

Council Rock

From: [GenderClinic](#)
To: [Black, Kasey](#)
Subject: Re: Confirmation of upcoming school district visit
Date: Monday, January 14, 2019 1:15:21 PM

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Hi Kasey,

Thanks so much for this update. This updated time works out great for me. Feel free to invite whoever you'd like - the more the merrier!

I was able to secure two people for the panel, which I think will also be great with the adjustment in time. If attendee's wanted to submit anonymous questions for the panelist and/or about the topic in general that would be great. That way I can prep the panel and incorporate some of the answers into my content.

The two panelists are: a 20-year-old transgender/non-conforming male and a retired high school teacher (who is also the parent of the 20-year old). I thought they could both speak to experiences navigating school (as a student and as a support staff member) as well as their own personal experience and journey as a family.

Really looking forward to this. Thanks so much for all of your wonderful organization and advocacy to get this scheduled.

Best,
Sam

Samantha King, MSW, M.Ed
Family Support and Education Specialist
Gender & Sexuality Development Clinic
The Children's Hospital of Philadelphia
[REDACTED]

Pronouns: she/her/hers

From: Black, Kasey <Kblack2@CRSD.org>
Sent: Monday, January 14, 2019 12:20:05 PM
To: GenderClinic
Subject: Confirmation of upcoming school district visit

Hi, Sam,

I hope this email finds you well and that you've had a great start to the new year. I wanted to touch base again regarding the upcoming presentation in February. The timing had to be adjusted so that we have slightly less time than originally thought, but hopefully that won't be a huge problem. We are confirmed for **Friday, February 15th, from 1:30 to 4:00**. We currently have 42 definite

attendees, which are mostly counselors and psychologists from all levels (elem, middle, & high). I'm also going to extend the invitation to other supervisors, so there will likely be more than 42 people in attendance if that's okay. The location will be the **Board Room at Chancellor Center, which is located at 30 N. Chancellor Street in Newtown, PA 18940**. We will have a screen and projector in the Board Room for your use if you'd still like that.

Please let me know if this plan works well for you and if you need anything additional. Are you still interested in me gathering anonymous questions ahead of time?

Everyone is really looking forward to having you come speak! Thank you so much in advance!!
Kasey

Kasey M.K. Black, Ph.D.
Supervisor of Pupil Services
Council Rock School District
215-944-1089

From: [GenderClinic](#)
To: [Black, Kasey](#)
Subject: Re: This Friday's workshop at CRSD
Date: Monday, February 11, 2019 11:44:12 AM

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Hi Kasey,

Thanks so much! I should be able to get there and be ready to start at 1pm. Would you feel comfortable sharing your cell number with me? I'll be coming from a training that ends at 11am (and is about 1 hour away) and can text you an update should I run into any traffic/issues. I think I should be able to get there with no issues though as that's a nice buffer of time :)


Thank you so much for those great questions. I think both panelist can speak to those concerns both as a parent and youth as well as offer some professional support (which will be covered in the training).

I will be mindful of the time and try to wrap up around 3pm since the panel will be closing out the training and I don't want them to worry about people getting up and leaving. All three of us are very open and will happily continue the conversation 1-on-1 for anyone who wants to hang back after 3pm.

I'm really looking forward to this! See you Friday!

Best,

Sam

Samantha King, MSW, M.Ed
Family Support and Education Specialist
Gender & Sexuality Development Clinic
The Children's Hospital of Philadelphia


Pronouns: she/her/hers

From: Black, Kasey <Kblack2@CRSD.org>
Sent: Monday, February 11, 2019 11:28:30 AM
To: GenderClinic
Subject: [External] This Friday's workshop at CRSD

Hi, Samantha,

I hope this email finds you well. We continue to look forward to seeing you this Friday at Council Rock for the workshop. Unfortunately, the timing of the morning workshop for staff continues to be altered, so I was wondering if we could move our start time to 1:00. If you need to keep the start time at 1:30, that is not a problem and we completely understand.

Therefore, if you are agreeable to the time change, the details will be as follows:

Date: Friday, 02/15/19

Time: 1:00-3:30

Location: Chancellor Center Board Room (projector will be available for your use)

30 N. Chancellor Street

Newtown, PA 18940

of Participants: 45 staff members + some administrators

Also, as an FYI, staff are being told that they can leave by 3:00, so we might have some wanting to leave earlier than our end time. However, many are passionate about this topic and will likely stay until whatever time you'd like.

Finally, I set up a forum for staff to submit questions anonymously. The following 5 questions were submitted:

1. *How to have these types of discussions with students' parents?*
2. *How do we address this topic at the elementary (K-6) level if brought up by a student? While some parents would be ok with such discussions, we have many parents who would not be okay with this topic discussion.*
3. *Please discuss how parents can best support children & teens who identify as gay or lesbian or trans but don't wish to discuss it.*
4. *How do you distinguish between someone exploring their gender identity and someone whose identity is established? With the future impact of hormone therapy, name changes, and navigating social issues, it seems critical that an individual's path is clear to them. How do we help clarify this with them without appearing to question the validity of their current*

- expression/identification?*
5. *What is the school's responsibility in supporting transgender and gender expansive youth? Also how is the school supposed to offer support if it is unknown to parents, staff or student during their elementary years?*

Please let me know if you have any questions or concerns. We are excited to see you soon!

