

# WASHINGTON STATE

A FOIA sent to the Seattle School District in the fall of 2020 and other research have provided the following materials. See the video Gender Ideology in Our Schools [Part I](#) and [Part II](#) for a discussion of what's being taught in Seattle public schools and why it is harmful. Here are some items from the curriculum. We need to find out if the curriculum has been altered in light of new state mandates regarding sex education. Any changes made would likely increase the promotion of Gender Identity Ideology.

## BOOKS READ IN ELEMENTARY SCHOOL

The District has a list of books promoting Gender Identity Ideology that it directs elementary school teachers to reach in grades K through 5. Here we include an information sheet for teachers about using the books (in purple font), followed by the list of books and a description of each.

### **K-5 Gender Book Kit Background Information and Teacher Guide**

#### **Background**

Seattle Public Schools serves approximately 55,000 students from 149 countries of origin, who speak 143 different languages. Our district is diverse in every way. This diversity is also reflected in the range of sexual orientations and gender identities represented across grade levels.

An estimated 10 to 12% of our students identify as gay, lesbian, bisexual, transgender or non-binary. More and more students are recognizing at young ages who they are and how they want to express their gender identities. To support these students, their peers, their families and friends, Seattle Schools offers support groups, referrals to professionals in the community, and curriculum materials that reflect the gender diversity we see every day in all of our schools. Educational research<sup>1</sup> points to the importance of making school relevant to students' lives by reflecting their lived experiences in the classroom. In addition, the silence and invisibility caused by ignoring, erasing or leaving out portions of history, or their lived experiences, causes confusion, isolation, and alienation. As a result of this invisibility and erasure, a lack of engagement and increased disconnect from the educational experience can occur.

Teachers, students and families have been seeking materials that address the needs of this often vulnerable and marginalized population. Seattle Public Schools is proud to offer this K-5 Gender Book Kit to teachers to help build more welcoming and inclusive classroom environments.

#### **Goals and Purpose**

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<sup>1</sup> Aceves, T. C., & Orosco, M. J. (2014). *Culturally responsive teaching* (Document No. IC-2).

The materials in this K-5 Gender Book Kit are intended to offer medically accurate, age-appropriate, culturally sensitive, and engaging content and activities that align with the Washington State Health Education Standards on Identity (see below). In addition, this kit is literacy based and also aligns with literacy standards for the state of Washington. This kit is not a part of the District English Language Arts (ELA) K-5 curriculum. The kit was designed to focus on content addressing gender and identity using literature as a tool.

Teachers have been seeking materials that help answer student questions and address the topics of gender, gender expression, gender stereotypes, and gender identity. When a student, family member, or classmate is questioning their own gender identity, or expresses their gender in a way that does not fit the societal norms, kids ask questions. The books in the K-5 Gender Book Kit help answer some common questions. They also help broaden the norms for gender expression and allow students to feel comfortable being who they are, as well as help students increase empathy, thereby decreasing bullying and harassment in our schools.

Overall, the K-5 Gender Book Kit aims to:

- Meet the Washington State Health Education Standards for Identity, while aligning with grade-level Literacy Standards
- Broaden the norms for gender expression
- Reflect the lived experiences of students, families, and friends
- Provide accurate, age-appropriate information about gender identity and expression
- Build empathy for people whose experiences are different from their own
- Decrease bullying and harassment

### **Policies, Procedures, Practice**

Seattle Public Schools has long had inclusive, enumerated policies in place supporting non-discrimination, anti-harassment, and equal-opportunities for students as well as staff. The 2012 *Superintendent Procedure 3210SP.C. Non-Discrimination and Affirmative Action: Transgender and Gender Nonconforming Students* document outlines many of the rights and procedures assuring equitable access to education for transgender and gender nonconforming students.

### **Partnering with Administrators, Families and Community**

In preparation of teaching from the K-5 Gender Book Kit, it is recommended that teachers check in with school administrators, school nurse, counselor and any families whose kids may be directly impacted by the content (a transgender identified student, or kids who may have been bullied because of their gender expression, etc.)

While teaching from the K-5 Gender Book Kit does not require parent permission or notification, it is best practice. Like any other bias-based bullying prevention curriculum or social justice content, this material aims to engage students in understanding the experiences of others. Teaching to the content in the Kit is about developing empathy, increasing respect, and celebrating differences. Offering resources for continued conversations between families and their kids is a great way to extend the learning from school to home. (See resources provided in lessons) It is recommended that teachers send out some version of the sample letter below just prior to teaching the grade level lesson.

### **Sample Family Letter**

*We are working hard in our school to create a climate where everyone feels they belong. In our classrooms, teachers regularly talk to students about how to support and celebrate the differences in our school. School is also a place where we strive to respect one another and learn to work together regardless of differences. Learning about gender diversity is part of this work.*

*At ABC elementary, and at most elementary schools within our district, we have students who identify as transgender, or as gender fluid. Transgender is when a person may be born one gender, but identifies as another gender. Gender fluid is when a person does not identify as having a fixed gender—they may feel like they are both male and female or neither. This can sometimes feel confusing to others and may raise questions.*

*Our teachers have received training from Seattle Schools in talking about gender diversity in a way that is age-appropriate and supports all kids and families. This week, our class will be talking about gender as we implement one short supplementary lesson. We will read a book and talk briefly about gender roles, gender expression, and gender identity. The focus will be on how people identify themselves in a way that feels true for them. You can help support your student at home by answering questions they may have and by encouraging open dialogue about your family values and beliefs as well as reinforcing messages they will receive at school which focus on respect and kindness, being inclusive and resisting and reporting bullying.*

*As families, you may find it helpful to seek resources and information for yourselves and for your kids. Below are a few online resources you may find helpful. As always, please feel free to let me know if you have questions. Thank you for being engaged families who care deeply about the safety and well-being of all our students.*

<http://www.tolerance.org/gender-spectrum>

[www.genderspectrum.org](http://www.genderspectrum.org)

<https://www.adl.org/education/resources/tools-and-strategies/talking-to-young-children-about-prejudice>

This kit should live in the school library and can be reviewed by families upon request. Teachers can check out kits as needed. Teachers and school administrators may want to seek guidance and support from the SPS Health Education Office when engaging with and responding to questions or concerns from families. As per Superintendent Procedure 2015SP.A, families can review materials and submit concerns using the process outlined in the Superintendent Procedure.

### **Teaching Strategies**

Just as teachers set the stage at the beginning of the year with class norms, ground rules, or expectations, it is critical that the class culture and climate is safe before introducing conversations about gender, gender identity, and gender expression. A safe classroom environment is a major factor in the success of the implementation of this content.

Implementation of the K-5 Gender Book Kit requires a basic understanding of key messages and the grade-level standards to which the lessons align. It is highly recommended that K-5 staff receive training related to gender, gender identity, and gender expression prior to teaching these lessons. While not required, training can better prepare teachers to implement content

and respond to student comments and questions. Training is available free upon request through the SPS Health Education Office. (252-0982)

### **Key Messages and Best Practices**

1. At school, there are no such thing as boy toys and girl toys.
2. At school, we get to respect who kids are and how they express themselves.
3. It is not OK to give teasing messages.
4. Everyone has a sexual orientation and a gender identity.
5. Gender, Sexual Orientation, and Gender Expression differ.
6. A person knows their gender identity because they feel like a boy, a girl, both, neither or somewhere in between, not because of their body parts.
7. People of all sexual orientations and gender identities deserve a safe and welcoming school environment.

### **Other considerations**

As is true with any subject, students may self-disclose or share stories about their own lives and experiences related to the lessons or books in this kit. In addition, you may learn about transgender identified students, friends, or family members. This can raise a number of questions about a student in the room or about someone people know.

Some transgender or gender nonconforming students will want to be their own spokesperson, and feel confident and comfortable answering questions from their peers. Others will want to have adults/teachers answer questions on their behalf, or to bring the questions to the teacher for support. Teachers should talk to the student and to the family in advance to find out how to proceed with questions that may arise. Some possible answers to commonly asked questions are included in this guide. Know that every child and every family is different in how they might answer these questions.

Schools serve incredibly diverse families and students. Classrooms have many languages spoken, many religions practiced, many races, ethnicities, genders, cultures, as well as a wide range of beliefs and values surrounding gender roles, expression and identity. There are lesbian, gay, bisexual, and transgender (LGBT) people in every community, and all students will at some point encounter LGBT people in their schools and in the world.

While individual families hold their own beliefs and values about a wide range of issues, schools in Seattle do share some common universal values; values such as kindness and respect. Seattle Schools expects students to treat each other with respect. The materials and themes in the K-5 Gender Book Kit emphasize kindness and respect in various ways. Regardless of the individual values and beliefs held by teachers, students, families, and school communities, the universal values of kindness and respect are to be applied to all students equally.

### **Answers to Common Questions about Gender, Gender Expression and Gender Identity**

These are sample questions and answers teachers may encounter and make use of in the classroom. Additional support can be sought from the SPS Health Education Office.

1. (how) Can a boy become a girl? (or vice versa)

Some people may have been born with a male body, but know in their hearts and minds that they are actually female...or the other way around. This is called transgender.

2. Why is he wearing a dress?

People can wear whatever they enjoy wearing. Some people like hats, some like dresses, some like sweatshirts, some like shorts. We all get to wear what we like and feel comfortable in.

3. My parents said boys are born boys and girls are born girls and that is who they are forever.

There are lots of different beliefs about people and about gender. It is true that many people are born with what we think of as male bodies or female bodies. It is also true that for other people, this doesn't fit for them. Regardless of what anyone believes about them, we get to be kind and respectful to everyone no matter what their gender is, or how they view themselves.

4. I think it is weird that *she* turned into a *he*.

It sounds like this is something unfamiliar to you. While it may not be super common, there certainly are many transgender people in the world, in your neighborhood, and in our schools. Let's be sure to be kind and respectful toward others. Saying you think it is weird, sounds hurtful. I understand this may be new to you and unfamiliar. Let me know if you have other questions about this.

5. If *She* is now *He*, which bathroom does he use?

Since he knows in his heart and mind that he is HE, he will be using the boys' bathroom.

6. Does everything change when people change genders? Like even their body?

When people change genders, or they decide to live as the gender they have always known themselves to be, they may decide to change some things, or they may not. Some people may change their names and pronouns (like saying He instead of She), some may change their clothes or their hair. Others may decide at some point to change their bodies so they look and feel more like the gender they are. They would do this with the help of a doctor.

7. Has he had surgery?

I understand you are curious and trying to understand someone else's experience. Let's be careful about talking about someone in such a personal way. Just know that that question is a very personal and private one that most transgender people would feel uncomfortable talking about. Besides, it really doesn't matter if someone has done anything to change their body or not. We will want to treat them with kindness and respect no matter what.

8. What if I am transgender?

Some people do wonder about this from time to time. That is normal for anyone to wonder—especially after having conversations about it or meeting someone who is transgender. Most people who identify as transgender have thought about it for a very long time and feel they consistently, insistently and persistently know themselves to be transgender. It would be important to find a trusted adult you feel you could talk with.

9. Who will she marry if she used to be a boy?

Who someone likes, dates, or marries has to do with their attraction to someone. It is not about their body parts.

10. If I like soccer, the color blue, trucks, and playing with leggos, does that make me a boy?

Not necessarily. Anyone, regardless of their gender or gender identity, can like, play with, do, wear, act, and be anything they like. There are no such things as girl colors, and boy colors, or girl or boy toys, clothes, books, etc.

11. What happens to the penis if a boy changes to a girl?

When someone decides to transition from one gender to another, they may not do anything to their bodies at all. Someone who transitions from a boy to a girl, may decide to only change their name, or they might change the clothes they wear, or their hair. Some people, as they get older, might make changes to their bodies so they look and feel more like the gender they are. They would do this with the help of a doctor.

12. If a boy changes to a girl does she have a vagina and have periods?

She would not have periods because she would likely not have the internal body parts necessary to create/cause a period—such as ovaries, eggs, a uterus and the specific hormones that cause the process to make a period happen. If at some point a transgender female decides to change her body to look and feel more like the gender they are, it is possible that with surgery a person could change their external or outside body parts.

13. How do you have sex if you change gender, with whom and how?

When people are attracted to another person, we call it their sexual orientation. This attraction (or liking someone/having a crush on someone) has nothing to do with what body parts a person has. How a person has sex, also doesn't necessarily have anything to do with body parts. People, regardless of their body parts, and regardless of who they are attracted to, have sex in whatever ways feel good to them and to their partner.

14. If a girl changes to a guy can she still have a baby?

That is possible. If a person has a uterus and all the working and developed body parts to create a baby, then yes. Being able to have a baby depends on body parts and not on how someone sees themselves or identifies.

15. What if they change their mind and want to go back?

Most people who identify as transgender spend a lot of time thinking about who they are and what feels right for them. If they do change their minds and go back to identifying with the sex they were assigned at birth, it might be as simple as letting people know. It may be just a name and pronoun change, or it might be a change to their hair and clothes. If there was any physical or medical change made, it would have to be discussed with their doctor and may or may not be able to be changed back.

16. How old are you when you know and want to change to another gender?

This is a tough question because everyone is different. Most little kids know whether they think of themselves as a boy or a girl around the age of three. However, kids usually don't know how to talk about their feelings, or they may not be safe or comfortable doing so until they are a bit older, or are teenagers or even adults. There is not a certain age. It has more to do with how a person feels on the inside.

## Washington State Health Standards 2016

*Note: The Washington State Health Education K-12 Learning Standards are organized into six core ideas that reflect typical units of study. Each core idea organizes outcomes related to the eight learning standards. Each outcome is coded to the relevant learning standard (e.g., H3 for Health Education Standard 3), core idea and topic strand (e.g., N3 for Nutrition Topic Strand 3) and grade level (e.g., 4 for grade 4). For reference, each of the Health Education core ideas and learning standards are listed below.*

### Washington State Health Education K-12 Core Ideas:

Wellness (W) Safety (Sa) Nutrition (N) Sexual Health (Se) Social Emotional Health (So) Substance Use and Abuse (Su)

### Washington State Health Education K-12 Learning Standards:

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health. **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Understand there are many ways to express gender. H1.Se5.K	Explain that there are many ways to express gender. H1.Se5.1	Understand there is a range of gender roles and expression. H1.Se5.2a Understand importance of treating others with respect regarding gender expression. H1.Se5.2b	Explain that gender roles can vary considerably. H1.Se5.3a Understand importance of treating others with respect regarding gender identity. H1.Se5.3b	Identify how friends and family can influence ideas regarding gender roles, identity, and Expression. H2.Se5.4 Demonstrate ways to show respect for All people. H4.Se5.4 Define sexual orientation. H1.Se5.4	Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression. H2.Se5.5a Promote ways to show respect for all people. H8.Se5.5 Identify trusted adults to ask questions About gender identity and sexual orientation H2.Se5.5b.

### Self-Identity Outcomes

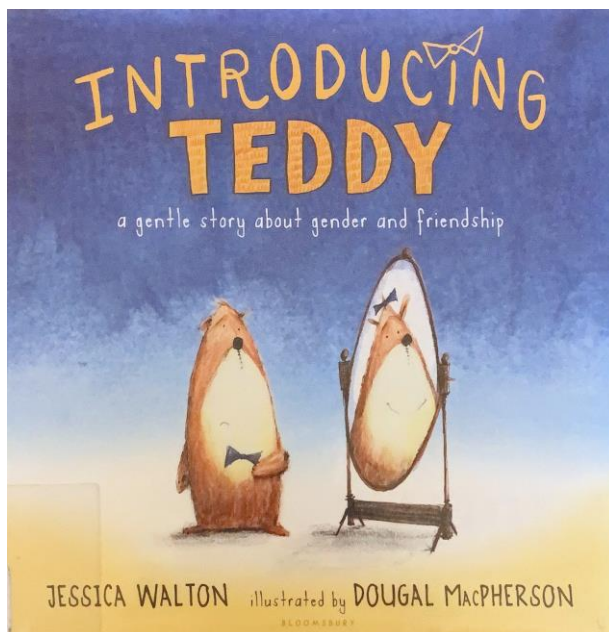
The Health Education Office recommends the OSPI Standards are taught at each grade level. These grade-level outcomes on “self-identity” were included in the new health education standards as a way to promote understanding and respect for a wide variety of students and families. More and more districts each year are asking how they can support students who identify as lesbian, gay, bisexual or transgender. A recent national survey done by the CDC<sup>i</sup> found that students who identify as lesbian, gay and bisexual experience significantly more bullying, depression, and suicide attempts than other students. Promoting understanding and respect of all students is a way to keep all students safe and healthy so they can learn. The American Academy of Pediatrics and the National PTA are two of many organizations that believe it’s important to provide students with information about gender identity and sexual orientation.

- This topic strand, which is optional – as are all grade level outcomes – was included for several reasons. Districts around the state are grappling with questions related to gender stereotypes, bullying related to sexual orientation, same-sex marriage, and gender identity. If provided, age-appropriate instruction about these topics, with a focus on empathy and understanding, serves to significantly reduce stigma in the learning environment and thereby supports each student’s ability to learn and feel safe at school. The National PTA is one of several groups that recently adopted a resolution supporting this area of instruction.

- Please note that teaching about topics such as self-identity is not the same as promoting the topics. Classroom teachers should not convey their own values about any sexual health education topic – that is the role of parents and guardians. Universal values such as respect and the importance of consent are appropriate in sexual health education. Sexual health education instruction is not intended to advocate for particular viewpoints or personal realities – rather to provide factual information and the development of skills such as communication and decision-making, as well as a recognition of and support for the wide range of values represented in our state and in our classrooms.

Below are the books teachers are to read with information on each, including in a couple places portions of lesson plans teachers are to use as they share particular books with their students.

**Introducing Teddy.** Read at the beginning of Kindergarten. Teachers are encouraged to revisit the book over the course of the year. The children meet Thomas the teddy bear who’s always known he’s a girl teddy even though he’s been labeled a boy. Teddy’s human pal Errol immediately accepts Teddy’s new identity. Teddy becomes Tilly and “she” and is very happy. The message for children is that not just sex-organ-free teddy bears, but children as well, get to decide if they’re girls or boys. Also, upon being renamed, the teddy turns its bowtie into a hairbow, saying s/he had always wanted to do that. Children learn that if you want to wear a bow in your hair, you’ve got to be a girl.

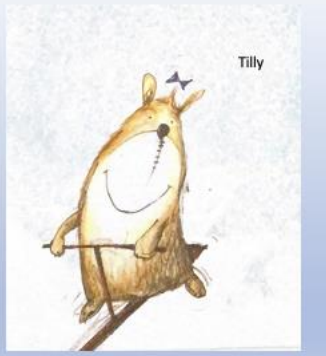




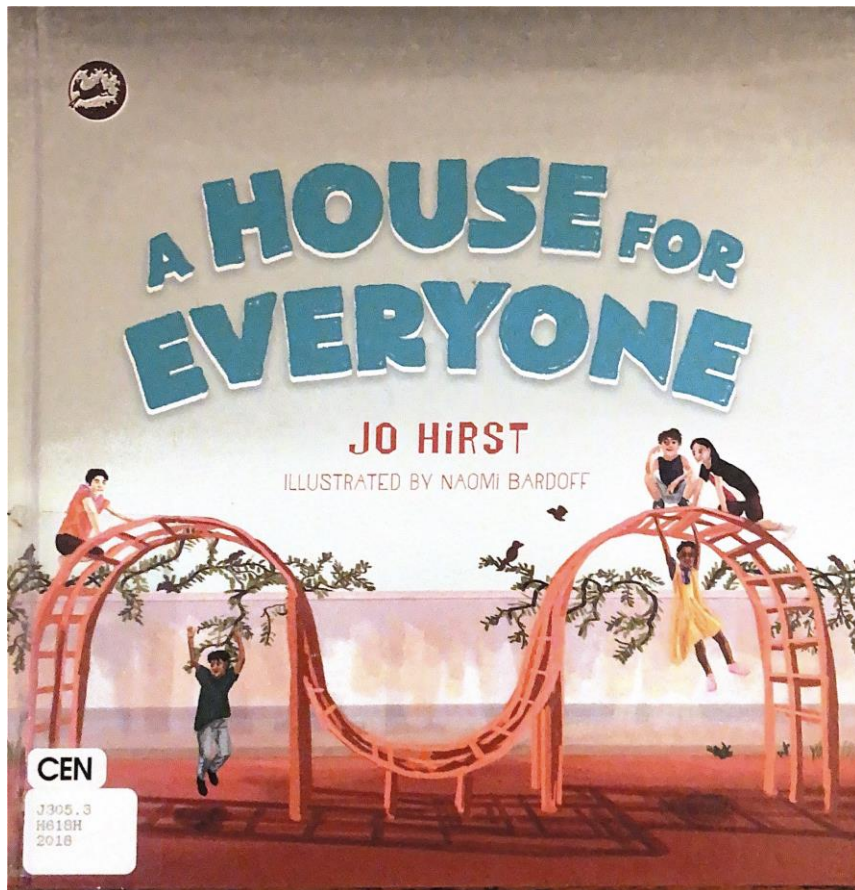
Thomas the teddy took a deep breath. "I need to be myself, Errol. In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly, not Thomas."



Girl or boy, only you know who you are on the inside, but the best thing you can be is a good friend.



**A House For Everyone** is read to 1<sup>st</sup> or 2<sup>nd</sup> graders. Children meet all sorts of appealing characters in the book who reject their sex. Tom (who appears to be 8 or 9 and enjoys playing with toy dinosaurs) is a girl who claims to be a boy and is referred to as “he.” Alex doesn’t feel like just a boy, or just a girl, and goes by “they.” The lesson plan that accompanies this book teaches children Gender Identity definitions, which indicate that there are more than 2 sexes. It teaches them that everything they do is a statement, an expression. If a child puts on clothes for the day, they’re not just putting on clothes; they’re *expressing* something. Doing cartwheels *expresses* something. What’s being expressed is not one’s personality. It’s one’s “gender.”





