

PART TWO

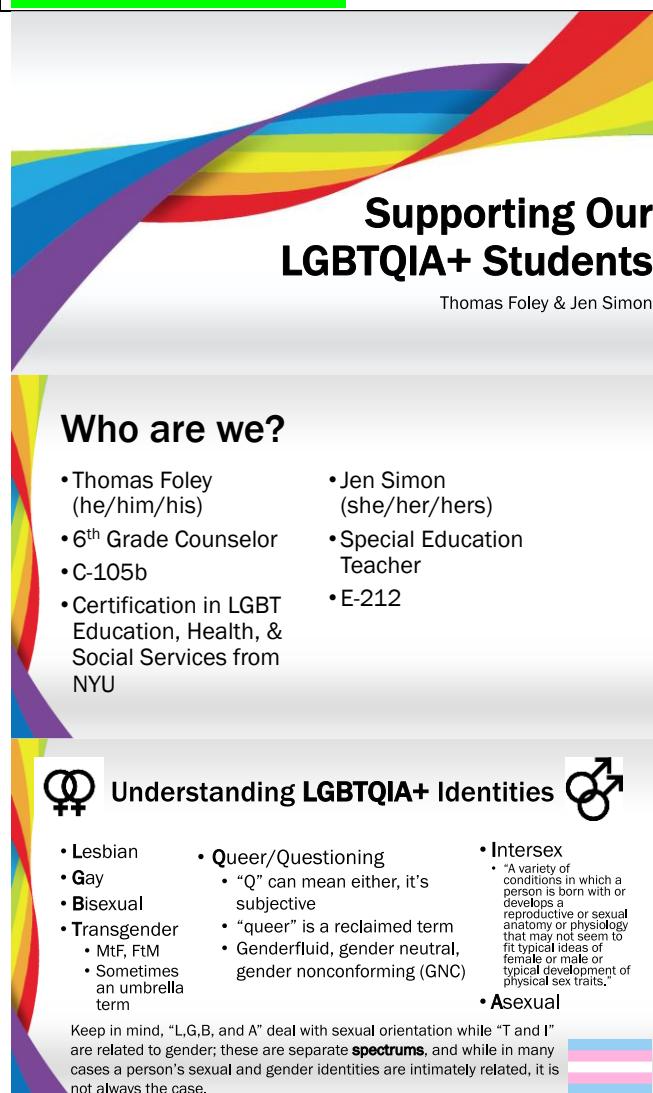
Selected Pages from Data We Have on Gender Identity Ideology in K-12 Schools.

NEW JERSEY

PRINCETON TROVE

In response to a FOIA request Princeton NJ schools sent this [Link](#). Here are some highlights from the pile of documents they linked to. No explanation was provided regarding the documents, where they're used, how often etc. To see the full documents, use the link, and then find the document name and click on it. You may need to download for ease of reading.

"Supporting our LGBTQI+ Students 45 minutes.pdf"
Selected slides.



Supporting Our LGBTQIA+ Students
Thomas Foley & Jen Simon


Who are we?

- Thomas Foley (he/him/his)
- 6th Grade Counselor
- C-105b
- Certification in LGBT Education, Health, & Social Services from NYU
- Jen Simon (she/her/hers)
- Special Education Teacher
- E-212

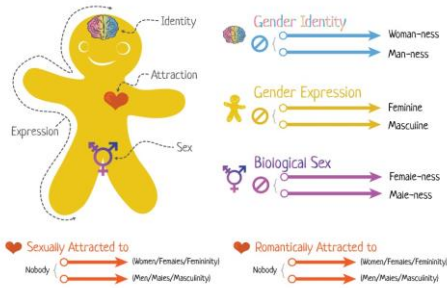
Understanding LGBTQIA+ Identities

- **Lesbian**
- **Gay**
- **Bisexual**
- **Transgender**
 - MtF, FtM
 - Sometimes an umbrella term
- **Queer/Questioning**
 - "Q" can mean either, it's subjective
 - "queer" is a reclaimed term
 - Genderfluid, gender neutral, gender nonconforming (GNC)
- **Intersex**
 - "A variety of conditions in which a person is born with or develops a reproductive or sexual anatomy or physiology that may not seem to fit typical ideas of female or male or typical development of physical sex traits."
- **Asexual**

Keep in mind, "L,G,B, and A" deal with sexual orientation while "T and I" are related to gender; these are separate **spectrums**, and while in many cases a person's sexual and gender identities are intimately related, it is not always the case.



The Genderbread Person v3.2 by its personal/medical/social



All info from 2017 GLSEN (Gay, Lesbian, & Straight Education Network) School Climate Survey

- 59.5% of LGBTQ students felt unsafe at school because of their sexual orientation, and 44.6% because of their gender expression.
- 34.8% of LGBTQ students missed at least one entire day of school in the past month because they felt unsafe or uncomfortable, and a tenth (10.0%) missed four or more days in the past month.
- Approximately 4 in 10 students avoided gender-segregated spaces in school because they felt unsafe or uncomfortable (bathrooms: 42.7%; locker rooms: 40.6%).
- Most reported avoiding school functions and extracurricular activities (75.4% and 70.5%, respectively) because they felt unsafe or uncomfortable (particularly gendered athletics).

- Almost all of LGBTQ students (98.5%) heard “gay” used in a negative way (e.g., “that’s so gay”) at school; 70.0% heard these remarks often or frequently, and 91.8% reported that they felt distressed because of this language.
- 95.3% of LGBTQ students heard other types of homophobic remarks; 60.3% heard this type of language often or frequently.
- 94.0% of LGBTQ students heard negative remarks about gender expression; 62.2% heard these remarks often or frequently.
- 87.4% of LGBTQ students heard negative remarks specifically about transgender people; 45.6% heard them often or frequently.
- 56.6% of students reported hearing homophobic remarks from their teachers or other school staff, and 71.0% of students reported hearing negative remarks about gender expression from teachers or other school staff.

- 70.1% of LGBTQ students experienced verbal harassment in school (e.g., called names or threatened)
- 48.7% of LGBTQ+ students experienced electronic harassment in the past year (cyber-bullying)
- 57.3% of LGBTQ+ students were sexually harassed (e.g., unwanted touching or sexual remarks) in the past year at school.
- 55.3% of LGBTQ+ students who were harassed or assaulted in school did not report the incident to school staff, most commonly because they doubted that effective intervention would occur or the situation could become worse if reported.
- 60.4% of the students who did report an incident said that school staff did nothing in response or told the student to ignore it.

Additional Challenges & Stressors Students Face

- Outright harassment and discrimination
- Microaggressions
- Issues for transgender people—legal names and documents
- Political climate—students are exposed to the media and see that their identities are often a subject of debate. It’s invalidating.
- Unaccepting peers and family

Impacts on Students

- Diminished physical health
- Depression
- Attendance decline
- Achievement decline
- Aggression
- Suicide

Important to note regarding attendance

- Bullying of LGBTQ+ students impacts their school attendance, but something to keep in mind is that these students may feel they **need** to come to school or that school offers them an escape because their family is not accepting of them
- This poses a major problem for some students—if they are being bullied at school and are not accepted for who they are at home, where do they turn to?
- (Identify yourself as a safe educator!)
- Increase in risky behaviors
- Majority of homeless youth identify as LGBTQ+

Depression and Suicide Statistics—Information from The Trevor Project

- Suicide is the 2nd leading cause of death among young people ages 10 to 24
- LGB youth seriously contemplate suicide at almost three times the rate of heterosexual youth
- LGB youth are almost five times as likely to have attempted suicide compared to heterosexual youth
- In a national study, 41% of transgender adults reported having made a suicide attempt, as opposed to 1.6% of general population
- LGB youth who come from highly rejecting families are 8.4 times as likely to have attempted suicide as LGB peers who reported no or low levels of family rejection

What Schools Can Do Information directly copied from the Center for Disease Control and Prevention Website

“Schools can implement evidence-based policies, procedures, and activities designed to promote a healthy environment for all youth, including LGB students. For example, **research has shown that in schools with LGB support groups (such as gay-straight alliances), LGB students were less likely to experience threats of violence, miss school because they felt unsafe, or attempt suicide than those students in schools without LGB support groups.** A recent study found that LGB students had fewer suicidal thoughts and attempts when schools had gay-straight alliances and policies prohibiting expression of homophobia in place for 3 or more years.”

Continued...

“To help promote health and safety among LGB youth, schools can implement the following policies and practices:

- Encourage respect for all students and prohibit bullying, harassment, and violence against all students.
- Identify “safe spaces”, such as counselors’ offices or designated classrooms, where LGB youth can receive support from administrators, teachers, or other school staff.
- Encourage student-led and student-organized school clubs that promote a safe, welcoming, and accepting school environment (e.g., gay-straight alliances or gender and sexuality alliances, which are school clubs open to youth of all sexual orientations and genders).
- Provide trainings to school staff on how to create safe and supportive school environments for all students, regardless of sexual orientation or gender identity, and encourage staff to attend these trainings.”

NJ Law Against Discrimination

We are ethically and legally responsible. There are protections in place for all students. Sexual orientation, gender expression, and gender identity are all protected.

- From the New Jersey School Boards Association: "There is no question that the use of bathrooms and locker rooms give rise to the most contentious issues involving transgender students (and transgender people in general). Nonetheless, while this may be a contentious issue, the law is clear – a student must be permitted to use the bathroom or locker room in accordance with his or her gender identity. It is also important to point out that nationally there is not one reported case of the transgender student doing anything improper in the bathroom or locker room. We should all keep in mind that a transgender student wants to use the bathroom for the same reason as any other student – to go to the bathroom."

How individual educators can help

- Educate yourself and be open to new information
- Be alert to the need for intervention. Only 25% of students report that teachers intervene in bullying situations, while 70% of teachers believe they always intervene.
- Foster inclusive and accepting environment—don't tolerate bullying language/slurs
- Respect students' desired names and pronouns
- On your sub rosters or notes for sub, use students' preferred name
- Avoid separating students by gender or assigning work by gender
- Avoid using "Boys and girls..." Instead try "friends," "folks," "scholars," "mathematicians," etc.
- Add your pronouns to email signature, syllabus, and website
- Offer resources to students in need—teachers can always refer to counselors if unsure how to handle an issue
- Inclusive curriculum—something as simple as involving math problems or literature involving non-heterosexual couples goes a long way for representation

Are our students too young to be talking about these important issues? Short answer: NO!

- Gender norms are prescribed to children—while there are slight biological and chemical differences, kids are essentially born a blank slate
 - Look at the way things are advertised to children—who decides what is a "girl" toy and what is a "boy" toy?
- Children will all play and express themselves differently; kids mess around with prescribed gender norms and that is normal and healthy!
- Never place assumptions upon a child regarding their identity—simply encourage them to express themselves in healthy and safe ways and accept them for who they are
- A boy can play with a doll and not be gay or transgender just like girls can partake in rough athletics – we must combat toxic masculinity as well as the idea of female fragility
- Transgender pre-school aged children do exist
- Current societal relevance: We need to promote open and accepting environments from an early age where students feel safe to express, no matter how they wish to express. Closing the gender disparity is the first step in creating a better world where men don't feel entitled to harass women and where women are paid equally for the work they do.

SAGA—Sexuality And Gender Alliance

- A total of 37 unique students have attended one or more meetings
- A single meeting might have anywhere between 16 and 28 students
- Not all are "out" to general school population
- Much of the group identifies as sexual- or gender- minorities, but not all; we emphasize the importance of Allies (which also allows the students to use the term "Ally" as a safeguard)
- Confidentiality policy
- Club meeting consists of snacks, intro/warm up game, and typically a discussion-based educational component or video

Key Takeaways

- LGBTQIA+ students face significant challenges.
- The mere existence of SAGA promotes a safe and inclusive school climate and sends a clear message of support to students whether they join the club or not.
- We have policies in place to protect sexual- and gender- minority populations from harassment, intimidation, and bullying and our duty as educators is to intervene when we see or hear something.
- School should be safe for everybody!

Looking ahead...

- Universal Bathrooms (working on official signage, door knobs)
 - One restroom is located in the C-Wing across from CST
 - One is in the A-Wing across from the Drama room
 - Nurse's office restroom is open to all
- Rising Above—skit for 8th graders will include a discussion about the "F" word
- Two "Skype visits" from LGBT authors thanks to Carolyn and Jen
- SAGA shirts
- Safe Space decals have been ordered; if you are interested in sticking one on your door, please let me know!
- February 13th—Princeton University LGBTQIA+ Student Panel in the ACC. All students are welcome to attend. Staff session to follow.



Any Questions?

- thomasfoley@princetonk12.org
 - I have resources if you're looking to learn more
 - Open to any and all questions
- If you or someone you know is struggling:
 - 1-800-273-8255 (National Suicide Prevention Lifeline, all ages)
 - 1-866-488-7386 (Trevor Project 24/7 youth hotline, ages 13-24)
 - thetrevorproject.org (text hotline available for youth ages 13-24)

Supporting our LGBTQIA +Students 3 hours.pdf. Selected Slides.

This includes a lot of the same material as the 45 minutes presentation. Note that the presenter Foley lists himself as a 7th grade counselor here.



Who are we?

- Thomas Foley
(he/him/his)
- 7th Grade Counselor–
JW
- Certification in LGBT
Education, Health, &
Social Services from
NYU
- Jen Simon
(she/her/hers)
- JW
- Special Education
Teacher

<https://youtu.be/DE7bKmOXY3w>

When one clicks on the above youtube which they apparently showed in the workshop, one sometimes sees an ad for a “queer” on-line healthcare thing called Folx. It features people, some quite young, reveling in how easy it was to have a doctor visit on-line and get hormones fast.

The video itself is full of Gender religion cheerfully presented as science. “Biological sex is the physical anatomy with which you were born. Gender identity is the personal feeling and conceptualization of one’s own gender on the spectrum between male and female.... Gender expression is how a person chooses to outwardly show their gender identity.....The LGBTQ+ community widely accepts that the four aforementioned traits [gi, so, biological sex, ge] are all on a spectrum, a scale between two opposite points.”

The video then presents biological sex as a spectrum, saying it is determined mainly by hormones and organs. “For males this means testosterone, a penis, testes and secondary sex characteristics like body and facial hair and a lower voice. For females this means estrogen, a vagina and the internal reproductive organs for pregnancy. Female secondary sex characteristics include breasts, wider hips, and higher voice.....Gender, another spectrum is the scale between boy and girl. Boys use masculine pronouns he/him/his and feel masculine. Girls use she/her pronouns and feel feminine. Anyone who identifies outside the gender binary falls under the umbrella term of genderqueer.” [Note how they claim the terms girl and boy as gender terms, not sex terms.] Halfway between...is general neutral...neither a man nor a woman. [note jump from boy/girl to man/woman] And so on and so forth. Talks about bigender, and gender fluid, etc and claims it is important to respect pronouns. Leaps to how “genders” somehow sometimes don’t match biological sex, and to the supposed cis/trans binary. Says trans people often do medical transitions. Big end messages include : let people define their own gender (by which they mean sex.) Use the pronouns they want, etc.



Understanding LGBTQIA+ Identities



- Lesbian
- Gay
- Bisexual
- Transgender
 - MtF, FtM
 - Sometimes an umbrella term
- Queer/Questioning
 - "Q" can mean either, it's subjective
 - "queer" is a reclaimed term
 - Genderfluid, gender neutral, gender nonconforming (GNC)
- Intersex
 - "A variety of conditions in which a person is born with or develops a reproductive or sexual anatomy or physiology that may not seem to fit typical ideas of female or male or typical development of physical sex traits."
- Asexual

Keep in mind, "L,G,B, and A" deal with sexual orientation while "T and I" are related to gender; these are separate **spectrums**, and while in many cases a person's sexual and gender identities are intimately related, it is not always the case.



Why is it important to respect people's pronouns?

"You can't always know what someone's pronouns are by looking at them. Asking and correctly using someone's pronouns is one of the most basic ways to show your respect for their gender identity. It is a privilege to not have to worry about which pronoun someone is going to use for you based on how they perceive your gender. If you have this privilege, yet fail to respect someone else's gender identity, it is not only disrespectful and hurtful, but also oppressive."

Common:	Less common:	If you are ever
He/him/his	Xe or ze, xem, xyrs	confused, it is okay to
She/her/hers	Per, per, pers (short	ask! Also, using
They/them/theirs	for person)	names works.

Mx. Is a neutral honorific.

This presentation includes same GLSEN slides as the first one, and also stuff from Trevor and HRC:

National Survey on LGBTQ Youth Mental Health—The Trevor Project

- "As the largest survey of LGBTQ youth mental health ever conducted, we hope its insights will help the many organizations and individuals working alongside Trevor to support LGBTQ young people around the world."
- "Through this survey we found that:
- 39 percent of LGBTQ youth including more than half of transgender and non-binary youth report seriously considering suicide in the past 12 months
- 2 in 3 LGBTQ youth report that someone attempted to convince them to change their sexual orientation or gender identity
- 42 percent of LGBTQ youth who underwent conversion therapy report a suicide attempt in the last year"

Human Rights Campaign LGBTQ Youth Report (2018)

- **Seventy-seven percent** of LGBTQ teenagers surveyed report feeling depressed or down over the past week;
- **Ninety-five percent** of LGBTQ youth report trouble sleeping at night;
- LGBTQ youth of color and transgender teenagers experience unique challenges and elevated stress – only **11 percent** of youth of color surveyed believe their racial or ethnic group is regarded positively in the U.S., and over **50 percent** of trans and gender expansive youth said they can never use school restrooms that align with their gender identity;
- More than **70 percent** report feelings of worthlessness and hopelessness in the past week;
- Only **25 percent** say they always feel safe in their school classrooms – and just **five percent** say all of their teachers and school staff are supportive of LGBTQ people;
- **Sixty-seven percent** report that they've heard family members make negative comments about LGBTQ people

Depression and Suicide Statistics—Information from The Trevor Project

- Suicide is the 2nd leading cause of death among young people ages 10 to 24
- LGB youth seriously contemplate suicide at almost three times the rate of heterosexual youth
- LGB youth are almost five times as likely to have attempted suicide compared to heterosexual youth
- LGB youth who come from highly rejecting families are 8.4 times as likely to have attempted suicide as LGB peers who reported no or low levels of family rejection
- In a national study, 41% of transgender adults reported having made a suicide attempt, as opposed to 1.6% of general population
- 2% of US high school students identify as transgender; of that 2%, %35 percent attempted suicide last year (statistics from CDC's Youth Risk Behavior Survey)

What Schools Can Do

Information directly copied from the Center for Disease Control and Prevention Website

"Schools can implement evidence-based policies, procedures, and activities designed to promote a healthy environment for all youth, including LGB students. For example, **research has shown that in schools with LGB support groups (such as gay-straight alliances), LGB students were less likely to experience threats of violence, miss school because they felt unsafe, or attempt suicide than those students in schools without LGB support groups.** A recent study found that LGB students had fewer suicidal thoughts and attempts when schools had gay-straight alliances and policies prohibiting expression of homophobia in place for 3 or more years."

