is really athletic is either a lesbian or transgender.**

MYTH

FACT

**6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.**

MYTH

FACT

We live in a society which deems **transgender people** (those who identify as a gender other than that which they were assigned at birth) as being a type of “other,” which results in incredibly unjust obstacles. But because **cisgender people** (those who identify with the gender they were assigned at birth) do not encounter these obstacles, or do so at a much lower frequency, they may not realize that they have some advantages as they move through the world. The subtle (and sometimes, very explicit) advantages that cisgender people may experience in a society that does not “favor” transgender people is what we call “cis privilege.”

<http://everydayfeminism.com/2016/02/130-examples-cis-privilege/>

## Cis Privilege in Education

1. You are less likely to face harassment or violence for using the bathroom or locker room that aligns with your gender.
2. You are less likely to be asked to wear a school uniform that does not align with your gender.
3. You are less likely to be bullied by students and faculty alike on the basis of your gender identity or expression.
4. You are less likely to face resistance when asking to be recognized by your chosen name.
5. You are less likely to face opposition when asking that your chosen name be listed in programs, certificates, class rosters, and other places where your name might appear.
6. You are less likely to be barred from attending gender-specific events, clubs, or schools, even when those spaces are intended for people of your gender.
7. You don't have to worry that a health center on your campus will not be able to provide you with competent care on the basis of your gender identity or expression.
8. The curriculum at your school is more likely to center the experiences and perspectives of people who share your experience of gender.
9. You will not have a teacher, classmate, counselor, or administrator question the authenticity of your gender.
10. You are less likely to drop out of school due to the harassment you face on the basis of gender identity or expression.
11. You won't be questioned or interrogated about your genitals by others while at school.
12. You will not have your academic performance impacted due to the anguish of gender dysphoria, bullying, and inadequate social support.
13. You are less likely to be misgendered by others while at school.

14. You are less likely to hide your gender identity or expression due to a fear of bullying, suspension, or even expulsion.

15. You are less likely to face pressures to alter your gender expression for the comfort of those around you.

UNDERSTANDING

# nonbinary

IDENTITIES

Many people-including transgender people (those who do not identify with the sex they were assigned at birth)-identify as either male or female, but **some people do not fit neatly or identify within the categories "male" or "female."**

For example, some people have a gender that blends elements of being a man or a woman or a gender that is different than either male or female. Some people don't identify with gender at all and some people's gender is fluid and changes over time.

Some societies-like ours-tend to recognize just two genders-male and female. The idea that there are only two genders is called a "gender binary." Therefore, **"nonbinary" is one term people use to describe genders that don't fall into one of these two categories of male or female.**

## Facts about nonbinary people

**Nonbinary people are nothing new.**

Nonbinary people are not confused about their gender identity or following a new fad- nonbinary identities have been recognized for millenia by cultures and societies around the world.

**Most transgender people are not nonbinary.**

While some transgender people are nonbinary, most transgender people have an identity that is either male or female.

## Respecting nonbinary people

**Nonbinary people may use different pronouns.** Since some nonbinary people do not identify as "male" or "female," they may have pronouns other than "he" or "she." Although some nonbinary people use "he/she" pronouns, many use the pronouns "they/them" (ex: "I am meeting Cris tomorrow. They are really excited!") or other pronouns. If you are unsure, just ask!

## TERMINOLOGY

**Transgender:** a word that describes people whose gender identity that **does NOT** match the sex they were assigned at birth.

**Cisgender:** a word that describes people whose gender identity **DOES** match the sex they were assigned at birth.

**Gender Binary:** a system that categorizes gender as falling into one of two categories-male/female.

For more information, questions, or LGBTQIA+ support, contact the Youth Advocacy Department

YOUTHADVOCACY.US



youthadvocacy@sandi.net



# LATINX



(pronounced “La-teen-ex”)

## WHAT DOES "LATINX" MEAN???

Latinx is the gender-neutral alternative to Latino and/or Latina. Used by scholars, activists and journalists, Latinx is quickly gaining popularity among the general public. It’s part of a “linguistic revolution” that aims to move beyond gender binaries and is inclusive of the intersecting identities of Latin American descendants. In addition to men and women from all racial backgrounds, Latinx also makes room for people who are trans, queer, agender, nonbinary, gender non-conforming or gender fluid.

# Health and Safety of LGBT Youth

## IN SAN DIEGO COUNTY

The California Healthy Kids Survey (CHKS) has collected health information from middle and high school students for over 20 years. The survey questions cover a wide range of health-related topics, including physical activity, nutrition, drug use, bullying, mental health, and protective factors at school. Beginning with the 2013-15 administration of the survey, students were asked to self-identify as heterosexual, gay, lesbian, or bisexual. Students were also asked to self-identify as male, female, or transgender. These two questions allow for the comparison of health-related behaviors and experiences of lesbian, gay, bisexual, and transgender youth (LGBT) with those students who do not identify as LGBT (non-LGBT).

Chapman University in conjunction with the ACLU of Southern California has analyzed the data from the 2015 administration of the CHKS to better understand the health-related status of LGBT youth in San Diego County.

### How Many LGBT Youth?

In 2013, 5.0% of California middle and high school students identified as lesbian, gay, or bisexual, with 95% of students identifying as non-LGB and 0.8% of students identifying as transgender. In San Diego County, the number of students identifying as LGB was 5.4% and the number identifying as transgender was 1.0% in 2015. Based on enrollment for schools in San Diego County for the 2014/2015 school year this percentage translates to approximately 12,587 students identifying as LGB in this age group and 2,331 identifying as transgender. The following are some of the highlights from the San Diego County CHKS 2015 administration.

### Attendance

LGB Youth were more likely (3.7%) than their non-LGB peers (1.2%) to miss school in the previous 30 days because they did not feel safe at school. Transgender youth were also more likely (5.8%) to miss school than non-transgender students for the same reason (1.4%).