Tom is a boy.

When he was born everyone thought he was a girl. They gave him a girl's name. This made Tom sad.

When he grew up he told everyone he was a boy. Now everyone calls him "he" and "Tom." This makes Tom really happy.



Alex does not feel like "just" a boy or "just" a girl.

They feel very uncomfortable being called he or she.

Alex prefers people to use their name "Alex" or "they."

## **A House for Everyone by Jo Hirst**

**Grade:** 1<sup>st</sup> or 2<sup>nd</sup> grade

### **OVERVIEW**

A House for Everyone is a story of a group of friends who are working together to build a fort. They are each unique in the way they express themselves- from hair to clothes to the toys with which they each prefer to play. Throughout the book, readers learn how the kids have unique differences, yet are all the same when it comes to playing and working together.

### **OBJECTIVES**

**By the end of the lesson, students will:**

- Understand that there is no such thing as “girl things” or “boy things.” Instead, people can do, play with, or like what they like regardless of their gender
- Understand the importance of treating others with respect regarding gender expression
- Become familiar with the terms gender identity and gender expression

### **STANDARDS**

- **Washington State Sexual Health Standards:** Explain there are many way to express gender (H1.Se5.1) and Understand importance of treating others with respect regarding gender expression (H1.SE5.2b)
- **CCSS.ELA-Literacy.RL.2.7**  
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **CCSS.ELA-Literacy.RL.2.1:** Ask and answer such questions as *who, what, where, when, why,*

## VOCABULARY

Define key words for discussion:

- **gender identity** is how you feel inside about whether you are a boy or a girl, or something else.
- **gender expression** is how you express yourself on the outside through things like clothing, hairstyles, and the way you do things.

## CLASSROOM PROCEDURE

**Ground rules:** Introduce or review classroom rules to create a safe place for students to discuss the book. Consider using the ground rules listed below:

- Respect other people in the class
- One person speaks at a time
- Everyone has the “right to pass” if someone doesn’t want to talk
- Everyone will have a chance to speak

### Introduction: Gender Identity and Expression

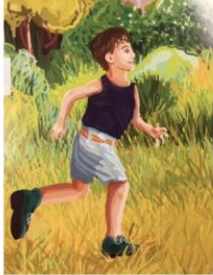






Post and discuss the vocabulary words for this lesson.

*We will read a story about a group of friends who are building a fort. We will get to know each friend, learn about their different gender identities, and what makes them unique.*

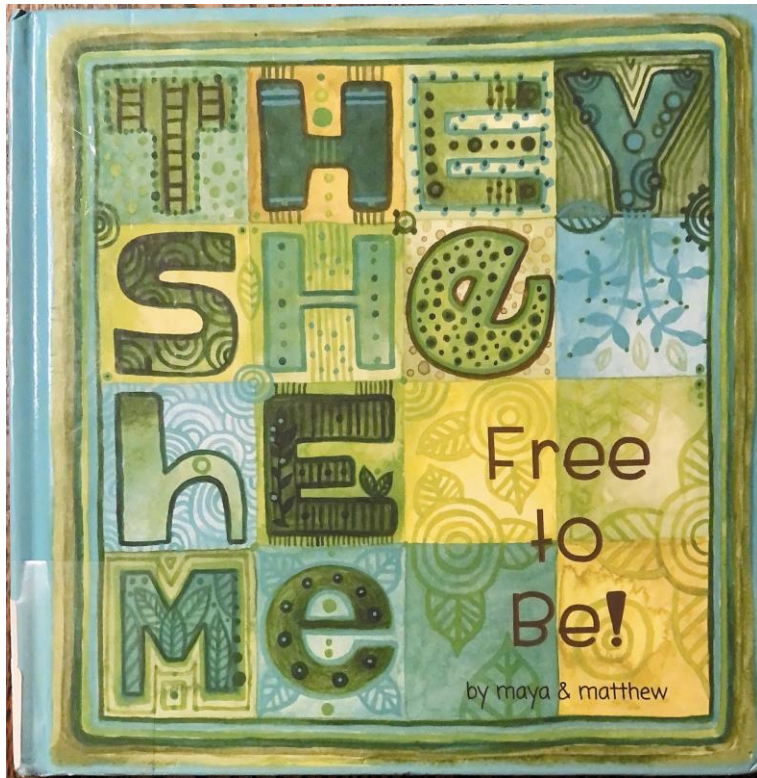
**Gender identity** is how you feel inside about whether you are a boy or a girl, or something else. (You can draw this image on the board, and make a cue for the words by pointing inward toward your heart – and have kids say the words and do the cue with you.)



As part of the activities going along with the book, children are asked to fill in information about each character in the book in a chart like this. It includes a place for their “gender identity” (such as “GIRL” or “Not boy or girl”, with accompanying pronouns.) Then, they are to list activities, hair styles, clothing and the like in row labeled *Gender Expression*. Are there things each character can do that are NOT considered GENDER expressions? Evidently not. Note that there is no row in the chart for “sex”.

	Ivy	Alex	Sam	Jackson	Tom
					
Gender Identity 	<i>Girl, She</i>	<i>Not boy or girl, they</i>	<i>Boy, he</i>	<i>Boy, he</i>	<i>Boy, he</i>
Gender Expression 	<i>Running Short hair T-shirt and shorts</i>	<i>Building with <u>legos</u> Short hair Scarf, leggings</i>	<i>Basketball and art Long hair, in a ponytail sometimes T-shirt and shorts</i>	<i>Wearing dresses, Short hair</i>	<i>Spelling, short hair, shorts and t-shirts</i>

**They, She, He, Me. Free to Be!** Teachers are encouraged to read this book as a follow-up to *A House for Everyone*. It tells children that the way to personal fulfillment, and indeed to society-wide liberation from sexist oppression, is by “playing” with pronouns.



# 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.







## 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*.

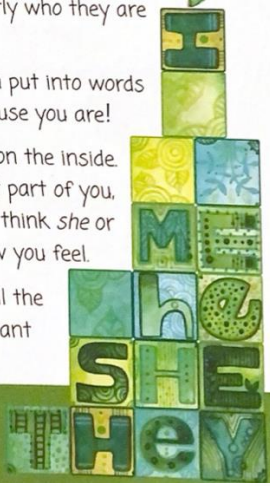
But mostly, you probably just feel like *yourself*.

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.



## 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*.

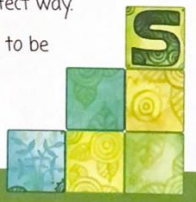
you can use new ones like *ze*

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!



## Using Pronouns

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

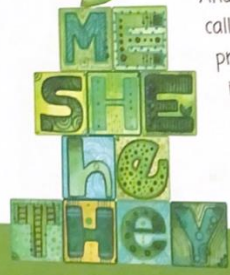
When you first meet someone tell them your name and you can ask theirs. You don't have to know more than that to play!

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

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

Do what feels right to you.

Doing things like this lets people



know that you have bigger ideas about *he* and *she* and you know there are more than two pronouns and ways of being yourself in the world. This helps everyone feel freer and more welcome to play.

### Playing with Pronouns

If you want to keep playing with as many people as possible and making room for yourself, keep playing with pronouns!

You can practice seeing more of the inside of people and not just the outside of people. Use your imagination to play with how characters in movies and books could feel on the inside.

Begin by using *they* for different characters. Or change a main character from *he* to *she* or from *she* to *he*. You don't have to change their name, just their pronoun. Playing like this gives you even bigger ideas about *he* and *she* and gives you bigger ideas about how people feel on the inside, including you.

Keep claiming! Keep playing!  
Keep knowing yourself  
inside and outside.  
You rock!

FREE



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

31

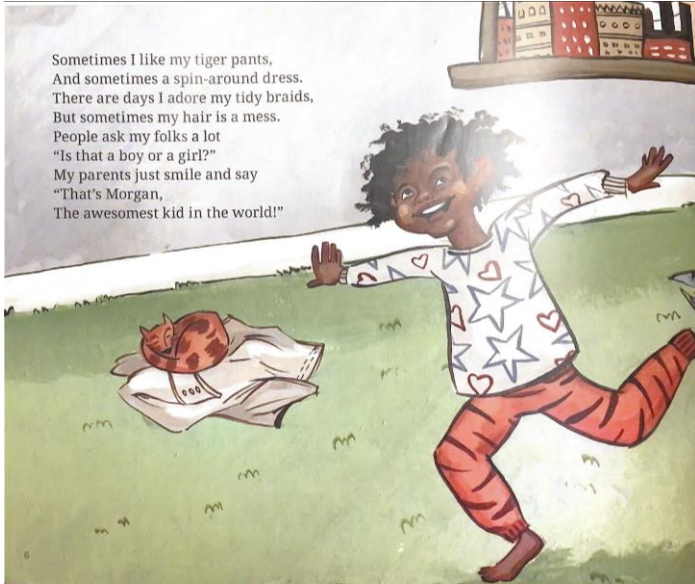
**Is That For A Boy or a Girl?** is read to 3<sup>rd</sup> graders. It starts out fine showing pictures of girls and boys that illustrate that girls can like things that are stereotypically considered “boy things”. And boys can like stereotypically “girl things.” But a character named Morgan catapults the book into Gender Identity land. Morgan’s family makes a point of not telling anyone whether Morgan is a boy or a girl. We also meet a child who is upset at being asked to use the bathroom corresponding to the child’s sex because they believe themselves to be the opposite sex. The book presents this situation as another example of sexist stereotyping and oppression, without acknowledging that this does not flow logically from what has gone before in the book. The child who wishes to violate the sex-based privacy rights of children of the opposite sex laments having to do so without any recognition that those rights exist. All that matters is that this child’s rejection of the sexual reality of their bodies is affirmed, according to this book.

Is That  
For a *Boy*  
or a **GIRL?**



Written by S. Bear Bergman  
Illustrated by Rachel Dougherty

Sometimes I like my tiger pants,  
And sometimes a spin-around dress.  
There are days I adore my tidy braids,  
But sometimes my hair is a mess.  
People ask my folks a lot  
"Is that a boy or a girl?"  
My parents just smile and say  
"That's Morgan,  
The awesomest kid in the world!"





At home I just use the bathroom.  
There's no upset or drama or doom.  
Like there is when I go to a store or to school,  
And people act like I'm trying to fool  
Them when I push open the right one for me.  
They say I'm mistaken, how could that be?  
I'm the expert, I'm in my own body.  
Just let me pee! No need to get snotty.

25

The book is used to reinforce and expand gender identity vocabulary in children. Here is the list of words teachers are to put up on the board as part of the lesson that goes along with reading the book.

- Gender: A person's feeling about being either boy or girl or another gender.
- Biological gender/Sex: The body and body parts you are born with.
- Gender Identity: A person's internal, deeply felt sense of being either man, woman, boy or girl, or another gender.
- Gender Role: Cultural ways of how men and women are "supposed" to act.
- Stereotype: To believe unfairly that all people with a particular characteristic are the same. For example, only girls can like flowers.
- Transgender: When someone's biological sex (or the body a person is born with) does not match that person's gender identity (or their sense of being man, woman, boy or girl). For example, when someone is born a boy deeply feels like they are a girl inside.

Teachers are to have child create a book page about themselves "depicting their own gender expression." Everyday likes, dislikes, activities, and clothing are cast as "gender expressions" rather than simply elements of personality. Children are encouraged to view themselves and everything they do as being tied to a gender label. (See lesson plan language below.)

- After you read the book, ask students whether they saw example of characters who did not fit the stereotypes. Reinforce the message that there are no such things as girl colors, boy colors or girl toys, or boy toys, etc.
- Ask students to return to their Venn Diagrams and revise their sorts. Most students will move most every item to the overlapping middle.

Extension: Ask students to discuss or write how it might feel when people treat someone differently or tease them for breaking a stereotype about their gender. Discuss ways your class rules, or school expectations support treating people with respect, etc.

Have students compare and contrast themselves with one or more characters from the book.

Have students create their own book page about themselves. The page should highlight 2 or more things about themselves depicting their own gender expression. (Ex: drawing showing them wearing what they like, doing an activity they enjoy)

**Assessment:**

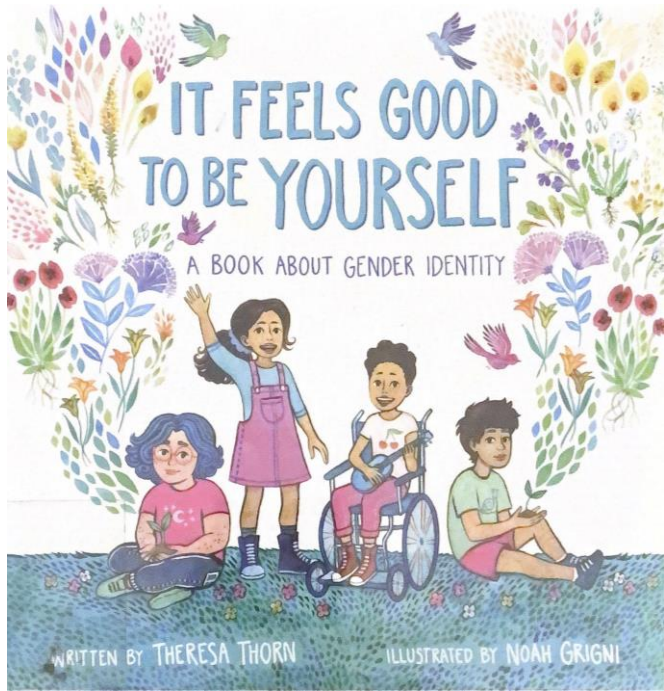
**Exit ticket questions:** List 3 ways you can show respect for other people’s gender expression.

List 3 ways you are similar and 3 ways you are different from one or more characters in the book.

**It Feels Good To Be Yourself** is read in the 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> grade. This further normalizes the idea that one’s sex has nothing to do with one’s physical body, and it further immerses children in the terminology and mindset of the narrative. Children meet a boy who says he’s a girl, a child who claims to be neither a boy nor a girl, and a child who claims to both a boy and a girl. They learn that there are even children who go back and forth between sexes. They also learn that doctors “guess” a baby’s “gender”, by which they clearly mean “sex”, often getting it wrong. It’s up to children to decide and declare what sex they are, and everyone around them must immediately agree with whatever they say. Children learn that “being yourself” often entails rejecting your physical body.

After showing various sex-confused characters, the book speaks directly to children encouraging them to spend time figuring out their “gender identity.” How does one discern whether one is a girl or boy, or some mythical something else? The book doesn’t explain but apparently what you wear and do, has something to do with it. There is a connection between your likes and dislikes and what sex you are, because those likes and dislikes may or may not “match” the sex observed for you at birth. The body you inhabit, the one you see and feel, has nothing to do with your sex. Material reality doesn’t matter. All that does matter is an undefined floating feeling about sex.

Here are selected pages from the book, followed by portions of the accompanying lesson plans.



She's a transgender girl.

That means when she was born, everyone thought she was a boy. Until she grew a little older—old enough to tell everyone that she's actually a girl.



This is Ruthie's friend **ALEX**.



Alex is **BOTH A BOY AND A GIRL**.

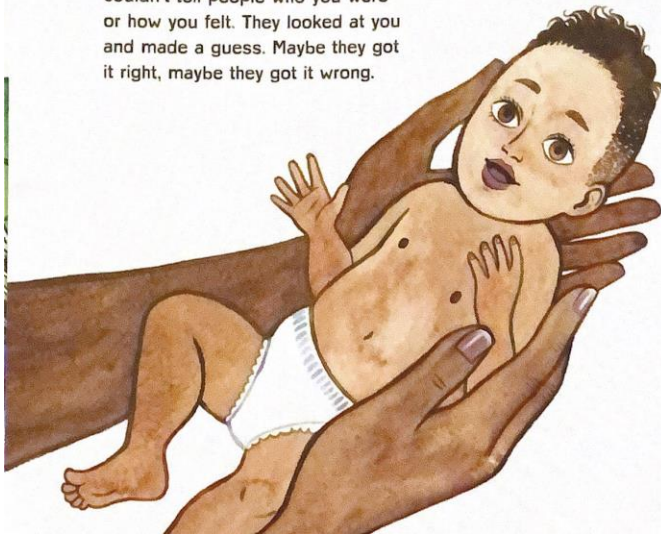


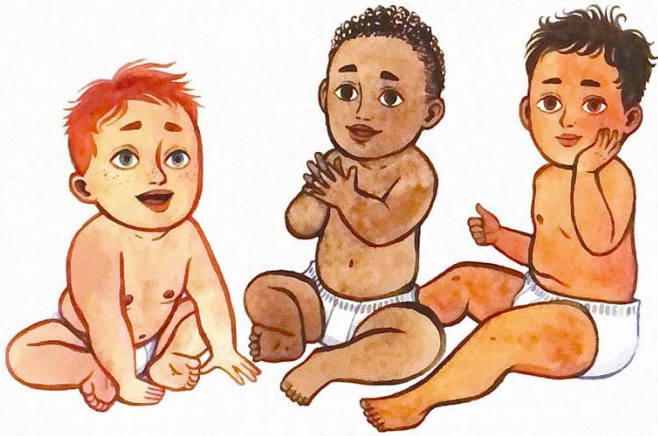
JJ is **NEITHER A BOY NOR A GIRL.**



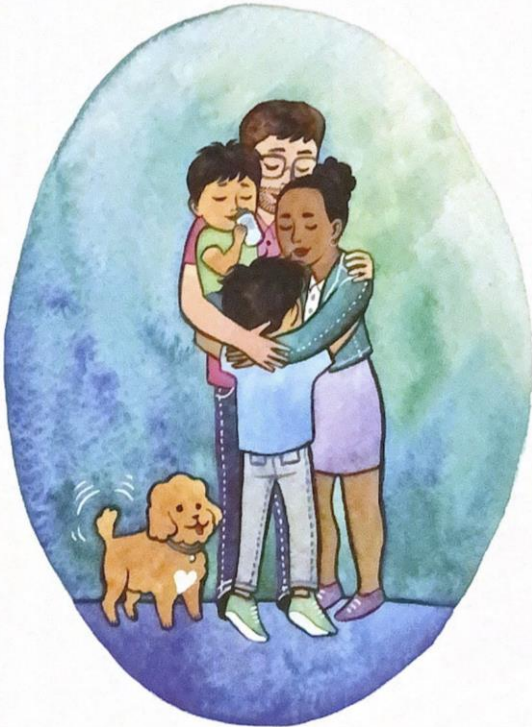
Ever since JJ was very little, they never felt exactly like a boy or a girl—they just felt like themselves. This is JJ's gender identity.

See, when you were born, you couldn't tell people who you were or how you felt. They looked at you and made a guess. Maybe they got it right, maybe they got it wrong.

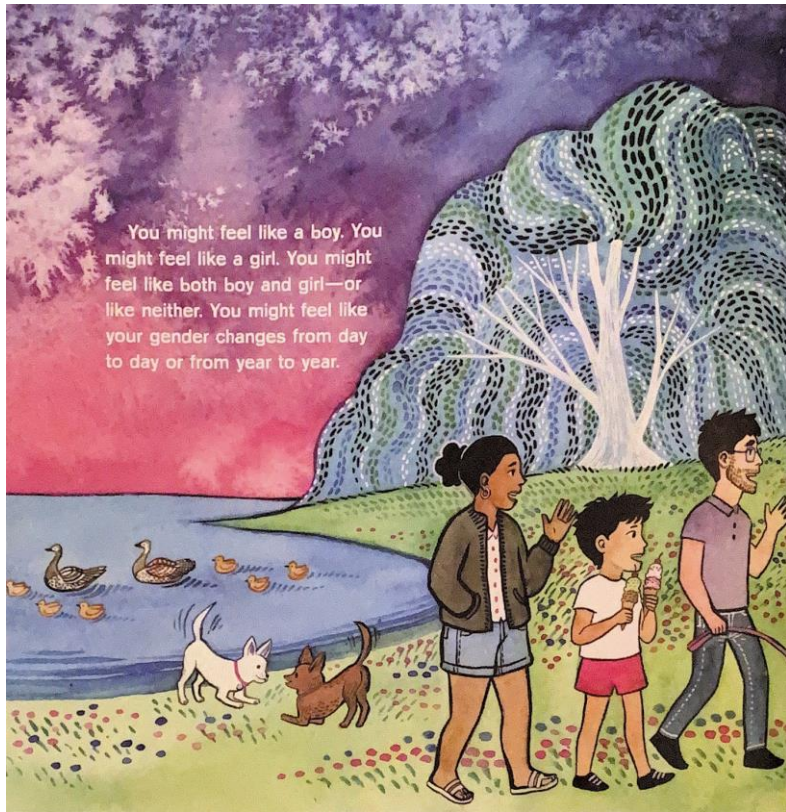




What a baby's body looks like when they're born can be a clue to what the baby's gender will be, but not always.



Oops! Ruthie was a girl all along— they just didn't know it at first.



You might feel like a boy. You might feel like a girl. You might feel like both boy and girl—or like neither. You might feel like your gender changes from day to day or from year to year.



You might feel that none of these words describes you perfectly.

You might not be sure yet. Maybe you're still figuring it out.

Your feelings about your gender are real. Listen to your heart.

No matter what your gender identity is, you are okay exactly the way you are. And you are loved.



It feels good to be **YOURSELF**, doesn't it?



Here are portions of the lesson plans teachers are to use with the book. Teachers are told to read the book twice, and during the second reading to have children fill in slips of paper for each character as indicated below. They are to produce “gender maps” for each character and discuss these.

## **Read Aloud**

### First Read Aloud

(pg. 3) “She’s a transgender girl...” What does transgender mean? A person whose gender is different than the one they were assigned at birth.

(pg. 5) “Xavier is a cisgender boy.” Cisgender is the opposite of transgender. If transgender means that a person is not the gender they were assigned at birth, what do you think cisgender means?