SAGA—Sexuality And Gender Alliance

- Over 40 unique students have attended one or more meetings
- A single meeting might have anywhere between 16 and 28 students
- Not all are "out" to general school population
- Much of the group identifies as sexual- or gender- minorities, but not all; we emphasize the importance of Allies (which also allows the students to use the term "Ally" as a safeguard)
- Confidentiality policy
- Club meeting consists of snacks, intro/warm up game, and typically a discussion-based educational component or video
- Balance between affirmation space and activism club

Continued...

"To help promote health and safety among LGB youth, schools can implement the following policies and practices:

- Encourage respect for all students and prohibit bullying, harassment, and violence against all students.
- Identify "safe spaces", such as counselors' offices or designated classrooms, where LGB youth can receive support from administrators, teachers, or other school staff.
- Encourage student-led and student-organized school clubs that promote a safe, welcoming, and accepting school environment (e.g., gay-straight alliances or gender and sexuality alliances, which are school clubs open to youth of all sexual orientations and genders).
- Provide trainings to school staff on how to create safe and supportive school environments for all students, regardless of sexual orientation or gender identity, and encourage staff to attend these trainings."

Calling Trans Youth by Chosen Name can Drastically Reduce Chance of Suicide

- Study published in *Journal of Adolescent Health*
- "Those who were able to use their chosen name in all situations were found to have 71% fewer indications of severe depression, 35% less thoughts of suicide, and 65% less attempted suicides than those who couldn't."

bit.ly/JW-SAGA

Learning Login

 SAGA

Pages | Calendar | Messages | Activities

Sexuality & Gender Alliance

Community Resources

Supporting LGBTQIA+ Students

Sexuality & Gender Alliance

Introduction

Welcome! SAGA is John Witherspoon Middle School's new Sexuality & Gender Alliance club. SAGA is a social support- and education-focused group dedicated to bringing together youth who share the common vision of promoting a safe and inclusive environment for all.

Need help?

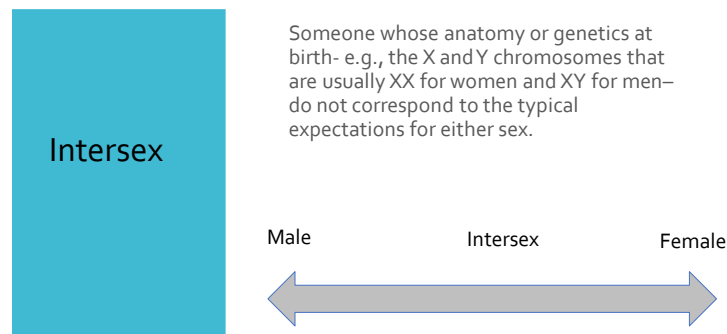
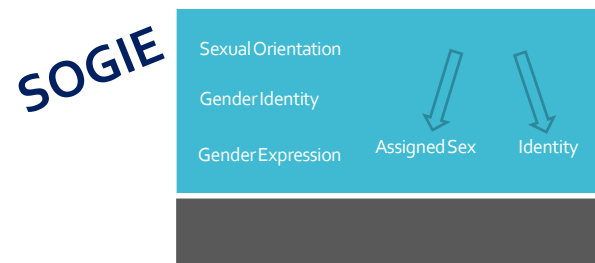
You can talk to trained counselors 24/7:
call: 1-866-486-7386.

Additional Questions?

- thomasfoley@princetonk12.org
 - I have resources if you're looking to learn more
 - Open to any and all questions
- If you or someone you know is struggling:
 - 1-800-273-8255 (National Suicide Prevention Lifeline, all ages)
 - 1-866-488-7386 (Trevor Project 24/7 youth hotline, ages 13-24)
 - thetrevorproject.org (text hotline available for youth ages 13-24)

Another training: *SOGIE 101-JW-PDG.pdf* Selected slides:

The Princeton schools sent materials related to other trainings/workshops, including this one.



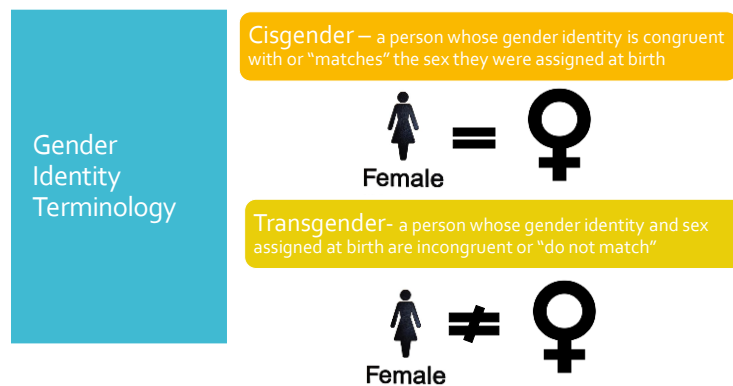
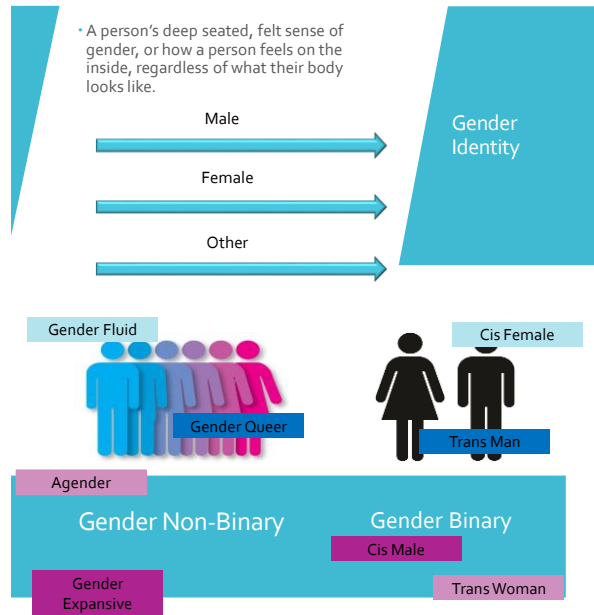
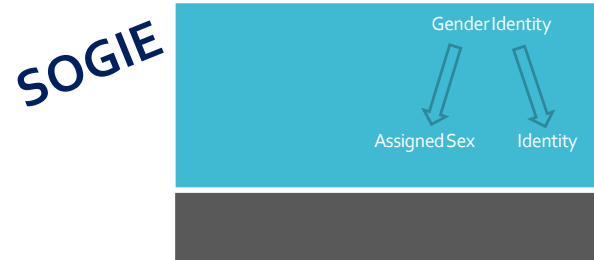
The slide show includes a showing of the following video about a child with an intersex condition (the narrators say Ori has both XX and XY chromosomes) Raised as a girl for preschools, the child said s/he felt like a boy, then migrated to nonbinary (goes by “they”). Gender Odyssey conference in Seattle was mentioned, and after that Ori wanted to join fight

against intersex surgeries. Talks about changing kids bodies, how bad that is, etc. The video uses intersex issues to push the Gender Identity agenda.



https://www.youtube.com/watch?v=K4XhQdchCOo&disable_polymer=true

After the video about intersex issues, the slide show moves seamlessly on to Gender Identity.



Trans/Non-Binary
101



Sexual Orientation Terminology

- L** **Lesbian** A sexual orientation and/or identity of a person who identifies as female and who is sexually and emotionally attracted to others who identify as female.
- G** **Gay** A sexual orientation and/or identity of a person who identifies as male and who is sexually and emotionally attracted to others who identify as male.
- B** **Bisexual** A sexual orientation and/or identity of a person who is sexually and emotionally attracted to their gender and others.
- A** **Asexual** The identity of someone who is not interested in or does not desire sexual activity, either within or outside of a relationship.
- P** **Pansexual** A sexual orientation and/or identity of a person whose sexual and emotional attractions are not limited to people of a particular gender identity or sexual orientation.

How to create an affirming and inclusive classroom culture?

The Environment:
Signal to students that this is a safe space
Hang pictures, flags, and quotes that are diverse, inclusive and affirming
Begin the dialogue Day 1
Ask for chosen name and chosen pronouns Day 1

The Curriculum
Bill 1335
Use non-gendered language
Introduce and discuss queer historical figures
Discuss omissions of marginalized groups throughout history



LGBTQ students in middle school had more hostile school experiences than LGBTQ students in high school, including experiencing higher rates of biased language, victimization, and anti-LGBTQ discriminatory school policies and practices.

LGBTQ middle school students were less likely than high school students to have access to LGBTQ related school resources, including GSAs, supportive educators, LGBTQ-inclusive curricular resources, and inclusive policies.

We need more support at the middle school level
www.glsen.org School Climate Survey 2017

Observations & Recommendations

1. Teacher anxiety
 - How will parents react? Will the administration provide me support?
 - How can I guide conversations?
2. Recommendations
 - ongoing professional development training, ongoing dialogue at all levels of the classroom, school, district
2. Systemic change from the top down
 - School leadership (policy, parent education, gender neutral bathrooms, removal of gendered language)
 - School wide discussion
 - Regular classroom discussion
3. Start the conversation in the early grades
 - Books
 - Ongoing dialogue
 - Gender neutral speech

www.hitops.org

Location: 21 Wiggins Street, Princeton

Phone: 609-683-5155

Interim Executive Director:

Professional Development:

Director of Marketing & Communications:

Senior Program Manager:

Education & Outreach Manager:

LGBTQ Group Coordinator:

Peer Education Coordinator:

Lisa Shelby

Stacy Robustelli

Annie Pasqua

Alex Aikens

Caitlin Bradley

Jill Franco

Avery Heimann



Sexual Education MS.pdf ; Selected pages.

This appears to be a Middle School (MS?) curriculum related to puberty that uses the topic to promote Gender Identity mindsets.

Sexual Education Unit

Things move along fine for a bit with things like the following:

Puberty- a period of time when changes occur in the body. Most changes occur between 9-16.

Adolescence- the age where physical and emotional changes happen.

Pituitary Gland- gland at the base of the brain that controls puberty.

Hormones- chemical messages sent around the body to trigger change.

Testosterone- male hormone, triggers more masculine traits in the body.

Estrogen- female hormone, triggers more feminine traits in the body.

Physical Changes:

Boys

Growth spurts
Body odor
Sweat and oil glands open
Acne/pimples
Body hair growth
Voice changes
Sperm cells develop
Reproductive organs grow
Nocturnal emissions

Girls

Growth spurts
Body odor
Sweat and oil glands open
Acne/pimples
Body hair growth
Voice changes
Hips widen
Breasts develop
Menstrual cycle/period starts

- Please note, these changes are how a body would biologically develop without any interventions/treatments.

Do note the last bullet above though; it is clearly setting the stage for the topic of children “being themselves” by engaging in puberty blockage.

Mental Health Changes

- Mood Swings
- Searching for Identity
- Seek more Independence
- Seek more Responsibility
- More logical
- Looking for new experiences
- Figuring out Sexual Identity
- Figuring out Sexual Orientation
- Show strong feelings/emotions
- Sensitive
- Self conscious
- Bullet proof phase
- Argumentative



Children are then apparently shown a video about puberty made by Always! (One Always video viewed on-line didn't have Gender Identity information in it, but it is not clear what is shown in the Princeton schools.)

Puberty Video



The following assignment given to children, and again does not seem to promote Gender Ideology.

Puberty Assignment

<https://kidshealth.org/en/teens/puberty.htm#catchanging-body>

Read the article above and answer the questions in Canvas

But then the Gender Identity push begins:

Sexual Orientation

- **Sexual Orientation**- emotional, romantic or sexual orientation towards another person. People can be attracted to the same sex/gender, the opposite sex/gender, multiple sex/genders, no sex/genders.

LGBTQ+

Lesbian

Gay

Bisexual

Transgender

Queer or Questioning

+

At least the initial definitions of gay and lesbian (below) don't say same-gender attraction:

LGBT

Lesbian = The preferred term for women who are attracted physically, emotionally and sexually to some women

Gay = A person who is physically, emotionally & sexually attracted only to members of their same sex. It is still sometimes used as an umbrella term, but these days, it also refers specifically to men.

Bisexual = Someone who is attracted to more than one gender.

Transgender = A person whose inner sense of gender does not match their biological sex assigned at birth.

Exploring the "+" or the Queer identities

Ally = Any non-LGBTQ+ person who supports and stands up for the rights of LGBTQ+ people.

Sexually Fluid = sexual orientation that is open and changing, and not gender binary-based

The Gender Unicorn

Graphic by **TSER**

Gender Identity

- Female / Woman / Girl
- Male / Man / Boy
- Other Gender(s)

Gender Expression

- Feminine
- Masculine
- Other

Sex Assigned at Birth

- Female
- Male
- Other/Intersex

Physically Attracted to

- Woman
- Men
- Other Gender(s)

Emotionally Attracted to

- Woman
- Men
- Other Gender(s)

Gender

Sexuality

To learn more, go to: www.transstudent.org/gender
Design by Lindyn Pan and Ansa Moore

The following video is shown. This is from yet another well-funded entity in existence producing lots and lots of materials promoting Gender Identity Ideology. In this video happy laughing young people talk about being something other than boy or girl, and how “for some people” being told to be a certain way based on “what’s between your legs” is not ok. They insinuate that those who don’t go along with Gender Identity Ideology engage in sexist stereotyping, and haven’t fought against it.”

Gender Identity



The presentation leads children to amaze.org which is full of videos that push Gender Identity Ideology. See the discussion of a couple of these in the video [Gender Ideology in Our Schools Part I](#) which show materials used in Seattle schools.

Gender Roles and Stereotypes



This document ends with the command “Define Safe Space.” The correct answer is undoubtedly based on adults and children being forced to agree to anti-science definitions of boy and girl, man and woman, to forfeit sex-based right, and to agree that males are females and vice versa.

Define Safe Space



[PTO Handout.pdf.](#)

This is another production of Foley and Simon (see other slide shows above) who apparently are the sponsors of a GSA at their school(s). GSAs used to be clubs that promoted gay and lesbian rights. They now promote Gender Identity Ideology, often directly undermining gay and lesbian rights. The acronym used here and at many schools now instead of GSA, is SAGA, for Sexuality and Gender Alliance.”

Sexuality And Gender Alliance

Mr. Thomas Foley (he/him/his)
School Counselor
thomasfoley@princetonk12.org

Mrs. Jennifer Simon (she/her/hers)
Special Education Teacher
jennifersimon@princetonk12.org

Our Beginnings:

Jen informed administration of her interest in beginning an LGBTQIA+ initiative prior to Thomas' hiring; Thomas stated in his interview that it would be a goal of his to begin this initiative should he be offered a position; Mr. Burr connected the two once Thomas accepted the counselor position.

Thomas spread word to some students that a club would be established; a student suggested the name "SAGA;" Thomas assisted in the organization of the Club Fair in October where SAGA established itself as a club and had an information table. There was excitement and interest from the very beginning.

Mission:

Our mission was to simply be visible in the school community; research shows the existence of a club such as ours has a significant impact on students. From the Center for Disease Control and Prevention website: "Research has shown that in schools with LGBTQ+ support groups (such as gay straight alliances), LGBTQ+ students were less likely to experience threats of violence, miss school because they felt unsafe, or attempt suicide than those students in schools without LGBTQ+ support groups. A recent study found that LGBTQ+ students had fewer suicidal thoughts and attempts when schools had gay-straight alliances and policies prohibiting expression of homophobia in place for 3 or more years."

SAGA is a social support- and education- focused group dedicated to bringing together youth who share the common vision of promoting a safe and inclusive environment for all students. SAGA is open to any and all students.

Compensation:

This year we operated as a "Pilot club," and as advisors we split a stipend of \$400. Based on data we've collected in regard to the number of students we serve and hours we meet, we meet the prerequisites for Tier B compensation of non-athletic EPES, which for the 2019-20 school year is listed as \$1,227.

Our Meetings:

- We enter; get costumes/props & snacks
- Introductions (names and pronouns)
- "Housekeeping" updates
- Educational activity and/or facilitated discussion

Our Website: bit.ly/JW-SAGA

- youth-friendly inclusive media lists
- resources for parents and teachers
- local resources and organizations

Special Events:

- Panel Discussion with students from the LGBT Center at Princeton U held in JW ACC
 - Open to all students, not just club members
- Skype author visit with Alex Gino, author of *George* held in JW ACC
- Skype author visit with Robin Stevenson, author of *PRIDE: Celebrating Diversity & Community* held in JW ACC

Data:

- We meet approximately two Wednesdays per month
- 15 meetings thus far
- 4 more this year
- 1.5 hours each (28.5 hours total for the year)
- 42 unique student members
- 13 unique staff members
- 15-20 students on average at each meeting
- 4 staff members on average at each meeting
- 68 club shirts sold, and 21 more on order and counting

Our Professional Development Offerings:

- December:** All JW Staff in three 50-minute sessions
- February:** 2 sessions, 1.5 hours each, over 50 district staff in attendance
- March (Unconference):** 20 staff members in session 1, "LGBTQ Students: Creating a Safe Space," 40 staff members in session 2, "A Panel with LGBT Students"
- August:** 2 sessions, 6 hours each, "LGBT+ Inclusivity in the Curriculum," Elementary & Secondary levels

Things we've been able to accomplish:

- Established communication and ongoing relationships with local organizations such as Hi-Tops, Bayard Rustin Center, LGBT Center at Princeton U as well as PHS's GSA
- Established single-stall All Gender restrooms at JW (C-Wing and A-Wing)
- Posted bulletin boards in four different places (fifth pending) to disseminate information related to the LGBTQ+ community (locations: C-Wing, outside cafeteria, E-Wing, in Ms. Simon's room, and the pending location is outside of the auditorium)
- Advocated to make LGBT inclusive issues a part of the larger discussion at Rising Above event
- Author visits—Secured through personal donations to Trevor Project
- PD for staff—huge accomplishment and huge reach! More coming this summer. The student panel for staff was a true highlight, modeled off of the panel we attended early in the year at the public library and the panel we then provided to our students in the ACC
- Pride month announcements and posters

Looking to next year:

- We want to be a fully funded club—Tier B compensation
- More All Gender restrooms—looking to E-Wing
- Big Pride flag for Commons
- Emphasize the importance of Allies—our membership mostly identifies within the community, but to make even more meaningful change we need more of the general student population involved
- Submit something for every Scribbles issue to educate staff and students
- Acknowledge the following and take part in:
 - Day of Silence (April)
 - Mix-it-up Day
 - National Coming Out Day (October)
 - Trans Awareness Week (November)
- Host parent information sessions in partnership with the PTO

**Yet Another Slide Presentation by Foley and Simon.
(Module 1 SOGI.pdf)**

In this presentation Foley identifies himself as an 8th Grade Counselor



Agenda

- Introductions
- Understanding LGBTQIA+ and intersectional identities
- Statistics on LGBT students
- The law and school board policy
- What can schools do to help?
- What can individual educators do to help?
- Curriculum
- SAGA—What is it?
- Q&A
- Final thoughts/questions

Who are we?