### Safety

Transgender youth were 3 times more likely than their non-transgender peers to report not feeling safe at school (15.8% versus 5.2%). For LGB youth, 9.8% admitted to not feeling safe at school compared with 5.0% for their non-LGB peers. Transgender youth (23.7%) were twice

as likely to report being afraid of being beaten up than their non-transgender peers (11.6%). The same is true for LGB youth (22.6% versus 10.9%).

*San Diego County Middle School and  
High School Youth*  
12,587 LGB    2,331 Transgender

### Bullying

Transgender youth were more likely (31.1%) to report having been pushed, shoved, slapped, hit, kicked by someone 1 or more times on a school campus than their non-transgender peers (19.5%). LGB youth were also more likely to report the same (29.2% versus 18.9%).

LGB youth were more likely to report having sexual jokes, comments, or gestures directed at them at school (55.5% versus 29.0%). Transgender youth reported similar experiences with 50.7% reporting being the target of sexual jokes, comments, or gestures at school versus 30.6% for non-transgender students.

Almost half (43.0%) of self-identified LGB youth report being bullied because they were lesbian, gay, bisexual or someone thought they were. Fewer non-LGB youth (5.0%) report being bullied because someone thought they were lesbian, gay or bisexual. Among transgender youth, 38.8% were bullied for the same reason versus 7.2% among non-transgender youth.

### Alcohol and Drug Use

Looking at lifetime use of alcohol and other drugs across grades 7 through 12, there were noticeable differences. Lifetime use measures the number of youth who have ever used a particular drug. Lifetime use of alcohol was higher for LGB youth (40.9%) than for their non-LGB peers (23.1%). Transgender youth also showed a higher rate (34.1%) than non-transgender youth (24.2%).

Lifetime use of marijuana was 28.4% for LGB youth and 14.9% for youth identifying as non-LGB. A similar disparity was evident for transgender youth (27.1% versus 15.7%).



LGB youth reported a higher use of methamphetamine and cocaine during their lifetime than their non-LGB peers (4.1% versus 1.6%) with transgender youth reporting a similar disparity (6.3% versus 1.8%).

*In an average class of 30 students in San Diego County, two of those students will identify as LGBT*

#### Mental Health

The 2015 data revealed indicators of mental health challenges for LGBT youth. When asked *Did you miss school because you felt very sad, hopeless, anxious, stressed, or angry during the past thirty days?* 28.9% of LGB responded in the affirmative, compared with 8.2% of their non-LGB peers. Transgender youth reported similar experiences with 26.5% having missed school because they felt very sad, hopeless, anxious, stressed, or angry versus 9.4% of non-transgender youth.

When asked *Did you seriously consider attempting suicide during the past 12 months?* 46.2% of LGB youth reported that they had seriously considered attempting suicide versus 11.9% of their non-LGB peers. Similar results were found for transgender youth, with 44.8% admitting to having seriously considered suicide versus 14.1% of non-transgender youth. When translated into real numbers, this indicates that in one year in San Diego County approximately 6,859 middle school and high school LGBT youth seriously considered attempting suicide.

#### Protective Factors

Protective factors are the conditions and structures at a school that help to shield students from potential harmful outcomes. These are the human relationships and programs at a school site that “protect” against the risk factors already mentioned here.

#### Youth Engagement and Connection to School

LGB youth were more likely to say that they *did not feel close to people at this school* than did their non-LGB peers (19.2% versus 11.5%). Transgender-identified students were even less likely to report feeling close to people at school (22.7%) in comparison to non-transgender students (11.9%).

When presented with the statement *I feel like I am a part of this school*, LGB youth were less likely to agree with the statement (22.9%) when compared with non-LGB peers (13.6%). Transgender youth were more than twice as likely to say that they did not feel like they were a part of their school (32.6%) as compared to non-transgender students (14.1%).

Responding to the statement *Teachers at my school treat students fairly*, 17.7% of LGB identified students were more likely to disagree with the statement compared to 14.3% of their non-LGB peers. Transgender students were even more likely to disagree with the statement than non-transgender students (29.7% versus 14.4%).

#### Moving Forward

The results of the CHKS survey responses highlight the importance of increasing positive connections and protective factors as a way to create safe and inclusive environments for our lesbian, gay, bisexual and transgender youth. These protective factors should:

- Guarantee that all youth—and especially LGBT identified youth—have caring and supportive adults to speak with and to mentor them.
- Create school environments that are safe, supportive, and inclusive of all.
- Implement policies, programs, and resources that promote health equity among LGBT youth.
- Create opportunities for LGBT youth to engage in meaningful participation in schools and communities.



The California Health Kids Survey was developed by WestEd under contract to the California Department of Education. The data analysis was prepared by Kris DePedro, PhD, and John Elfers, PhD, in conjunction with the ACLU of California and Chapman University. CONTACT: Kris DePedro, PhD [depedro@chapman.edu](mailto:depedro@chapman.edu)

# COLORADO

We do not have results of FOIAs for school curricula in Colorado. We do, however, have the link for a video shown to a woman's son in his High School biology class, and a Denver Public Schools Board of Education resolution pertaining to transgender issues. These are provided below.

## TeenVogue Video shown to Freshman High School Biology Honors class in Denver.

Here are some still shots and the script for a Teen Vogue video shown to a Freshman High School Biology Honors class in Denver ( <https://www.youtube.com/watch?v=2S0e-i117vY> ). The video is entitled "5 Misconceptions About Sex and Gender."



**Hanne Gabby:** Hi, I'm Hanne Gaby and I'm here to tell you that binary is bullshit.  
[upbeat electronic music]

**Katrina Karkazis:** Sex typically refers to your biological traits.

**Maria Tridas, producer TeenVogue:** There's your gonads, your genitalia, your internal sex characteristics, your hormone production, hormone response, and secondary sex characteristics.

**Katrina:** Gender is about your identity, your expression, and it's often based on ideas about sex.

**Chase Strangio:** It's important that we really break down, what are we talking about when we talk about sex and gender, and is there something called biological sex and what does that mean?