(pg. 8) “non-binary is a helpful word that can describe a kid who doesn’t feel exactly like a boy or a girl.” What pronouns can we use to talk about non-binary people? (they, zi, use their name)

(Pg. 19) “Maybe they got it right, maybe they got it wrong.” As children grow older, how can parents respect their choices about their gender identity?

### Second Read Aloud

During our second read aloud we are going to explain how we can use pronouns to show respect for all people, regardless of their gender identity. I will use myself as an example by creating a gender identity map:

(place down first slip) When I was born I was assigned \_\_\_\_\_ at birth. (Place down second slip) As I grew older I realized that I am \_\_\_\_\_. (Place down third slip) When people talk about me they should use the pronouns \_\_\_\_\_.

Now I am going to give each pair of students a set of cards to match to each character in this book. As we read I will pause after each character is described. During this pause, you and your partner will set up a gender identity map for them.

When you are finished reading page 12, stop reading and ask random groups to share out the map they created for each character.

Which parts of the map are important for you to know about people who you meet? What might be important to ask them if you want to be respectful of everyone’s pronouns? (YES what pronouns do you use, NOT what gender were you assigned at birth, MAYBE what is your gender identity.)

Here’s a list of words children are taught as part of the lesson.

Define key words for discussion: (At the back of the book)

- **Sex Assigned at Birth**
- **Intersex**
- **Gender Identity**
- **Gender Expression**
- **Cisgender**
- **Transgender**
- **Non-Binary**

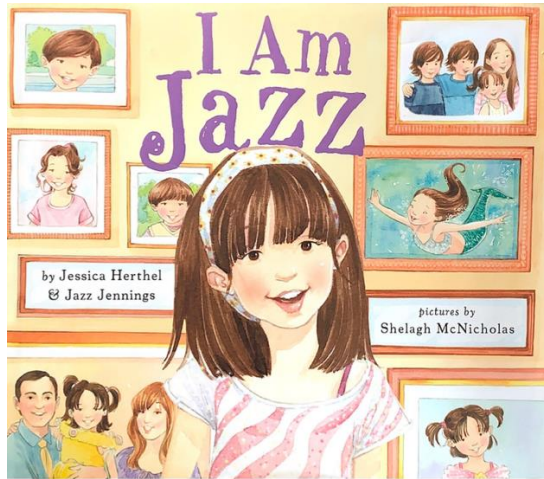
### **Closure and Wrap Up**

3<sup>rd</sup> Grade: Why is it important to use the pronoun that matched someone's gender identity? How does using someone's correct or incorrect pronouns make them feel? On page 22 we see Ruthie telling her parents that she is a girl. How do you think she is feeling right now? Why?

### **3<sup>rd</sup>/4<sup>th</sup> Grade Activity:**

As I flip through the book, look at the pictures. Notice how the families in this book treat their children. Describe the ways they show support for their children, what do you see them doing in the book? Next, imagine a friend or family member tells you that they are thinking in different ways about their gender. What are two supportive things you could say to that person?

I Am Jazz is read to children in 4<sup>th</sup> grade.



U.S. \$17.99  
Canada \$19.99

**F**rom 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](http://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.



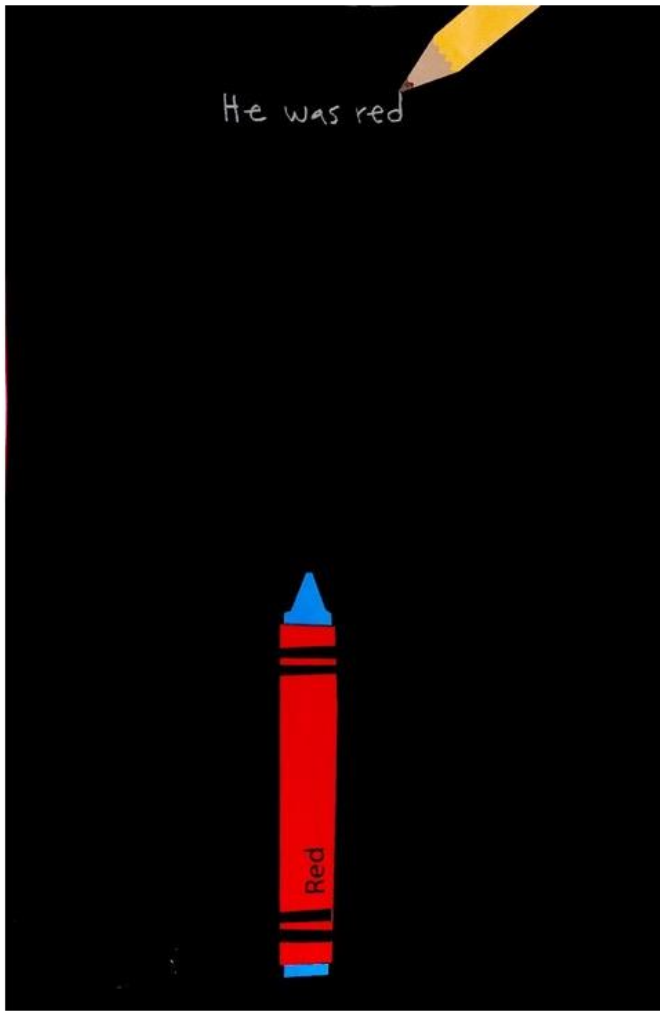
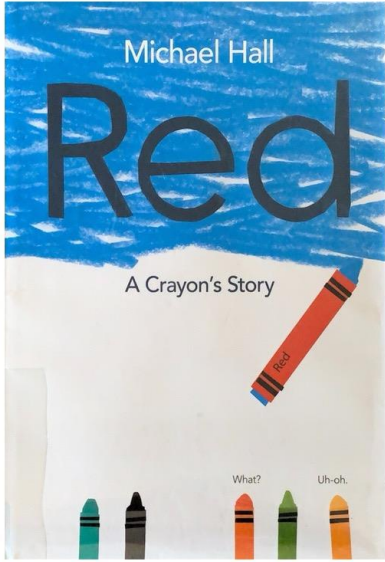


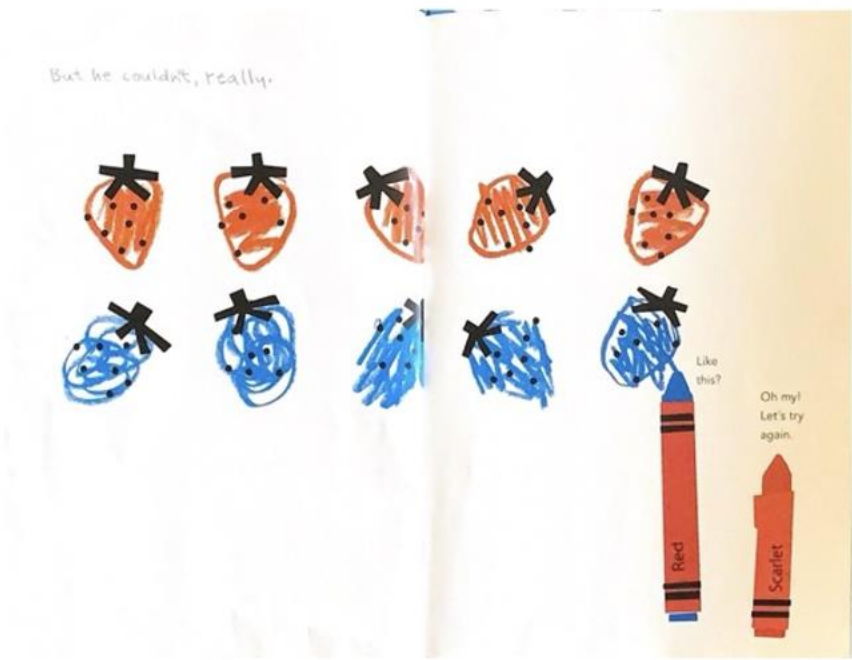
Even today, there are kids who tease me, or call me by a boy name, or ignore me altogether. This makes me feel crummy.

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.

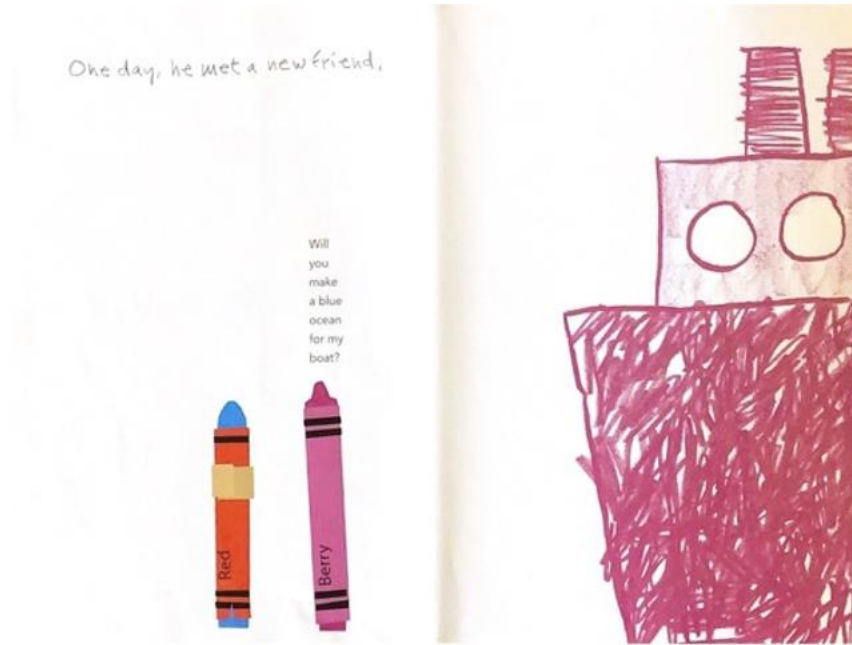


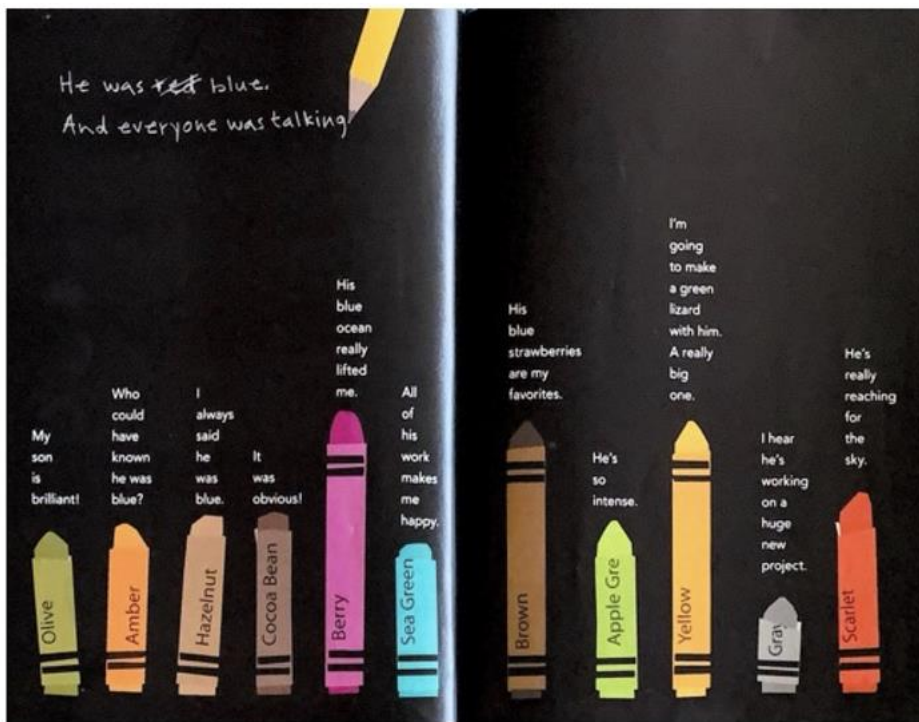
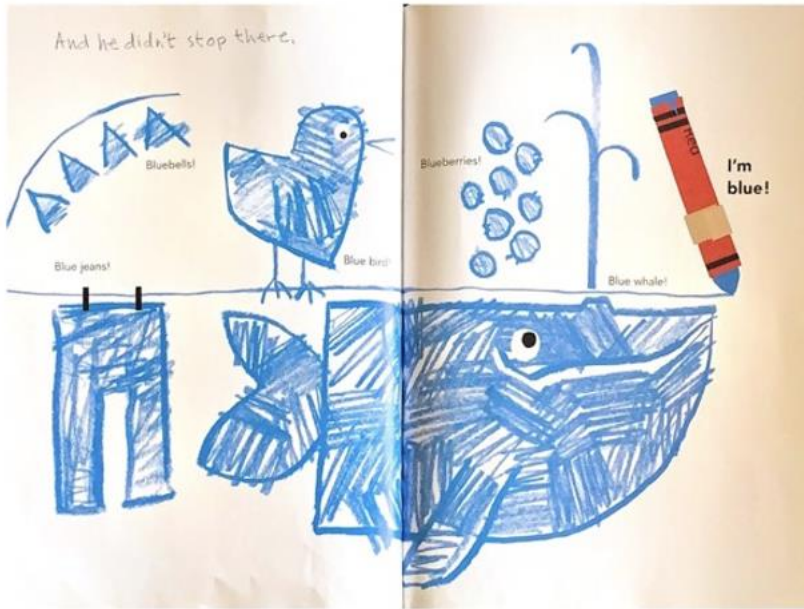
**Red: A Crayon's Story** is read to children in 5<sup>th</sup> Grade. In this book an obviously blue crayon somehow wearing a red wrapper is forced to try and try again to color things red, which he obviously can't do. Finally he finds a friend who lets him be himself, i.e. blue. And everyone realizes he's actually blue. He's happy and lives happily ever after. Obviously this story is upside down from the trans phenomenon where boys wear girl "wrappers" and vice versa to pretend to be something they're not. Here are selected pages from Red:





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





**FLASH CURRICULUM,  
FAMILY LIFE AND SEXUAL HEALTH**

In late elementary school, Seattle's sex education program kicks in. It is called FLASH, which stands for Family Life & Sexual Health. FLASH materials for 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> graders, teach about puberty, human reproductive anatomy and sexual reproduction. In middle and high school, students learn more about those topics and also have units specifically addressing Gender Identity.

## OVERVIEW: District Goal of Omitting Sex-based Clarity

The following slide was provided in the reply to our FOIA and appears to be part of a training presentation of some sort. It makes clear that the District is committed to Gender Identity Ideology and the erasure of sex-based words. The District has consciously decided to avoid clear vital scientific terms like "woman" and "girl" in favor of cumbersome, elliptical expressions like "people with vulvas." At the time this slide was made (at least 2 years ago, as late as 2020, but possibly from an earlier year), the District felt the need to retain some clear language, i.e. sex-based words, in lessons for the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades. It is unclear whether even that has survived. And whether it will be ended soon, if it has survived..

Family Life and Sexual Health, Grades 4, 5 and 6, Lesson 10

F.L.A.S.H.

# Puberty, day 2

Grades 4-6, Lesson #10

## A Note About Language

Language is really important and we are intentionally being very careful about our language. You may notice language throughout the lesson that seems less familiar - using the pronoun "they" instead of "her" or "him", and referring to "someone with a vulva" vs. girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities.

However, in this lesson, the terms "male" and "female" are used intentionally to make the content accessible for elementary age students, who are more concrete learners than students in middle or high school. While we use the terms "male" and "female" when referring to particular anatomy (the "male" or "female" reproductive systems, for example), it is important to remember that someone can have a penis even if they don't identify as a boy or a vulva even if they don't identify as a girl.

## ELEMENTARY SCHOOL FLASH LESSONS

Here are glimpses of elementary school lessons on reproduction, which as noted above, still retained some references to "women", "men", "girls" and "boys", as of late 2020. Teachers'



scripts include those sorts of words. And they do explain relatively clearly how each sex is affected by puberty. But notice that the anatomy charts are deliberately not labeled with those terms or with “male” or “female.” And note that we need to find out if these lessons have been altered or are targeted for alteration.

# 4/5/6 F.L.A.S.H.

## a curriculum in FAMILY LIFE AND SEXUAL HEALTH for grades 4, 5 and 6

Written by Elizabeth “Beth” Reis, MS  
Illustrations by Powers, Stenson, Espinoza  
Copyright © 1985, 1988, and 2005  
The County of King, by and for  
Public Health - Seattle & King County, Family Planning Program

HIV/AIDS lessons written in 1988  
By Pamela Hillard, MPA  
HIV/AIDS lessons medically updated in 2005  
By Andrea Gerber, MEd and Beth Reis, MS  
Copyright © 1988, 2005  
Seattle School District No. 1 and  
The County of King, by and for  
Public Health - Seattle & King County, Family Planning Program

Puberty & Reproductive System Lessons updated in 2007  
By Beth Reis, MS and Heather Maisen (formerly Hutchins), MSW, MPH  
and Puberty Lessons again in 2009  
By Beth Reis, MS and Celia Thomas, BA

Review & Resources Lesson updated in 2009  
By Brett Niessen, MPH and Beverly Sims, BA

The Elementary School lesson on Puberty refers to boys and girls and encourages making sure to be clear about which changes happen to which sex:

Ask for a volunteer or two to **define puberty**. Thank them and build on what they said, so you end up defining it as **a time when a person’s body, feelings and relationships change from a child’s into an adult’s**.

Ask the class when that happens. **Be clear that knowing an average age is kind of useless, since most of us aren’t “average.” A range is more useful.** It is normal to start noticing changes, for a girl, any time between about age 8 or 9 and age 13.<sup>1,2,3</sup>

Guys, on average, start noticing changes a little later, between about ages 9 or 10 and 14.<sup>4,5</sup> And puberty isn't an overnight process; it can take several years to complete. Longer in boys, on average, than girls. If someone gets to be 16 and still hasn't noticed any changes in their body, they might want to chat with a doctor. Remind people that puberty involves changes in not only your body but also your feelings and relationships. So your friend's body might start maturing first, but you may be maturing emotionally and socially sooner than your friend. And it isn't a race, anyway. The **pituitary gland**, in a person's brain, will trigger the changes of puberty whenever it is programmed to do so. Younger for one person; older for another.

Have the class **brainstorm puberty changes** as you write them on the blackboard. Then help them distinguish changes that happen **(a) to boys only, (b) to girls only, and (c) to both**. And finally discuss and answer questions about each item. Changes to be sure to include:

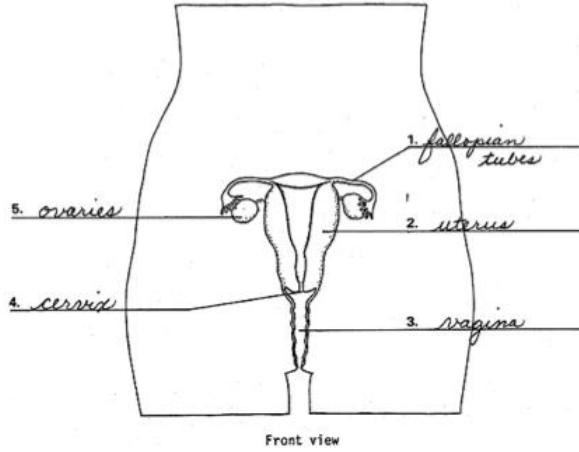
The lesson goes on differentiating boys and girls, saying, for example:

- ☐ **height growth spurts (both)** – Explain that you grow most in your sleep.
- ☐ **shoulders broaden (boys)** – Explain that this is a skeletal change, not something he can speed up through strength-training, although strength-training is certainly OK.
- ☐ **hips widen (girls)** – Explain that the idea is for her pelvic bones to form sort of a bowl, in order to support a pregnancy if she ever decides to have a biological child.
- ☐ **breasts develop (girls and, to some extent, many boys)** – Explain that many boys do experience some breast development and that it usually disappears within six months or a year. It can be scary if he doesn't realize how common it is. If it doesn't disappear in a year's time, he might chat with his doctor about it. Girls can, of course, also expect that their breasts will develop, too. No matter what size or shape or color they end up (and there's quite a variety) and even if they are different from one another, they will almost always be sensitive to sexual touch and able to nourish a baby.

The elementary school lessons on reproductive anatomy employ diagrams that are not labeled as male or female, but the script does label the diagrams with those terms.

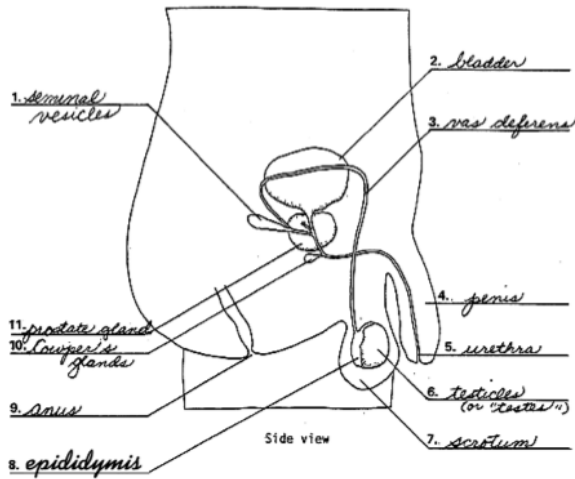
### Reproductive System Transparency/Worksheet 2 – answer key

DIRECTIONS: Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



### Reproductive System Transparency/Worksheet 1 – answer key

DIRECTIONS: Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



NOTE: #9 and #2 are not part of the reproductive system

**1. Describe names, purposes, and locations of male reproductive organs.**

Use the transparencies or, better yet, draw so that you can introduce one part at a time and so that your drawing won't exactly duplicate the worksheets your students will be filling out later in the lesson.