- Thomas Foley (he/him/his)
 - 8th Grade Counselor—PUMS
 - MA in Applied Psychology
 - Certification in LGBT Education, Health, & Social Services from NYU
- Jen Simon (she/her/hers)
 - Special Education Teacher—PUMS

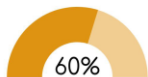


This has the usual Genderbread person and Gender Unicorn and definitions and slides like the following:

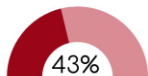
"You can't always know what someone's pronouns are by looking at them. Asking and correctly using someone's pronouns is one of the most basic ways to show your respect for their gender identity. It is a privilege to not have to worry about which pronoun someone is going to use for you based on how they perceive your gender. If you have this privilege, yet fail to respect someone else's gender identity, it is not only disrespectful and hurtful, but also oppressive."

Common:	Less common:	If you are ever confused, it is ok to ask! Also, using names works.
He/him/his	Xe or ze, xem, xyrs	
She/her/hers	Per, per, pers (short for person)	
They/them/theirs		

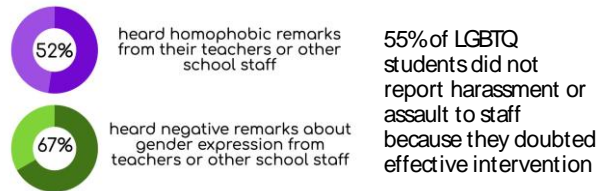
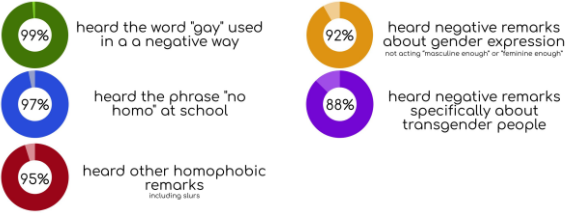
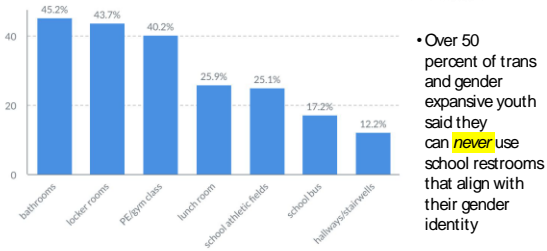
Mx. is a neutral honorific.



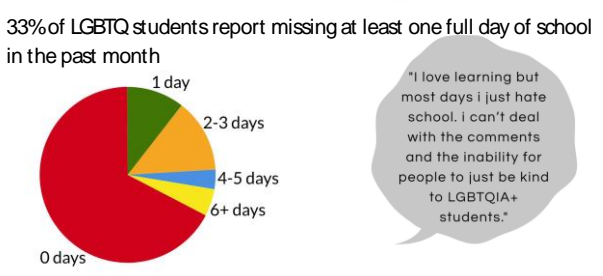
LGBTQ students felt unsafe at school because of their sexual orientation



LGBTQ students felt unsafe at school because of their gender identity



- LGBTQ students who experience victimization and discrimination at school:
- ☐ Lower attendance rates
 - ☐ Increased rates of anxiety and depression
 - ☐ Increased rates of suicidal thoughts and attempts
 - ☐ Lower GPAs
 - ☐ Diminished physical health
 - ☐ More likely to be disciplined at school
 - ☐ Less likely to finish high school
 - ☐ Less likely to pursue post-secondary education



- Bullying of LGBTQ+ students impacts their school attendance, but something to keep in mind is that these students may feel they need to come to school or that school offers them an escape because their family is not accepting of them
- This poses a major problem for some students—if they are being bullied at school and are not accepted for who they are at home, where do they turn to?
- (Identify yourself as a safe educator!)
- Increase in risky behaviors
- Majority of homeless youth identify as LGBTQ+

- Outright harassment and discrimination
- Microaggressions
- Issues for transgender people—legal names and documents
- Political climate—students are exposed to the media and see that their identities are often a subject of debate. It's invalidating. (Trevor Project—86% of LGBTQ youth said that recent politics have negatively impacted their well-being.)
- Unaccepting peers and family

"Schools can implement evidence-based policies, procedures, and activities designed to promote a healthy environment for all youth, including LGB students. For example, research has shown that in schools with LGB support groups (such as gay-straight alliances), LGB students were less likely to experience threats of violence, miss school because they felt unsafe, or attempt suicide than those students in schools without LGB support groups. A recent study found that LGB students had fewer suicidal thoughts and attempts when schools had gay-straight alliances and policies prohibiting expression of homophobia in place for 3 or more years."

- Encourage respect for all students and prohibit bullying, harassment, and violence against all students.
- Identify "safe spaces", such as counselors' offices or designated classrooms, where LGB youth can receive support from administrators, teachers, or other school staff.
- Encourage student-led and student-organized school clubs that promote a safe, welcoming, and accepting school environment (e.g., gay-straight alliances or gender and sexuality alliances, which are school clubs open to youth of all sexual orientations and genders).
- Provide trainings to school staff on how to create safe and supportive school environments for all students, regardless of sexual orientation or gender identity, and encourage staff to attend these trainings."

Study published in *Journal of Adolescent Health*

- "Those who were able to use their chosen name in all situations were found to have 71% fewer indications of severe depression, 35% less thoughts of suicide, and 65% less attempted suicides than those who couldn't."



We are ethically and legally responsible. There are protections in place for all students. Sexual orientation, gender expression, and gender identity are all protected.

- From the New Jersey School Boards Association:
 - “ There is no question that the use of bathrooms and locker rooms give rise to the most contentious issues involving transgender students (and transgender people in general). Nonetheless, while this may be a contentious issue, the law is clear – a student must be permitted to use the bathroom or locker room in accordance with his or her gender identity. It is also important to point out that nationally there is not one reported case of the transgender student doing anything improper in the bathroom or locker room. We should all keep in mind that a transgender student wants to use the bathroom for the same reason as any other student – to go to the bathroom.”

BOE Policy: Protection for Students & Staff

* Transgender and gender nonconforming staff have protections under numerous board policies

- Staff and schools shall not question or disregard the student's assertion of his or her gender identity
- There is no threshold medical or mental health diagnosis or treatment requirement, nor legal requirement, that any student must meet in order to have his or her name and gender identity recognized and respected by the district or PPS staff
- PPS staff members should use the student's legal name and the gender pronoun that corresponds to their legal sex, unless the student, parent, or guardian has specified otherwise
- In sharing this information, a student does not give up the right to privacy and at no time may district employees use a student's self-disclosure as grounds for sharing information about the student's gender identity or transgender status without the student's express permission

How individual educators can help

- Educate yourself and be open to new information
- Be alert to the need for intervention. Only 25% of students report that teachers intervene in bullying situations, while 70% of teachers believe they always intervene.
- Foster inclusive and accepting environment—don't tolerate bullying language/slurs
- Respect students' desired names and pronouns
- On your sub rosters or notes for sub, use students' preferred name
- Avoid separating students by gender or assigning work by gender
- Avoid using "Boys and girls..." Instead try "friends," "folks," "scholars," "mathematicians," etc.
- Add your pronouns to Zoom, Canvas, email signature, and syllabus
- Offer resources to students in need—teachers can always refer to counselors if unsure how to handle an issue
- Inclusive curriculum—something as simple as involving math problems or literature involving non-heterosexual couples goes a long way for representation

GENDER-NEUTRAL TERMS



Just one accepting adult can decrease an LGBTQ youth's risk of suicide by 40%

What suggestions do you feel comfortable doing in your classroom?

- Gender norms are prescribed to children—while there are slight biological and chemical differences, kids are essentially born a blank slate
- Look at the way things are advertised to children—who decides what is a “girl” toy and what is a “boy” toy?
- Children will all play and express themselves differently; kids mess around with prescribed gender norms and that is normal and healthy!
- Never place assumptions upon a child regarding their identity—simply encourage them to express themselves in healthy and safe ways and accept them for who they are
- A boy can play with a doll and not be gay or transgender just like girls can partake in rough athletics— we must combat toxic masculinity as well as the idea of female fragility
- Transgender pre-school aged children do exist
- Current societal relevance: We need to promote open and accepting environments from an early age where students feel safe to express, no matter how they wish to express. Closing the gender disparity is the first step in creating a better world where men don’t feel entitled to harass women and where women are paid equally for the work they do.

Elementary Level

- Name calling and biased bullying
- Family diversity
- Gender roles and diversity
- Social studies and historical figures
- English/language arts through literary characters

Secondary Level

- Highlight relevant links to LGBT people, themes and experiences when they come up
- New curriculum law: require that LGBT Americans, as well as Americans with disabilities, are included and recognized for their significant historic contributions to the economic, political, and social development of NJ and the US

Welcoming Schools Guide

Stonewall Secondary Curriculum Guide

- Over 80 unique students have attended one or more meetings
- A single meeting might have anywhere between 16 and 28 students
- Not all are “out” to general school population
- Much of the group identifies as sexual- or gender-minorities, but not all; we emphasize the importance of Allies (which also allows the students to use the term “Ally” as a safeguard)
- Confidentiality policy
- Club meeting consists of snacks, intro/ warm up game, and typically a discussion-based educational component or video
- Balance between affirmation space and activism club



Key Takeaways

- LGBTQIA+ students face significant challenges.
- Representation in curriculum and in the form of clubs and support groups promotes a safe and inclusive school climate and sends a clear message of support to students
- We have policies in place to protect sexual- and gender- minority populations from harassment, intimidation, and bullying and our duty as educators is to intervene when we see or hear something.
- Identities need to be acknowledged, accepted, free from prejudice and discrimination, valued, celebrated, and treated kindly.
- School should be safe for everybody!

Open to any and all questions
□ thomasfoley@princetonk12.org
□ jennifersimon@princetonk12.org

If you or someone you know is struggling:

- 1-800-273-8255 (National Suicide Prevention Lifeline, all ages)
- 1-866-488-7386 (Trevor Project 24/7 youth hotline, ages 13-24)
- thetrevorproject.org (text hotline available for youth ages 13-24)

•<https://www.youtube.com/watch?v=EXJ4Ddgm1ks>

We did not include much of the above slide show, such as materials related to intersectionality etc.

Science Lesson used to promote Gender Ideology (*LGBTQ+Karyotype NEW.docx*)

The Princeton Schools trove includes a document entitled *LGBTQ+Karyotype NEW.docx*. This has to be seen to be believed. Here are the opening pages of the lesson, yellow highlighting added:

Learning About Karyotypes and Chromosomal Conditions

Subject / Discipline: Science/Biology/Chemistry

Grade Level: 8-12

Unit/Lesson New Jersey Student Learning Standards Bases on Next Generation Science:

Scientific Practices:

2. Developing and using models
4. Analyzing and interpreting data
8. Obtaining, evaluating, and communicating information

Cross Cutting Concepts:

1. *Patterns*. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. *Cause and effect: Mechanism and explanation*. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
6. *Structure and function*. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

Core Idea LS1: From Molecules to Organisms: Structures and Processes

HS-LS1.A: Structure and Function

Core Idea LS3: Heredity: Inheritance and Variation of Traits

HS-LS3.A: Inheritance of Traits

Brief Summary of Cultural Competencies Related to the Unit/Lesson

Does this lesson relate to and/or is inclusive of accurate histories, representation, contributions of: *LGBTQ community + Disabled Community*

What makes this lesson culturally relevant?

Currently, more than 41 million Americans, or almost 15% of the population age 5 and older, have some type of disability; 2.8 million kids have disabilities (M&L Special Needs Planning, 2018). In light of this, it is valuable to introduce students to the idea that diversity comes in many forms. One of the goals of this lesson is to teach about specific chromosomal conditions, and the distinguishing characteristics that create unique phenotypes. Kindness and empathy will be practiced while researching into sample karyotypes of people with specific disabilities.

Another goal of this lesson is to incorporate positive LGBTQ+ language to make the classroom a more inclusive environment. The lesson uses the Genderbread man to help teach about the difference between sex and gender, and incorporates the use of vocabulary like intersex. Doing this helps to address outdated attitudes or vernacular about sex, gender, and expression, and sex determination (Lesbian, Gay, Bisexual, and Transgender Equity Center, n.d.)

Reference:

Lesbian, Gay, Bisexual, and Transgender Equity Center. (n.d.) Good Practiced: Inclusive Language. University of Maryland. Retrieved from <https://lgbt.umd.edu/good-practices-inclusive-language>

M&L Special Needs Planning. (2018). Retrieved from <https://specialneedsplanning.net/statistics/#>

Lesson Overview:

Essential Question(s)	How does disjunction lead to a haploid gametic cell? How can nondisjunction lead to monoploid or triploid gametic cell? What can you learn by reading a karyotype?
Enduring Understanding(s)	Meiosis is the process by which haploid gametes are made. When 2 gametes (egg and sperm) combine, a diploid zygote can be formed. Most people have 46 chromosomes.
Potential Misconceptions:	Some people are still of the impression that sex and gender are the same thing, while, in fact, they are not. Some people are still of the impression that gender is determined by sex. In fact, biological sex is determined by sex chromosomes (XX and XY). This does need to equate to gender.

Learning Plan, Experiences, Instruction and Learning Activities:

	<p>The Teacher will... Run off photocopies to prepare activity. They should walk around the room and help address misunderstandings. There is an extension piece where the teacher could choose to lead the concept about the Gender Bread Person and the introduce the idea of Gene Expression In Sex Determination.</p>
<p>W What is expected? • List the intentional learning objectives on the board</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a karyotype to arrange chromosomes by homologous pairs. • Use a karyotype to identify autosomal chromosomes and sex chromosomes. • Read a karyotype to look for various arrangements in chromosomal alignment. <p><i>Today we will be working on...</i> Comparing a known karyotype to several unknown karyotypes to identify different chromosomal arrangements/chromosomal conditions and the phenotypes that they lead to.</p>
<p>H How will we hook (Introduce this to) the students? • Activate thinking • Consider the language you will use to introduce the lesson</p>	<p>Link to Engagement</p> <p>Hook/Do Now: Review the purpose of meiosis in gametic cells. What is the outcome/purpose? How do those differ from mitosis? Have students answer these questions in their notebooks (2 min.)</p> <p>Think-pair-share: Share your answer with the person sitting next to you. Are there similarities? Are there differences? (2 min.)</p> <p>Show the review video: https://www.youtube.com/watch?v=mBq1ULWJp_M (Amoeba Sisters, 2018). NOTE: at the end of the video the group used the term “genetic disorders.” Although this is a real term, it would be a great time to talk to students about kindness and maturity, and the fact that they will be researching facts about real people and this carries with it a weight of responsibility. For example, I choose to use the term “chromosomal conditions” in leu of “genetic disorder” or “chromosomal abnormality.”</p> <p><i>You are really beginning to understand the idea that the goal of meiosis is to reduce the number of chromosomes by half through disjunction and to increase genetic variation (through crossing over and random independent assortment) to create haploid gametes. Today, we’re going to dig deeper with a new focus. This focus will be about what occurs if gametes go through nondisjunction and end up with monoploid or triploid version of chromosomes pairs in a gamete (aneuploidy) and what occurs if these gametes are used to create a zygote. We will link this knowledge to the diversity of aneuploid individuals with certain special needs as well as a discussion on the difference between sex and gender.</i></p>

	<p>Note: make sure students remember that Meiosis is the process by which haploid gametes are made.</p> <p>When 2 gametes (egg and sperm) combine, a diploid zygote can be formed.</p> <ul style="list-style-type: none"> • Goal of the lesson: The activity will focus on learning about karyotypes while incorporating knowledge of the special needs of others with <i>aneuploidy</i> as well as a discussion on both the difference between sex and gender and genes involved in sex determination. <p>Reference: Amoeba Sisters. (2018). Chromosomes and Karyotypes. Retrieved from https://www.youtube.com/watch?v=mBq1ULWJp_M</p>
<p>E What equipment, resources, or materials are needed?</p>	<p>You will need to copy the Introduction to Karyotypes (included below).</p> <p>Arrange students in groups of 4 to create a jig-saw puzzle activity.</p> <p>Computers with internet access and access to Word or Google Docs.</p>
<p>R How will we rethink or revise our thinking throughout the lesson?</p> <ul style="list-style-type: none"> • What learning is confirmed? • What misconceptions are uncovered? • What is your new thinking? 	<p>Students are learning about karyotypes. The teacher should group students in small peer groups of 4. Each group should start off by having the teacher walk the students through the first karyotype examples. As each student in the group takes on a different karyotype to analyze and research, the teacher should make sure to point out that not all humans have 46 chromosomes. As students work through their individual parts, the teacher should periodically stop to check in with groups. This will also aid in addressing misunderstandings of concepts and make sure that appropriate research is being conducted.</p> <p>Learning is confirmed when the karyotypes are correctly identified and phenotypic characteristics are researched and shared out by the students in a jig-saw puzzle activity.</p> <p>The assumption that sex and gender are the same is false. The teacher can use the opportunity to bring up “The Gender Bread Person.” The teacher can also take the time to explain that a common misconception when learning about karyotypes is when students ask if you can use a karyotype for diagnosing a person with autism or a person who is intersex. Note: The term hermaphrodite, although applicable in various scientific fields of animal study, is not an appropriate term to use when referring to people – the correct term is intersex (Clemets, 2018).</p> <p>Another thing to keep in mind is that people with the same chromosomal conditions fall on a continuum leading to individual variations with unique needs.</p>

<p>E How will students self-evaluate and reflect on their learning?</p>	<ul style="list-style-type: none"> • Feedback is given as answers are gone over in Step 1 Modeling and Step 2 Guided Practice. • Collaborative group and peer feedback is given in group work. • An optional student journaling piece could be added. You could ask the students to journal about what they thought of the lesson, what they learned the most about, what they want to know more about.
<p>T How will we tailor learning to varied needs, interests, and learning styles?</p>	<ul style="list-style-type: none"> • Learning is taking place in small groups. Each group member could have a role if needed, and groups can be hand-picked by the teacher to have groups with students with different skill sets. • Students work together in a jig-saw activity to collaborate to learn about chromosomal conditions. • Rubrics are provided to help scaffold clear expectations.
<p>O How will we organize the sequence of learning during the lesson?</p>	<p>Scaffold the Instruction</p> <ol style="list-style-type: none"> 1. Model: Teachers will use the Karyotype from Person A to work through the questions and the concepts to better understand how to use a karyotype, and what their limitations are. 2. Guided Practice Students will work through the Karyotype from Person B to make sure that they can read a karyotype correctly on their own. 3. Independent Practice of Jig-Saw Activity A. Students will be placed in small groups of 4 students. Each student will be assigned one of each other karyotypes (Person C-F). Students will then work through their assigned karyotype to answer similar questions from the model and the guided practice sections. In addition, students will use computers to research to name the <i>aneuploidy</i> from each of these karyotypes. B. Students will then research a chromosomal <i>aneuploidy</i> to complete their section on the Chromosomal Conditions Information Table. C. Students will then collaboratively share their finding in the small groups to in a jigsaw like activity by presenting their findings to their peers to fill out the rest of the Chromosomal Conditions Information Table. 4. Extension Introduce the idea that sex and gender are not the same. Use the Gender Bread Person as a visual. Introduce the idea of Gene Expression In Sex Determination.