**WORDS ON SCREEN:** The body is either male or female.

**Maria:** This idea that the body is either male or female is totally wrong, and I am living proof of that.

**Lucy Diavolo (looks like trans-identifying male, i.e. MTF):** We know intersex people exist and break down this binary.

**Chase:** We all have characteristics that are typically male and typically female, and it is really about political choices, social factors, ideological choices that we assign meaning to different parts of our body. So the meaning may be that the thing that most of us are taught, that if you have a vagina, you're a girl, or if you have a penis, you're a boy.

**Lucy:** But like many simple binaries break down when you start to really get into the nitty gritty.

**Katrina:** Over history, the location or the idea of what determined one's true sex shifted. A hundred years ago, it used to be whether or not you had ovaries or testes. Then it shifted to what kinds of chromosomes that you had, but the body doesn't just have one place where we can sit there with a microscope or something else, and say, hey wait a second, this is really who you are, this is your true sex. In fact, who you are is who you say you are.

**WORDS ON SCREEN:** Intersex people are not common

**Maria:** Intersex people are individuals born with varying degrees of sex characteristics that don't fit the typical script of what it means to be male or female.

**Hanne:** I identify as an intersex person.

**Maria:** I identify as an intersex woman.

**Hanne:** And we're not that rare. It's 1.7% of the population is born like this. It's as common as people with green eyes and red hair. Everybody knows somebody, but it's sometimes hard for the person to speak about it, or the person doesn't necessarily know it.

**Katrina:** I remember when I first learned about intersex and how surprising it was to me. I was like, what is this, why have I never heard about this. And we haven't heard about it because it's actually been stigmatized for a long time.

**Maria:** One thing a lot of people in the intersex community talk about are medically unnecessary surgeries that are forced upon intersex children to make them fit into these boxes of male or female. I have gone through surgeries that have really stuck with me through my whole life and affected a lot of different parts of my life, just so that I can fit into this box of female.

**Wazi Marot:** It's possible to be both intersex and transgender, but it's really important to understand that they are not the same.

**Lucy:** It's more like a Venn diagram. While intersex people are often born with a mix of what science considers male and female biological characteristics, trans people are often born into a binary gender and then realize, later in life, that whatever their assigned gender was isn't how they actually want to live, isn't who they actually are.

**WORDS ON SCREEN:** If you have XY chromosomes, you are a male.

**Hanne:** I was born with XY chromosomes and my gender at birth was female.

**Katrina:** We tend to think that chromosomes for women should only ever be XX, but there are women that have XY chromosomes.

**Maria:** Chromosomes are not the sole determinant of your sex or your gender.

**Lucy:** When I say I'm a woman, I don't just mean that I identify as a woman. I mean that my biology is the biology of a woman regardless of whether or not doctors agree.

**Maria:** Saying that a person with XY chromosomes is only male is a narrow way to look at the diverse range of chromosome differences that we can have as a person.

**LaLa Zannell, Trans Justice Campaign Manager, ACLU:** Human beings are so complex that each person has the right to define who they are, and X and Y can't define who you are in your heart, in your mind, as you're growing in life.

**Katrina:** Too many people still believe that there's such a thing as a true sex and that it comes from your chromosomes. It's not the case. Science has known this for decades and it's actually a consensus in science and uncontroversial.

**WORDS ON SCREEN:** Testosterone is a male sex hormone.

**Hanne:** Everybody has testosterone. It's just a matter of how your body responds to it.

**Katrina:** But it's also not just related to things that we think of as masculine. We actually need it for our liver, for our brains, for our heart. So it's really a misnomer to keep calling it the male sex hormone. Everybody has it, everybody needs it, it's not just about sex.

**Lucy:** In the sporting world today, some female athletes are even tested for high testosterone levels and forbidden from competition just based on their naturally occurring biology.

**Katrina:** There are women in elite sport that have 46 XY chromosomes, but their bodies don't respond

to the testosterone that they produce. No testosterone, their tissues can't use it, and yet, they're excelling as elite athletes. So testosterone's not necessary to even be an elite athlete, and it's definitely not the only thing that makes people a good athlete.

**SCREEN: Trans women are biological men**

**Wazi:** Definitely a cringe-worthy misconception. It's like so steeped in what we've been taught culturally and as a society.

**La La:** Trans women are not biological men.

**Chase:** We should never talk about any woman who is trans as a man, not a biological man, not a natal man, not really a man.

**Lucy:** This is used to target trans women and make us out as predators, especially when it comes to bathroom bills. The reality is that a trans woman's biology is a female biology.

**LaLa:** It's a system that's causing friction to divide us as women and friction to divide feminists to feel like there has to be some separation or that my trans womanhood and your cisgender womanhood makes us in competition or one of us is trying to take up more space, when the conversation should be we're all women. It's just my journey is a different journey.

**Chase:** A trans woman is a woman. She is not tricking anyone. All of her body parts are female body parts.

**Wazi:** When you only focus on somebody's genitals, you're not seeing the full humanity and the wholeness of that person or acknowledging when it comes to gender identity and expression, really seeing that person for who they are.

**Chase:** Much of the violence that we see against the trans community, particularly trans women and femmes of color, is fueled by this idea that trans women are really men, and that when someone learns that a person has a body part that they typically associate with men or that a person was assigned male at birth, but is a woman, and it's important that we really expose these efforts for what they are and fight back. And part of the way we can fight back is to show that these concepts aren't the fixed, scientific constructions that people want to suggest.



*Chase Strangio:* A trans woman is a woman. She is not tricking anyone. All of her body parts are female body parts. [By “trans women”, Strangio means men who claim to be women, most of whom retain their male genitals. Strangio is saying that not only are these individuals women and female, but that their penises are female sex organs.]