Name and explain the functions of the parts of the male reproductive system. Here is scripting, to read in advance and paraphrase:

*Let me describe how most people's bodies are made. But know that individual differences are pretty common.*

*Side view of the male: This is a side view of the male reproductive system. On the outside he has two parts. Can anyone name them? That's right, 'penis' and 'scrotum.' The job of the scrotum is to hold the "testicles" or "testes" at the proper temperature – lower than 98.6 degrees – for making sperm. The scrotum will move toward or away from the body to keep it at a lower temperature.*

*Who knows the testicles' other job, besides producing sperm? They also make male hormones to give him a deeper voice, broader shoulders, and all the other characteristics of an adult male body.*

*Sperm are made in the testes and then move into the epididymis which is a long tube tightly coiled into the back of the scrotum. The sperm stay there for 2-3 months while they mature.*

*Then they travel up into his body through a tube called a vas deferens. He's got two, one leading from each epididymis. The sperm travel, through a vas deferens, past his bladder (where urine or "pee" is stored), and into the tube that will carry them out of his body, the urethra. The urethra is the tube that runs through his penis. In the male, the urethra has two jobs: urination (part of the urinary system), and ejaculation (part of reproductive system). On the way, the sperm gather fluids we call semen. These fluids come from three places: his seminal vesicles (two long skinny glands which contribute sugars to help nourish the sperm on their long journey), his prostate gland (the fluid from which is a lubricating liquid, allowing the sperm to swim freely, and his Cowper's glands (which mostly neutralize the acids that might still be in his urethra from the last time he urinated – "peed").*

*A man has two openings in his private parts, the urethra is one. The other opening from a man's private parts is his anus, where a bowel movement ("poop") comes out. Of course, even though the bladder and anus are nearby, they aren't actually PART of the reproductive system. They have nothing to do with making a baby.*

Throughout the Reproductive Anatomy discussion, the Teacher Script uses "girl", "boy", "she", , "he", "woman", "man", "female" and "male." Here are some examples:

What's that place called? Right. Her **uterus**. And this bottom part of the uterus, it's neck, is called the **cervix**. That's the place a doctor or nurse practitioner wipes cells from when they do a **Pap Test**. They are looking for changes in the cells of the cervix that might mean a cancer would develop. If they find that kind of changes, they can usually remove the cells that are in trouble long before they would become cancer.

And after a baby has grown in the uterus (remember it isn't called her stomach) for nine months, it usually comes out through the vagina.

And:

The outside parts of the reproductive system are called your **genitals**. In other words, a guy's genitals are the penis and scrotum. A girl's genitals, also called her vulva, are the labia and clitoris.

Baby boys are born with a sleeve of skin on their penises called the foreskin. Sometimes the doctor removes the foreskin, in a procedure called **circumcision**. The penis is normal either way, whether it's been circumcised or not.

## THE DISTRICT'S PUBERTY FILM

While the above lessons retain some references to the sexes, the School District produced a [film in 2020 entitled Puberty & You](#), which is now shown in elementary schools. It eliminates words like "woman" and "man, sacrificing accuracy and clarity in the process. It is likely that the District's lessons and teacher scripts will be altered soon to reflect this Gender Identity Ideology-based approach, if they have not already been so altered.





The video opens with the narrator Kai Kunkel introducing herself and declaring: *“I feel glad to get to talk to you about puberty. Puberty is the time when kids start becoming adults and it happens to people who identify as boys, girls, neither, both or transgender. This video is for all people.”*

The *Puberty and You* video uses the term “female” ONCE and only once. About a diagram of female reproductive anatomy, it says “This is a diagram of the reproductive system of a person who was assigned female at birth.” This tells children that the body they are looking at isn’t necessarily female. No, this body belongs to someone who has been “assigned” female at birth but who may identify as a male. In which case, this diagram depicts a *male* body. The Seattle schools are telling children that female sexual anatomy – such as the uterus and ovaries, the vagina and fallopian tubes – could just as likely be in the body of a boy, as a girl.

The same goes for the word “Male”. It’s used only once in the video: “This diagram is of the reproductive system of a person who was assigned male at birth .”

The *Puberty and You* film NEVER uses the words “woman”, “man”, “girl” or “boy.” Not even once. It never uses the pronouns “she” or “he.”

Body parts specific to each sex are presented as disembodied anatomical structures that could be in either sex. “The vagina is one of 3 openings.” “These two structures are called testicles. They’re inside a sac called the scrotum.”

Physical experiences specific to each sex are described as if they are equally possible in males and females. The video talks about “how people menstruate”, for example. It is not *women* who menstruate, it is *people*, which apparently includes men. Similarly, “ejaculations can happen when a person is sleeping...” In other words, both men and women have ejaculations

The film talks about puberty in terms that are general and it doesn’t delineate which things happen to girls, and which to boys. “People’s body shape changes too. It goes from being straight like a kid to having shoulders or hips more like an adult.”

“Our voices get deeper and some kids’ voices get much deeper and when that happens quickly their voices might crack or make squeaking sounds sometimes when they talk.” No mention is made of the fact that it is GIRLS who will experience hips widening, and it is boys whose voices may crack and squeak.

In the end, girls and boys watching this film may have no idea as to which body parts, which physical changes and which functions (like menstruation and erections) relate to them. Moreover, if children claim trans or non-binary identities, they may even believe that the changes they will undergo during puberty are determined by their imagined sex rather than their actual bodies.

## MIDDLE SCHOOL FLASH CURRICULUM ON REPRODUCTION

### Middle School FLASH



Grades 6-8  
2<sup>nd</sup> Edition

#### Authors

Andrea Gerber, Lead Author  
Kari Kesler, Lead Author  
Mo Lewis  
Rebecca Milliman  
Becky Reitzes

**Public Health**   
Seattle & King County

An introductory document for teachers tells them the following , lumping Gender Identity and Sexual Orientation together (LGBT) as if that made sense.

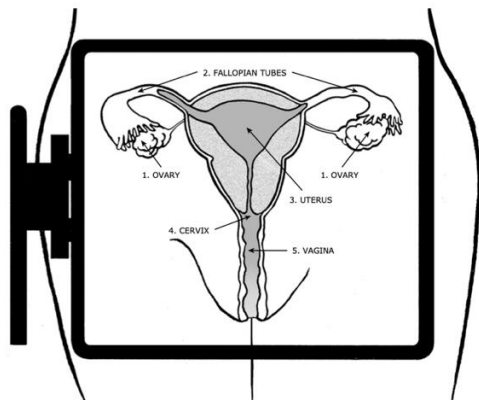
There is no reason to believe that a student needs a mental health referral simply because they are lesbian, gay, bisexual or transgender (LGBT). Being LGBT is not a pathology and does not require treatment. However, if a student is struggling with their sexual orientation or gender identity, or if an LGBT student needs mental health counseling about a different issue, it is important that they receive a referral to a professional who is qualified to work with them.

The American Psychological Association “advises that parents, guardians, young people and their families avoid sexual orientation treatments that portray homosexuality as a mental illness or developmental disorder and instead seek psychotherapy, social support and educational services that provide accurate information on sexual orientation and sexuality, increase family and school support and reduce rejection of sexual minority youth.”<sup>2</sup> For solid advice on this subject, see *Just the Facts about Sexual Orientation and Youth: A Primer for Principals, Educators and School Personnel* at: [www.apa.org/pi/lgbt/resources/just-the-facts.pdf](http://www.apa.org/pi/lgbt/resources/just-the-facts.pdf). To find a reputable provider in your area, check with a local LGBT agency, PFLAG chapter, or university mental health clinic.

The lessons on Reproduction and Pregnancy are full of Gender Ideology type language. They acknowledge that “women usually” are the ones with female sex organs in their bodies. But from there, they make sure to refer to “someone” who is pregnant or “a person with ovaries” in order to push the Gender Ideology concept of men having ovaries and being able to gestate babies. They fail to label diagrams as male or female, and the script teachers use with those diagrams are much more confusing regarding which anatomy is being discussed (male or female) and which diagram applies to each child in the class.

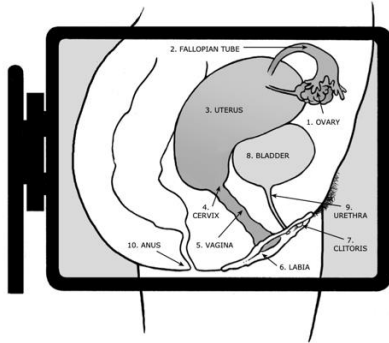
Middle School FLASH, 2<sup>nd</sup> edition

### Reproductive System Visual 1

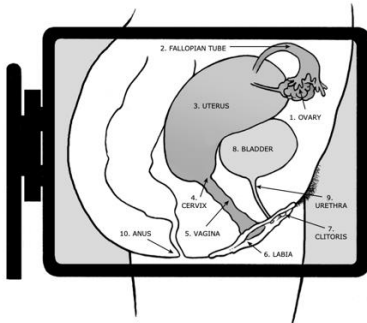




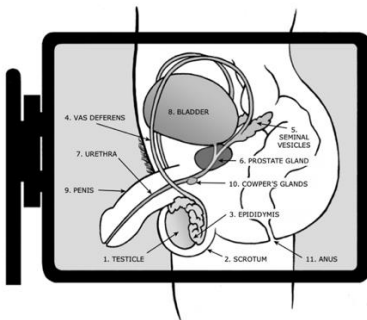
## Reproductive System Visual 2



## Reproductive System Visual 2



## Reproductive System Visual 4



# Lesson 1: Reproductive System and Pregnancy

An overview of basic reproductive organs and their functions is provided in a lecture format, while students follow along on worksheet. Small groups compete for points by answering questions related to pregnancy and the reproductive system. The lesson concludes with an explanation of FLASH Family Homework.

Objectives & Timing   Background   Preparation   **Activities**   Assessment   Integration

## Activities

### 1. Warm Up

Display Warm Up as bell work.

**Prompt:** Today is the first day of our sexual health education unit. We will be covering the following topics:

- Reproductive system
- Pregnancy
- Identity
- Dating and healthy relationships
- Saying no to sex
- Condoms
- STDs, including HIV
- Birth control

I hope this unit is helpful and interesting for everyone!

Write down one fact you already know about any one of these topics. You may have learned it from your family or guardian, doctor, television, books, friends, etc.

### 2. Explain purpose of lesson

Let students know they will be learning about the reproductive system and pregnancy today and list the other topics they will be covering during the FLASH unit. Point out the Sexual Health Resource Sheet you have posted in the room and let them know you will be handing out copies during a later lesson. (Show Script >>)

#### Script

*Today we are going to learn about the human reproductive system, which includes all of the body parts involved in creating a pregnancy. For the rest of our FLASH lessons we will be talking about staying healthy, including having healthy relationships, how to avoid getting or giving STDs, and how to prevent pregnancy if someone is having sex but doesn't want to become pregnant. I want you to notice that I've posted a resource sheet here at the front of the room, with information about where you could go to get help with some of these topics. Learning this information today will be useful for later lessons.*

### 3. Review reproductive organs and process of conception

Show students *Reproductive System Visuals 1, 2, 3 and 4*. Fill in the names and describe the functions of the organs while students write the names of the body parts and take notes on the corresponding *Reproductive System Worksheets*. Explain that they can use these worksheets and their notes later when they play a game to review what they have learned. (Hide Script >>)

#### Script

##### Visual 1 (front view)

*This is a picture of the reproductive organs that are on the inside of someone's body. These are the parts that women usually have in their bodies. Let's start here with the **ovary (1)**. As you can see, there are two ovaries. Who knows what they do? That's right, egg cells are released from the ovaries about once a month after puberty. That's called ovulation. The ovaries also make the hormone estrogen. A person with ovaries is born with all the egg cells they will ever have.*

*After ovulation, the egg cell travels down the **fallopian tube (2)** toward the uterus. If the egg meets a sperm cell while it is in the fallopian tube and they join together, that is called fertilization. If the fertilized egg lives, it will begin dividing into many cells. The fertilized egg will try to attach to the wall of the uterus, which is called implantation. If the*

fertilized egg is able to implant, that is the beginning of a pregnancy. This process of fertilization and implantation is called conception.

Does anyone know what some symptoms are that might let someone know that they are pregnant? That's right, a common symptom is missing a period. Other symptoms include swollen breasts, feeling very tired, feeling sick to the stomach, and needing to urinate more often. Of course, anyone who had vaginal sex without using a condom or other birth control could be pregnant, even if they didn't have any symptoms. After a person is pregnant it is important they take steps to have a healthy pregnancy, whether they intend to continue the pregnancy or not. That includes visiting the doctor right away and not smoking, drinking alcohol or doing other drugs.

An egg cell might meet a sperm cell in the fallopian tube because a couple had vaginal sex without using a condom or other birth control. Other times, a person may have used donated sperm to create a pregnancy. Most months, the egg cell will not meet any sperm cells. In that case, the egg cell will simply disintegrate. If a couple was having vaginal sex, but did not want to become pregnant, they could use a condom or the woman could use a hormonal birth control method. Birth control stops ovulation, which means there would be no egg available to fertilize.

This is the **uterus (3)**. It is where a pregnancy would grow if a person was pregnant, and it is where period blood comes from. Each month the uterus prepares for pregnancy, just in case it happens. It prepares by building up a lining of blood along its walls. About 14 days after ovulation, if conception didn't happen, this lining of blood leaves the body, passing through the cervix and out through the vagina. That's called menstruation, or having a period.

The **cervix (4)** is the name for the bottom part of the uterus. You can also think of it as the back wall of the vagina. The vagina stops where the cervix begins. You will notice that the cervix has a small opening. This opening is just big enough for sperm to swim through and for period blood to come out of. When someone gives birth to a baby through the vagina, the cervix opens up much bigger to allow the baby out.

This is the **vagina (5)**. It is where period blood comes out. When we talk about vaginal sex, we are talking about a penis going in the vagina. When a person gives birth to a baby, the baby either comes out here through the vagina, or a doctor makes a cut through the abdomen and uterus to deliver the baby via an operation called a cesarean section.

#### Visual 2 (side view)

Now, let's look at the same parts from the side. Number 1 is the ovary. Who remembers what it does? Exactly.

Continue to review the parts in this way for the following: (1) ovary, (2) fallopian tube, (3) uterus, (4) cervix, (5) vagina.

There are two parts listed here that are on the outside of the body. The **labia (6)** are folds of skin that cover and protect the vagina and clitoris. The **clitoris (7)** is a small organ just above the opening of the urethra. It is made of the same kind of special tissue, called erectile tissue, that the penis is made of. The clitoris can become erect because it was touched, because a person is sexually aroused, or sometimes for no particular reason.

You can see several parts that are in this same area of the body, but that aren't part of the reproductive system. The **bladder (8)**, which stores urine, or pee, and the **urethra (9)**, which is the tube through which urine leaves the body. The **anus (10)** is where feces, or poop, comes out of the body. When we talk about anal sex, we are talking about putting a penis in another person's anus.

#### Visual 3 (front view)

This is a picture of the reproductive organs that are on the inside of someone's body. These are the parts that men usually have in their bodies. Let's start here with the **testicles (1)**. As you can see there are two testicles. The testicles are where sperm are made, beginning in puberty. They also make the hormone testosterone. Does anyone remember the parts from the female reproductive system that are similar to the testicles? There are two of them, they make hormones, and they store the egg cells. That's right, the testicles are similar to the ovaries.

The testicles are inside of a muscular sac of skin called the **scrotum (2)**. The testicles need to be at a certain temperature to make sperm. The scrotum pulls the testicles up closer to the body to keep them warm, or moves the testicles away from the body to cool them off, in order to keep them the right temperature.

After sperm cells are made in the testicles they move into this part here, called the **epididymis (3)**. It is a really long, tightly coiled up tube where the sperm stay for 2 to 3 months while they finish maturing. Sperm stay in the testicles and epididymis until a person ejaculates. Ejaculation is when semen is released from the penis. This only happens when the penis has an erection. Remember, the penis is made of erectile tissue, like the clitoris. It can become erect when it is touched, or if the person is feeling sexually turned on, or sometimes for no particular reason.

When a person ejaculates, sperm travel from the epididymis up into these tubes called the **vas deferens (4)**. You may notice that the vas deferens connects up with the testicles much like the fallopian tubes connect with the ovaries. The fluid that is released when a person ejaculates is called semen. Semen has sperm in it, but it is also made up of other fluid that helps the sperm to live. The fluid is made by the **seminal vesicles (5)** and the **prostate gland (6)**.

The semen leaves the body through the **urethra (7)**. This is the same tube that carries urine from the **bladder (8)** out of the body, although only one of these fluids can leave the body at a time. The urethra is inside of the **penis (9)**. The penis is made of the same kind of special tissue, called erectile tissue, that the clitoris is made of. The penis can become erect because it was touched, because a person is sexually aroused, or sometimes for no particular reason. When we talk about vaginal and anal sex, we are usually talking about the penis going into the vagina or anus.

Just before semen is ejaculated, a fluid from the **Cowper's glands (10)** is released. This fluid, sometimes also known as pre-cum, protects the sperm from the acidic environment left in the urethra from the urine, so they can leave the body unharmed. If a couple did not want to get pregnant or transmit an STD, a person could wear a condom on the penis while having sex. The condom would keep the semen out of the other person's body.

#### Visual 4 (side view)

Now, let's look at the same parts from the side. Number 1 is the testicle. Who remembers what it does?

Continue to review the parts in this way for the following: (1) testicle, (2) scrotum, (3) epididymis, (4) vas deferens, (5) seminal vesicles, (6) prostate gland, (7) urethra, (8) bladder, (9) penis, (10) Cowper's glands.

There is one part listed here that wasn't shown in the front view of this body. You may remember it from the other side view picture, though. It isn't part of the reproductive system. Who remembers what this part here is called? That's right, it's the anus (11), where feces, or poop, leaves the body.

Good work everyone! Are there any questions about the reproductive system before we move on?

#### 4. Reproductive System and Pregnancy Game

Divide the class into 6 teams. Ask the following questions, giving all groups 30 seconds to come up with an answer. Have the small groups take turns having the first chance to answer a question. If they answer correctly, they get a point. If they don't answer correctly, any group can raise their hands to try to answer the question correctly and steal the point. (Show Script >>

Play the game, using the following questions.

##### Questions

1. Name the two kinds of cells needed to start a pregnancy.

Answer: *Egg cell and sperm cell.*

2. True or False? The menstrual period lasts about a day each month.

Answer: *False. It usually takes between 2 and 10 days for the uterus to completely empty. There are about 4 to 6 tablespoons of blood and tissue in all.*

3. The different stages of pregnancy are called "trimesters." How many trimesters are in a pregnancy?

Answer: *3. How could a person guess 3, even if they never heard of a trimesters in pregnancy? Tri means 3.*

4. The end of the uterus that opens into the vagina is called the \_\_\_\_\_.

Answer: *Cervix. It's not a separate part; it's just the bottom part of the uterus. It has a small opening that sperm can swim through and that period blood can come out of. The opening gets much bigger when a person is giving birth to let the baby out.*

5. True or False? The human sperm cell is about as big as an apple seed?

Answer: *False. A sperm cell is so small you cannot see it without looking through a microscope.*

6. Write down 3 reasons a person might think they were pregnant.

Possible Answers:

- *Had vaginal sex without using a condom or other birth control*
- *Took a pregnancy test that turned out positive*
- *Missed period*
- *Swollen breasts*
- *Feeling very tired*
- *Nausea*
- *Urinating more often*

7. What is the name of the sac that holds the testes?

Answer: *The scrotum. The scrotum holds the testes and controls their temperature. Sperm can only grow at temperature a little cooler than normal body temperature of 98.6 degrees. The testes have to be outside the body, in the scrotum, in order to be cool enough to make sperm.*

8. True or false: Alcohol is harmful for a pregnancy.

Answer: *True. Alcohol can cause dangerous health problems and learning problems for the baby.*

Bonus question: What are three things someone can do to have a healthy pregnancy?

Possible Answers:

- *Don't drink alcohol*
- *Don't do drugs*
- *Don't smoke*
- *Visit a doctor*
- *Take vitamins*

9. True or False? Ovulation usually happens during a person's menstrual period.

Answer: *False. Ovulation usually happens 2 weeks before the next period. If the person does not get pregnant, the extra lining in the uterus is not needed. So after 2 weeks, it comes out. That's called menstruating or "having a period."*

10. True or False? All men's reproductive systems look exactly the same, as do all women's reproductive systems.

Answer: *False. People's genitals and their internal reproductive organs can look very different, but still be normal and healthy. A person's penis, clitoris or labia can be different sizes or a person might have only one testicle or ovary. Some people might have testes as well as vagina. The pictures we looked at in class today do not look like everyone's bodies.*

11. An abortion is when a person ends their pregnancy with the help of a doctor. Abortion is legal in all 50 states. True or False?

Answer: *True, abortion is legal in the United States. States have different laws about when a person can have an abortion and how old a person needs to be to get an abortion without a parent's permission. (You may need to remind the class that you are sharing factual information and not inviting students to debate the different beliefs about abortion.)*

12. The liquid that carries sperm is called \_\_\_\_\_.

Answer: *Semen. Semen is the fluid that helps sperm live. It is made up of fluids from the Cowper's glands, the prostate and the seminal vesicles. A teaspoonful or less of semen comes out each time a person ejaculates.*

13. True or False? A human egg cell is the size of a grain of sand.

Answer: *True. It is big enough to see without a microscope, but still very small.*

14. Adoption is when people become the legal parent of a child that is not their biological son or daughter. True or false?

Adoption is very uncommon in the United States.

Answer: *False, there are nearly 2 million adopted kids in the United States.<sup>2</sup>*

15. When the penis or clitoris fills with blood and becomes larger, it's called an \_\_\_\_\_.

Answer: *Erection. People can get an erection if the clitoris or penis is touched, if they are feeling sexually aroused, or sometimes for no particular reason.*

16. True or False? If someone cannot care for their infant child, they can leave the child with an employee at a hospital with getting in trouble.