Check for Understanding

(Formative evidence such as conferencing, group Q/A, teacher observation, exit-slip, etc.)	<p>A suggestion here would be the CAT (classroom assessment techniques):</p> <p>Ask students at the end of the activity: with a Ticket-Out-The-Door:</p> <ol style="list-style-type: none"> 1. What is nondisjunction? 2. What are 2 things a karyotype can be used for? 3. What is something a karyotype cannot be used for? 4. Are sex and gender the same thing? <p>This will give the teacher time and feedback on need for re-teaching topics. (This is provided in the lesson plan).</p> <p>Alternately: Have a Journaling Activity to help promote metacognition. Ask students to think about and write about questions like: what they learned about, how they learned it, and what worked for them, what they still would like to know.</p>
Performance Task/Project: (attach rubric)	<ul style="list-style-type: none"> • Goal: Your Task is for students to research a specific chromosomal condition to become the expert in this topic. Each student teaches the other students about their researched chromosomal condition in a jig-saw activity. • Rubric is provided with attached documents.

Learning About Karyotypes and Chromosomal Conditions

Subject / Discipline: Science/Biology/Chemistry

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Unit/Lesson New Jersey Student Learning Standards Bases on Next Generation Science:

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Cross Cutting Concepts:

and

1. *Patterns.* Observed patterns of forms and events guide organization and classification, they prompt questions about relationships and the factors that influence them.
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6. *Structure and function.* The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

Core Idea LS1: From Molecules to Organisms: Structures and Processes

HS-LS1.A: Structure and Function

Core Idea LS3: Heredity: Inheritance and Variation of Traits

HS-LS3.A: Inheritance of Traits

Students will be able to:

- Use a karyotype to arrange chromosomes by homologous pairs.
- Use a karyotype to identify autosomal chromosomes and sex chromosomes.
- Read a karyotype to look for various arrangements in chromosomal alignment.

Scaffold the Instruction

- **Hook/Do Now:** Review the purpose of meiosis in gametic cells. What is the outcome/purpose? How do those differ from mitosis? Have students answer these questions in their notebooks (2 min.) \
- **If you want:** Show the review video: https://www.youtube.com/watch?v=mBq1ULWJp_M (Amoeba Sisters, 2018). *NOTE: at the end of the video the group used the term “genetic disorders.” Although this is a real term, it would be a great time to talk to students about kindness and maturity, and the fact that they will be researching facts about real people and this carries with it a weight of responsibility. For example, I choose to use the term “chromosomal conditions” in leu of “genetic disorder” or “chromosomal abnormality.”*
- **Think-pair-share:** Share your answer with the person sitting next to you. Are there similarities? Are there differences? (2 min.)
- **Goal of the lesson:** The created activity will focus on learning about karyotypes while incorporating knowledge of the special needs of individuals with *aneuploidy*, as well as a discussion on the difference between sex and gender.

1. Model:

Teachers will use Karyotype from Person A to work through the questions and the concepts to better understand how to use a karyotype, and what their limitations are.

2. Guided Practice

Students will work through Karyotype from Person B to make sure that they can read a karyotype correctly on their own.

3. Independent Practice – A Jig-Saw Activity

- A. Students will be placed in small groups of 4 students. Each student will be assigned one of each other karyotypes (Person C-F). Students will then work through their assigned karyotype to answer similar questions from the model and the guided practice sections. In addition, students will use computers to research to name the *aneuploidy* from each of these karyotypes.
- B. Students will then research their chromosomal *aneuploidy* to complete their section on the **Chromosomal Conditions Information Table**.
- C. Students will then collaboratively share their finding in the small groups to in a jigsaw like activity by presenting their findings to their peers to fill out the rest of the **Chromosomal Conditions Information Table**.

4. Extension

Introduce the idea that sex and gender are not the same. Use the **Gender Bread Person** as a visual.

Introduce the idea of **Gene Expression In Sex Determination**.

Reference:

Amoeba Sisters. (2018). Chromosomes and Karyotypes. Retrieved from https://www.youtube.com/watch?v=mBq1ULWJp_M

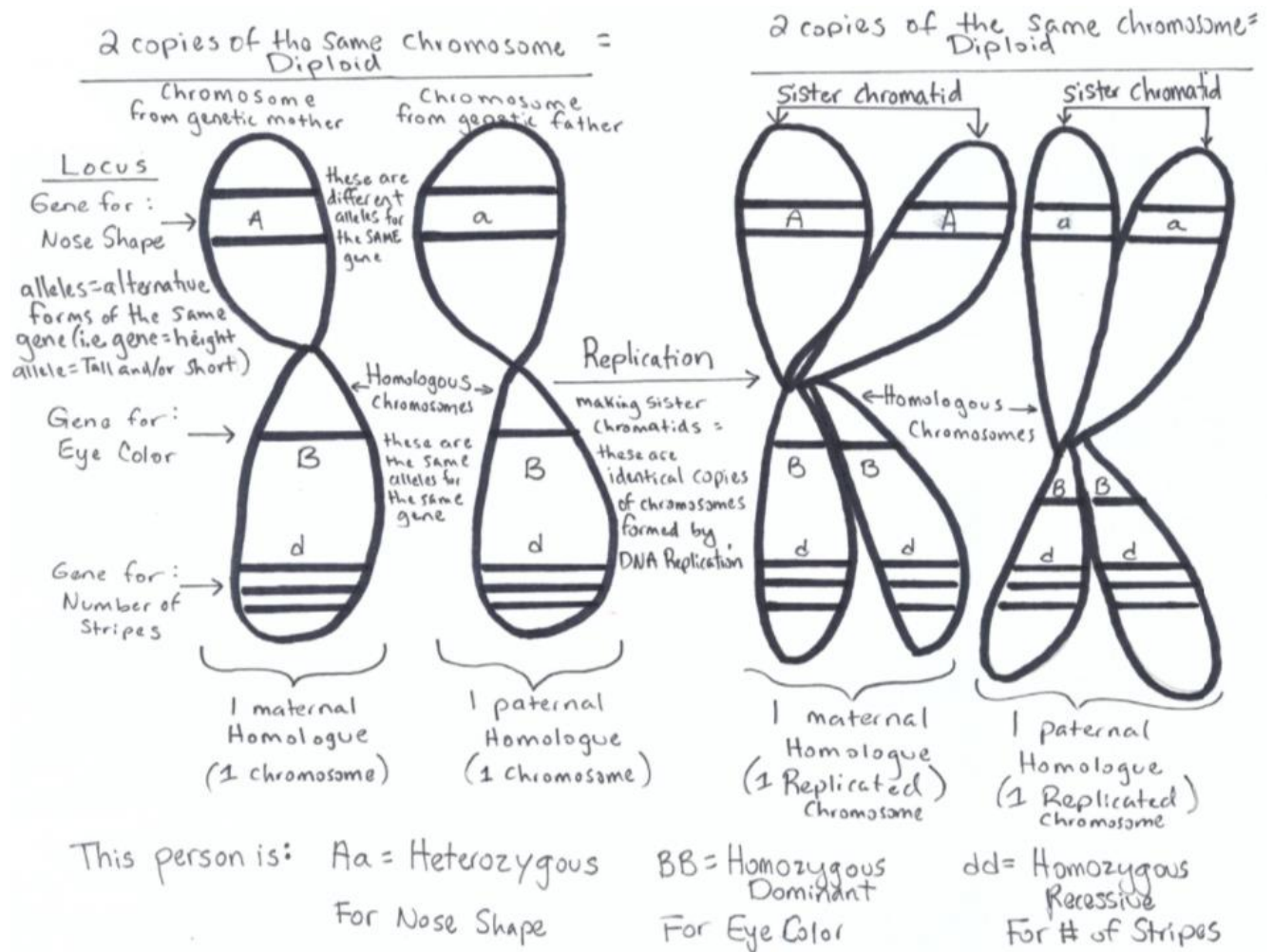
-----*****-----*****-----*****-----*****

The Princeton Schools lesson on Karyotypes then continues with many pages of actual science such as the following:

Introduction to Karyotypes:

Take a moment to review the image below of chromosomes. Human body cells are

diploid. Remember, diploid means that we receive 2 copies of each chromosome. The homologous chromosomes have the same genes at the same locus, but may not always have the same alleles. For example, the chromosomes came from an individual with the genetic makeup of Aa (two different alleles) and BB (two of the same alleles). The image below reviews vocabulary we should already be familiar with, in a visual manner.



A karyotype is picture of a person's chromosomes. To get this picture, the chromosomes are isolated either through amniocentesis, which is the removal of some amniotic fluid that contains fetal cells, during pregnancy or by using white blood cells of an adult person. In either case, the chromosomes in a cell undergoing metaphase are isolated. These specific, condensed, chromosomes are then stained using G-banding, which creates unique dark and light bands for each unique chromosome pair.

This works because each chromosome has specific genes in specific locations called the locus. Since we are all diploid (2 copies), we receive one chromosomal copy from the biological maternal gamete, and one chromosomal copy from the biological paternal gamete. Since these chromosomes each have the same genes in the same locations, they are considered to be

homologous pairs (same pairs or genes). Chromosomes 1 will have very different genes than chromosome 2, therefore, the banding patterns will be different. Years ago, a cytogeneticist would have to line up the banding patterns using a microscope. Now, a specialized computer system called banding automatic system (BAS) can be used to analyze the banding of the chromosomes to arrange them in their specific homologous pairs. These are then used to arrange the homologs from largest to smallest chromosomal pair size to create a karyotype image. A trained cytogeneticist can then examine these karyotypes to look for missing or extra chromosomes or pieces of chromosomes.

In general, there are 22 pairs of chromosomes called autosomes (chromosomes 1-44). The 23rd pair (chromosomes 45 and 46) are known as sex chromosomes. Genetic females have two X chromosomes, while genetic males have one X and one Y chromosome. This 23rd pair is used to assign biological sex to a person.

Karyotypes also can be used to identify the number of chromosomes a person has. Because of homologous pairs, most people have diploid chromosomal copies, meaning 2 copies of every chromosome to give a total of 46 chromosomes. However, there are rare instances where individuals have 45 or 47 chromosomes. These occur because the chromosomes in either meiosis I or meiosis II did not undergo full disjunction. This leads to non-disjunction, which means that chromosomes, either homologous pairs or sister chromatids, failed to separate during gamete formation. As a result, the gametes may have 22 or 24 chromosomes, rather than the 23 found in typical gametes that properly divide their chromosomes. If gametes with extra or missing chromosomes are used in fertilization to create a zygote, a chromosomal condition called *aneuploidy* occurs. A person with aneuploidy has body cells with a chromosome number different from 46. For example, someone can have 45 chromosomes in each cell due to a monosomy, where one particular chromosome pair is missing a copy, giving that person one less chromosome. A person can have 47 chromosomes in each cell due to trisomy, where one particular chromosome has 3 copies, instead of the typical pair. The characteristics of these chromosomal conditions depend on which chromosome is affected such as whether it is an autosome or a sex chromosome.

Karyotypes can only be used to identify number of chromosomes and biological sex. Identifying changes in genes or expression is not something karyotypes can really do.

And pages like this:



KARYOTYPE: PERSON C

How many chromosomes does this person have: _____

What is the biological sex of this person: _____

Was there non-disjunction: _____

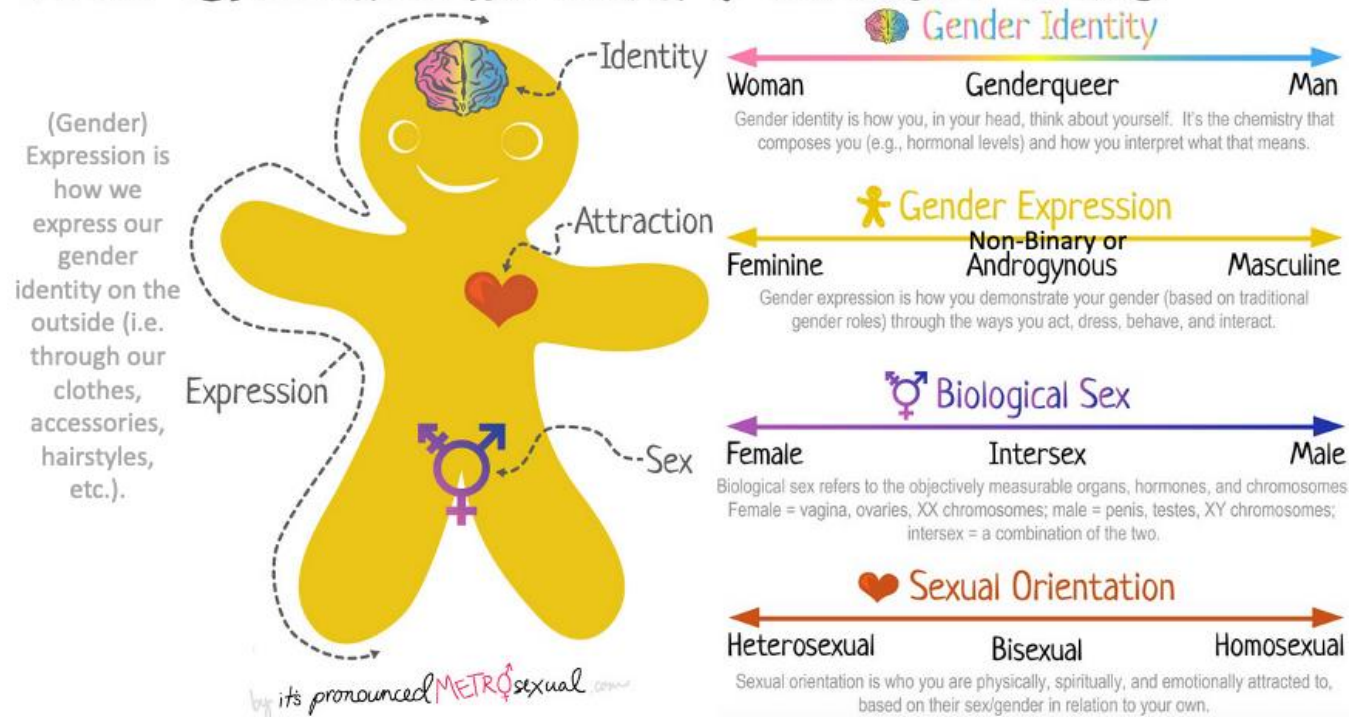
Research the name of this chromosomal condition /aneuploidy: _____

Then suddenly the lesson veers into Gender Identity Ideology:

Step 4: Extension

Gender and Sex are not the same thing. Here is The Genderbread Person (Killermann, 2020) to help explain this concept a bit more.

The Genderbread Person v2.0



Edited from (Killermann, 2020); Transformation Journeys Worldwide, 2020).

In most cases "sex" refers to the biological categories like genetic differences, chromosomes, and genitalia to differentiate between male and female. This is usually based on the "body." This, however, forgets to include people who are intersex, people who might have physical characteristics that are not exclusively male or female. In the past, intersex individuals might have been called by the term hermaphrodite, but this is no longer an appropriate term to use (Clemets, 2018). "Gender" is harder to define, but it can refer to an individual's concept of themselves, or how they view themselves. This is about self-identity. "Cis" and "trans" gender are terms used to describe how they relate their sex and gender.

Check In Question:

Are sex and gender the same thing – explain:

References:

Clemets, KC. (2018). What's the difference between sex and gender. Retrieved from <https://www.medicalnewstoday.com/articles/232363.php>

Killermann, S. (2020). Genderbread Person. Retrieved from <https://www.itspronouncedmetrosexual.com/2011/11/breaking-through-the-binary-gender-explained-using-continuum/>

Transformation Journeys Worldwide. (2020). Genderbread Person. Retrieved from <https://www.facebook.com/TransformationJourneysWW/photos/trans-insight-6-the-genderbread-person-part-2gender-expression-this-is-how-we-ex/1675985309122860/>

Then there's more actual science, followed by the ticket-out-the-door:

Ticket-Out-Of-The-Door

1. What is non-disjunction?

2. What are 2 things a karyotype can be used for?

3. What is something a karyotype cannot be used for?

4. Are sex and gender the same thing – explain:

Check In Question for Extension (Genderbread Person):

Are sex and gender the same thing – explain:

No - Sex" refers to the biological categories while "Gender" refers to an individual's concept of themselves, or how they view themselves.

Check In Question Extension - Gene Expression In Sex Determination

How could a gene expression change on the *Sry* gene on the Y chromosome potentially lead to an intersex phenotype?

***Sry* gene on the Y chromosome triggers testosterone to be released in development – this promotes Wolffian ducts (which lead to structures like testis to develop) and causes the Mullerian ducts (which lead to female structures oviducts to degraded. If this gene has a different gene expression change this could lead to different ranges of expression levels of both female and male phenotypes in the same person. This sexual phenotype is called intersex. There is a continuum of expression and development of the reproductive organs of people who are intersex.**

HERE ARE THE “CORRECT” ANSWERS:

Ticket-Out-Of-The-Door

1. What is non-disjunction?

This is when the homologous chromosomes (or sister chromatids) do not sperate completely during gamete formation.

2. What are 2 things a karyotype can be used for?

Finding the number of chromosomes and biological sex.

3. What is something a karyotype cannot be used for?

Seeing is there is an over or under expression (changes in genes or expression)

4. Are sex and gender the same thing – explain:

No - Sex" refers to the biological categories while "Gender" refers to an individual's concept of themselves, or how they view themselves.

A Second Example of a Science Lesson Used to Promote Gender Ideology (LGBTQ+Inclusive Language Cell Membran[1].docx.) .

The Princeton School trove also includes another Science class lesson that pushes Gender Identity Ideology. Like the lesson above, again actual science is taught, and then suddenly the science teacher starts talking about gender identity, and “cis” and “trans”, and students are required to mouth Gender Ideology as part of their ticket out the door. Below are selected pages. We did not copy the many pages of actual science.

Learning About Cell Membranes Through Inclusive Language

Subject / Discipline: Science/Biology/Chemistry

Grade Level: 9-12

Unit/Lesson New Jersey Student Learning Standards Bases on Next Generation Science:

Scientific Practices:

2. Developing and using models
4. Analyzing and interpreting data
8. Obtaining, evaluating, and communicating information

Cross Cutting Concepts:

1. *Patterns.* Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
6. *Structure and function.* The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

Core Idea LS1: From Molecules to Organisms: Structures and Processes

HS-LS1.A: Structure and Function

Scientific Investigations Use a Variety of Methods

HS-LS1.3 Scientific inquiry is characterized by logical thinking, precision, open-mindedness, and objectivity.

Brief Summary of Cultural Competencies Related to the Unit/Lesson

Does this lesson relate to and/or is inclusive of accurate histories, representation, contributions of: LGBTQ community

What makes this lesson culturally relevant?