# Denver School District Board of Education Resolution on LGBTQ issues:

School District No. 1  
in the City and County of Denver and State of Colorado RESOLUTION NO. \_\_\_\_\_

## **Board of Education Resolution on Inclusion for Our LGBTQIA+ Employees, Students, and Community Members**

**WHEREAS**, Denver Public Schools (DPS) is a district of more than 93,000 students and more than 15,000 full time and part time team members and where our diversity is a treasure that we deeply value and celebrate; and

**WHEREAS**, all students, team members, and community members of the District deserve and are expected to be respected, regardless of their sexual orientation, gender identity, and gender expression; and

**WHEREAS**, DPS Board policies have prohibited discrimination and/or harassment of students based on their gender identity since 2003, five years before Colorado law prohibited discrimination on the basis of gender identity in public accommodations; and

**WHEREAS**, DPS has long supported the right of students to use bathrooms that correspond to their gender identity as well as other accommodations such as locker rooms; and

**WHEREAS**, our [board policy AC - Nondiscrimination/Equal Opportunity](#) expresses our commitment to fostering, cultivating and preserving a culture of diversity and inclusiveness and the policy is implemented and enforced through a robust system of procedures that we refer to as the [Discrimination Prevention and Response \(DPR\)](#) process; and

**WHEREAS**, DPS is already working towards greater inclusion for lesbian, gay, bisexual, transgender, queer, intersex, asexual and other (LGBTQIA+) team members and students, including, for example, updating our HR and student records systems so that all students and staff are able to easily and transparently update their preferred names; and

**WHEREAS**, DPS has a strong LGBTQIA+ “Belong Group” for employees who are working to make DPS more inclusive by identifying needs of the LGBTQIA+ staff and students and advocating for policy change within DPS to support these needs and hosting events for LGBTQIA+ staff, students, and community; the District also recently hired a LGBTQIA+ Equity Initiatives Program Manager; and

**WHEREAS**, on November 15, 2018, the DPS Board of Education (the Board) passed its “[Resolution Objecting to Any Limitation on the Rights of our LGBTQ+ Students, Employees, and Community Members](#),” where the Board restated its strong commitment to the rights of our LGBTQIA+ students, team members, and community members as part of the District’s effort to ensure that our schools are safe and welcoming places regardless of one’s race, ethnicity, nationality, immigration status, native language, sexuality, or gender identity; and

**WHEREAS**, as examples of these commitments, the Board stated in the 2018 resolution that students, employees, and community members can expect that:

- They will be supported if they seek to transition; and
- They will be supported if they wish to be gender fluid, gender expansive, nonbinary, or gender non-conforming; and
- DPS will not require students or employees to undertake any expensive formal legal process to change their names in DPS student or personnel records and DPS employees are directed to honor requested name changes and pronoun preferences; and

**WHEREAS**, the District has worked to expand GSAs in schools, including increasing the number of GSAs in the District's middle schools; the District does not require parental consent to participate in a GSA; and

**WHEREAS**, we recognize creating LGBTQIA+ inclusivity in Denver Public Schools is not about any one action, and it does not happen magically with the change of a policy or the passage of a resolution, but it is about a shift in paradigms and the understanding of sexual and gender diversity and that this shift *requires* appropriate communication, professional development, and a commitment from the Board, the District, and all schools to support these shifts; and

**WHEREAS**, we know that LGBTQIA+ youth still face significant barriers to inclusion, including experiences of bullying and harassment at roughly two times the rate of their non-LGB peers (2017 Healthy Kids Colorado Survey); and

**WHEREAS**, systemic transphobia, biphobia, and homophobia push LGBTQIA+ youth out of school and those same systems of oppression may cause long-lasting negative mental health outcomes; and

**WHEREAS**, affirming gender identity and gender expression for youth is one of the most effective mental health interventions for supporting transgender youth, gender-expansive youth, and gender-nonconforming youth; and

**NOW, THEREFORE, BE IT RESOLVED** that the District shall make available for all students, team members, and DPS community members, at least one all-gender restroom facility in currently existing DPS facilities and a commitment to including a minimum of one all-gender restroom facility in all new facilities construction; and

**BE IT FURTHER RESOLVED**, the District supports students and team members by affirming their right to be "out" with students, staff, and community members — the right to be open about their sexual orientation or gender identity and to speak about their personal and family lives in the same manner as their non-LGBTQIA+ peers; it is never appropriate to discipline a team member who in good faith comes out to another member of the DPS community; and

**BE IT FURTHER RESOLVED**, the District supports the right of its employees to post in their classrooms, offices, or halls a rainbow flag or other sign of support for LGBTQIA+ students or staff, because these are symbols consistent with the District's equity-based curriculum; and

**BE IT FURTHER RESOLVED**, the District will continue to honor and respect a student's self-reported gender identity and gender expression at school regardless of outside adult acknowledgement or acceptance; the District will work to support adults important to the child on greater acceptance and

acknowledgement; however, the District will not wait for such adult acceptance or require parents' or guardians' consent before honoring the student's self-reported gender identity and gender expression; and

**BE IT FURTHER RESOLVED**, the District will continue to push the federal and state government and national corporations to eliminate binary categories that prohibit students from self-identifying outside of those non-binary gender categories; and

**BE IT FURTHER RESOLVED**, the Board, the District, and appropriate stakeholders commit to both the urgency and the need for long-term, sustainable, and well-informed action around LGBTQIA+ inclusivity.

Approved this 23rd day of January 2020.

\_\_\_\_\_  
Board President Tay Anderson, Secretary

\_\_\_\_\_  
Carrie A. Olson, PhD,

## ILLINOIS

We don't have results from FOIAs in Illinois. But we have information gleaned from news stories.

### Article on Evanston/Skokie School District.

[An article](#) in the Daily Citizen entitled *Illinois School District to Teach Preschoolers About 'Sexual Orientation' and 'Gender Identity', April 28, 2022* reports on Evanston/Skokie School District 65 (D65). It links to lessons including the following:

### Preschool Lesson on rainbow flags, etc.

In a lesson for Preschoolers, the lesson plan has the teacher show The Story of Harvey Milk and the Rainbow Flag, and then deliver a Gender Identity message as follows:

- [The Story of Harvey Milk and the Rainbow Flag](#) stopping at "Harvey was proud of the flag, and proud of himself." (0:00-0:4:12)

**Teacher:** *As you heard in the story, sometimes people who look the same love each other, and sometimes people who look different love each other.- Boys can love boys, girls can love girls, people can love people. When a boy loves*

another boy they can be called **gay** and when a girl loves another girl they can be called a **lesbian** or Lesbians. When a boy loves a girl, they are called **straight**.