Answer: *True, this is called a Safe Haven Law. Even though it might sound uncaring, the purpose of these laws is to make sure that all babies are cared for and safe.*

17. Is a pregnancy most likely to start during a person's period, just before a period, or in between periods?

Answer: *In between periods. Of course, a pregnancy could start anytime because people do not always release eggs on schedule. But the most likely time for fertilization to be possible is about 2 weeks before a menstrual period.*

18. What is it called when sperm come out of the body?

Answer: *Ejaculation. A person might ejaculate during sex, while masturbating, or in their sleep, which is also called a wet dream.*

19. True or False? The male and female reproductive systems have many similarities.

Answer: *True. There are many similarities: the clitoris and penis are both made of erectile tissue and both get erections; the ovaries and testicles both produce sex cells (sperm and egg) and make hormones; the fallopian tubes and vas deferens are both two sets of tubes connecting the ovaries or testicles to the rest of the reproductive system. One reason there are so many similarities is because all embryos start out with the same parts. An embryo could go on to develop into either sex, depending on what chromosomes are present.*

20. Where can a person get a pregnancy test?

Answer: *Doctor's office or drug store. The advantage of a doctor's office or clinic is that they know how to do the test correctly and can give helpful information to the patient.*

## 5. Introduce FLASH homework expectations

Hand out the FLASH Family Homework Letter for students to take home to their parents or guardians. The purpose of FLASH family homework is to encourage family discussion about the lesson content.

Explain that every FLASH lesson has family homework. The student and an adult family member or other trusted adult (e.g. foster parent, parent's partner, etc.) complete the assignment together. The family member signs the homework in order for the student to get credit. Students who choose not to do the family homework may complete the individual homework for the same credit. Family homework is available in English, Spanish, Russian, Chinese, Vietnamese and Arabic. (Show Script >>)

## 6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

*Introducing FLASH Family Homework*

*Individual Homework: Reproductive System and Pregnancy*

*Family Homework: Talking About the Reproductive System and Pregnancy*

*Reminder:* The Family Letter and Family Homework are also available in Spanish, Russian, Chinese, Vietnamese and Arabic under Resources for Families

## 7. Exit ticket

Hand out the *Lesson 1 Exit Ticket*.

**Question:** Circle the organs that produce hormones. HINT: Two items on the list should be circled.

- Testicles
- Penis
- Scrotum
- Ovaries
- Clitoris
- Vagina

**Answer:** Testicles, Ovaries

This language continues throughout the Middle School reproductive anatomy and pregnancy lessons:

1. Write down 3 reasons a person might think they were pregnant. Possible Answers:

Had vaginal sex without using a condom or other birth control  
Took a pregnancy test that turned out positive  
Missed period  
Swollen breasts

Feeling very tired  
Nausea  
Urinating more often

## MIDDLE SCHOOL GENDER IDENTITY CURRICULUM

Here are portions of the Middle School SOGI (Sexual Orientation Gender Identity) lessons:

Let's take a look at the sexual orientation and gender identity definitions together. If your small group has any incorrect definitions, you can fix your strips as we go.

**Sexual orientation** describes who a person is romantically attracted to. What were some of the terms you had listed under sexual orientation? Great. I'm going to go over these definitions with you.

Usually, we say that a man who is attracted to women or a woman who is attracted to men is **straight**. The word **lesbian** describes a woman who is attracted to women, and **gay** describes a man who is attracted to men. **Bisexual** is a word to describe a person who is attracted to men and women. Someone might also identify as **queer**, which is a broad term that can include gay, lesbian and bisexual people, as well as other people who don't identify as straight.

**Gender identity** refers to whether a person identifies as a boy, a girl, both, neither or somewhere in between. So, a person's gender identity is **female** if they identify as a girl and **male** if they identify as a boy. A person's gender identity doesn't always match the way other people see them. For example, a doctor may have said that a person was male or female when they were born, but that person knows in their heart that really isn't their gender. When a person's gender identity is different from what the doctor said when they were born that is called being **transgender**, or just **trans**. When a person's gender identity does match what the doctor said when they were born that's called being **cisgender**.

People might also use other words to identify their gender, like **gender fluid** or **gender queer**. These terms mean different things to different people, but generally they mean people don't feel exactly like a boy or a girl, at least not all the time.

Every person has a sexual orientation and a gender identity, but the terms that people use to describe their identities sometimes change, and not everyone uses the same words or agrees on exactly the same definitions. Nice work on the definitions.

The script includes questions like this one:

1. How does someone know their sexual orientation or their gender identity?

A person knows their sexual orientation based on who they feel attracted to. A person knows their gender identity based on whether they feel like a boy, a girl, both, neither or somewhere in between.

And these:

5. How old are people when they know their sexual orientation or gender identity?

People often know who they are attracted to by middle or high school. They often know if they feel like a boy, a girl, both, neither or somewhere in between by elementary school. However, every person is different and some people will know at younger or older ages.

6. Can you change your sexual orientation or gender identity?

A person cannot control who they are attracted to, and they cannot control if they feel like a boy, a girl, both, neither or somewhere in between. Even though people can't change their feelings, they can change the term they identify with if they need or want to.

7. What if I don't know someone's sexual orientation or gender identity? What should I call them?

Every person has the right to name their own identities. It is polite to ask someone how they identify their sexual orientation and gender identity, and what words they would like you to use when talking to them. It is important to respectfully use the terms and pronouns people have asked others to use.

The Middle School materials talk a lot about pride and specifically encourage pride, including pride in rejecting one's sex, i.e. identifying as transgender or non-binary:

5. Discuss ways to developing pride in identities

Introduce the idea that people can take steps to help them feel proud of their own identities, and to help others feel proud of their identities as well. Point out that pride in identity is not about seeing oneself as better than others, but about feeling good about oneself. Show the Ways to Develop Pride in Our Identities (Categories) Visual. Explain that the class is going to discuss strategies for feeling proud of our identities, whether they are related to sexual orientation, gender identity or any other aspect of identity. Invite students to come up with examples for each category. Then pass out the Ways to Develop Pride in Identities Handout and have volunteers take turns reading all the strategies out loud. (Show Script >>)

Refer to the Ways to Develop Pride in our Identities (Categories) Visual, but don't begin accepting responses or filling it in until you have read the next script. (Show Script >>)

Script

I want to remind us all that it is easier for someone to feel proud of their identities when they see those identities reflected around them. For example, the first category here is "Connecting with community." If many of the people you go to school with are the same race or ethnicity as you, or the same religion or sexual orientation, you are connecting with members of your community



every day. If your identities are not the same as many of the people around you, you may have to work harder to connect with other members of your community.

Remember, too, that being proud of your identities does not mean that you think your identities are better than someone else's. The focus is on feeling proud and good about yourself. Now, let's see if we can come up with some examples in each of these categories. What are some ways people could connect with other people who share an identity with them? You can think about any identity.

The Exit Ticket for this particular lesson involves answering the following question. Students are forced to agree to basic Gender Identity tenets.

**Question:** What is the difference between gender identity and sexual orientation?

**Answer:** Gender identity is whether you identify as male, female, both, neither or somewhere in between; sexual orientation is based on the gender of the people you're attracted to.

Having been introduced to Gender Identity concepts, the curriculum has teachers expand these concepts and drum them into students' heads. Here's a teacher sheet labeled "FLASH MS SO & GI Activities.pdf":

# Lesson 2: Sexual Orientation and Gender Identity

Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two categories of identity held by everyone. Students learn common terms and foundational information related to these concepts through small- and large-group activities. They discuss strategies that help people develop pride in any of their identities and practice applying these strategies to a scenario about sexual orientation and gender identity.

Objectives & Timing   Background   Preparation   **Activities**   Assessment   Integration

## Activities

### 1. Warm Up

Display Warm Up as bell work.

**Prompt:** A person's identity refers to their sense of who they are as individuals and as members of social groups. People have many identities. Their identities might include their gender, their race, their nationality, their sexual orientation, their family identity (sister, uncle, etc.), their religious identity, if they have one, their work or an important interest.

- Name 3 of your most important identities. For example: male, Mexican American, gay, sister, Buddhist, soccer player, artist, environmentalist, gamer, etc.
- Would you pick the same identities now as when you were in Kindergarten? Why or why not?

### 2. Introduce the concept of identity

Debrief the warm up. Discuss the importance of people being proud of their identities. (Show Script >>)

### 3. Conduct definitions activity

Introduce the concepts of sexual orientation and gender identity as two types of identity that every person has. (Hide Script >>)

#### Script

*Today we're going to focus on two particular types of identity. Every person has a sexual orientation and a gender identity. We're going to start by learning some common and respectful words having to do with sexual orientation and gender identity that are important for everyone to know.*

Place students in groups of 3 or 4. Give each group the *Sexual Orientation Handout*, *Gender Identity Handout*, and an envelope labeled "Definitions" with *Identity Terms* and *Identity Definitions* printed on slips of paper. Have students work in their groups for 3 minutes to match the definitions with the terms and place them on the correct paper, identifying the terms as either a sexual orientation or gender identity. Remind students that it is fine if there are terms they don't know, tell them to just do their best. (Show Script >>)

#### Script

*In a minute, I'm going to separate you into small groups. Each small group will receive a Sexual Orientation handout, a Gender Identity handout, and an envelope of identity terms and definitions. Your job will be to match the terms with the correct definitions, and then place them on either the Sexual Orientation or the Gender Identity page, depending on whether the word refers to sexual orientation or gender identity. It's OK if you don't already know the terms or definitions. Just do your best.*

Debrief as a large group by projecting the *Sexual Orientation and Gender Identity Definitions Visual*, defining each term, addressing any confusion, and explaining why each term is either a sexual orientation (an identity based on a person's attraction to someone else) or a gender identity (a person's identity as a boy, a girl, both or neither). (Hide Script >>)

#### Script

*Let's take a look at the sexual orientation and gender identity definitions together. If your small group has any incorrect definitions, you can fix your strips as we go.*

**Sexual orientation** describes who a person is romantically attracted to. What were some of the terms you had listed under sexual orientation? Great. I'm going to go over these definitions with you.

Usually, we say that a man who is attracted to women or a woman who is attracted to men is **straight**. The word **lesbian** describes a woman who is attracted to women, and **gay** describes a man who is attracted to men. **Bisexual** is a word to describe a person who is attracted to men and women. Someone might also identify as **queer**, which is a broad term that can include gay, lesbian and bisexual people, as well as other people who don't identify as straight.

**Gender identity** refers to whether a person identifies as a boy, a girl, both, neither or somewhere in between. So, a person's gender identity is **female** if they identify as a girl and **male** if they identify as a boy. A person's gender identity doesn't always match the way other people see them. For example, a doctor may have said that a person was male or female when they were born, but that person knows in their heart that really isn't their gender. When a person's gender identity is different from what the doctor said when they were born that is called being **transgender**, or just **trans**. When a person's gender identity does match what the doctor said when they were born that's called being **cisgender**.

People might also use other words to identify their gender, like **gender fluid** or **gender queer**. These terms mean different things to different people, but generally they mean people don't feel exactly like a boy or a girl, at least not all the time.

Every person has a sexual orientation and a gender identity, but the terms that people use to describe their identities sometimes change, and not everyone uses the same words or agrees on exactly the same definitions. Nice work on the definitions.

#### 4. Students answer common questions

Introduce the common questions that are already posted around the room. Hand out an envelope of *Answer Cards* to each group, and project the *Common Questions Visual* in the front of the room. Groups will have 3 to 5 minutes to determine the best answer for each question. When you call time, each group has 15 seconds to tape their *Answer Cards* to the matching questions posted around the room and return to their small groups. Walk from sign to sign, reading the question and the correct answer, moving any incorrect answers, and clarifying confusion. (Show Script >>)

##### Script

*We're all going to learn more about this topic by thinking about the most common questions students ask about sexual orientation and gender identity.*

*You can see seven different questions posted around the room. I'm going to hand each small group a packet that has all the answers to these questions on different slips of paper. Your task is to figure out the right answer to each question. When I call time, you'll have 15 seconds to tape each of your answers to the correct question. Then I'll check the answers and clarify any confusion.*

##### Answer Key:

1. How does someone know their sexual orientation or their gender identity?

*A person knows their sexual orientation based on who they feel attracted to. A person knows their gender identity based on whether they feel like a boy, a girl, both, neither or somewhere in between.*

2. Can lesbian, gay and trans people have kids?

*Yes. Any person with a uterus, ovaries and a vagina can become pregnant, regardless of their gender identity or sexual orientation. They could become pregnant from having vaginal sex or by placing donated sperm in their vagina. People can also arrange to have someone else, called a surrogate, carry a pregnancy for them. Finally, a person of any sexual orientation or gender identity can adopt children.*

3. If a boy acts like a girl or a girl acts like a boy, does that mean they are gay?

*There is no one way for boys or girls to act, although there are certain stereotypes about what behavior is masculine or feminine. A person's sexual orientation is based on who they are attracted to, not how they act or what sorts of things they are interested in.*

4. How do gay, lesbian and trans people have sex?

*People can have different kinds of sexual touch with a partner, including kissing, hugging and cuddling, no matter what their sexual orientation or gender identity is. Couples might also have oral, anal or vaginal sex, depending on what body parts the two people have and what activities they have consented to.*

5. How old are people when they know their sexual orientation or gender identity?

*People often know who they are attracted to by middle or high school. They often know if they feel like a boy, a girl, both, neither or somewhere in between by elementary school. However, every person is different and some people will know at younger or older ages.*

6. Can you change your sexual orientation or gender identity?

*A person cannot control who they are attracted to, and they cannot control if they feel like a boy, a girl, both, neither or somewhere in between. Even though people can't change their feelings, they can change the term they identify with if they need or want to.*

7. What if I don't know someone's sexual orientation or gender identity? What should I call them?

*Every person has the right to name their own identities. It is polite to ask someone how they identify their sexual orientation and gender identity, and what words they would like you to use when talking to them. It is important to respectfully use the terms and pronouns people have asked others to use.*

## 5. Discuss ways to developing pride in identities

Introduce the idea that people can take steps to help them feel proud of their own identities, and to help others feel proud of their identities as well. Point out that pride in identity is not about seeing oneself as better than others, but about feeling good about oneself. Show the *Ways to Develop Pride in Our Identities (Categories) Visual*. Explain that the class is going to discuss strategies for feeling proud of our identities, whether they are related to sexual orientation, gender identity or any other aspect of identity. Invite students to come up with examples for each category. Then pass out the *Ways to Develop Pride in Our Identities Handout* and have volunteers take turns reading all the strategies out loud. (Hide Script >>)

### Script

*When people feel proud of who they are and of their identities, it can help them be happy and deal with challenges as they get older. One of the ways we learn to be proud of our identities is through our interactions with others—with our families and friends, with teachers, in a religious community, at our jobs and at school.*

*Let's think of some of the specific things that people do to help them feel proud of their own identities, or to help others be proud of who they are. We can think of sexual orientation and gender identities as well as other identities that people have. I'm going to show you a few categories and ask you if you can think of some ideas in each category.*

Refer to the *Ways to Develop Pride in our Identities (Categories) Visual*, but don't begin accepting responses or filling it in until you have read the next script. (Show Script >>)

### Script

*I want to remind us all that it is easier for someone to feel proud of their identities when they see those identities reflected around them. For example, the first category here is "Connecting with community." If many of the people you go to school with are the same race or ethnicity as you, or the same religion or sexual orientation, you are connecting with members of your community every day. If your identities are not the same as many of the people around you, you may have to work harder to connect with other members of your community.*

*Remember, too, that being proud of your identities does not mean that you think your identities are better than someone else's. The focus is on feeling proud and good about yourself. Now, let's see if we can come up with some examples in each of these categories. What are some ways people could connect with other people who share an identity with them? You can think about any identity.*

Allow students to answer. (Hide Script >>)

### Script

*You've come up with some great suggestions! Now I'm going to hand out a list of different ways for people to develop pride that we're going to take turns reading out loud.*

## 6. Analyze a scenario

Hand out the *Developing Pride Scenario Handout*. Ask for four volunteers to read one paragraph each. After the first two paragraphs, read the discussion questions to the class. Give students a moment to think on their own about their answers to the questions, then have them pair up and share their answers with each other. Debrief as a large group as time allows, or simply move on to read the final two paragraphs and repeat the process. Suggested answers are provided below to assist in the debrief. (Show Script >>)

### Script

*Now we're going to think specifically about transgender, lesbian, gay and bisexual people, and what things they could do to help them feel proud of their identities. We're going to take a look at someone who is in middle school and is struggling to feel proud of his identity. When we get to the discussion questions I will have you think, pair and share with a neighbor. Let's begin with a volunteer reader.*

### Scenario:

James is in the eighth grade. Because he has always lived as a boy and feels attracted to other boys, he currently identifies as gay male. But lately James has been thinking that he might be trans. He doesn't know any other trans or genderqueer kids, but he would like to meet some and be able to talk with them. He belongs to the GSA (Gay Straight Alliance) at his school and likes going. His dad helps him attend by picking him after meetings. He has friends at school and is close with his family but lately he has been feeling a little lonely.

## 8. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

*Individual Homework: Sexual Orientation and Gender Identity*

*Family Homework: Sexual Orientation and Gender Identity, available in English, Spanish, Russian, Chinese, Vietnamese and Arabic*

## 9. Exit ticket

Hand out the *Lesson 2 Exit Ticket*.

**Question:** What is the difference between gender identity and sexual orientation?

**Answer:** Gender identity is whether you identify as male, female, both, neither or somewhere in between; sexual orientation is based on the gender of the people you're attracted to.

It seems like he doesn't ever see anyone who is like him. All the gay people on TV are white and James is black, and he never sees a trans person on TV except on talk shows. Although everyone at school is pretty nice, he hears things that worry him. People say "that's so gay" about everything, and sometimes kids try to make a joke by pretending that they're gay, talking with a weird voice and walking funny. Teachers don't ever seem to notice. Recently he told his best friend Samuel how he was feeling. Samuel wants to help him, but isn't really sure what to do.

- *How is James feeling now? Is he feeling proud of who he is?*

James is feeling lonely, he is wondering if there are other people like him. He may also be feeling sad or maybe confused

- *What is helping James feel proud?*

He has good support from his dad, he has the GSA and friends at school.

- *What is getting in the way of James feeling proud?*

He doesn't see people like him, kids at his school seem to make fun of gay people.

Samuel asked James if it would be OK for him to talk to his family about James's situation. He thought his mom might have some good advice. James said it was OK, and he decided to talk to his dad too. James's dad told him he was proud of him, and that he was sorry to hear that he had been feeling lonely. He had heard that there was a meeting in town for parents with lesbian, gay, bisexual or transgender kids, and he told James that he would check it out to see if those parents had some ideas and to help James meet kids who might be more like him.

Samuel's mom had heard that there were some events going on for LGBT history month, including an LGBT history exhibit at the library. She suggested that James and Samuel go together to see the exhibit, and offer to volunteer. She reminded Samuel how important it was to be a good friend to James right now, to really listen to him, spend time with him, and speak up if he saw people making anti-gay comments. James and Samuel talked again, and James felt glad to have some good ideas and to have the support of friends and adults in his life.

- *Let's look again at the list of strategies. Do you see any on the list that people used in this scenario?*

- Samuel's mom suggested they attend an event to help both Samuel and James learn more about community history.
- Samuel's mom suggested they volunteer for the event. >
- Samuel's mom suggested Samuel attend the event with James so that he could show his support for James.
- Samuel's mom suggested he speak up when he sees discrimination.
- James's dad plans to attend a meeting for parents of LGBT kids, so he can connect with that community, and to help his son connect with other kids.

- *If you were James's friend, what strategy would you have used to help him?*

- *What if James didn't know any supportive adults or if his town had not had these resources? How would things have been different for him? Do you have any ideas about what he could have done in that situation?*

- Things would have been much harder for him. He would probably have continued feeling lonely and might have started to feel worse.
- He could talk with other safe adults who might be supportive, like a school counselor or a member of his extended family.
- He could read books or watch movies with characters who are more like him. If he didn't know any books or movies, could ask a librarian for help.
- He could learn more by reading information from safe websites designed for kids his age.

(Hide Script >>)

Script

*If James didn't have supportive friends, or if he had not known how to connect with community or learn more about his community's history, I am sure he would have continued to feel lonely, and might even have become depressed. I think this scenario shows us how important it is for people to feel proud of themselves, and gives us some good ideas about how people can develop their own pride and how to help friends.*

## 7. Provide resource sheet and conclude lesson

Hand out the *Sexual Orientation and Gender Identity Resources Handout*. (Show Script >>)

Script

*LGBTQ stands for lesbian, gay, bisexual, trans, queer and questioning. Here are a list of organizations that help support LGBTQ youth and their friends and family. If someone were in a situation like James, these are places that could help.*

*Good work, everyone. I'm glad we had an opportunity to discuss how to have pride in all of our identities today.*

# Sexual Orientation and Gender Identity Resources

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Handout

## **GLBT National Help Center**

1-888-843-4564

[www.glnh.org](http://www.glnh.org)

Peer support through the GLBT National Hotline and the GLBT National Youth Talkline. Provides online peer counseling, runs a moderated trans teen online talk group, and maintains a collection of resources across the U.S., searchable by zip code and by topic.

## **The Trevor Project**

1-866-488-7386

[www.thetrevorproject.org](http://www.thetrevorproject.org)

A national 24-hour, toll-free suicide prevention hot line designed to serve gay and questioning youth.

## **Youth Resource**

[www.youthresource.com](http://www.youthresource.com)

Information and support for GLBT youth. This site is also a good resource on issues relating to young women, youth of color, depression, safer sex, relationships, and many other topics.

## **Parents, Families and Friends of Lesbians and Gays (PFLAG)**

[www.pflag.org](http://www.pflag.org)

The nation's largest family and ally organization. PFLAG has chapters and members in major urban centers, small cities, and rural areas in all 50 states. The website provides educational materials and maintains a listing of PFLAG chapters, searchable by zip code.