LGBTQ+ rights and concepts are currently at the forefront of both social and political discussions, and yet less than 5% of students seem to be taught with any positive LGBTQ+ representation in any form in pedagogy (Kosciw, Greytak, Palmer, & Boesen, 2013). In fact, in 28 states it is still legal for employers to discriminate against someone based on their sexual or gender identity (Human Rights Campaign, 2018). Therefore, there is a real need to integrate positive representation into our curricula.

The goal of this lesson is to incorporate positive LGBTQ+ language to make the classroom a more inclusive environment. The lesson uses the teaching of the structural components of the cell membrane to teach and reinforce appropriate language, while addressing and redefining outdated attitudes or assumptions about sex, gender, and gender expression (Lesbian, Gay, Bisexual, and Transgender Equity Center, n.d.)

Reference:

Human Rights Campaign (2018). Retrieved from <https://www.hrc.org/state-maps/employment>

Kosciw, J., Greytak, E., Palmer, N., Boesen, M. (2013). GLSEN's 2013 National School Climate Survey. Retrieved from <https://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report.pdf>

Lesbian, Gay, Bisexual, and Transgender Equity Center. (n.d.) Good Practiced: Inclusive Language. University Maryland. Retrieved from <https://lgbt.umd.edu/good-practices-inclusive-language>

Lesson Overview:

<p>Essential Question(s)</p>	<p>How does structure relate to function? How can we use data to draw conclusions? What do effective problem solvers do when they get stuck? What is the value of inclusivity?</p>
<p>Enduring Understanding(s)</p>	<p>Scientists use information collect data, analyze and interpret evidence, and solve problems to develop accurate conclusions.</p>
<p>Potential Misconceptions:</p>	<p>Using outdated or hurtful language means we are not being inclusive. As students work though the parts of the POGIL, the teacher will periodically stop at specific points to go over answers to help scaffold learning and knowledge. This will also aid in addressing misunderstandings and appropriate vocabulary between concepts of sex, gender and the need for inclusive language.</p>

Learning Plan, Experiences, Instruction and Learning Activities:

	<p>The Teacher will... Run off photocopies of prepared activity. They should walk around the room and help address misunderstandings. As prepared, the activity suggests that teachers do the activities in sections (parts 1-5) and address parts and answers to help with this.</p>
<p>W What is expected? • List the intentional learning objectives on the board</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • work in small collaborative groups and use the concept on the POGIL (Process Oriented Guided Inquiry Learning) activity • use problem solving skills and collaborations to work through concepts and vocabulary. • use inquiry and 2D models to discover molecular and cellular structures to link structure to function in a variety of ways (i.e. spatial, verbal, logical, & social) • use logical thinking and open-mindedness to draw accurate and socially appropriate conclusions. <p><i>Today we will be working on...</i> Learning about cell membranes while exploring inclusive language</p>

<p>H How will we hook (Introduce this to) the students?</p> <ul style="list-style-type: none"> • Activate thinking • Consider the language you will use to introduce the lesson 	<p>Link to Engagement</p> <p>Hook/Do Now: What is a lipid? Where do you get them from? Why are these important in the human body? Have students answer these questions in their notebooks (2 min.)</p> <p>Think-pair-share: Share your answer with the person sitting next to you. Are there similarities? Are there differences? (2 min.)</p> <ul style="list-style-type: none"> • <i>You are really beginning to understand the idea that lipids are acquired by eating. They have many different roles in the human body. Today, we're going to dig deeper with a new focus. This focus will be about the structure of specific lipids, and how they relate to function. We will link this knowledge to inclusive LGBTQ + language.</i> • Goal of the lesson: The created activity will focus on learning about lipids and cell membrane structure, while incorporating inclusive LGBTQ + language into the lesson.
<p>E What equipment, resources, or materials are needed?</p>	<ul style="list-style-type: none"> • You will need to copy the Learning About Cell Membranes Through Inclusive Language POGIL packet (included below).
<p>R How will we rethink or revise our thinking throughout the lesson?</p> <ul style="list-style-type: none"> • What learning is confirmed? • What misconceptions are uncovered? • What is your new thinking? 	<p>Students are learning about structure and function through inquiry-based questions. They will link images with structure and interpret function. As students work through the parts of the POGIL, the teacher will periodically stop at specific points to go over answers to help scaffold learning and knowledge. This will also aid in addressing misunderstandings of concepts and appropriate vocabulary. Students use logical problem solving and collaboration to reflect on structure and function and apply this skill to any other concept.</p> <p>Learning is confirmed when questions are answered on the POGIL and revisions are made. In this way, students are getting feedback to their answers and misconceptions to learn in a positive manner.</p> <p>The assumption that everyone is cisgender can manifest itself in the form of misgendering (The Trevor Project, 2019). This can occur when a person is referred to by the incorrect pronouns or other gendered terms. This is why including pronouns when introducing oneself is the first step toward respecting people's gender identity and working against cisnormativity (The Trevor Project, 2019). By doing this you help to ensure a more welcoming space for people of all genders.</p> <p>References:</p>

The Trevor Project. (2019). Trans + gender identify. Retrieved from https://www.thetrevorproject.org/trvr_support_center/trans-gender-identity/

.....*skipping lots...*

Check for Understanding

(Formative evidence such as conferencing, group Q/A, teacher observation, exit-slip, etc.)	<p>A suggestion here would be the CAT (classroom assessment techniques):</p> <p>Ask students at the end of the activity: with a Ticket-Out-The-Door:</p> <ol style="list-style-type: none">1. Name two molecules that require fatty acids in their structural make-up:2. Name two kinds of fatty acids:3. What is the difference between a trans-fatty acid and a cis-fatty acid:4. Why is working against cisnormativity important? <p>This will give the teacher time and feedback on need for re-teaching topics. (this is provided in the lesson plan).</p>
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Scaffold the Instruction

- **Hook/Do Now:** What is a lipid? Where do you get them from? Why are these important in the human body? Have students answer these questions in their notebooks (2 min.)
- **Think-pair-share:** Share your answer with the person sitting next to you. Are there similarities? Are there differences? (2 min.)
- **Goal of the lesson:** The created activity will focus on learning about lipids and cell membrane structure while incorporating inclusive LGBTQ + language into the lesson.
 1. Model:

Teachers can hold up a model, or show a model of a cell membrane, and explain the structure and function of this organelle will be further explored in the activity. GIF link: <https://gfycat.com/hopefulcolorlessafricanmolesnake>
 2. Guided Practice

Students will work in small groups through parts 1-4 in the activity.
 3. Independent Practice

Students will work on understanding inclusive language.
 4. Extension

There are other components and molecules that make up the phospholipid bilayer. Research at least 3 more molecules. Describe their structures and function in the cell membrane. Your lab group will create a 3D model of the phospholipid bilayer, including both saturated fatty acids and unsaturated fatty acids in the phospholipid, cholesterol, and your groups 3 more molecules.

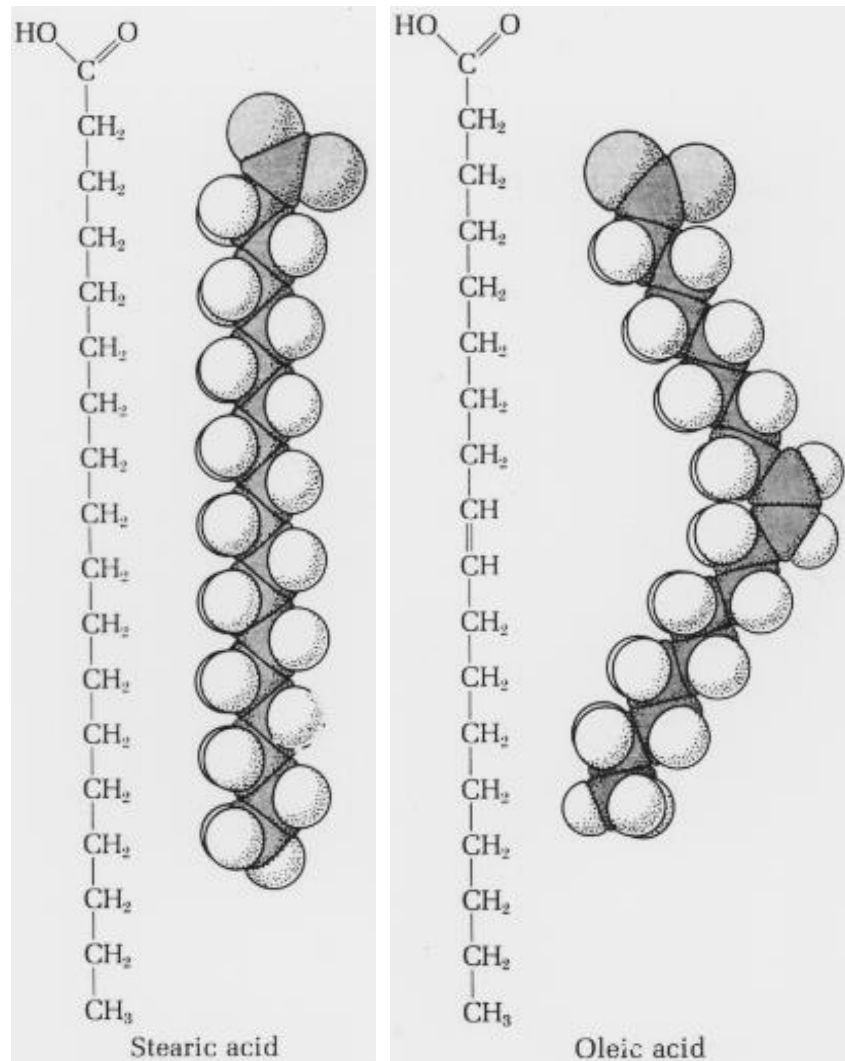
Learning About Cell Membranes Through Inclusive Language POGIL

This activity will take you through different kinds of lipids and their structural components. In your groups, work through each section in parts. You will start with Part 1 and work until it says stop. At this point your instructor will go over the concepts to ensure your understanding. Only after this point will you move forward to move through the parts in sequential order. Make sure to stop at each place where indicated.

PART 1:

Here are two different fatty acid structures that your lab group should look at:

Figure 1.



(Serianni, 2017).

1. Based on this image, what are some common elements that that all fatty acids share?
((There are lots of pages with actual science like this on them til Bam, the Gender Cult stuff arrives full-force:..))

16. Trans-Linoleic acid has a trans-double bond. Where are the hydrogens located at the trans-double bond in the trans-Linoleic acid?

A **cis configuration** means that the two hydrogen atoms are next to each other, or on the same side of the chain on the double bond. A **trans configuration** means that hydrogen atoms are on opposite side of each other on the double bond.

We can apply these prefixes "cis" and "trans" to gender. In most cases "sex" refers to the biological categories like genetic differences, chromosomes, and genitalia to differentiate between male and female. This is usually based on the "body." This, however, forgets to include people who are intersex (people who might have physical characteristics that are not exclusively male or female. In the past, intersex individuals as hermaphrodites, but this is no

longer an appropriate term to use (Clemets, 2018). "**Gender**" is harder to define, but it can refer to an individual's concept of themselves, or how they view themselves. This is about self-identity. "Cis" and "trans" gender are terms used to describe how they integrate their sex and gender.

17. What do you think is the difference between biological sex and gender identity:

18. Based on the activity, what do you think **Cisgender** Means?

19. Based on the activity, what do you think **Transgender** Means?

When sex and gender match, people are considered **binary** (man or woman) or cisgender (Clemets, 2018). When sex and gender do not match, people can be considered **non-binary**

(**genderqueer** or **transgender** or **agender** (those who see no associating with gender)) (Gender Spectrum, 2019). Someone who is **Transgender** might not feel that their gender identity – meaning, their own personal sense of what their gender is – matches the gender assigned at birth (The Trevor Project, 2019).

20. People who identify as cisgender have their gender identity match their biological sex. In the United States, it is generally assumed that a person’s sex matches their gender identity. This assumption is called **cisnormativity**. Can you think of an instance or an example where this might not be the case?

“**Genderqueer** and **gender non-conforming** identities describe someone whose gender expression is, or seems to be, different from their assigned gender role. Usually, **genderqueer** and **gender non-conforming** people avoid gender-specific pronouns like “she/her” and “he/him,” and use more neutral pronouns instead, such as “they/them.”

The assumption that everyone is cisgender can manifest itself in the form of misgendering (The Trevor Project, 2019). This can occur when a person is referred to by the incorrect pronouns or other gendered terms. This is why including pronouns when introducing oneself is the first step toward respecting people’s gender identity and working against **cisnormativity** (The Trevor Project, 2019). By doing this you help to ensure a more welcoming space for people of all genders.

It’s important to note that not all **genderqueer** or **gender non-conforming** people identify as **transgender**, even though they fall under the umbrella of diverse gender identities” (The Trevor Project, 2019). Furthermore, “The term “**transgender**” should only be used as an adjective and never as a noun. For example: you may say: My friend is “transgender” - but you would not want to say that they are “a transgender” or that they are “tansgendered.” Also, the term “Transgendered” is grammatically incorrect. Offensive words include: tranny, transvestite, she-male, he/she, lady man, shim, “it,” or transsexual (The Trevor Project, 2019). These words should never be used in any circumstance.

21. What is gender expression?

22. How can making assumptions about someone's gender be hurtful to that person?

23. How can you personally help to be inclusive for all different people? State at least 2 ideas or actions that you can start doing:

And the ticket out the door section says:

Ticket-Out-Of-The-Door

1. Name two molecules that require fatty acids in their structural make-up:

2. Name two kinds of fatty acids:

3. What is the difference between a trans-fatty acid and a cis-fatty acid?

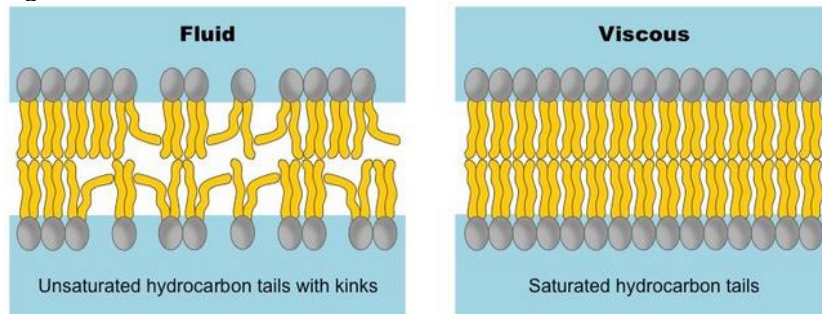
4. Why is working against cisnormativity important?

The lesson then goes back to science for lots of pages starting with this:

Extension:

Look at the image of the phospholipid layers below:

Figure 7.



(*Chemistry*, 2019).

In general, cell membranes need to stay permeable for substances like carbon dioxide (CO₂) and oxygen (O₂) to diffuse across. On the right-hand side, the membrane is mostly made up of straight (i.e. saturated and/or trans) fatty acids, which create a more rigid and viscous membrane. Generally, this makes diffusion and cell-to-cell communication more difficult. However, in other cases this could be an adaptive strategy for survival. For example, in certain plants at high temperatures, they can decrease the amount of unsaturated fatty acids, thereby making the cell membrane less fluid and more stable (Zheng, Tian, Zhang, Tao, & Li, 2011). On the left-hand side, the membrane contains more unsaturated fatty acids (i.e. in the cis conformation). The bend or the kink in the cis-fatty acids keeps the molecules further apart and behaving more like a fluid rather than a solid. Remember that cells can, to some level, control the fluidity of their membranes. For example, when the temperatures drop, plant cells can increase the amount of unsaturated fats in the membranes and make it even more fluid (Zheng, Tian, Zhang, Tao, & Li, 2011).

Til BAM Gender Woo is back:

16. Trans-Linoleic acid has a trans double bond. Where are the hydrogens located at the trans double bond in the trans-Linoleic acid?

Across the double bond (on opposite sides)

A cis configuration means that the two hydrogen atoms are next to each other, or on the same side of the chain on the double bond. A trans configuration means that hydrogen atoms are on opposite side of each other on the double bond.

We can apply these prefixes “cis” and “trans” to gender. In most cases “sex” refers to the biological categories like genetic differences, chromosomes, and genitalia to differentiate between male and female. This is usually based on the “body.” This, however, forgets to include people who are intersex (people who might have physical characteristics that are not exclusively male or female. In the past, intersex individuals as hermaphrodites, but this is no longer an appropriate term to use (Clemets, 2018). “Gender” is harder to define, but it can

refer to an individual's concept of themselves, or how they view themselves. This is about self-identity. "Cis" and "trans" gender are terms used to describe how they integrate their sex and gender.

17. What do you think is the difference between biology sex and gender identity:

In most cases "sex" refers to the biological categories like genetic differences, chromosomes, and genitalia to differentiate between male and female. This is usually based on "body." This, however, forgets to include people who are intersex (people who might have characteristics that are not exclusively male or female. Please note the term hermaphrodite is not appropriate to use) (Clemets, 2018). "Gender" is harder to define, but it can refer to an individual's concept of themselves, or how they view themselves. This is about self-identity. When sex and gender match people are considered binary (man or woman) or cisgender (Clemets, 2018). When sex and gender do not match people can be considered non-binary (genderqueer or transgender or agender – or see no associating with gender) (Gender Spectrum, 2019).

18. Base on the activity, what do you think Cisgender Means?

"Same gender" which means a person whose personal identity and gender identification matches with their birth sex.

19. Base on the activity, what do you think Transgender Means?

"Across gender" which means a person whose personal identity and gender identification does not match with their birth sex.

When sex and gender match people are considered **binary** (man or woman) or cisgender (Clemets, 2018). When sex and gender do not match, people can be considered **non-binary** (**genderqueer** or **transgender** or **agender** (those who see no associating with gender)) (Gender Spectrum, 2019). Someone who is **Transgender** might not feel that their gender identity – meaning, their own personal sense of what their gender is – matches the gender assigned at birth (The Trevor Project, 2019).

20. People who identify as cisgender have their gender identity match their biological sex. In the United States, it is generally assumed that a person's sex matches their gender identity. This assumption is cisnormativity. Can you think of an instance or an example where this might not be the case?

Someone who is non-binary: Remember - The assumption that everyone is cisgender can manifest itself in the form of misgendering (The Trevor Project, 2019). This can occur when a person is referred to by the incorrect pronouns or other gendered terms. This is why including pronouns when introducing oneself is the first step toward respecting people's gender identity and working against **cisnormativity** (The Trevor Project, 2019). By doing this you help to ensure a more welcoming space for people of all genders.

"**Genderqueer** and **gender non-conforming** identities describe someone whose gender expression is, or seems to be, different from their assigned gender role. Usually, **genderqueer** and **gender non-conforming** people avoid gender-specific pronouns like "she/her" and "he/him," and use more neutral pronouns instead, "they/them."

The assumption that everyone is cisgender can manifest itself in the form of misgendering (The Trevor Project, 2019). This can occur when a person is referred to by the incorrect pronouns or other gendered terms. This is why including pronouns when introducing oneself is the first step toward respecting people's gender identity and working against **cisnormativity** (The Trevor Project, 2019). By doing this you help to ensure a more welcoming space for people of all genders.