- When someone is not a boy or a girl, maybe they feel both, they are **non-binary or queer**. This kind of love is for people not in your family. (Teacher uses self as an example; I love my mom but I am not a lesbian. This love is different from the love you have for your family)

## Lesson for First Graders, Pronouns.

Here is a lesson on pronouns for 1<sup>st</sup> graders. The book referred to *They, She, He, Easy as ABC* is a bad alphabet book that shows kids calling themselves a range of pronouns including Tree. More information is provided on it after the lesson below.

Grade Level - 1st Grade  
Pronouns: Lesson 2

### Before You Begin

#### Talking About Pronouns in the Workplace

**A note to teachers before the lesson:** If students get confused about gender expression (how somebody looks) and pronoun, let students know that some people use their bodies to know their gender, but some people use their hearts. Sometimes the gender in your heart is the same as the gender your body is. Sometimes it is different. We want to call people by the gender they have in their heart.

Many people feel like they aren't really a boy or a girl and that's great too.

### Content/Goal/Objectives

Students will dig deeper into the text *They, She, He, Easy as ABC* and will chart (as a class) all of the pronouns they discover. Then they will introduce themselves, choosing pronouns from the chart in a morning meeting style circle.

### Student Friendly Objectives

- I can introduce myself using a pronoun I want to be called
- I can call others the pronouns that they want to be called



## Content Standards

ELA Standard:  
[CCSS.ELA-LITERACY.RL.1.1](#)  
Ask and answer questions about key details in a text.

## Social Justice Standards

Social Justice Standard:  
Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

## Materials

### Slides

*They, She, He Easy as ABC* by Maya and Matthew

Optional Video:  
Pop and Olly Video on Preferred Pronouns  
[https://www.youtube.com/watch?v=bWiotYP\\_AHY](https://www.youtube.com/watch?v=bWiotYP_AHY)

An anchor chart sectioned into three categories (which will later be labeled during the lesson plan)

## Vocabulary

**Pronoun:** A word that takes the place of a person's name, a place's name, or a thing's name. (Example, She, Them, He, Ze)

## Learning Plan

### **Ignite**

Ask students: Who is your favorite character from *They, She, He, Easy as ABC*?

Let students share in partners while flipping through the book:

### **Chunk 1:**

**Today we are going to read** *They, She, He Easy as ABC* again. This time we are going to make a big list of all of the **pronouns** we find.

*Turn and talk with a partner, what is a pronoun again?*

*(If students forgot, remind them-- a pronoun is a shortcut word that you use instead of somebody's name. Example: She ate her food).*

*The authors of this book gave us a BIG CLUE about finding pronouns in this book. Does anybody remember what the BIG CLUE was? (purple words)*

*Yes! Some of the purple words in this book are the characters' names, but some of the purple words are the characters' pronouns.*

**Our job today is going to figure out which purple words are names, and which words are pronouns.**

What is our job today? (students rephrase)

**Chew 2:** Read the book, this time stopping after each page and asking kids which purple words they think are names, which purple words are pronouns. (Note that tree is a pronoun in this book, because pronouns are playful).

Write all of the new pronouns that you find on an anchor chart. Section the anchor chart into three categories, which will be labeled later in the lesson. You may alternatively make your own copy of the slides and write the list on slide 14.

**(possible lesson break)- - - - -**

**Chunk 2:** Okay, now we have this big list of pronouns on our chart. Let's talk about them! Some pronouns are words that boys like to be called. Some pronouns are words that girls like to be called. And some pronouns can be used for ALL people. These are called gender neutral-- because they aren't just for one gender (label the categories).

The cool thing about gender neutral pronouns is that EVERYBODY can use gender neutral pronouns. (\*\*See note to teacher for suggestions on addressing gender questions)

**Chew 2:** Next, we are going to use this chart to pick out our own pronouns. Turn and talk with a partner, which pronouns from the chart do you like the most? Are there many pronouns that you like or just one?

**Chunk 3:** The last thing we are going to do today is learn how to tell somebody our pronouns when we meet them.

Whatever pronouns you pick today, you can always change! But remember that it important to tell somebody to call you what you want to be called.

Pick a student to model:

Watch how I introduce myself to (student).

I say Hi! My name is \_\_\_\_\_. My pronouns are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

(Example: Hi! My Name is Mr. Johnson. My pronouns are he and him and ze)

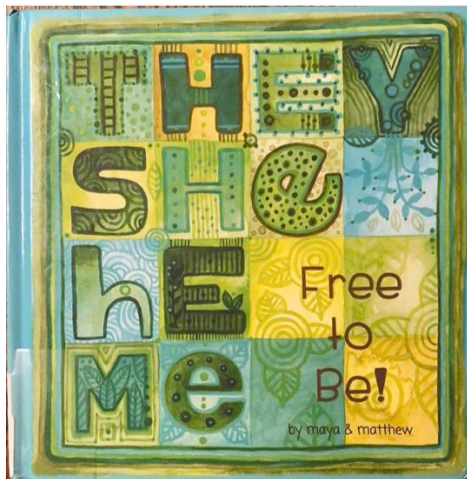
What did you notice about the way that I introduced myself?

## Reflection/Circle Question(s) + Taking Action

### **Closing reflection question:**

Have students go around the circle introducing themselves. Allow them to have fun with the pronouns! Be sure not to choose for them.

**They She He Me, Free to Be!** The book referred to in the lesson features drawings of kids with their “pronouns” underneath. These are followed by messages that preach Gender Identity Ideology. The book explains why playing with pronouns is supposedly liberatory and fulfilling, and why all children should engage in this fun self-fulfilling activity.