## **Family Acceptance Project**

<http://familyproject.sfsu.edu/>

Works to prevent health and mental health risks for LGBT children and youth in the context of their families, cultures and faith communities. The website includes materials designed to assist families in supporting their LGBT children.

## **Gay-Straight Alliance Network**

<https://gsanetwork.org/sexualhealth>

Provides information about starting a Gay-Straight Alliance in middle and high schools, including educational resources and information about training. They maintain a directory of state-level GSA networks from across the U.S.

## **American Library Association Rainbow Book list**

<http://qlbtrt.ala.org/rainbowbooks/>

The Rainbow List is a bibliography of books with significant gay, lesbian, bisexual, transgender or queer/questioning content, and which are aimed at youth from birth through age 18.

Here are various other items in the Middle School FLASH curriculum:

*Middle School FLASH, 2<sup>nd</sup> edition*

## Answer Cards

For "Answers" Envelope

A person knows their sexual orientation based on who they feel attracted to. A person knows their gender identity based on if they feel like a boy, a girl, both, neither or somewhere in between.

Yes. Any person with a uterus, ovaries and a vagina can become pregnant, regardless of their gender identity or sexual orientation. They could become pregnant from having vaginal sex or by placing donated sperm in their vagina. People can also arrange to have someone else, called a surrogate, to carry a pregnancy for them. Finally, a person of any sexual orientation or gender identity can adopt children.

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Lesson 2 – Sexual Orientation and Gender Identity

*Middle School FLASH, 2<sup>nd</sup> edition*

## Answer Cards

For "Answers" Envelope

People often know who they are attracted to by middle or high school. They often know if they feel like a boy, a girl, both, neither or somewhere in between by elementary school. However, every person is different and some people will know at younger or older ages.

A person cannot control who they are attracted to and they cannot control if they feel like a boy, a girl, both, neither or somewhere in between. Even though people can't change their feelings, they can change the term they identify with if they need or want to.

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Lesson 2 – Sexual Orientation and Gender Identity



## Answer Cards

For "Answers" Envelope

Every person has the right to name their own identities. It is polite to ask someone how they identify their sexual orientation and gender identity, and what words they would like you to use when talking to them. It is important to respectfully use the words and pronouns people have asked others to use.

*Middle School FLASH, 2<sup>nd</sup> edition*

## Lesson 2: Assessment Key and Standards Alignment

### Question Answer Standards

<p>1. Which of the following are ways to show respect to a person whose gender identity or sexual orientation is different from yours? Choose all that apply.</p> <ol style="list-style-type: none"><li>1. Ask them how they identify their sexual orientation or gender identity.</li><li>2. Respectfully use the words and pronouns they ask you to use.</li></ol>	<p>A&amp;B</p>	<p>NHES: SH1.8.36 SH4.8.6</p> <p>NSES: ID.8.IC.1 PS.8.SM.1</p>
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<p>3. Take your best guess about their identity and call them what you think is the right word or pronoun.</p> <p>4. Assume everyone's sexual orientation and gender identity is the same as yours.</p>		
<p>2. Thinking about the scenario we read in class today about James and his friend Samuel, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. When James heard anti-gay comments at his school, how did it affect him?</li> <li>2. Samuel was straight and cisgender, and was good friends with James, who is gay and possibly transgender. In the scenario, what things did Samuel learn or get to do as a result of his friendship with James?</li> </ol>	<p>Any of the following answers are acceptable:</p> <ol style="list-style-type: none"> <li>1. He felt lonely, concerned, alone, different.</li> <li>2. Samuel learned about resources in his community; he learned about LGBT history; he was able to go to an event that he might not have thought to go to otherwise; he learned about how to be a good friend.</li> </ol>	<p>NHES: SH1.8.33 SH1.8.34 SH1.8.35</p> <p>NSES: PD.8.INF.1</p>
<p><b>Exit Ticket:</b> What is the difference between gender identity and sexual orientation?</p>	<p>Gender identity is whether you identify as male, female, both, neither or somewhere in between; sexual orientation is based on the gender of the people you're attracted to.</p>	<p>NSES: ID.8.CC.1</p>
<p>Individual Homework:</p> <ol style="list-style-type: none"> <li>1. Write down the name and phone number of a talk line that LGBTQ teens can call for free and confidential support, factual information and resources.</li> <li>2. Find out if there is a local resource for LGBTQ youth within 25 miles.</li> <li>3. Write down the closest PFLAG group to your community.</li> </ol>	<p>Answers will vary by community.</p>	<p>NSES: ID.8.AI.1</p>

# Gender Identity

Small Group Handout

**If a person identifies as a boy, a girl, both,  
neither or somewhere in between**

## Identity Terms

For "Definitions" Envelope

Female	Queer
Cisgender	Gay
Transgender	Gender Queer
Trans	Gender Fluid
Bisexual	Straight
Male	Lesbian

## Identity Definitions

For "Definitions" Envelope

A woman who is attracted to women

A man who is attracted to men

A person who is attracted to men and women

A man who is attracted to women, or a woman who is attracted to men

A broad term that can include gay, lesbian and bisexual people, as well as others who don't identify as straight

A person who identifies as a woman

A person who identifies as a man

When a person's gender identity doesn't match the sex (male or female) the doctor said they were when they were born

When a person's gender identity matches the sex (male or female) the doctor said they were when they were born

Usually means a person doesn't feel exactly like a boy or a girl, at least not all the time

## Common Questions Activity

Visual

1. How does someone know their sexual orientation or their gender identity?
2. Can lesbian, gay and trans people have kids?
3. If a boy acts like a girl or a girl acts like a boy, does that mean they are gay?
4. How do gay, lesbian and trans people have sex?
5. How old are people when they know their sexual orientation or gender identity?
6. Can you change your sexual orientation or gender identity?
7. What if I don't know someone's sexual orientation or gender identity? What should I call them?

# Ways to Develop Pride in Our Identities

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Handout

## Connecting with community

- Volunteer with organizations that work with specific communities.
- Attend events put on by that community.
- Join school clubs or community organizations that are for specific communities.

## Standing up for others who face discrimination based on their identities

- Speak up when you see or hear discrimination based on people's identities.
- Volunteer with organizations that fight discrimination.
- Organize projects or events within your own community that fight against discrimination.
- Support individuals who have faced discrimination by publicly showing your friendship.
- Support individuals who have faced discrimination by asking them what they need, instead of trying to solve their problems.

## Learning about community history

- Educate yourself about your community's history by reading books, watching films, and talking to older community members.
- Educate yourself about the history of other communities that you are not already learning about at school.
- Every community has parts of its history to be proud of and parts that people do not feel proud of. Decide for yourself what you can feel proud of, and what parts were not so good.

## Lesson 2: Sexual Orientation and Gender Identity

Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two categories of identity held by everyone. Students learn common terms and foundational information related to these concepts through small- and large-group activities. They discuss strategies that help people develop pride in any of their identities and practice applying these strategies to a scenario about sexual orientation and gender identity.

[Objectives & Timing](#) | [Background](#) | [Preparation](#) | [Activities](#) | [Assessment](#) | [Integration](#)

[Key Concepts](#) | [Standards](#) | [Rationale](#) | [References](#)

### Key Concepts

Everyone has a sexual orientation and a gender identity.

A person knows their sexual orientation because of who they feel attracted to, not because of who they have sex with.

A person knows their gender identity because they feel like a boy, a girl, both, neither or somewhere in between, not because of their body parts.

People of all sexual orientations and gender identities need to know how to prevent pregnancy and STDs, either for themselves or to help a friend.

### Standards

#### National Health Education Standards (SHECAT)

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

- **SH1.8.33** Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development or physical appearance.
- **SH1.8.34** Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- **SH1.8.35** Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
- **SH1.8.36** Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity,) are different from one's own.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks**

- **SH4.8.6** Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
- **SH8.8.3** Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).

#### National Sexuality Education Standards

- **PD.8.INF.1** Analyze how friends, family, media, society and culture can influence self-concept and body image.
- **PD.8.AL.1** Identify medically accurate sources of information about puberty, adolescent development and sexuality.
- **ID.8.CC.1** Differentiate between gender identity, gender expression and sexual orientation.
- **ID.8.CC.2** Explain the range of gender roles.
- **ID.8.INF.1** Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.
- **ID.8.AL.1** Access accurate information about gender identity, gender expression and sexual orientation.
- **ID.8.IC.1** Communicate respectfully with and about people of all gender identities, gender expressions and sexual



orientations.

- **ID.8.ADV.1** Develop a plan to promote dignity and respect for all people in the school community.
- **PS.8.SM.1** Describe ways to treat others with dignity and respect.
- **PS.8.ADV.1** Advocate for safe environments that encourage dignified and respectful treatment of everyone.

## Rationale

The goals of the FLASH curriculum are to decrease pregnancy, STDs and sexual violence among teens, as well as to increase family communication about sexual health. FLASH uses many evidence informed strategies to achieve these goals, including ensuring that all FLASH content is appropriate for students regardless of their sexual orientation or gender identity, and including a lesson that directly addresses the concepts of sexual orientation and gender identity. Both strategies are supported by the National Health Education Standards (SHECAT) and the National Sexuality Education Standards. Because LGBT teens are at high risk for poor sexual health outcomes, including higher rates of pregnancy,<sup>1,2</sup> STDs and HIV<sup>2,3,4</sup> and sexual violence,<sup>5</sup> sexual health curricula must be designed to meet the needs of all students.<sup>6</sup>

Middle school is a time when young people are developing their identities across many domains. This lesson uses identity development as the framework for teaching about sexual orientation and gender identity, and draws particularly from the research showing that pride in one's identity is a protective factor that supports resiliency. Protective and resiliency factors greatly assist youth in avoiding pregnancy and STDs, substance use and school dropout.<sup>7,8,9,10</sup> Middle school is an appropriate and important time to talk about sexual orientation and gender identity. On average, students realize they are same-sex attracted in early adolescence.<sup>11,6</sup> Many students will self-identify as LGBTQ around age 13.<sup>6,5</sup> By talking about LGBTQ topic prior to sexual activity onset, all youth can have greater protection against poor sexual health outcomes.<sup>6,11</sup>

Teaching about sexual orientation and gender identity not only provides a necessary protection for LGBTQ students, but can also create better understanding, respect and nondiscrimination among all students.<sup>6,11,12,13</sup> It is important as an educator to provide support to all students, as every classroom will likely have students who identify (or will later identify) as LGBTQ. By including LGBTQ topics, an example is set in the classroom of the importance of respectful communication, diversity awareness and critical thinking about social issues.

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# Sexual Orientation and Gender Identity Definitions

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Visual

## Sexual Orientation: Who a person is attracted to

Lesbian	A woman who is attracted to women
Gay	A man who is attracted to men
Bisexual	A person who is attracted to men and women
Straight	A man who is attracted to women, or a woman who is attracted to men
Queer	A broad term that can include gay, lesbian and bisexual people, as well as others who don't identify as straight

## Gender Identity: How a person identifies their gender

Female	a person who identifies as a woman
Male	a person who identifies as a man
Transgender Trans	When a person's gender identity doesn't match the sex (male or female) the doctor said they were when they were born
Cisgender	When a person's gender identity matches the sex (male or female) the doctor said they were when they were born
Gender Queer Gender Fluid	Usually means a person doesn't feel exactly like a boy or a girl, at least not all the time

## Developing Pride Scenario

### Handout

James is in the eighth grade. Because he has always lived as a boy and feels attracted to other boys, he currently identifies as a gay male. But lately James has been thinking that he might be trans. He doesn't know any other trans or genderqueer kids, but he would like to meet some and be able to talk with them. He belongs to the GSA (Gay Straight Alliance) at his school and likes going. His dad helps him attend by picking him after meetings. He has friends at school and is close with his family but lately he has been feeling a little lonely.

It seems like he doesn't ever see anyone who is like him. All the gay people on TV are white and James is black, and he never sees a trans person on TV except on talk shows. Although everyone at school is pretty nice, he hears things that worry him. People say "that's so gay" about everything, and sometimes kids try to make a joke by pretending that they're gay, talking with a weird voice and walking funny. Teachers don't ever seem to notice. Recently he told his best friend Samuel how he was feeling. Samuel wants to help him, but isn't really sure what to do.

- *How is James feeling now? Is he feeling proud of who he is?*
- *What is helping James feel proud?*
- *What is getting in the way of James feeling proud?*

Samuel asked James if it would be OK for him to talk to his family about James's situation. He thought his mom might have some good advice. James said it was OK, and he decided to talk to his dad too. James's dad told him he was proud of him, and that he was sorry to hear that he had been feeling lonely. He had heard that there was a meeting in town for parents with lesbian, gay, bisexual or transgender kids, and he told James that he would check it out to see if those parents had some ideas and to help James meet kids who might be more like him.

Samuel's mom had heard that there were some events going on for LGBT history month, including an LGBT history exhibit at the library. She suggested that James and Samuel go together to see the exhibit, and offer to volunteer. She reminded Samuel how important it was to be a good friend to James right now, to really listen to him, spend time with him, and speak up if he saw people making anti-gay comments. James and Samuel talked again, and James felt glad to have some good ideas and to have the support of friends and adults in his life.

- *Do you see any strategies on the list that people used in this scenario?*
- *If you were James's friend, what strategy would you have used to help him?*
- *What if James didn't know any supportive adults or if his town had not had these resources? How would things have been different for him? Do you have any ideas about what he could have done in that situation?*

## Lesson 2: Sexual Orientation and Gender Identity

Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two categories of identity held by everyone. Students learn common terms and foundational information related to these concepts through small- and large-group activities. They discuss strategies that help people develop pride in any of their identities and practice applying these strategies to a scenario about sexual orientation and gender identity.

Objectives & Timing   Background   Preparation   Activities   Assessment   **Integration**

### Integrated Learning Activities

#### STUDENT GOVERNMENT: Respect for All

Develop a plan to promote dignity and respect for all people in the school community. Include steps that can be taken to promote the dignity and respect of LGBTQ students, families and school staff. Use information from the Tolerance.org website listed below when creating your plan. Be sure to include items that you can do as a student. If there is a school policy you believe needs to be changed, explain what steps you would take to advocate for its change.  
<http://www.tolerance.org/lgbt-best-practices>

#### HISTORY: Famous LGBT People in History Poster

Use the website provided below or work with a librarian to find a list of famous LGBTQ people from history. Make a poster about one of those people, using the template provided below as a guide. Make sure to include the following information in your poster: a picture of the person, a few sentences summarizing who they are and why they are important, three significant events from their life, one important fact you learned about them, and at least two resources (such as books or websites) for learning more about them.  
To learn more about famous LGBT people in history: <http://gsaday.org/featured/lgbt-straight-allied-history/>  
History poster template: <http://printables.scholastic.com/shop/prcontent/Biography-Report-Fill-in-Poster/9780439323239-001>

#### LANGUAGE ARTS: Book Report

Choose a book featuring an LGBTQ character from the website provided below and write a report. Provide a one paragraph summary of the plot, one or two paragraphs describing the main character and main supporting character(s), and include at least one paragraph explaining how the main character's sexual orientation or gender identity influenced the story.  
Young Adult Library Services Association: Guide to YA Novels with LGBTQ Characters:  
<http://www.yalsa.ala.org/thehub/2013/08/06/a-guide-to-ya-novels-with-lgbtq-characters/>

# HIGH SCHOOL CURRICULUM

## High School FLASH



Grades 9-12

3<sup>rd</sup> Edition

### Authors

Andrea Gerber, Lead Author

Kari Kesler, Lead Author

Mo Lewis

Rebecca Milliman

Becky Reitzes

**Public Health**  
Seattle & King County 

Here are some items from an introductory document for teachers:

# Goals & Philosophy of FLASH

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The FLASH curriculum is designed to prevent teen pregnancy, STDs and sexual violence, increase family communication, and improve young people's knowledge about sexual and reproductive health. FLASH is a comprehensive curriculum, emphasizing abstinence, condoms and birth control to prevent pregnancy and STDs. FLASH lessons prepare students to:

- Successfully navigate puberty
- Abstain from sex
- Use condoms and birth control when they do have sex
- Confirm consent before engaging in sexual activity
- Report sexual abuse
- Communicate with their family about sexual health
- Make decisions that minimize risk to their sexual health
- Seek medical care in order to take care of their reproductive health

# Recommended Policy, Procedure & Practice

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## **TEACH ACCURATE INFORMATION**

Sexual health education instruction should be medically and scientifically accurate. Sources of reliable information include government agencies (e.g., the U.S. Centers for Disease Control and Prevention, your state or local health department), major universities, and the peer-reviewed journals and websites of major national professional associations. Materials should be reviewed for accuracy on a regular basis as science continually evolves.

## **TEACH AGE APPROPRIATE CONTENT**

Sexual health education instruction should be age appropriate and should anticipate students' growth and development. Content and skills should be taught before students will need them in their own lives, when possible. There is no risk that introducing material before students are sexually active will hasten their sexual debut. The American Academy of Pediatrics reports that "There is no evidence that increased sexual knowledge ... affects the likelihood of adolescents having sexual intercourse at a younger age."<sup>1</sup>

## **TEACH IN WAYS THAT INCLUDE EVERY CHILD**

In sexual health education it's crucial to validate and affirm every student with conscious regard for the probable diversity in the room including aspects of diversity that may not be readily apparent. Students will be much more able to personalize health information and acquire new skills if they feel seen and respected for their genders and gender identities, races and ethnicities, abilities and disabilities, sexual orientations, and varying body types.

## **TEACH IN THE USUAL CO-ED SETTING**

Teaching sexual health education in co-ed classrooms has many advantages. It ensures that all students are receiving the same information, in the same way, thus decreasing any sense of secrecy associated with these topics. The experience of respectful discussion in a co-ed classroom cuts down on disrespectful communication between genders when students have less supervision, such as in hallways, recess, cafeteria, and outside of school etc. It prepares all students to communicate about sexual health related topics with a future partner, regardless of their gender. It supports sexual violence prevention by not creating false distinctions between men and women. And finally, it does not place an undue burden on gender variant and transgender children to choose a classroom to affiliate themselves with.

## **PREVIEW VISUAL AIDS**

It's important to preview any YouTube or other films before showing them in class, including those recommended within this curriculum. Previewing is important regardless of a film's subject matter, both to ensure teachers are familiar with the content and to address any technological difficulties.

# Getting Prepared

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## TRAINING

The FLASH curriculum is written to be as user-friendly as possible. Nevertheless, teachers find training extremely useful. Professional FLASH training enables participants to practice and refine skills under the guidance of professional sexual health educators, increasing their skill and confidence delivering the curriculum.

To set up a FLASH curriculum training for your district or university or to find out please send your inquiry to [FLASHTrain@etr.org](mailto:FLASHTrain@etr.org).

Professional conferences and institutes provide additional training in comprehensive sexual health education:

- Institutes for Community/Sexual Health Educators (ICHEs), sponsored by the Center for Health Training in WA, TX and CA; Health Care Education and Training in the Midwest; and Answer (the program that offers the [sexetc.org](http://sexetc.org) website) in the Northeast. <http://www.cardeaservices.org/projects/iche.html>
- Adolescent Sexuality Conference in Seaside, OR, sponsored by a consortium of agencies and coordinated by Oregon Department of Human Services. <http://oregon-asc.org/>
- Annual Sex Ed Conference in Somerset, NJ, sponsored by the Center for Family Life Education. <http://sexedconference.com/about-cfle/>

The following organizations offer excellent professional development for teachers regarding sexual health education, including face-to-face and online:

- ETR, [www.etr.org](http://www.etr.org)
- Answer, [answer.rutgers.edu/page/training](http://answer.rutgers.edu/page/training)
- Planned Parenthood, [www.plannedparenthood.org](http://www.plannedparenthood.org)

## SEXUAL HEALTH EDUCATION LAWS

It is important to follow all policy governing sexual health education, including state laws, State Department of Education guidelines, and local School Board policy. Be aware that current practices are sometimes based on “the way things are done” rather than policy or law, and may require further discussion among staff and administration. For more information about relevant laws, see Appendix 2.

## **SEXUAL ORIENTATION & GENDER IDENTITY**

There is no reason to believe that a student needs a mental health referral simply because they are lesbian, gay, bisexual or transgender (LGBT). Being LGBT is not a pathology and does not require treatment. However, if a student is struggling with sexual orientation or gender identity,

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### ***High School FLASH, 3<sup>rd</sup> edition***

or if an LGBT student needs mental health counseling about a different issue, it is important that they receive a referral to a professional who is qualified to work with them.

The American Psychological Association “advises that parents, guardians, young people and their families avoid sexual orientation treatments that portray homosexuality as a mental illness or developmental disorder and instead seek psychotherapy, social support and educational services that provide accurate information on sexual orientation and sexuality, increase family and school support and reduce rejection of sexual minority youth.”<sup>2</sup> For solid advice from the American Academy of Pediatrics, the American School Counselor Association, the National Association of School Psychologists, and ten other professional associations, see *Just the Facts about Sexual Orientation and Youth: A Primer for Principals, Educators and School Personnel*. Go to: [www.apa.org/pi/lgbt/resources/just-the-facts.pdf](http://www.apa.org/pi/lgbt/resources/just-the-facts.pdf). To find a reputable provider in your area check with a local LGBT agency, PFLAG chapter, or university mental health clinic.

## **LESSONS ABOUT PREGNANCY:**

At the time of the FOIA high school materials pushed Gender Identity, but reproductive anatomy/pregnancy units did not erase the language and ideas of female and male bodies, men and women determined by actual anatomy, women as the sole bearers of children. In snippets copied below you can find Gender Identity language (like “a person gets pregnant”) but also remnants of scientific accuracy (a diagram of female anatomy labeled as female, the words “she” and “her” used to describe a pregnant friend, etc.)



# Two Truths and a Lie

---

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

Period: \_\_\_\_\_

**Directions:** Each topic below has two correct statements and one false statement. With your team, circle the statements you think are false.