It's important to note that not all **genderqueer** or **gender non-conforming** people identify as **transgender**, even though they fall under the umbrella of diverse gender identities" (The Trevor Project, 2019). Furthermore, "The term "**transgender**" should only be used as an adjective and never as a noun. For example: you may say: My friend is "transgender" - but you would not want to say that they are "a transgender" or that they are "tansgendered." Also, the term "Transgendered" is grammatically incorrect. Offensive words include: tranny, transvestite, she-male, he/she, lady man, shim, "it," or transsexual (The Trevor Project, 2019). These words should never be used in any circumstance.

21. What is gender expression?

Gender expression is typically shown through mannerisms, clothing, and hairstyle, mannerisms (GLSEN, 2019). This is a social component since it is a way that we can communicate our gender to others (Gender Spectrum, 2019).

22. How can assuming someone's gender be hurtful to someone?

"It is a privilege to not have to worry about which pronoun someone is going to use for you based on how they perceive your gender. If you have this privilege, yet fail to respect someone else's gender identity, it is not only disrespectful and hurtful, but also oppressive" (Lesbian, Gay, Bisexual, Transgender, Queer, Plus Resource Center of the University of Wisconsin-Milwaukee, 2019).

23. So how can you personally help to include inclusion for all different people? State at least 2 ideas or actions that you can start doing:

Pronouns are related to gender identity. Someone who identifies as a woman may use pronouns like she/her/hers. However, one should not assume someone's gender identity based on gender expression. By introducing yourself with your personal pronoun you are providing an opportunity for someone else to share their pronoun(s), and you are telling them that you are not assuming their gender identity based on appearance (GLSEN, 2019). Again, including pronouns is a first step toward respecting people's gender identity.

Ticket-Out-Of-The-Door

1. Name two molecules that require fatty acids in their structural make-up.

Fatty acids and fats (like triglycerides)

2. Name two kinds of fatty acids:

Saturated and unsaturated

3. What is the difference between a trans-fatty acid and a cis-fatty acid:

trans-fatty acids have the hydrogens across from each other (on the opposite side) and a cis-fatty acids have the hydrogens on the same side as the double bond.

4. Why is working against cisnormativity important?

this is the first step toward respecting people's gender identity and creating safe spaces for all.

Here are the references and bio at the end of the lesson:

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Personal Bio:


I graduated from Providence College with a B.A. in Biology. Therefore, I started my teaching career teaching Biology at South River High School as an alternate-route candidate. I worked there for 4 years and received tenure. In 2007, I received a job offer from Princeton High School. Over the years, I have taught various courses like Ecology, Biology I, Biology II. I have now been at Princeton HS for around 11 years, and I am currently teaching Accelerated and AP level Biology. During that time, I also earned my MA in Teacher Leadership from Rowan University, and I am working on my second masters at the American College of Education.

Best,

Steffanie Shoop
908-872-4060
Steffanieshoop@princetonk12.org
Or
Kaletsky@princeton.edu

Supporting Our LGBTQIA+ Students. (entitled *LGBTQ PD 6 HRS ELEM.pdf*)

The next document in the Princeton Schools trove is entitled **LGBTQ PD 6 HRS ELEM.pdf** This is yet another powerpoint presentation by Thomas Foley who here labels himself a 7th grade counselor, and Jen Simon. This time presenters also include Liz Lien (she/her/they/them) a “Librarian at Riverside.” It has lots of the same material and messages seen above in Foley/Simon’s other presentations above, such as stats from GLSEN and other Gender Ideology groups, slides pushing GSAs/SAGAs, a Trans101 video, etc. But in this presentation Foley et al also lash out at critics, casting them as right-wing and religious, and bemoaning the fact that parents stopped a teacher from distributing one Gender Ideology sheet to students. Just a few slides from this presentation are included here.



Supporting Our LGBTQIA+ Students

Thomas Foley, Jen Simon, & Liz Lien

PD Agenda

- 8 – 11:30: PowerPoint presentation
 - Introductions
 - “Imagine how you’d feel...”
 - Understanding LGBTQIA+ and intersectional identities
 - A brief history of the LGBT population
 - Statistics on LGBT students
 - The law and school board policy
 - What can schools do to help? (Information about SAGA)
 - What can individual educators do to help?

PD Agenda

- 11:30 – 12:30: Lunch
- 12:30 – 3:00: How to deal with parents, literature discussion, inclusive curriculum, group idea sharing, collaborative work, independent work

Who are we?

- Thomas Foley (he/him/his)
 - 7th Grade Counselor at JW
 - Certification in LGBT Education, Health, & Social Services from NYU
- Jen Simon (she/her/hers)
 - Special Education Teacher at JW
- Liz Lien (she/her/they/them)
 - Librarian at Riverside

August 9th

- Alfonso Cirulli, the mayor of Barnegat Township, New Jersey, called the LGBTQ movement “an affront to Almighty God” at a township committee meeting this week, reacting to a new law that will require public schools to teach students about LGBTQ history and prominent LGBTQ individuals.
- According to CBS Philly/AP, Cirulli said the government “has no right to teach our kids morality.” He added, “we’ve crossed over the line into absurdity” and said “now is the time for the righteous to stand up for their rights.”
- Added Cirulli to ABC6: “No group has a right to force others to comply with their beliefs, deprive them of their First Amendment rights, and strip the rights of parents of how to morally raise their children.”

August 12th – Mx. Alvarado

- A California middle school science teacher (7th and 8th grade teacher) was asked to stop handing out a worksheet titled, “The Gender Unicorn,” provided by Trans Student Educational Resources, which explains gender identity, gender expression, and attraction.
- Denair Middle School science teacher, Luis Davila Alvarado, handed out the worksheet on the first day of school to help students understand why they prefer to go by Mx., a gender-neutral title, instead of Mr. or Ms.
- A “handful” of parents called the school to complain and the teacher was told to stop handing the sheet out

A Very Brief Exploration of LGBT History

- The first record of an outlawing of homosexual acts comes from the Assyrian Empire in 1500 BCE
- In history, engaging in same sex acts has been generalized as deviant, and people have been persecuted and punished and were usually forced to hide their behaviors or be killed
- LGBT History in the US:
<https://www.youtube.com/watch?v=Q1D65SxzojI>

“Recently, Alex Gino, the author of *George*, visited my class and met with my fifth and sixth grade students. During the visit, Gino spoke to my students about *mirror* books and *window* books to describe how readers both see themselves and see others in the books they read. Gino also explained that certain books are *sliding glass door* books because they allow readers to experience new worlds and ideas they did not know existed, and, if they choose, readers can open these glass doors and become part of that new world. Many LGBT youth describe feelings of isolation, and adding books to classrooms that reflect their lives and experiences is a step towards breaking this isolation.”

Handouts from Our Presentations.

The Princeton Schools trove also includes a folder labeled “Handouts from our Presentations” with a huge pile of booklets and other materials produced by an array of Gender Ideology-promoting organizations: Human Rights Campaign’s Welcoming Schools stuff, sheets with all the Gender Ideology definitions including the gender-attraction definition of homosexuality, Southern Poverty Law Center stuff, Gender Spectrum, GLSEN (“research” briefs, etc.), Stonewall, the Trevor Project, SAMSHA (Substance Abuse and Mental Health Services Administration), lists of lots and lots of information sources for the Gender Ideology narrative, the Genderbread Person, articles about pronouns as great, QR codes for book lists, and more.

We are not copying most items here. But here are few:

Princeton Board of Education's Policy on "Transgender and Nonconforming Students" (*Princeton BOE Policy.pdf*)

Princeton BOE Policy 5145.7 - Transgender and Gender Nonconforming Students

- Princeton Public Schools staff shall accept a student's asserted gender identity when it is a sincerely held part of the student's core identity. Staff and schools shall not question or disregard the student's assertion of his or her gender identity
- There is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender identity recognized and respected by the district or PPS staff
- A student is not required to have obtained a court-ordered name or gender change in order to have his or her requested name and gender identity recognized and respected by the district, any school or PPS staff member
- PPS staff members should not disclose a student's transgender status to others, including, but not limited to, other students, parents, and/or other staff members, unless they are legally required to, or the student has authorized such disclosure, or unless disclosure is deemed by PPS staff to be necessary to protect the transgender student's interests or safety.
- The Board recognizes that some transgender students have not disclosed their transgender status to their parents. Whenever possible, PPS staff members should speak with the student to confirm the manner in which the student will be referred to in conversation with the parent/guardian.
- Generally, when contacting the parent or guardian of a transgender student, PPS staff members should use the student's legal name and the gender pronoun that corresponds to their legal sex, unless the student, parent, or guardian has specified otherwise. All students, including transgender students, have the right to openly discuss and express their gender identity or transgender status and to decide when, with whom, and how much to share that private information. In sharing this information, a student does not give up the right to privacy and at no time may district employees use a student's self-disclosure as grounds for sharing information about the student's gender identity or transgender status without the student's express permission.
- PPS schools and staff shall honor and fully comply with requests of student or parent/legal guardian to have the student addressed by a name and pronoun different from those associated with the student's sex at birth.
- The Board recognizes that inadvertent slips or honest mistakes in the use of names or pronouns may occur. However, intentional or persistent refusals by staff or students to respect a student's gender identity by using the wrong name and gender pronoun is a violation of this policy, and may also be a violation of this Board's policies prohibiting discrimination (Policy 5750), and harassment, intimidation and bullying (Policy 5512).
- Schools may maintain separate restroom facilities for male and female students. However, students shall have access to the restroom that corresponds to their gender identity (N.J.S.A. 10:5-12(11)(f)(1)). Where available, a single stall, "gender

neutral” restroom (such as in the health office) may be used by any student who desires increased privacy, regardless of the underlying reason. The use of such a “gender neutral” restroom shall be a matter of choice for a student and no student shall be compelled to use such a restroom.

Document on how to inject Gender Identity Ideology into any and all classes. (*MS and HS LGBT Inclusion.pdf*)

This document explains how Gender Ideology can be injected in every single subject area taught in middle school and high school including English, Math, Science, Art, Drama, Geography, History, Media Studies, Foreign Languages, Music, and Phys Ed & Sport. Below for example is the page on Phys Ed and Sports, followed by the example for Music.

MUSIC

Talking about LGBT+ issues in class doesn't need to be difficult or time-consuming, and there are lots of opportunities to fit it easily into your existing schemes of work. The key is to highlight relevant links to LGBT+ people, themes and experiences when they come up.

Music is created and performed by people in every culture and community, so it makes sense to acknowledge and celebrate its links to LGBT+ people. Discuss how music reflects the emotions and lives of those who write and perform it. Help students think about how music acts as a form of communication on important issues and explore the role it can play in advocating for change, including LGBT+ equality.

1

Explore music and emotion: Ask students to consider the emotions that pieces of music provoke, and the impact this has. Use soundtracks from films or musicals that explore LGBT+ issues to talk about the role music and dance play in bringing people together, and helping them express themselves and their emotions.

2

Introduce LGBT+ composers and musicians: Study the lives and music of LGBT+ composers and musicians from different eras and parts of the world. Explore how they represent love, gender and identity in their music and lyrics. You could include Tchaikovsky, Ivor Novello, Ethel Smyth, Benjamin Britten, Brian Molko, Laura Jane Grace, Frank Ocean, Ani DiFranco, Kele Okereke or Olly Alexander.

3

Examine the context that music is created in: Explore how different genres of music have been informed by culture and tradition, particularly in relation to gender and sexual orientation. Consider how music has developed to reflect changing attitudes to sexual orientation and gender identity.

4

Discuss the role of music in society: Ask students to explore how they are influenced by the music they listen to. Examine how music has been used to generate social change, including LGBT+ equality, and discuss whether musicians have a responsibility to be role models and create positive change.

5

Explore music, gender and identity: Ask students to think of songs that have been performed by people of a different gender to the person who first performed it, and the effect this might have. Discuss musicians and performers who fulfil or challenge stereotypes about what it is to be 'male' or 'female'. Study pieces of musical theatre that depict stories with LGBT+ themes and characters who challenge gender stereotypes.

PHYS ED & SPORTS

Talking about LGBT+ issues in class doesn't need to be difficult or time-consuming, and there are lots of opportunities to fit it easily into your existing schemes of work. The key is to highlight relevant links to LGBT+ people, themes and experiences when they come up.

The PE curriculum offers an important opportunity to break down barriers to participation to make sure all students feel able to take part. By discussing LGBT+ inclusion in sport and profiling diverse sporting role models, you can encourage all young people to be advocates for sport that includes everyone.

1 **Discuss equality in sport:** Give students the opportunity to hold debates on sport and equality to get them thinking critically about different issues. Tie in debate topics with real-life events to make it more meaningful. For example: *'US athletes should boycott the Olympics because they are taking place in a country in which the human rights of LGBT+ people are violated'*.

2 **Make LGBT+ themes and sportspeople visible:** Explore resources from AthleteAlly (athleteally.org), LGBT SportSafe (lgbtsportsafe.com).

3 **Challenge discrimination in sports:** Always challenge anti-LGBT+ language, bullying or banter, and work with students to create a set of values that includes respect for everyone. Discuss discrimination and bullying, including homophobia, biphobia and transphobia, both in relation to your school and the principles of sport more generally.

4 **Celebrate LGBT+ sports role models:** Introduce students to a diverse range of sports role models, including those who are LGBT+. Discuss what makes them role models and ask students to choose their own sports person who inspires them and explain why.

5 **Challenge stereotypes:** Explore the assumptions that students may have about who can take part in which sports. Ensure all young people feel able to participate in the sports of their choice without fear of bullying and offer mixed teams and exercises.

LGBT+ sports figures include:

Jason Collins, Chris Mosier, Megan Rapinoe, Joanna Lohman, Kye Allums, Layshia Clarendon, Billie Jean King, Billy Bean, John Amaechi, Brian Anderson, and Bill Kennedy

Adapted from *Creating An LGBT-Inclusive Curriculum: A Guide for Secondary Schools* by Stonewall.org.uk

Lists of Books for Elementary School Students. (*Literature for Elementary Students.pdf* and *LGBTQ Curriculum Inclusion at the Elementary Level.pdf* and *Literature Lists with QR codes.pdf*.)

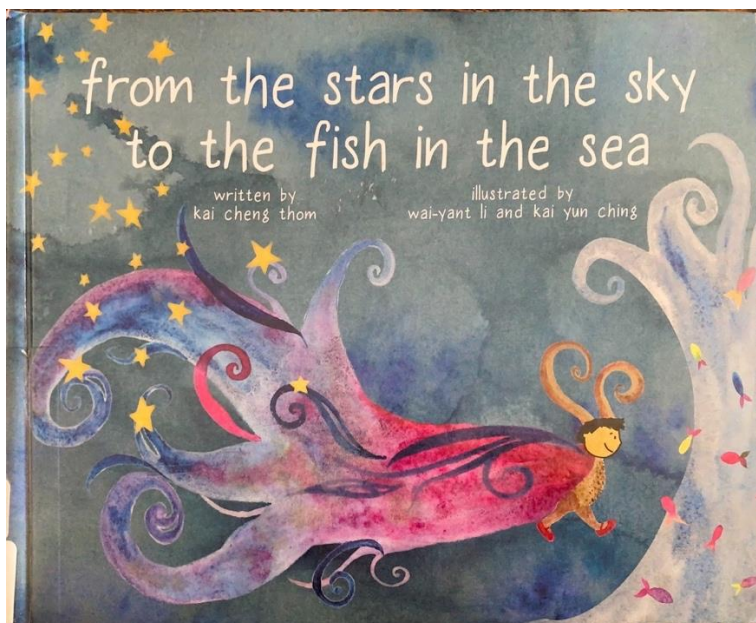
The “Handouts for Our Presentation” folder sent by Princeton schools in response to the FOIA includes lists of Gender Identity Ideology-pushing books for elementary school students .

Examples of books listed include but are not necessarily limited to the following :

- From the Stars in the Sky to the Fish in the Sea (K to Gr. 4)
- George (Gr 3-7)
- Gracefully Grayson (Gr. 5-7)
- A House for Everyone: A Story to Help Children Learn About Gender Identity and Gender Expression (Pre-K to Gr. 3)
- I Am Jazz (PreK-Gr 3)
- Neither (K-Gr. 3)
- Red: A Crayon’s Story
- They She He Me, Free to Be!

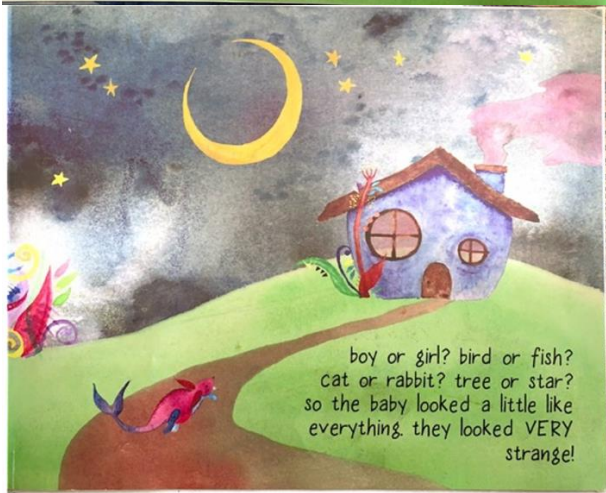
Here is more information about each of the books listed above.

From the Stars in the Sky to the Fish in the Sea: In this lushly illustrated book, a baby is born who looks like a lot of different creatures and “can’t decide” what to be. Boy or girl? Bird or fish? Unclear. The mother always loves the baby as “they” soar through life enjoying all the aspects of “their” body. But when the child goes to school and meets other children, troubles arise. The other kids live very narrowly and impose sexist stereotypes on others. They chastise the child for being not clearly boy or girl. After a bit the child conforms to get along. And “they” are very unhappy. The mother talks with the child about being yourself, and the child returns to being “themselves” at school. And lo and behold, another child approaches and talks. Gradually the other kids realize that the child is really cool, they loosen up a little, and try some of the nonconformist things the child does.

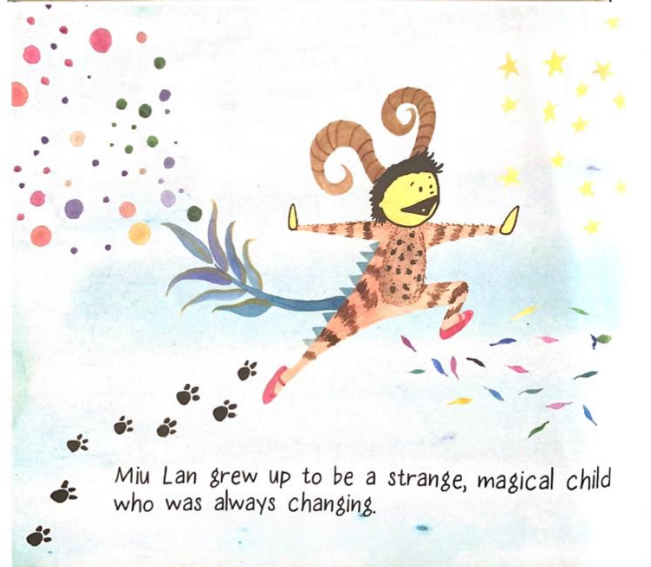




ONCE upon a time, in a little blue house on a hill on the edge of town, a baby was born. they were born when both the moon and the sun were in the sky, so the baby couldn't decide what to be.



boy or girl? bird or fish?
cat or rabbit? tree or star?
so the baby looked a little like
everything. they looked VERY
strange!