## Pronouns

When you were born you were given a name, and a pronoun, probably *he* or *she*.

As you get older and know yourself more and more on the inside some of the ideas of *she* and *he* may fit you and some of them may not.

Ideas about *he* and *she* are very strong right now.

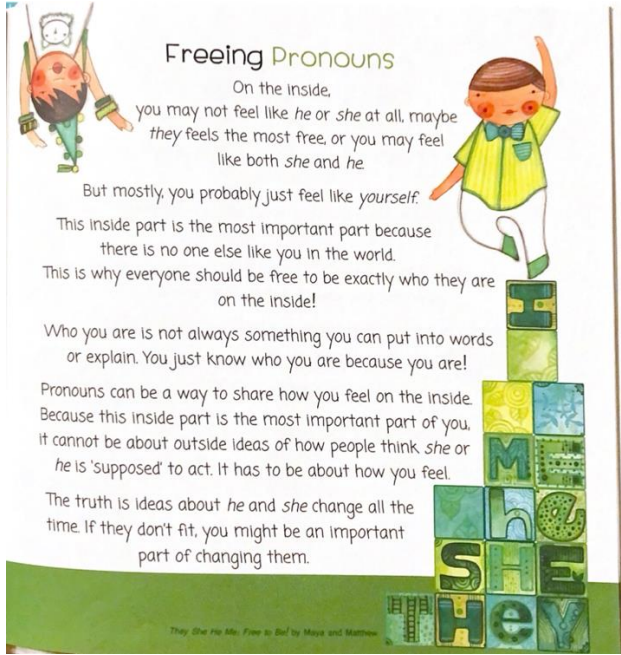
Many people believe *HE* means ONLY certain things and *SHE* means ONLY certain things.

These ideas affect what people think about everything. How you dress, how you wear your hair or how you express the spirit of who you are, even what colors you like.

People can think they know what your pronoun is based on their ideas about *she* and *he*.

This is a way of only looking at the outside of a person and not the inside of a person.

They, She, He, Me, First to last by Miss and Matthew



## Freeing Pronouns

On the inside,  
 you may not feel like *he* or *she* at all, maybe  
*they* feels the most free, or you may feel  
 like both *she* and *he*

But mostly, you probably just feel like *yourself*.

This inside part is the most important part because  
 there is no one else like you in the world.  
 This is why everyone should be free to be exactly who they are  
 on the inside!

Who you are is not always something you can put into words  
 or explain. You just know who you are because you are!

Pronouns can be a way to share how you feel on the inside.  
 Because this inside part is the most important part of you,  
 it cannot be about outside ideas of how people think *she* or  
*he* is 'supposed' to act. It has to be about how you feel.

The truth is Ideas about *he* and *she* change all the  
 time. If they don't fit, you might be an important  
 part of changing them.

They She He Me Free to Be! by Maya and Matthew

## Claiming Pronouns

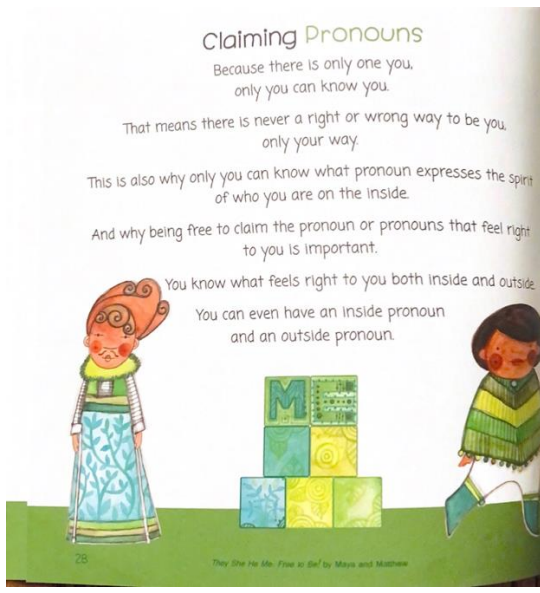
Because there is only one you,  
 only you can know you.

That means there is never a right or wrong way to be you,  
 only your way.

This is also why only you can know what pronoun expresses the spirit  
 of who you are on the inside.

And why being free to claim the pronoun or pronouns that feel right  
 to you is important.

You know what feels right to you both inside and outside.  
 You can even have an inside pronoun  
 and an outside pronoun.



They She He Me Free to Be! by Maya and Matthew



## Creating Pronouns

Not only can *he* and *she* mean more than what people think, there are also more pronouns than just *she* and *he*.

You are not alone if *he* and *she* don't fit. Many people have played with pronouns and still do because of how they feel inside.

Here are some ideas.

You can use *your own name* as your pronoun.

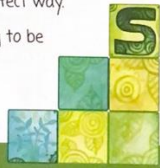
You can change pronouns from *he* to *she* or from *she* to *he*.

you can use new ones like *ze* or create your own like *tree!*

Some people use *they* which is a perfect way.

There are many more pronouns waiting to be discovered and used.

People are creating new pronouns all the time!



## Using Pronouns

To begin creating room for everyone including yourself, there are ways to use pronouns that make room for more than just *she* and *he*.

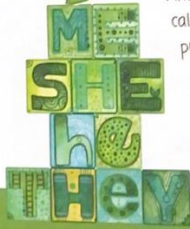
When you first meet someone tell them your name and you can ask theirs. You don't have to know more than that to play!