## A. Pregnancy symptoms

1. Periods stop as soon as a person gets pregnant.
2. Common pregnancy symptoms include breast tenderness, nausea and feeling tired.
3. Having to urinate more often than usual is common during pregnancy.

### Visual 2: The First Week

- Egg cell and sperm cell can join in a few different ways: through vaginal intercourse, donation of sperm to a woman, or the help of medical technology.
- When a man ejaculates during vaginal intercourse, a teaspoon of semen goes in the woman's vagina. The semen contains about 300 million sperm. Thousands enter the uterus, with help from the fluid in the woman's cervix, and travel toward the Fallopian tubes. It takes 2 days for sperm to begin reaching a Fallopian tube.
- If the woman recently ovulated and an egg cell is present, only one sperm cell may enter the egg. Fertilization is complete when the egg cell and sperm cell have joined.

## Individual Homework: Pregnancy

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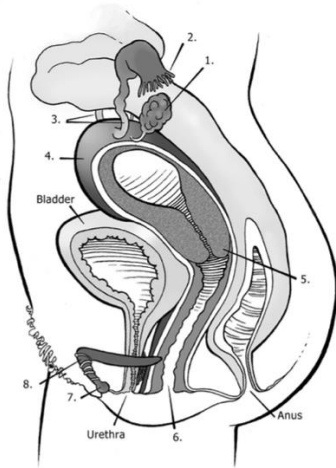
Name: \_\_\_\_\_

Period: \_\_\_\_\_

**Directions:** Imagine that a friend has just come to you and thinks she might be pregnant. What would you say to her? Think about things you learned in today's class about pregnancy and resources.

Write her an e-mail, text or note as a supportive friend. Include information about a reliable clinic she could go to for a pregnancy test, and whether or not the law says she can go on her own. Use this page or attach it to this page.

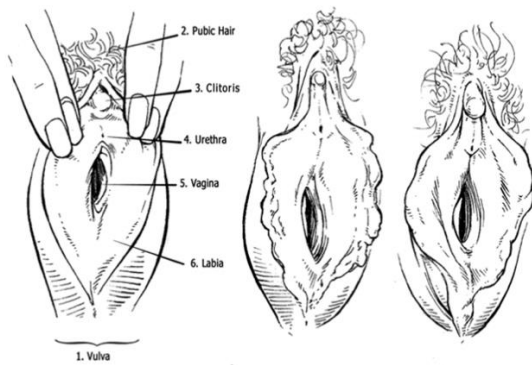
# Female (Internal)



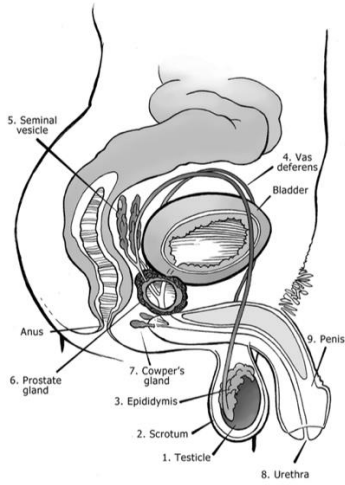
- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

# Reproductive System Answer Key 2 Female (External)

## Female Genital Variation



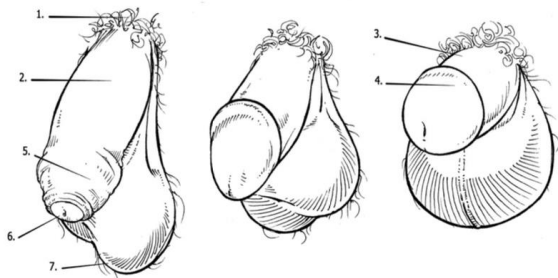
Reproductive System Answer Key 3  
**Male (Internal)**



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Lesson 2

Reproductive System Visual 1  
**Male (External)**

**Male Genital Variation**



- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ |          |

# Lesson 4: Sexual Orientation and Gender Identity

Students differentiate between biological sex, sexual orientation, sexual behavior and gender identity by matching definition strips to term on papers hung around the room. Next, they view a short video that illustrates the ways society places expectations on people to be heterosexual. The teacher leads a class discussion to follow up, covering the ways that these expectations and pressures can be harmful to a people. Finally, students analyze a fictional advice column and apply the content they have covered in class by analyzing the response and offering their own advice.

Objectives & Timing   Background   Preparation   **Activities**   Integration

## Activities

### 1. Warm-up

Display warm-up as bell work. Do not ask students to share their responses to the bell work and do not discuss it as a class. The purpose of the warm-up is to set a favorable tone for the rest of the lesson. It is not intended to be used as a debate.

**Question:** Polls show that young people today are more accepting of lesbian, gay, bisexual and transgender people than ever before. Why do you think that is?

### 2. Introduce lesson and review importance of ground rules

(Hide Script >>)

#### Script

*Today we'll be talking about sexual orientation and gender identity, that is, what it means to be gay, lesbian, bisexual, or straight and what it means to be transgender. From now on, I'll use the acronym LGBT to stand for "lesbian, gay, bisexual and transgender." We'll begin with understanding those words and a few other terms.*

*Like the other issues we'll address in this unit, this one has personal meaning to many members of this class. In any school, there probably are gay, lesbian, bisexual or transgender students. There are also students who have close family members or friends who are LGBT. It's going to be important that we remember our ground rules and be respectful today.*

### 3. Conduct definitions activity

Point out the signs around the room:

- Biological Sex
- Gender Identity
- Sexual Orientation
- Sexual Behavior

Pass out the *Definition Strips* and ask students to work in pairs to tape them on the sign with the term they belong with. Debrief each term one at a time, providing a holistic definition (see Script) and answering any questions that arise.

(Note: If you need to review more background information about LGBT terminology for yourself, visit the Human Rights Campaign website at <http://www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions>).

After students have placed their definition strips, bring the posters to the front of the room. Debrief the terms one at a time, in the order provided below, beginning with *biological sex*. Move any definition strips that are incorrectly placed to the correct poster as you debrief each term, and only read the definitions that belong with the term you are currently debriefing. Review the definitions strips for each term in the order provided in the script—the first definition is an overarching definition, and the following definition strips provide additional details. After explaining the terms, ask students to volunteer a definition for biological sex, gender identity and sexual orientation, to check for understanding and reinforce learning.

#### Biological Sex

- When a baby is born, the doctor says the baby is male or female. This is the baby's *biological sex*.
- *Biological sex* is based on chromosomes, either XX (female) or XY (male).
- *Biological sex* is based on genitals, such as whether someone has a vulva and clitoris or a penis and scrotum.

#### Gender Identity

- *Gender identity* is a deep feeling people have about whether they are a guy, a girl, both or neither.
- People usually know their *gender identity* when they are very little, before they start kindergarten.

- People's *gender identity* is sometimes the same as their biological sex, and sometimes different.
- A person's *gender identity* is cisgender if it matches the person's biological sex.
- A person's *gender identity* is transgender if it does not match the person's biological sex.

#### Sexual Orientation

- *Sexual orientation* is determined by whether a person is attracted to the same gender, another gender, or all genders.
- Some examples of *sexual orientation* are gay, lesbian, bisexual, straight, queer, etc.
- *Sexual orientation* is based on whom people are romantically attracted to, not necessarily whom they have sex with or make out with.

#### Sexual Behavior

- *Sexual behavior* describes what someone does sexually—oral, anal or vaginal sex, making out, etc.
- Sometimes *sexual behavior* matches a person's sexual orientation, and sometimes it does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

### 4. Show video

Show the video "LGBTQ Discrimination" (<http://sexetc.org/videos/lgbtq-discrimination/>)

(Show Script >>)

#### Script

*We are going to watch a short video and then answer some questions about it. Watch closely so you can provide examples from the video when we are discussing it.*

Have students work in groups of 2 or 3 to answer the following questions. Project the *Discussion Questions* visual for students to refer to as they work in their groups. Assign the first 2 questions to one half of the class and the remaining 2 questions to the other half of the class.

Allow 3–5 minutes for students to discuss the questions in their groups before debriefing as a large group.

- In his dream, how does the main character know he's in a world where being straight is the minority?
- The main character was bullied and teased for being straight. How could that negatively impact him?
- In our society, how are people given the message that being straight is the "right" or "normal" way to be?
- How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

Then lead a class discussion about the ways society places expectations on people to be heterosexual and gender conforming.

(Hide Script >>)

#### Script

*In his dream, how does the main character know he's in a world where being straight is the minority?*

- *Sees same sex couples holding hands.*
- *People tease him about the photo on his phone.*
- *Friends ask him to explain his sexual orientation.*
- *Friends think he should try a different sexual orientation.*

*The main character was bullied and teased for being straight. How could that negatively impact him?*

- *Could make him feel like an outsider.*
- *Could make him feel pressured to change or hide who he is.*
- *Could make him feel bad about himself or ashamed.*
- *Could make him feel afraid to come to school.*
- *Could make him depressed or even suicidal.*

*In our society, how are people given the message that being straight is the "right" or "normal" way to be?*

- *Gay marriage still illegal or controversial in many places.*
- *Media shows mostly heterosexual people.*
- *Young people are asked by parents and others if they have a boyfriend or girlfriend (presumed heterosexuality).*
- *Have to "come out" if you are gay, lesbian or bisexual, but not if you are straight.*
- *Threats, violence or discrimination directed towards LGBT people.*

The video included above is totally about discrimination against LGB people, and what would the world be like if heterosexuals were in the minority. The discussion that follows tosses Gender Identity in with homosexuality as if there weren't huge differences in the situations kids encounter.

[Home](#) / [FLASH Curriculum](#) / [Browse Lessons](#) / [High School](#) / [Lesson 4: Sexual Orientation and Gender Identity](#)

## Lesson 4: Sexual Orientation and Gender Identity

Students differentiate between biological sex, sexual orientation, sexual behavior and gender identity by matching definition strips to term on papers hung around the room. Next, they view a short video that illustrates the ways society places expectations on people to be heterosexual. The teacher leads a class discussion to follow up, covering the ways that these expectations and pressures can be harmful to all people. Finally, students analyze a fictional advice column and apply the content they have covered in class by analyzing the response and offering their own advice.

[Objectives & Timing](#)

[Background](#)

[Preparation](#)

[Activities](#)

[Integration](#)

### Integrated Learning Activities

#### FAMILY & CONSUMER SCIENCE or SOCIAL STUDIES: Dealing with Difference

Use the 35-minute film and curriculum **Dealing with Difference: Opening Dialogue about Lesbian, Gay & Straight Issues**. This video and print curriculum package is designed to foster healthy dialogue among students about LGBT issues while informing everyone of the serious effects anti-LGBT harassment and bullying can have on all students. The package costs \$139.95 as of February 2015.

<http://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues>

#### PHYSICAL EDUCATION: It Takes a Team!

Use the 15-minute film and curriculum **It Takes a Team! Educational Campaign for LGBT Issues in Sports**. This kit includes posters, safe zone stickers, DVD and teachers' manual: <http://www.womenssportsfoundation.org/home/athletes/for-athletes/know-your-rights/coach-an-athletic-director-resources/about-itat>.

#### SOCIAL STUDIES or HISTORY: Social Justice Topics

Teach one of the free lesson plans on a variety of social justice topics, including LGBT issues now and in recent U.S. history, created by Project Look Sharp of the School of Humanities and Sciences at Ithaca College, a media literacy initiative. The "Gay Liberation" unit contains 3 units complete with PowerPoint slides, student worksheets and teacher guides: <http://www.projectlooksharp.org/?action=justice>.

#### MUSIC: Beyond Beats

Address manhood, hypermasculinity, misogyny and homophobia in hip-hop culture and the culture at large with the 60-minute film **Hip-Hop: Beyond Beats and Rhymes**. Note: This film contains substantial profanity and images of scantily clad women, and as such may not be appropriate in all classrooms. A 4:40 preview is available online. The full film is available digitally for \$50 for 1 week's unlimited use or \$150. DVD: <http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=226>

Educator's Guide:

[http://archive.itvs.org/outreach/classroom/hiphop/itvs\\_classroom-hiphop.pdf](http://archive.itvs.org/outreach/classroom/hiphop/itvs_classroom-hiphop.pdf)

Here are some more snippets from the High School Gender Identity units.

*How can these messages harm or limit people (including straight, gay, lesbian, bisexual, transgender and cisgender people)?*

- *Straight people might feel like they have to stay away from LGBT people so they don't get labeled as gay.*
- *Makes it hard for people to be themselves.*
- *Harder for people to pursue their interests, especially if the interest is stereotypically associated with the other gender (for example, a boy who likes to sing, a girl who wants to be a truck driver).*
- *Makes people feel ashamed of who they are, especially if they are LGBT.*
- *Harder for people to wear the clothes they like or listen to music they like, especially if others think it is not the right choice for their gender.*

## 5. Conduct advice column activity

Distribute the *Advice Column Handout* and have two volunteers read the entry from "Lonely" and the response from the advice columnist. After they've read the answer, ask the class if they think the advice given was good. Then, have students work in groups of 2 or 3 to answer the advice column questions to give better advice. When discussing Lonely, be careful to say "Lonely" or "they." It's important that you not assign a gender to Lonely, even if the students do. Sample responses are provided in the Script.

(Show Script >>)

Script

*This wasn't very good advice! Let's take a few minutes to answer these questions and see if we can do better.*

*Do we know Lonely's gender identity or sexual orientation? Does the advice columnist make some assumptions about Lonely's gender identity and sexual orientation?*

- *No, we don't know. The columnist assumes Lonely is a straight girl, but we don't know. Lonely could be a cisgender guy or girl, or a transgender person of any gender. Lonely could also be gay, lesbian, bisexual or straight.*

*How does the advice columnist send the message that being straight is the preferred way to be?*

- *The advice columnist assumes Lonely is a straight girl, and assumes that Lonely will be dating boys. For example, when the advice columnist says, "There are lots of boys who are interested in girls who like reading and the outdoors" it makes it seem like being straight is the only way to be.*
- *The advice columnist doesn't say anything to let Lonely know that it is OK to date someone other than boys.*

*How does the advice columnist send the message that Lonely should act more feminine?*

- *The advice columnist tells Lonely not to "lose touch with her feminine side."*
- *The advice columnist says that Lonely should find a way to like doing hair and makeup and talking about boys.*

*What is one piece of advice you would give Lonely? Be careful not to make any assumptions about Lonely's gender identity or sexual orientation, and not to pressure Lonely to conform to gender expectations or a specific sexual orientation.*

- *Be true to yourself!*
- *It's OK to find friends that have similar interests. You shouldn't feel pressured to do the things your friends are doing if you don't want to.*
- *When your friends say no one will want to date you, they are being mean.*
- *If you decide you want to go on dates, it's important to be who you are, and not pretend to like things you don't. It is hard to find people you really like if you are pretending.*
- *If you decide you want to go on dates with guys or with girls, it's best if you have things in common with them too.*
- *Sometimes people think there are certain ways guys are supposed to act and girls are supposed to act. That's not really true.*

## 6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

*Individual Homework: Advice Column*

*Family Homework: Talking About Sexual Orientation & Gender Identity*

*Note: The family homework is also available in Spanish, Russian, Chinese, Vietnamese and Arabic under Resources for Families.*

## 7. Exit ticket

Hand out the *Lesson 4 Exit Ticket*.

**Prompt:** Write 1–2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.

**Possible answers:**

- Could make them feel like an outsider.
- Could make them feel pressured to change or hide who they are.
- Could make them feel bad or ashamed about themselves.
- Could make them feel afraid to come to school.
- Could make them depressed or even suicidal.
- Because it is disrespectful and rude.



# Lesson 4: Sexual Orientation and Gender Identity

Students differentiate between biological sex, sexual orientation, sexual behavior and gender identity by matching definition strips to term on papers hung around the room. Next, they view a short video that illustrates the ways society places expectations on people to be heterosexual. The teacher leads a class discussion to follow up, covering the ways that these expectations and pressures can be harmful to all people. Finally, students analyze a fictional advice column and apply the content they have covered in class by analyzing the response and offering their own advice.

Objectives & Timing   Background   Preparation   Activities   Integration

Key Concepts | Standards | Rationale

## Key Concepts

**People know that they are gay, lesbian, bisexual, or straight because of how they feel, not because of who they have sex with.**

- People do not need to have sex with someone to know what their sexual orientation is.
- Having sex with someone of another gender does not necessarily mean someone is straight, nor does having sex with someone of the same gender necessarily mean that someone is gay.

**Gender expression doesn't determine sexual orientation.**

- Sometimes it is hard to tell if someone is a girl or a boy by looking. That doesn't mean that person is gay.

**Gay, lesbian, bisexual and straight teens need to learn about birth control and STD prevention.**

- At some point in most people's lives they need to know about how to prevent pregnancy and STDs, for themselves or for a friend.

**Science doesn't know why people develop their specific sexual orientation or gender identity.**

- Most scientific organizations think that sexual orientation and gender identity are already formed at birth.
- People with all sexual orientations and gender identities have existed throughout history.

## Standards

### National Health Education Standards

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- **SH1.12.39** Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
- **SH1.12.40** Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- **SH1.12.41** Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
- **SH1.12.42** Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- **SH4.12.6** Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

### National Sexuality Education Standards

- **ID.12.CC.1** Differentiate between biological sex, sexual orientation, and gender identity and expression.
- **ID.12.CC.2** Distinguish between sexual orientation, sexual behavior and sexual identity.
- **ID.12.INF.1** Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.

### Washington State Health Education Standards:

- **Essential Academic Learning Requirement (EALR) 3:** The student analyzes and evaluates the impact of real-life influences on health.
- **Component 3.1:** Understands how family, culture and environmental factors affect personal health.
- **Grade Level Expectation (GLE) 3.1.1:** Analyzes how family and cultural diversity enriches and affects personal health behaviors.

## Rationale

This lesson is designed to help students understand that everyone has a sexual orientation and a gender identity, and to develop language to talk respectfully and competently about these aspects of sexuality. It is further designed to help students recognize that the stigma and discrimination often directed toward lesbian, gay, bisexual and transgender (LGBT) people are harmful and limiting to everyone. This content is foundational for a comprehensive sexual health curriculum and aligns with National Health Education Standards and National Sexuality Education Standards.

FLASH is inclusive of LGBT individuals throughout the curriculum. LGBT youth experience worse sexual health outcomes than their heterosexual peers, including higher rates of pregnancy, STDs and sexual violence. Evidence suggests that an LGBT-inclusive curriculum may help alleviate some of these outcomes.

Every classroom has LGBT students and/or students who have LGBT loved ones. While a diversity of opinion still exists about the rightness or wrongness of same-sex relationships, these students must be supported and treated respectfully. The two biggest protective factors that help ensure LGBT students' success are the home and the school environment.

For more information on creating a welcoming and supportive school environment, see Teaching Tolerance's "Best Practices: Creating an LGBT-inclusive School Climate" at: <http://www.tolerance.org/lgbt-best-practices>.

For more information about creating a welcoming and supportive home environment, see the Family Acceptance Project's "Family Education Information" at: <http://familyproject.sfsu.edu/publications>

## **Definition Strips**

When a baby is born, the doctor says the baby is male or female. This is the baby's \_\_\_\_\_.

\_\_\_\_\_ is based on chromosomes, either XX (female) or XY (male).

\_\_\_\_\_ is based on genitals, such as whether someone has a vulva and clitoris or a penis and scrotum.

\_\_\_\_\_ is a deep feeling people have about whether they are a guy, a girl, both or neither.

People usually know their \_\_\_\_\_ when they are very little, before they start kindergarten.

People's \_\_\_\_\_ is sometimes the same as their biological sex, and sometimes different.

A person's \_\_\_\_\_ is cisgender if it matches the person's biological sex.

A person's \_\_\_\_\_ is transgender if it does not match the person's biological sex.

\_\_\_\_\_ is determined by whether a person is attracted to the same gender, a different gender, or all genders.

Some examples of \_\_\_\_\_ are gay, lesbian, bisexual, straight, queer, etc.

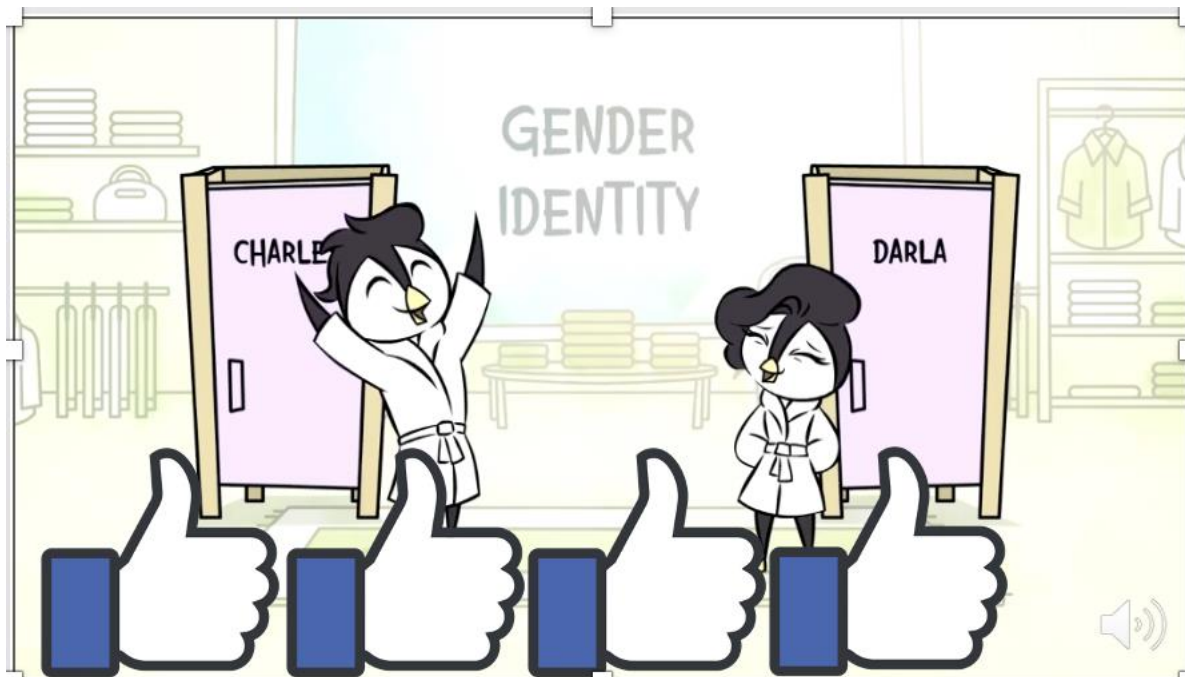
\_\_\_\_\_ is based on whom people are romantically attracted to, not necessarily whom they have sex with or make out with.