Miu Lan grew up to be a strange, magical child
who was always changing.

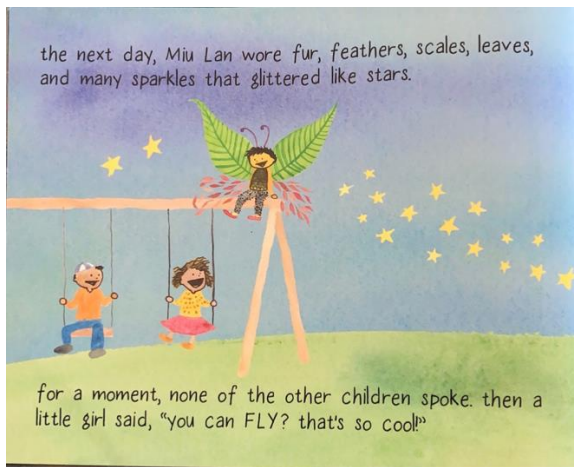
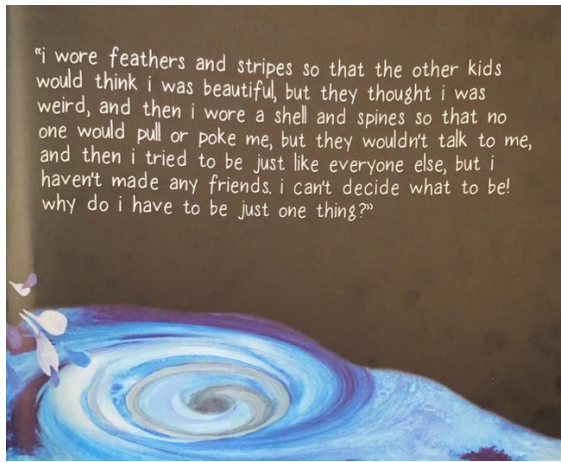


the other students were either boys or girls: they had no feathers, no scales, no leaves, no fur, no fins—not even any sparkles! no one invited Miu Lan to play.



the next day, they wore a turtle shell and porcupine spines. no one pulled or poked Miu Lan, but the other children still pointed and whispered.





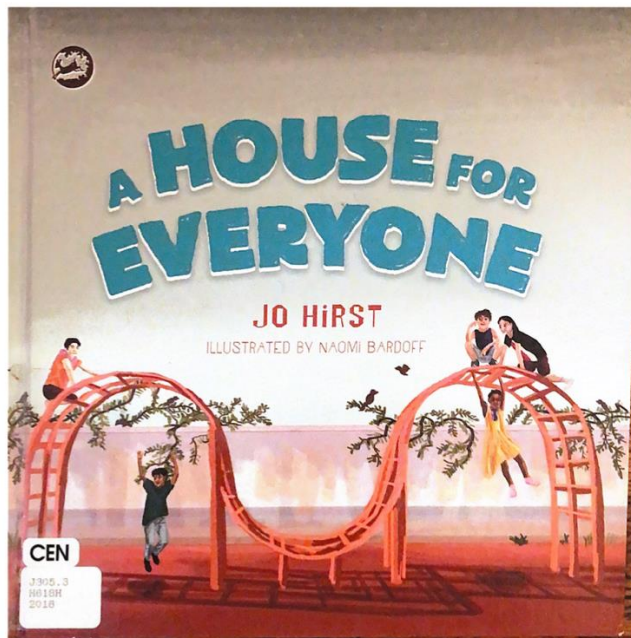
George. This is a chapter book. Based on reviews by people who embrace Gender Identity Ideology it's about a boy who wants to be a girl. ("Melissa was born a boy.") The story revolves around him wanting to try out for the part of Charlotte in the school production of "Charlotte's Web." From the book reviews, it is clear that the book treats it as a given that George was indeed born in the wrong body. His quest to require everyone to agree with his self-perception is treated as noble. And those who don't affirm his new supposedly female identity are bad.

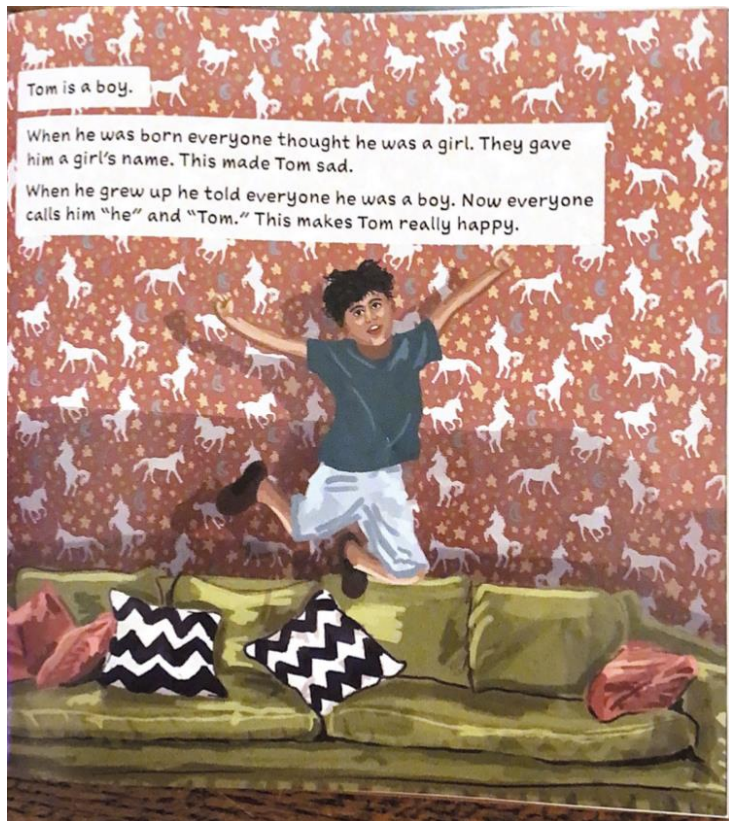
Gracefully Grayson. This is a chapter book. Based on reviews by people who embrace Gender Identity Ideology, it is the story of a 6th grade boy who believes himself a girl. The book apparently treats it as a given that this child is in the wrong body. One of the reviews says the following;

GRACEFULLY GRAYSON is a story about a 12-year-old boy that has, for as long as he can remember, grappled with an internal battle that is enough to shatter anyone's world: he believes he was born in the wrong body, and he was meant to be a girl. But this identity has been suppressed because of the death of his parents at age 4, his living with his dad's brother, wife, and family and his isolation at school, which he has self-constructed since the second grade.

Note that the huge trauma Grayson experienced at age 4 is seen not as something to explore as a root of delusional thinking and unhappiness. No, the death of his parents, suddenly moving in with relatives, and his isolation at school are all presented as "suppressing" his "true" identity.

A House for Everyone. This book features various children who are trans- or non-binary-identifying. It has them all build a playhouse together where all our welcome. The implication is that they are the sexes (or non-sexes) they claim to be, and the only way to build a house together (i.e. to be inclusive) is to accept their self-declarations as reality.





NOTES FOR GROWN-UPS

A House for Everyone shows children that, while we are all special and unique, we are all the same at heart and can all be friends. It provides an easy way to show children the difference between gender identity and gender expression.

This simple story is a useful tool for helping to break down some of the gender stereotypes that are prevalent in our society and lets all children know it's OK to be themselves.

Life would be pretty boring if we were all the same. Gender diversity is something we can embrace and celebrate.

SUPPORTING CHILDREN

Some children might have a gender expression that doesn't match some of our current gender norms. That might have nothing to do with their gender identity.

Some children might need time to explore their gender identity to work it out.

It's important that all children are free to be themselves. Children need to feel safe and comfortable to thrive, and have the very best mental health and academic outcomes that we can give them.

Gender identity How you feel *inside* about whether you are a boy or a girl or something else.

Gender expression How you express yourself on the *outside* through things like clothing, mannerisms and hairstyle.

Transgender Someone who does not identify with the gender they were assigned at birth. Transgender children are insistent, consistent and persistent that their gender identity does not match the gender they were assigned at birth. The character Tom, in the book, is transgender.

Non binary Someone who does not identify exclusively as male or female. Some transgender children identify as non binary. The character Alex, in the book, is non binary.

Cisgender Someone who identifies as the gender they were assigned at birth. The characters Ivy, Sam and Jackson, in the book, are cisgender.



FURTHER READING

Gender Born, Gender Made – Dr Diane Ehrensaft
The Gender Creative Child – Dr Diane Ehrensaft
The Transgender Child – Rachel Pepper, Stephanie Brill
Who Are You? The Kid's Guide to Gender Identity – Brook Pessin-Whebe, Naomi Bardoff
The Gender Fairy – Jo Hirst
The Boy and the Bindi – Vivek Shraya
Are You a Boy or Are You a Girl? – Sarah Savage, Fox Fisher

RESOURCES

Human Rights Campaign – Supporting and caring for transgender children
www.hrc.org
Gender Spectrum
www.genderspectrum.org
Mermaids
www.mermaidsuk.org.uk
Parents of Gender Diverse Children
www.pgdc.org.au
Trans Student Educational Resources
www.transstudent.org

AUTHOR BIO

Jo Hirst is a former primary school teacher and author of *The Gender Fairy*, Australia's first book for transgender children. She wrote *The Gender Fairy* for her own son. Jo works extensively supporting and advocating for families throughout Australia.



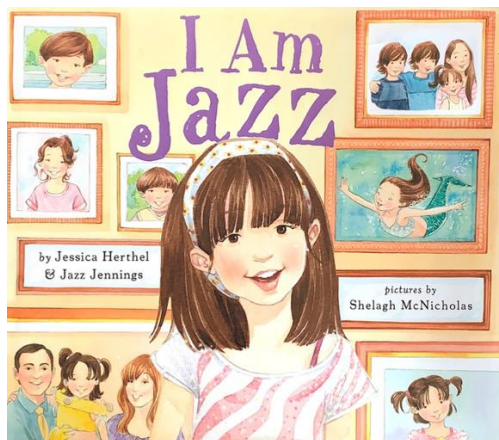
Jo grew up in a family that did not believe in gender stereotyping. Her father was an English teacher with a passion for storytelling and her mother was a builder who loved working with her hands. The two came together to create a happy, supportive and loving environment.

Jo followed in her parents footsteps, studying primary teaching, with a focus on children's literature, and raising a loving family of her own.

Jo lives by the seaside in Melbourne, Australia with her partner and two children.



I Am Jazz is about Jazz Jennings, a boy who declared himself a girl as a preschooler, and who was transitioned by his parents at a very young age. Jazz has his own TV show. In this book, children meet the appealing child Jazz and learn that he has a girl brain trapped in a boy body.



U.S. \$17.99

Canada \$19.99

From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boy's clothing. This confused her family, until they took her to a doctor who diagnosed Jazz as transgender and explained that she was born this way.

Jazz's story is based on her real-life experience and she tells it in a simple, clear way that will be appreciated by picture book readers, their parents, and teachers.



DIAL BOOKS FOR YOUNG READERS

A division of Penguin Young Readers Group

345 Hudson Street

New York, New York 10014

www.penguin.com/youngreaders

For as long as I can remember, my favorite color has been pink.
(My second-favorite color is silver and my third-favorite color is green.)



But I'm not exactly like Samantha and Casey.

I have a girl brain but a boy body.
This is called transgender.
I was born this way!



As I got a little older, I hardly ever played with trucks or tools or superheroes. Only princesses and mermaid costumes.

My brothers told me this was girl stuff. I kept right on playing.

Then one amazing day, everything changed. Mom and Dad took me to meet a new doctor who asked me lots and lots of questions. Afterward, the doctor spoke to my parents and I heard the word "transgender" for the very first time.



Being Jazz caused some other people to be confused too, like the teachers at school.



At the beginning of the year they wanted me to use the boys' bathroom, and play on the boys' team in gym class, but that didn't feel normal to me at ALL.



I was so happy when the teachers changed their minds. I can't imagine not playing on the same team as Casey and Samantha.

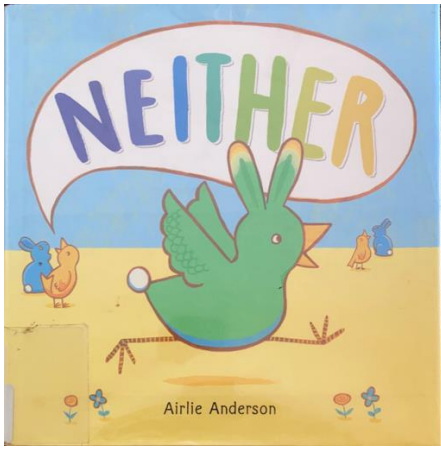


Even today, there are kids who tease me, or call me by a boy name, or ignore me altogether. This makes me feel crummy.

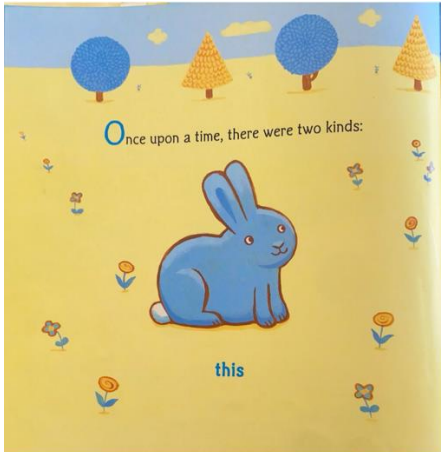
Then I remember that the kids who get to know me usually want to be my friend. They say I'm one of the nicest girls at school.



Neither This book starts out in the land of “This and That” where there are two types of creatures. But a 3rd type is born. This 3rd creature is not allowed to play with either this or that, and is shunned for being different. So it flies away, finds the “Land of All” where everyone is welcome. Everyone fits in. And the creature lives happily ever after there. Soon creatures from the land of “This and That” want to get into the Land of All.



Airlie Anderson



Once upon a time, there were two kinds:

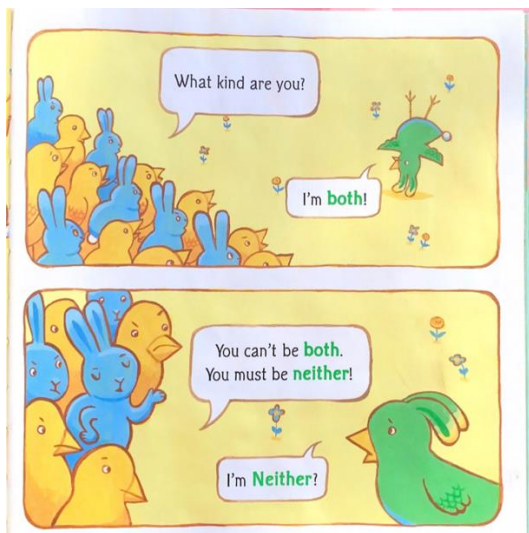
this

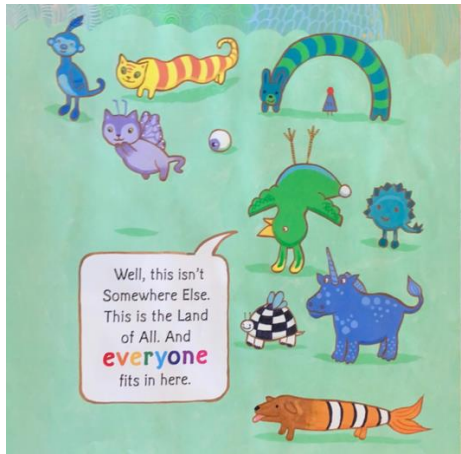


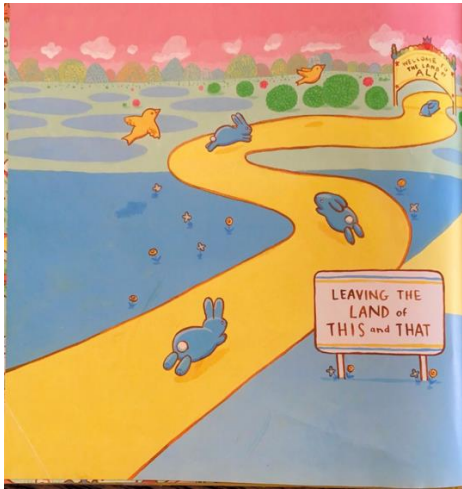
and that,



Until ...



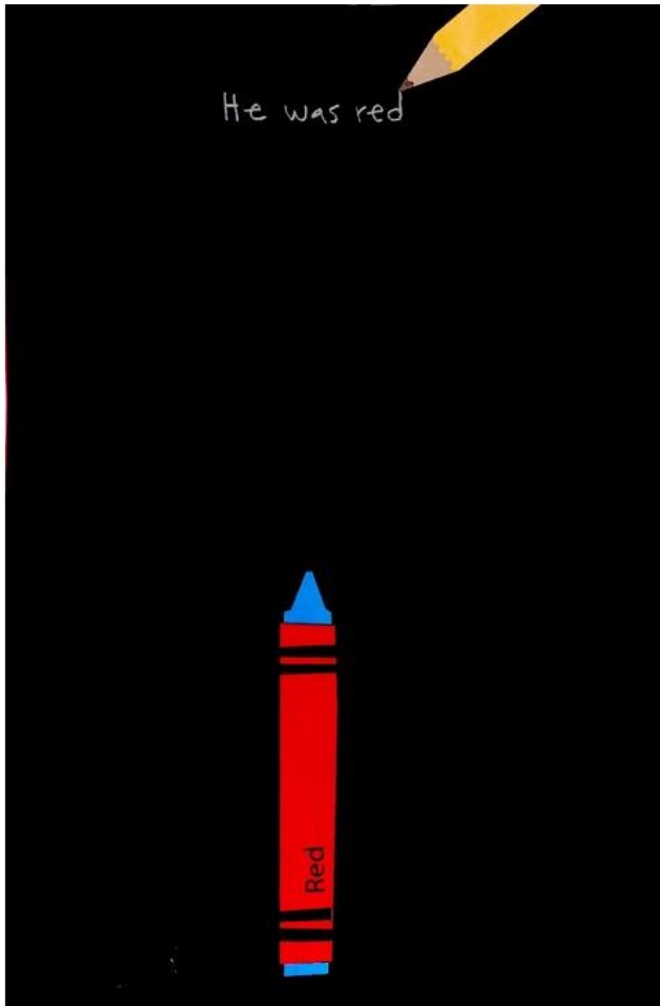
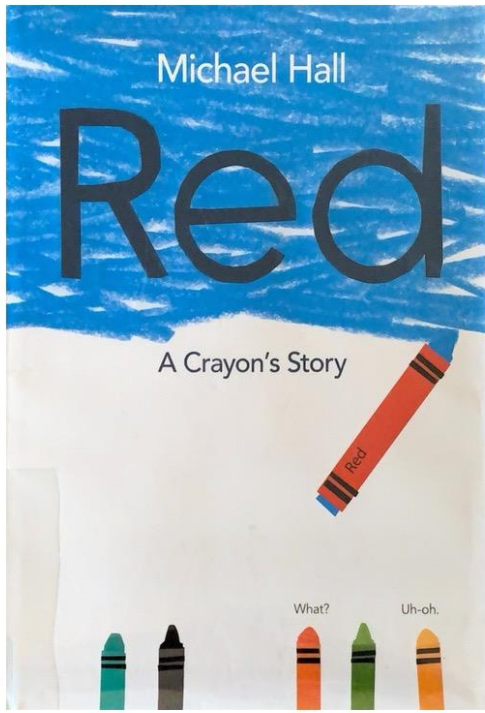




THE BACK COVER:



Red: A Crayon's Story 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 actually is 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:



But he couldn't, really.