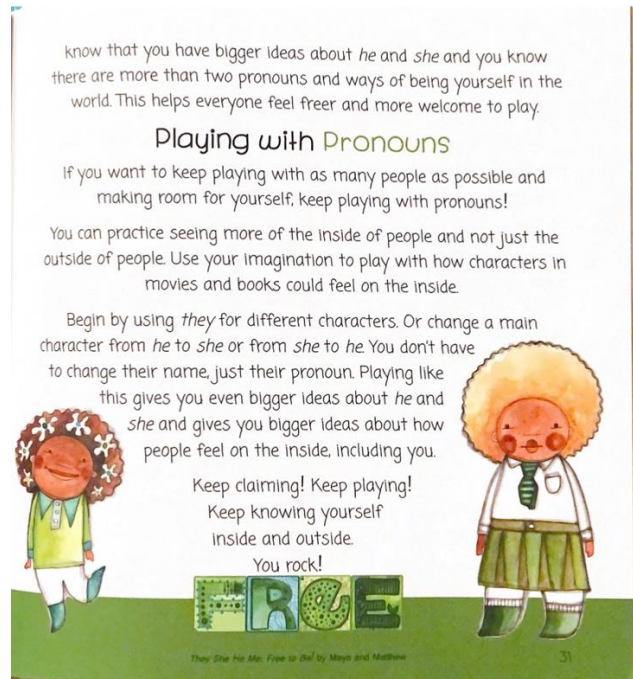
If you hear a pronoun from that person—great, you can use that pronoun. If you don't hear a pronoun from that person and you need to use one—you could use *they* and keep playing. And maybe *they* is what they love to be called anyway!

And what about you? Do you like to be called *they* too? You could share your pronoun by saying it plain and simple if you want or you could just stick with your name.

Do what feels right to you.

Doing things like this lets people





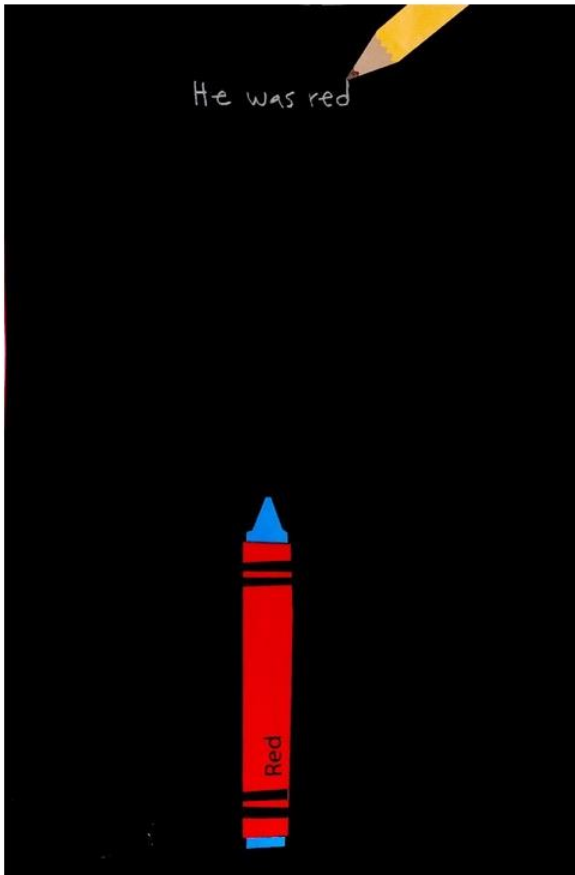
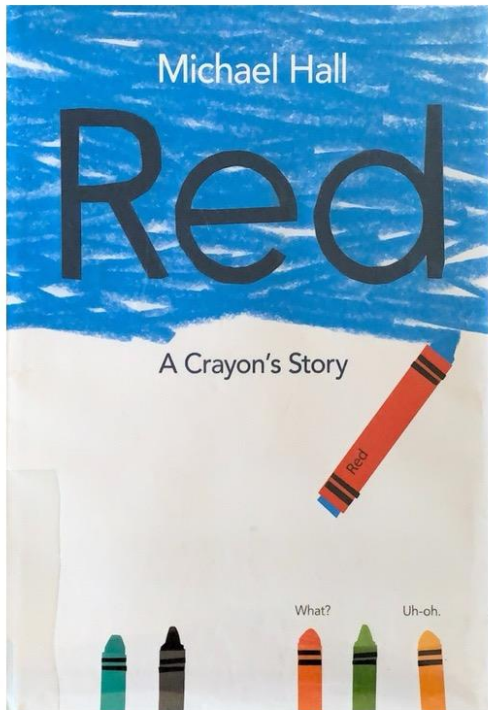
## MINNESOTA

A FOIA was sent to Hilltop Elementary Schools (Inver Grove Heights ISD 199)

## BOOKS READ TO CHILDREN K-5

The District provided a list of books used in K-5. The following are ones we know to be problematic:

- **Red: A Crayon's Story** (1<sup>st</sup> grade). In this book an obviously blue crayon somehow wearing a red wrapper is forced to try and try again to color things red, which he obviously can't do. Finally he finds a friend who lets him be himself, i.e. blue. And everyone realizes he's actually blue. He's happy and lives happily ever after. Obviously, this story is upside down from the trans phenomenon where boys wear girl "wrappers" and vice versa to pretend to be something they're not. Here are selected pages from Red:





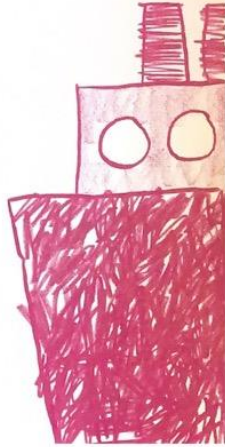


Above, are the results of obviously blue crayon attempting to color a strawberry red.

One day, he met a new friend.



Will  
you  
make  
a blue  
ocean  
for my  
boat?



And he didn't stop there.



Bluebells!



Blue bird!



Blueberries!



I'm blue!



Blue jeans!



Blue whale!



- Flight of the Puffin** (5<sup>th</sup> grade) This is a classic indoctrination book. The only references to those who challenge Gender Ideology paint them as uninformed and cruel. Impacts on and the value of sex-based rights in bathrooms and locker rooms are not mentioned. The book studiously avoids mentioning any of the harms associated with medical transitions. Young readers are emotionally manipulated into taking a position on a complex issue that is neither informed nor compassionate.