\_\_\_\_\_ describes what someone does sexually – oral, anal or vaginal sex, making out, etc.

Sometimes \_\_\_\_\_ matches a person's sexual orientation, and sometimes does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

## VIDEOS SHOWN TO STUDENTS

Seattle teachers use on-line videos produced by [amaze.org](http://amaze.org) as part of gender identity education. These reiterate the basic tenets of gender ideology, and they encourage children to spend time figuring out gender identities and fixating on gender expression, especially via clothing choice. Take the [video \*Expressing Myself My Way\*](#), for example. One by one, cartoon characters go into dressing rooms as catchy music plays. Each comes out, expressing their gender through their clothing choices. After each child in this video makes their gender expression decision, selfies are taken on cell phones and posted on-line. And the Likes pour in. (Screen shot below.)



The [amaze.org video \*My Friend is Transgender\*](#), shown to middle schoolers, features a guy named Jim [Jim's Introduction to Gender Identity."]. Jim brags about having a  hot girlfriend, Cassie, and mentions that Cassie sees the world in ways he doesn't understand. When Cassie reveals that she's  buying girls' clothes for their mutual friend Glen, secretly Glenda, Jim is shocked. He angrily declares that if you have a penis you are a guy but doesn't articulate the science behind that statement. He also  declares that he's not going to be Glen's friend anymore. In fact, he's never going to talk to Glen again. Ultimately when Glen  seeks him out, Jim relents, acknowledging that there's  much he doesn't understand about these issues.

While Jim is presented as an ignorant bigoted oaf who shoots from the hip and threatens to be mean to Glen, Cassie is pictured as thoughtful, informed and compassionate. She patiently tells Jim all about gender identity, laying out its tenets articulately. Jim has no come-back because he has not done his homework and is unable to challenge gender identity from a science-based, compassionate place.

Unflattering caricatures like Jim are the only view schools give children of people who question gender identity ideology



## **ADDITIONAL MATERIALS SENT TO FAMILIES AND TEACHERS**

Principals and others regularly send out emails to teachers and families inundating them with even more Gender Identity Ideology promotion materials.

Here is one email sent to families of an elementary school in February of 2021 (the fonts and colors were in the original.)

From: **Jones, Sarah A** <[sajones1@seattleschools.org](mailto:sajones1@seattleschools.org)>

Date: Wed, Nov 18, 2020 at 12:56 PM

Subject: Parent resources/message for Transgender Day of Remembrance

To: Jones, Sarah A <[sajones1@seattleschools.org](mailto:sajones1@seattleschools.org)>

**Dear Families - This is information from the Parent Racial Equity Task Force. ~ Sarah**

Dear Families – This message includes

1. information about the next BLM Year of Purpose lesson,
2. resources for you, and
3. definitions to be used in class.

This Friday's BLM Year of Purpose lesson is [Transgender Day of Remembrance](#), centering the value Trans Affirming. In school, each teacher is planning their own lesson (see information below the signature line). But no matter what your kid's teacher presents, you can continue the conversation, grow your knowledge, and bridge some information with the kids.

### **Review the Basics:**

- [Guide to being an ally to transgender and nonbinary Youth](#): A short guide covering a lot of good stuff, including names and pronouns, labels, microaggressions, and making mistakes and saying sorry.
- [Samy Nour Younes shares the remarkable, centuries-old history of the trans community. TED.com](#) (7 minutes)
- [Why violence against transgender Americans is a crisis that's under reported](#), PBS NewsHour, May 2019 (6 minutes)

### **Encourage Conversation with Kids:**

- Enjoy a read-aloud together, like Stonewall Award Winner [When Aidan Became a Brother](#).
- Seattle Public Library has book lists ready for all ages, [chapter books and graphic novels](#), and [picture books](#). Look for them there and at the JSIS library!
- An infographic for all ages: [The Gender Unicorn](#)! Available in many languages, including Japanese and Spanish.

### **You're Ready!**

- The BLM Year of Purpose website has [a great list of featured resources for this day](#). Explore it! And...
- [Trans kids have rights at school](#).

[Attacks on the transgender community are attacks on racial justice](#). Talking about gender expression and acceptance with kids is critically important to racial justice work. Let your

children know that, just like them, **everyone has the right to be loved for who they truly are inside.**

Sincerely,

*Parent Education Workgroup, JSIS Parent Race and Equity Task Force*

Thank you to parents Patricia Atwater, Tara Hofmann, Teresa Kessenich-Chase, Chloe Phalan, Christine Sanders, and Amber Tejada, and to Ms. Ahmed and the staff Race Equity Team.

.....

***Definition's we will use as a school:***

*When you are born, babies can't tell people what their gender is, so doctors and family members look at the baby's body to determine their gender. What a baby's body looks like can be a clue to their gender – but not always! Sometimes, the adults guess correctly just by looking. These people are usually called cisgender.*

*Sometimes, that gender label doesn't match up with how they feel inside. When someone's gender doesn't match to what a doctor decided based on their body, they are transgender.*

*Only that person can tell what gender they are – it's a feeling they know deep down within themselves. Whether you are transgender or cisgender (or neither/non-binary, or a mix of more than one gender), you alone can tell what your gender identity is.*

.....

...

And here is another email sent to families by the same school:

From: **Jones, Sarah A** <[sajones1@seattleschools.org](mailto:sajones1@seattleschools.org)>

Date: Tue, Feb 2, 2021 at 11:25 AM

Subject: Fw: Queer-affirming - parent ed email

To: Jones, Sarah A <[sajones1@seattleschools.org](mailto:sajones1@seattleschools.org)>

>From the Parent Racial Equity Task Force:

**What is BLM Year of Purpose?**

As a part of the [Black Lives Matter Year of Purpose](#), the JSIS community is observing 12 guiding principles this school year. For each principle, teachers introduce social justice concepts that center Black people and highlight the ways that identities can intersect. This month, we focus on what “queer-affirming” means.



## Why is queer-affirming an important concept for all kids and families?

Think about the lives portrayed in the last few hours of TV or film you and your child watched. How many queer characters were there? How many LGBTQ+ people of color?

Everywhere you look - in books, magazines, ads, TV and film - heterosexuality is the “default.” Queer people are steeped in this straight normativity from a young age. For many LGBTQ folks, especially people of color, this leads to a growing sense that something is wrong with them because they are different from those they see represented.

The purpose of these activities is to engage your child(ren) and family in learning about queer identities and experiences to give your student an opportunity to see queerness as a normal part of human identity.

A PDF version of this email is attached.

## **ACTIVITIES FOR FAMILIES**

### **If you have time for just one thing: Bayard Rustin (15-20 minutes total)**

If you and your family have time for one activity, this is our suggestion. You can do it over dinner, at bedtime or over the weekend. Additional options follow if time permits.

Step 1: Read [this excerpt](#) aloud with your family and/or [watch this 4-minute video](#)

Step 2: Discuss these questions:

- Almost everyone knows about Dr. Martin Luther King, Jr., while fewer people are aware of Bayard Rustin. Why do you think that MLK is well known, but Bayard Rustin isn't?
- Why are people pressured to hide parts of their identity? What effect does this have on the people and society?

### **Have more time? Two more short activities for families**

#### **Defining queerness (15 minute discussion)**

Discuss these questions:

- What does LGBTQ+ stand for? Why does the acronym exist?
- What does *queer* mean? How does it overlap with LGBT and how is it different? (see below)

#### **What does “queer” mean?**

Until recently, only relationships between men and women were accepted in the United States. LGBTQ people were seen as sick, bad or even dangerous.

Until about 100 years ago, queer had only one meaning: “weird” or “odd.” Then, in the late 1800s, people started using the word as an insult.

About 40 years ago, LGBTQ people started using the word *queer* to describe their identities with the idea that being different is actually a good thing. Most LGBTQ people view *queer* as an “umbrella” term that includes lots of identities. *Queer* also implies a sense of connection between people - *community* - because it links so many different identities.

#### **Be Amazing and the origin of Pride (20-30 minutes)**

Step 1: Read [Be Amazing aloud](#)

Step 2: Watch [this 1-minute video](#) about Marsha P. Johnson

Step 3: Draw or paint a picture of a pride parade featuring some of the people in *Be Amazing* - young people like Desmond in drag, Marsha P. Johnson, RuPaul and Silvia Rivera. What kinds of emotions do you think people participating in pride are feeling and why?

#### Additional resources

- [Seattle Public Library - list of books about Black queer and trans people](#)
- [Brother Outsider - documentary film about Bayard Rustin \(check out this companion curriculum\)](#)
- [The Death & Life of Marsha P. Johnson - documentary film \(Netflix subscription needed\)](#)
- [Wikipedia - list of Black LGBT people](#)
- [Read selected poems by Nikki Giovanni \(try \*Mothers and Legacies\*\)](#)

## SCHOOL DISTRICT POLICIES ABOUT SPORTS, BATHROOMS, etc.,



Superintendent Procedure 3210SP.C

### **Nondiscrimination and Affirmative Action: Transgender and Gender-Expansive Student Rights and Supports**

Approved by: *s/Denise Juneau* Date: 3/5/2020 Denise Juneau, Superintendent

This procedure is to advise District staff regarding the rights and supports Seattle Public Schools provides transgender and gender X, gender-expansive, students. Its purpose is to create a safe, welcoming, and inclusive learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

This procedure does not anticipate every situation that might occur. Rather, it offers suggested approaches to specific instances when there may be implications regarding the protection or the safety of transgender and gender X, gender-expansive, students.

## **PRIMARY CONTACT**

The Manager of Health Education is designated as the District's primary contact regarding this procedure and its associated policy in relation to transgender and gender X students. The primary contact will receive copies of all informal and formal complaints regarding transgender students. As primary contact, the Manager of Health Education will receive training required by RCW 28A.642.080. All questions regarding the application of this procedure should be directed to the Manager of Health Education.

## **DEFINITIONS**

Note: The following definitions provided are not meant to label students, but instead are intended as functional descriptors.

**“Assigned sex at birth”** refers to the sex a person was given at birth, usually based on anatomy or chromosomes (e.g. male, female, intersex, or X).

**“Cisgender”** is a term used to describe people whose assigned sex at birth matches their gender identity and/or gender expression (e.g., a person who was assigned female at birth and whose gender identity and/or gender expression is also female).

**“Gender identity”** refers to a person's internal and deeply felt sense of being female, male, both, or neither. Persons may identify as nonbinary, gender-expansive, or other -- regardless of their assigned sex at birth. The District records the gender identity of students one of three ways: male, female, or X.

**“Gender-Expansive”** refers to a wider, more flexible range of gender identities than those typically associated with the binary (male or female) gender system. People who are gender-expansive may use a variety of terms including nonbinary or others to describe their gender identity. For the District, the gender X designation is inclusive of all identities associated with a gender-expansive identity.

**“Gender expression”** refers to the way a person expresses their gender, often through behavior, gestures, emotional expression, movement, dress and grooming.

**“Transgender”** is a general term used to describe a person whose gender identity or expression is different from that traditionally associated with the person's assigned sex at birth.

**“Transitioning”** is the process in which a person goes from living and identifying as one gender to living and identifying as another.

## **SUMMARY**

Washington State law and District policy require that all programs, activities, and employment practices be conducted without discrimination based on sex, sexual orientation, gender expression, or gender identity. Furthermore, and as a general rule,

decisions regarding assignment, participation, and use in Seattle Public Schools are determined pursuant to a student's gender identity and not their assigned sex at birth.

Our schools are expected to implement Washington State law and District policy in the following ways:

- **Names/Pronouns:** Students have the right to be addressed by the name and pronoun that corresponds to their gender identity consistently asserted at school.
- **Name on Educational Records:** A parent/guardian or eligible student (18 years of age or older) may request to have the legal name changed on their educational record at Enrollment Services located at John Stanford Center for Educational Excellence (JSCEE).
- **Gender on Educational Records:** A student or their parent/guardian may request to have the gender changed on their educational record at Enrollment Services located at JSCEE.
- **Restroom Accessibility:** Students have the right to use the restroom that corresponds to the gender identity they consistently assert at school. Students who identify as gender X have the right to use the restroom the student determines to best align with their gender identity.
- **Locker Rooms:** Students have the right to use the locker room that corresponds to the gender identity they consistently assert at school. Students who identify as gender X have the right to use the locker room the student determines to best align with their gender identity.
- **Physical Education Courses and Club Sports:** Students have the right to participate in physical education courses and club sports in a manner consistent with the gender identity they consistently assert at school.
- **Interscholastic Athletic Teams:** Transgender students have the right to participate on the interscholastic athletic team consistent with the gender identity they consistently assert at school.
- **Student Dress:** Students will not be contacted or disciplined for wearing clothing perceived to be not consistent with their gender identity. All student attire, and the enforcement of student attire is determined by Board Policy No. 3224 and its associated Superintendent Procedure.
- **Overnight Field Trips:** Students have the right to be assigned to overnight accommodations in accordance with the gender identity they consistently assert at school. Staff will never assign students to shared sleeping accommodations when they are aware of a romantic interest or relationship between the students assigned.
  - **Gender Segregation in Other Areas:** As a general rule, schools should consider

options to avoid separating students by gender unless necessary. In circumstances where students are separated by gender in school activities, students have the right to participate in accordance with the gender identity they consistently assert at school.

## **GUIDELINES**

### **Issues of Privacy:**

All persons have a right to privacy; this includes keeping a student's transgender or gender X status private. Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to others may violate privacy laws, including the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. s 1232g; 34 C.F.R. Part 99). Therefore, to ensure student safety and well-being, and to provide identity-safe schools for all, staff should not disclose a student's transgender or gender X status to others unless (1) legally required to do so or (2) the student has authorized disclosure.

Whenever speaking with a transgender or gender X student about a particular issue such as conduct, discipline, grades, attendance, or health, focus on the conduct or particular issue and avoid making assumptions regarding the student's actual or perceived gender identity. Further, when contacting the parents/guardians of a transgender or gender X student and it is unclear whether the student asserts the same gender identity at home, it is best practice to avoid using gender pronouns. For example, one could say, "I am concerned about P.J.'s attendance," rather than, "I am concerned about his attendance."

### **Official Records:**

The District is required to maintain a permanent student education record which includes the legal name of the student and the student's gender. A parent/guardian (or eligible student over 18 years old) may request a change to a student's recorded legal name. A student or their parent/guardian may request a change to their recorded gender. Requests for name and gender changes are accepted and processed at JSCEE Enrollment Services.

- **Legal Name:** The District will change a student's legal name on their education record when a parent/guardian or eligible student (over age 18) provides documentation of a legal name change, such as documentation of a court-ordered name change or an affidavit of name change made pursuant to common law. Affidavit of name change templates are available from JSCEE Enrollment Services.
- **Gender:** A Seattle Public Schools student has the right to have the gender on their educational record reflect their gender identity consistently asserted at school. For educational purposes, there are no legal requirements surrounding gender. The District will change a student's gender on their education record upon request from the student or their parent/guardian upon completion of an enrollment form at JSCEE Enrollment Services.

Upon the receipt of all required documentation, the Admissions Center will ensure that all student systems are updated to reflect changes in name and/or gender, e.g. PowerSchool and The Source.

To the extent that the District is not legally required to use a student's legal name on school records or documents, the District will use the name by which the student identifies. In situations where school staff or administrators are required by law to use

or report a student's legal name, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of such confidential information.

### **Names/Pronouns:**

Students have the right to be addressed by a name and pronoun corresponding to the gender identity they consistently assert at school. The District uses the term "preferred name" to reference names corresponding to gender identity that are different from a student's legal name on their educational record. A Student or their parent/guardian are not required to change their gender, and a parent/guardian is not required to legally change their student's name, as a prerequisite for the student to be addressed by the name and pronoun that corresponds to their gender identity.

The District acknowledges that initially, inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur but will not condone an intentional and persistent refusal to respect a student's gender identity. The student's preferred name will be included in the electronic student record system along with the student's legal name to inform teachers of the name and pronoun to use when addressing the student.

### **Restroom Accessibility:**

Students have the right to use the restroom that is consistent with the gender identity they consistently assert at school. Students who identify as X, gender-expansive, will be provided access to the restroom that the student determines to best align with their gender identity. Further, all students regardless of the underlying reason who have a need or desire for increased privacy should be provided access to an alternative restroom (e.g., staff restroom or health office restroom). This allows students who may feel uncomfortable sharing the facility with transgender or gender X student(s) the option to make use of a separate restroom and have their concerns addressed without stigmatizing any individual student. No student, however, should be required to use an alternative restroom because they are transgender or gender X.

If school administrators have legitimate concerns about the safety or privacy of students, as related to a transgender or gender X (gender-expansive) student's use of the restroom or locker room, school building administrators should bring these concerns to the Manager of Health Education. Such privacy or safety issues should be immediate and reasonably foreseeable, not speculative. School building administrators and/or the Manager of Health Education should meet with the student and/or parents/guardians to determine if there is a need for an alternative facility. The decision to provide an alternative facility for any student will be determined on a case-by-case basis.

### **Locker Room Accessibility:**

All students have the right to use the locker room that corresponds with the gender identity they consistently assert at school. Students who identify as X (gender-expansive) will be provided access to the locker room that the student determines to best align with their gender identity. However, if there is a reason or desire for increased

privacy and safety, regardless of the underlying reason, any student should be provided access to a reasonable alternative locker room. Reasonable alternative locker rooms include, but are not limited to:

- Use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom).
- A separate changing schedule (either utilizing the locker room before or after the other students).

For transgender and gender X students, any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender or gender X status private. However, no student should be required to use a locker room that conflicts with his or her gender identity.

### **Physical Education, Club Sports, and Interscholastic Athletics:**

Students have the right to participate in physical education courses and club sports consistent with the gender identity they consistently assert at school. Further, subject to the participation policies of the Washington Interscholastic Activities Association (WIAA) for high school interscholastic athletics, transgender students have the right to participate on the interscholastic athletic team consistent with the gender identity they consistently assert at school.

In circumstances where physical education courses and club sports are gender specific and there is not a gender X option, students who identify as gender X have the right to participate in the course and/or on the club sport team that the gender X student determines best aligns with their gender identity.

### **Student Dress:**

Providing students an environment where they can express their identity through their attire is a value of the District and an important element in providing identity-safe spaces for students. Board Policy No. 3224, Student Dress, provides that all Seattle Public Schools' students have the right to be treated equitably and dress code enforcement will not be more strictly enforced against students because of their gender identity, gender expression, or gender nonconformity.

### **Overnight Field Trips:**

In situations where students are separated by gender for overnight accommodations, all students will be assigned to accommodations in accordance with the gender identity they consistently assert at school (M, F, or X). In situations where there are not overnight accommodations identified for gender X students, the student will determine the gendered overnight accommodations that best align with their gender identity. A school will not require transgender or gender X students to stay in single-occupancy accommodations or disclose personal information when not required of other students.

However, this does not prevent a school from honoring any student's voluntary request for single-occupancy accommodations if they so choose.

Note: A staff member will never assign students to shared sleeping accommodations when they are aware of a romantic interest or relationship between the students assigned.

### **Gender Segregation in Other Areas:**

Teachers/school employees should make every effort to separate students based on factors other than gender when possible. Listed below are examples of common situations where students are separated by gender where there are other reasonable alternatives:

- Class Discussions: Students can be divided by birth month or birth order instead of gender.
- Graduations: Students should be divided their color preference instead of assigned a graduation gown color based on their gender.
- Calling for Students' Attention: Instead of using gendered phrases to get students' attention such as "girls and boys," "you guys," and "ladies and gentlemen," it is recommended to use phrases such as "calling all readers," "could all the athletes/scholars/learners come here."

Activities that may involve the need for accommodations to address student privacy concerns should be addressed on a case-by-case basis. In such circumstances, staff shall make reasonable efforts to provide an accommodation that addresses any such concerns.

### **Variations:**

Recognizing that this procedure's goal is to provide for the safety and protection of transgender and gender X students, the rules provided may not always be appropriate to apply in every situation. Therefore, for any given situation, the parent/guardian of a transgender or gender X student, a transgender or gender X student, and/or school principal may request a procedure variation from the Manager of Health Education. Upon request for a procedure variation, the Manager of Health Education will consult with District legal counsel and determine whether to grant the variation. A decision to deny a procedure variation may be appealed to the Superintendent. The decision of the Superintendent is final.

Approved: December 2012

Revised: February 2015; August 2016; December 2016; June 2017; March 2020 (typo corrected April 14, 2020)

Cross Reference: Policy Nos. 2145; 3207; 3210; 3224; Supt Proc. 3210SP.A; Supt. Proc. 3210SP.B; Supt. Proc. 3224SP

RCW 28A.642, Discrimination prohibition; WAC 392-190 WAC; RCW 49.60 RCW, Washington Law Against Discrimination; Prohibiting Discrimination in Washington Public Schools - OSPI Guidelines for school districts to implement Chapters 28A.640 and RCW 28A.642 and WAC 392-



190 (February 2012); 20 U.S.C. 1232g, Family Education Rights and Privacy Act; 34 C.F.R. Part 99; U.S. Department of Education Office for Civil Rights, Dear Colleague Letter: Transgender Students (May 2016).