Like this?

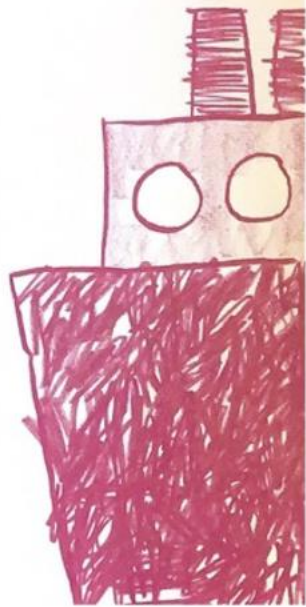
Oh my!
Let's try again.

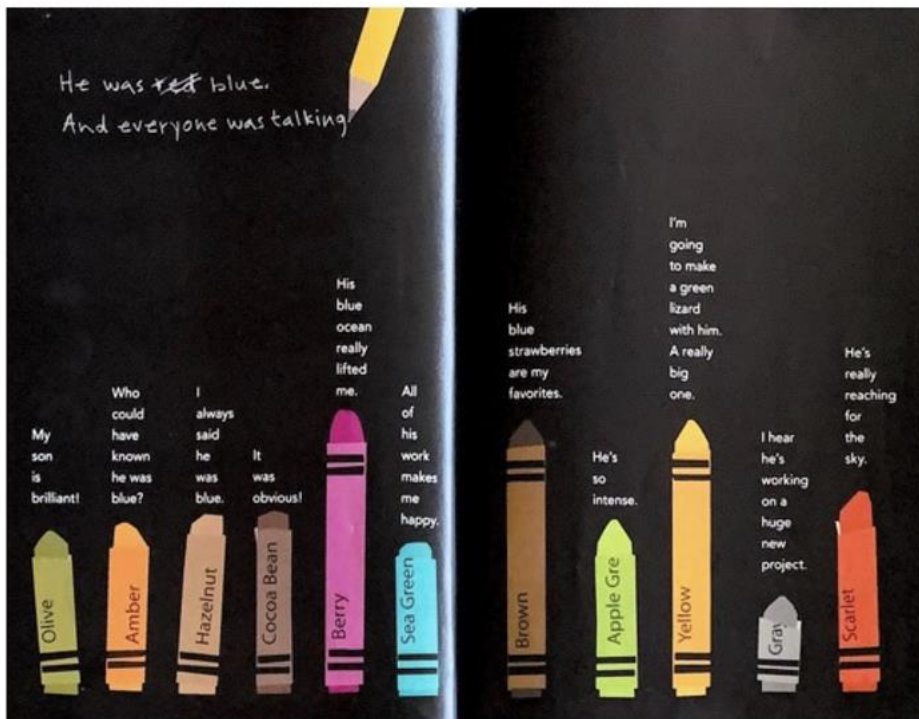
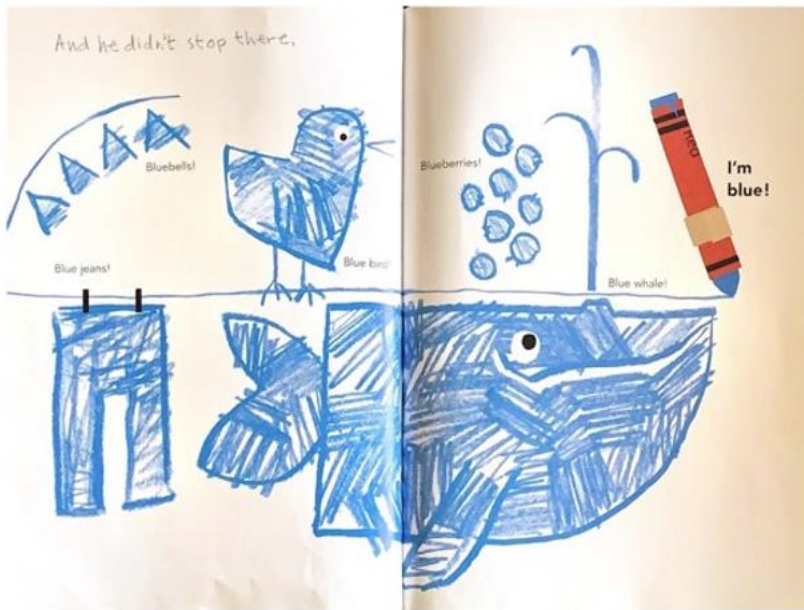


Above, are the results of obviously blue crayon attempting to color a strawberry red.

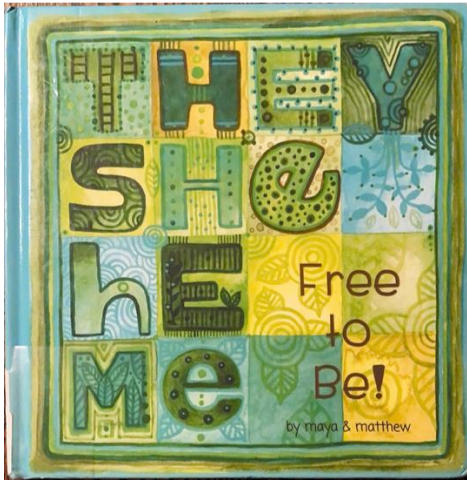
One day, he met a new friend.

Will you make a blue ocean for my boat?





They She He Me, Free to Be! This book 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 Free to Be! by Maya 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*.

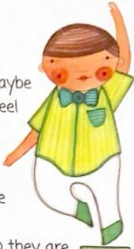
This inside part is the most important part because
there is no one else like you in the world.

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.

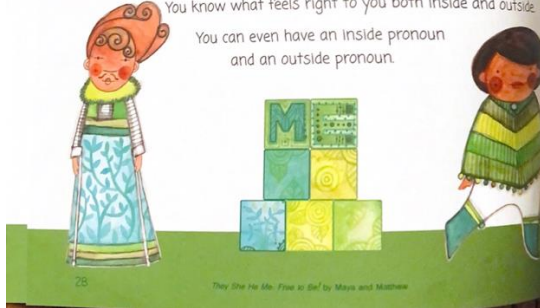
That means there is never a right or wrong way to be you,
only your way.

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.



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*.

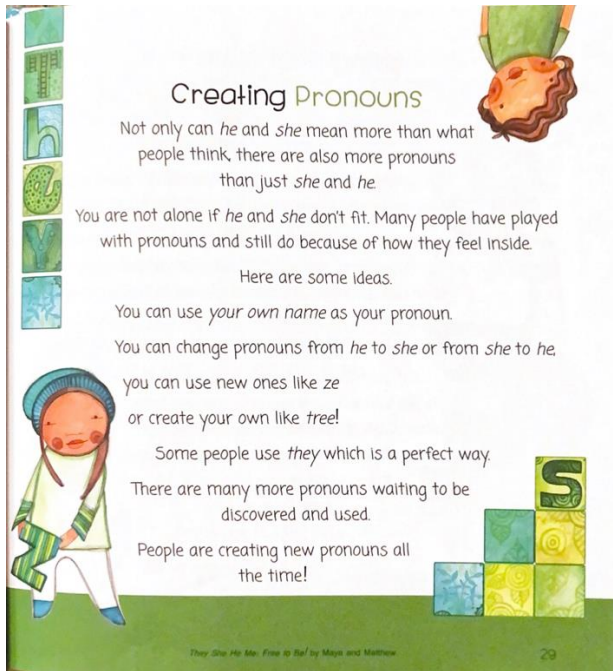
you can use new ones like *ze*

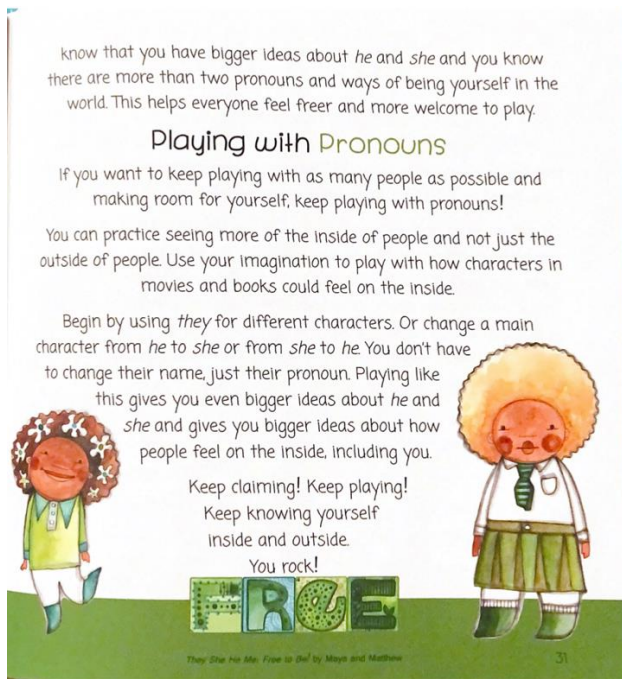
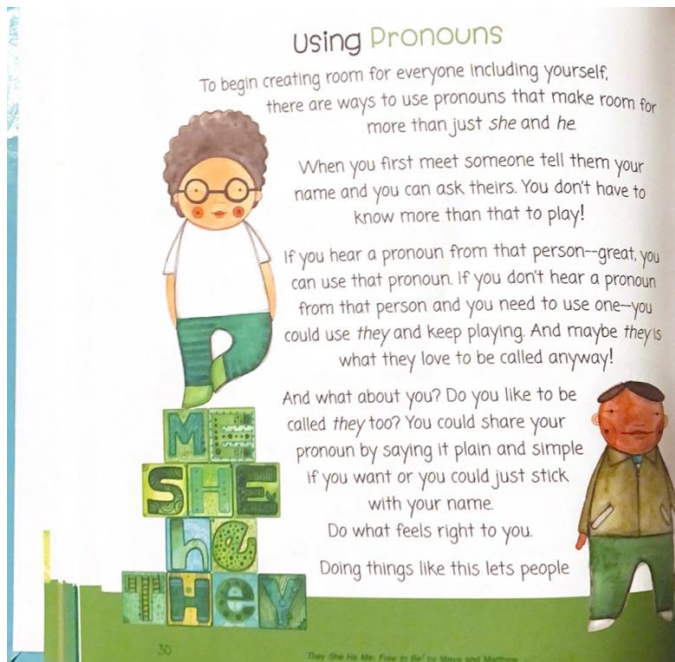
or create your own like *tree!*

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!





Beyond the Princeton Trove: Materials from News Article

The article *New Jersey to require 2nd graders learn about gender identity in fall, alarming parents* ([Click here.](#)) includes links to examples of lessons that would meet the state's new requirements which will be enforced starting September of 2022. While these lessons may or

may not be the precise ones being taught, they show the sorts of materials that are being used already or will be soon. They are pasted below, yellow highlighting added.

Understanding Our Bodies, Grade 2

The lesson *Understanding our Bodies* for Grade 2 (linked to in the article) includes the following “Note on Language,” but does explain anatomy for boys and for girls, saying “most boys” have the described male anatomy, and “most girls” have the described female anatomy. The school district wants in the long run to treat the words “male” and “female” as words about sex, yet “boys” and “girls” (immature male and female humans respectively) as words about “gender.”

A NOTE ON LANGUAGE:

You will notice that this lesson refers to “girls” and “boys” when identifying body parts. The use of a binary construct of gender as well as using gender (boys and girls) rather than the more accurate biological sex (male and female) is purposeful given the developmental stage of students. Lessons in higher grades use more precise language and begin to introduce a broader concept of gender. This lesson does, however, acknowledge that “there are some body parts that mostly just girls have and some parts that mostly just boys have. Being a boy or a girl doesn’t have to mean you have those parts, but for most people this is how their bodies are.” And, “Most people have a vulva and a vagina or a penis and testicles but some people’s bodies can be different. Your body is exactly what is right for you.”

Pink, Blue and Purple, Grade 1

This lesson (linked to in the article) goes along making perfect sense about how sexist stereotypes are bad, but then inserts an incoherent paragraph about gender identity. It then returns to rational discussion of sexist stereotyping.

Pink, Blue and Purple

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum Fostering responsibility by respecting young people’s rights to honest sexuality education.

LEARNING OBJECTIVES:

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

1. Define gender, gender identity and gender role stereotypes [Knowledge]
2. Name at least two things they’ve been taught about gender role stereotypes, and how those things may limit people of all genders [Knowledge]

ADVANCE PREPARATION:

- Prepare enough sheets of flipchart paper for half the students in your class. Each sheet should have a large Venn Diagram on it. The left circle should have the heading, “Girls”, the right circle, “Boys,” and the center area, “Anyone”
- Purchase or find online two new-baby greeting cards, one of which is very stereotypically gendered for a boy baby and one for a girl baby. If finding/purchasing these cards is inconvenient, just use the accompanying graphics.
- Print out or draw the four vocabulary signs: Gender, Identity, Role and Stereotype
- Print out and cut up the activity sheet (provided), and place an entire set in an envelope. Make enough sets for half the class, plus one set for yourself

PROCEDURE: STEP 1:

Tell the class that you have a friend who just had a baby. You want to send your friend a card to say congratulations, but you can’t decide between two cards and need their help.

Hold up the two greeting cards and ask, **“Which one do you think I should send?”** [Students will likely ask whether the baby is a girl or a boy]. Ask, **“If it were a girl baby, which card would you tell me to send?”** [They will indicate the pink card] **“And if it were a boy baby, which would you tell me to send?”** [They will indicate the blue card].

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.2SSH.2 – Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior

GRADE: 1st Grade

TIME: 30 Minutes

MATERIALS NEEDED:

- Two identical greeting cards for a new baby, one that is clearly intended for a cisgender boy, and the other for a cisgender girl

OR

- Printout of the gender stereotype boy and girl greeting cards
- Four signs, either printed out or handwritten, with the four vocabulary words as indicated in “Advance Preparation”
- Sheets of flipchart paper with Venn diagram pre-written on it as described in the Advance Preparation section
- Enough sets of activities cut up and placed in envelopes for half the class, plus one for the teacher
- Masking tape
- Markers

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

Ask, “Why should I send this card to a boy baby and this one to a girl baby?” Possible responses may include:

- “Because that one has boy things on it, and that one has girl things on it” • “Blue is for boys and pink is for girls”
- “I like that one better, and I’m a [boy/girl]”

Explain that, **“All of what we just talked about – like deciding what colors or toys people can play with is part of something called ‘gender.’ That’s what we’re going to be talking about today.”**

Put the sign with the word “Gender” up on the board (or write it if using a white board). Ask students to repeat the word with you. Say something like, **“When we referred to a ‘boy’ baby or a ‘girl’ baby, we were talking about what gender the baby is.”**

Ask, **“How do you know what gender you are?”** Responses will vary, but may include: • “My family told me”

- “I know because of my body parts”
- “I just know it”

If a student says something like, “I just know it” or “I feel that way on the inside,” explain that knowing what gender you are is called **“gender identity.”** Put the sign that reads “gender identity” up (or write the phrase) on the board. Ask students to repeat it with you.

Point out that the word “Identity” begins with an “I.” Say something like, **“Identity starts with an I. That’s how you can remember it. ‘I’ feel, ‘I’ know. Gender identity is that feeling of knowing your gender. You might feel like you are a boy, you might feel like you are a girl. You might feel like you’re a boy even if you have body parts that some people might tell you are ‘girl’ parts. You might feel like you’re a girl even if you have body parts that some people might tell you are ‘boy’ parts. And you might not feel like you’re a boy or a girl, but you’re a little bit of both. No matter how you feel, you’re perfectly normal!”** Explain that you’re going to do an activity to talk about this more. *(7 minutes)*

STEP 2: Break the class into pairs. As they are getting into pairs, draw a Venn diagram one board like the one they are about to get. Once they are in their pairs, distribute the flipchart sheets with the Venn diagrams on them. Explain that they are going to each get an envelope with some pictures in it. Tell them they are to decide whether what’s in the picture is something that only boys should play with, only girls should play with or that anyone can play with. Explain that they should put the picture in that section of their flipchart sheet.

Answer any questions, then distribute the envelopes. Move around the room to help students stay on track. *(12 minutes)*

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

STEP 3: After about eight minutes, or whenever students seem to be done, ask for their attention. Using your Venn diagram at the front of the room, go through your own set, showing each one and asking them where they put them. For each response, say, **“Actually, anyone can play with a _____,”** and tape it in the center.

Once all responses are in the “Anyone” column, say something like, **“Pretty much anything can be done by anyone, no matter what gender they are. But we’re still told that only boys should play with certain things, and only girls can play with certain things. Why do you think that is?”**

After a few responses, say something like, **“Telling someone they can only play with or do certain things because of who they are is called a ‘stereotype.’ When they’re told they can only play with or do certain things based on their gender, it’s called a ‘gender stereotype.’”** Ask students to repeat both terms with you.

Ask, **“Have any of you ever been told you’re not supposed to do or play with something because of your gender? If so, how did it make you feel?”**

“If not, how do you think someone who really wants to do something but is told they can’t because of their gender might feel?”

After a few responses, say something like, **“Sometimes, when a boy does something that’s not on the “boy” list, or when a girl does something that’s not on the “girl” list, they’ll get teased or even bullied. For example, a boy who cries in front of his friends or likes to play dress-up, or a girl who likes to climb or play with rockets.”** Explain that it is never okay to tease or bully someone else – and it’s never okay for someone to tease or bully you. If that were to happen, whether it’s about gender or about something else, it’s really important to tell a teacher or another trusted adult. Ask students to name things they could do to treat people of all gender identities with kindness and respect. [Answers may include: invite them to play with me, not tease them, give them a compliment, or if they would like one, a hug or high five]. Conclude by saying that if someone were teased or bullied about their gender, or something else, it’s really important to tell a teacher or another trusted adult.

Say something like, **“No matter your gender, you can play with any of these toys. You can wear whatever clothes you want, or have long or short hair. Be who you are, and enjoy playing with whatever toys you enjoy playing with!”**

Praise them for the work they did, go through the homework assignment, and close the lesson.