The book is one in which multiple child characters' stories eventually intertwine. One character (Jack) wants to help his school get a grant, but the lack of "gender-neutral" bathrooms is apparently a barrier, and at first Jack can't see why that should be a problem, especially since he thinks there aren't trans-identifying people at his school. Jack meets someone named "T", whose sex is never stated. T identifies as neither a boy nor a girl, and is living on the street. It is assumed that his parents are awful, i.e. that they don't accept him for who he is, hence his homelessness. Jack learns about trans issues from T and sees that there ARE trans-identifying people in his community, and boy, are they oppressed, and he concludes that therefore they should be able to go into whatever bathroom they want. Jack is oblivious to implications of such a policy on anyone else.

## GENDER IDENTITY TRAININGS

The District reply to the FOIA provided a list of three trainings. We have not been able to obtain a May 27, 2022 presentation by Todd Savage, a University of Wisconsin, School

Psychology Program Professor, entitled “All teacher professional development”. We also haven’t been able to obtain a March 8, 2019 “breakout session for teachers” presented by “Emmyra Conway, Simley” (which could be used to help meet “cultural competence” licensing requirements,) entitled “How to Support Transgender/Non-Binary Students. But the District did send an October 7, 2021 session entitled “Understanding and Supporting Gender Diverse Students” presented by Todd A. Savage. Here are selected slides from that:

Todd A. Savage, Ph.D., NCSP  
Professor, University of Wisconsin-River Falls  
Pronouns: He/ Him/ His

Inver Grove Heights Schools  
Inver Grove Heights, Minnesota  
October 7, 2021





<https://www.naesp.org/communicator-may-2016/new-resolution-supporting-transgender-students>

<https://www.nassp.org/who-we-are/board-of-directors/position-statements/transgender-students?SSO=true>









Transphobia:  
School Climate, Bullying, Biased Remarks, Harassment

GLSEN 2019 National School Climate Survey

Transphobia:  
School Climate, Bullying, Biased Remarks, Harassment

GLSEN 2019 National School Climate Survey

Transphobia:  
School Climate, Bullying, Biased Remarks, Harassment

GLSEN 2019 National School Climate Survey

Transphobia:  
School Climate, Bullying, Biased Remarks, Harassment

GLSEN 2019 National School Climate Survey

Discriminatory School Policies and Practices

GLSEN 2019 National School Climate Survey

Discriminatory School Policies and Practices

GLSEN 2019 National School Climate Survey

Discriminatory School Policies and Practices

GLSEN 2019 National School Climate Survey



GLSEN 2019 National School Climate Survey



<http://www.cnn.com/videos/us/2015/03/17/digital-shorts-parenting-transgender-child-orig.cnn?sr=fbdwtransp>



**Here's what happens in the Raising Ryland video:** Produced in 2015, this video starts with Mom showing a drawing her female child Ryland (who pretends to be male) made as a 3-year-old. The drawing has a person with short hair in it. "You were trying to tell us," she says. "You made this when you had long hair but you knew what you liked inside your head." The film emphasizes that Ryland feels very strongly about being a boy and that adults need to "open up our minds and understand that." A clip of the ultrasound moment when the parents learned that Ryland was a girl, is shown. The Dad says: "We found out ...girl and boom everything went pink," establishing the sexist stereotyping imposed on Ryland from birth onward.

Ryland had profound hearing problems that weren't diagnosed until she was a year old. They describe her being a "tomboy", liking guns and toys like that, hating long hair and bows, and having the body of a girl and supposedly the brain/mind/spirit of the other sex. The Mom says that transition is the only option because otherwise trans-identifying kids feel bad and potentially kill themselves. The film cites the bogus 41% attempted suicide stats. The Mom says she gets angry at people who don't see that they had no choice but to do what they did to Ryland.

The parents transitioned their girl at age 4 or 5. She became "he/him" and the parents "had to get those teachers educated." But the teachers were apparently totally into lying about Ryland's sex. Among other things, Ryland was allowed to use the boys' bathroom. Ryland must be about 12 now, and may or may not have undergone medical interventions.

<https://www.youtube.com/watch?v=niBM3li662U>



**Here's what happens in the Schulyer Bailor video:** This is a video about a trans-identifying individual in sports: a *woman* pretending to be a man. While her pretense may subject boys and men to a loss of sex-based privacy in the locker room, this woman poses no unfair threat to them in swimming competitions. Showing this video neatly sidesteps the real of trans-identification in sports: MEN in WOMEN'S sports. Schulyer's story is interesting in that she decided to "transition" after experiencing a trauma (a broken back), and she states that she has experienced mental illness: depression and an eating disorder. Only as a young adult after spending 131 days at "a facility" (no other description is given) did she announce she was a boy. The film mentions how in early childhood Schulyer always wanted to wear shorts and pants, not dresses. It describes how she dreaded the arrival of breasts and the impact on her swimming.





Tier 3:  
Child Protective Services  
Mandated reporting  
Coordination of services  
Releases of information in both directions  
Referral to community-based medical services  
Referral to community-based mental health services

Tier 2:  
Individual counseling  
Group counseling  
'Deeper dives' with those who pop up on screenings  
Family support initiatives  
Gender Transition Plan Development  
Gender Support Plan development  
School climate 'booster shots'

Tier 1  
Access to mental health professionals and services  
Universal mental health education, depression and suicide awareness education, and screening  
Anti-bullying prevention and bystander education  
Access to curricular and instructional materials  
Access to gender-safe spaces  
Inclusive language  
Trauma-informed/ trauma-sensitive schools  
Gatekeeper training  
Confidentiality and respect  
Policy development, revision, updates  
Establishment and maintenance of an overall positive school Climate

National Association of School Psychologists  
Gay, Lesbian and Straight Education

TransActive Gender Center

Welcoming Schools

Gay, Lesbian, Bisexual, and Transgender Community Center

TransYouth Family Allies

Philadelphia Trans-Health Conference

TNET – PFLAG's Transgender Network