Kasey

Kasey M.K. Black, Ph.D.
Supervisor of Pupil Services
Council Rock School District
215-944-1089

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From: Jachimski, Nancy
To: GenderClinic
Subject: Re: Another presentation?
Date: Friday, April 05, 2019 10:25:21 AM

Hi Sam,

It looks like we have 14 people at the most attending the training. There are spots marked visitor in the parking lot, and you can just enter through the front door. They will ask for your license or id to swipe through out security system. We have about an hour and 10 minutes. Some stay will be able to stay a little later, but some have to get back to their classrooms.

Our school is:

Maureen M. Welch

750 New Road

Southampton, PA 18966 (could also come up as Churchville, PA) on GPS

Just ask for me when you arrive! We will meet with staff in the library - there is a computer and smartboard to use.

Thank you,

Nancy

[REDACTED]
[REDACTED]

Nancy Jachimski

School Counselor

Maureen M. Welch Elementary School: Mon., Tues. & Thurs.

Wrightstown Elementary School: Wed. & Fri.

From: GenderClinic <GenderClinic@email.chop.edu>

Sent: Friday, April 5, 2019 8:14:51 AM

To: Jachimski, Nancy

Subject: Re: Another presentation?

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Hi Nancy,

Sounds good to me! Will you send me the address and any parking/check-in information? Also, how much time do we have? I'll put together a PowerPoint but will likely use this as a guide and try to make the time more open for discussion so staff can ask specific questions related to supporting this students transition.

Best,
Sam
Samantha King, MSW, M.Ed
Family Support and Education Specialist
Gender & Sexuality Development Clinic
The Children's Hospital of Philadelphia
[REDACTED]

Pronouns: she/her/hers

From: Jachimski, Nancy <njachimski@CRSD.org>
Sent: Thursday, April 4, 2019 3:53:39 PM
To: GenderClinic
Subject: [External] Re: Another presentation?

Hi Sam,
Thank you so much for your patience! I finally confirmed with the teachers - does Tuesday, April 9th at 8:00 am work for you to come to our school, Maureen M. Welch? It would be about 10 staff members.
Thank you!
Nancy

Nancy Jachimski
School Counselor

Maureen M. Welch Elementary School: Mon., Tues. & Thurs.
Wrightstown Elementary School: Wed. & Fri.

From: GenderClinic <GenderClinic@email.chop.edu>
Sent: Thursday, April 4, 2019 10:26:42 AM
To: Jachimski, Nancy
Subject: Re: Another presentation?

<p>WARNING: This email originated outside of Council Rock School District. DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.</p>

Hi Nancy,

Tuesday is open as well! Yes, please let me know by the end of the day and I will add you all to the calendar if that works out. Otherwise, let me know what works for May

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Wonderful!! I'll put together a packet of information - do you want me to send you the handouts to print for everyone? I can also put these together if you just let me know how many people will be in attendance :)

Best

Sam

Samantha King, MSW, M.Ed

Family Support and Education Specialist

Gender & Sexuality Development Clinic

The Children's Hospital of Philadelphia

Pronouns: she/her/hers

From: Black, Kasey <KBlack2@CRSD.org>

Sent: Monday, September 23, 2019 9:05:44 AM

To: GenderClinic

Subject: [External] RE: 10/16?

Hi, Samantha,

That sounds great. I was able to reschedule my meeting, so I can be there on the 2nd, as well. (How? 😊)

This will take place at Newtown Elementary, which is at 1 Wrights Road, Newtown, PA 18940 at 8:15 on Wednesday, October 2nd. We will have the 6th grade team of teachers, the school counselor, the principal, and the specials area teachers (e.g., art, music, physical education, library) in attendance. This is a very new occurrence for them, so they will be extremely thankful for all of the information. I also anticipate that they will have several questions for you, as this is uncharted territory for them. The student is requesting to be called a different name (and mom is supportive of this request), but the team is holding off on making any changes until they hear from you. I think they are weary of how to address this with the other students and their families, as they are worried they will say/do the wrong thing. They just want to be as prepared as possible before making these changes.

So happy that you are helping us through this again!! Thank you very much in advance!!

Kasey

Kasey M.K. Black, Ph.D.

From: [GenderClinic](#)
To: [Black, Kasey](#)
Cc: [Jachimski, Nancy](#)
Subject: Re: Another presentation?
Date: Monday, March 18, 2019 8:52:20 AM

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Hi Kasey,

Great to hear from you! I am more than happy to set something up for the 6th grade team.

Nancy, please let me know when would be best for us to get on the phone to discuss further. I look forward to connecting!

Best,

Sam

Samantha King, MSW, M.Ed
Family Support and Education Specialist
Gender & Sexuality Development Clinic
The Children's Hospital of Philadelphia


Pronouns: she/her/hers

From: Black, Kasey <Kblack2@CRSD.org>
Sent: Friday, March 15, 2019 1:38:08 PM
To: GenderClinic
Cc: Jachimski, Nancy
Subject: [External] Another presentation?

Hi, Samantha,

I hope this email finds you well. Thank you again for the presentation you gave to the pupil services staff of our district. It was immensely helpful!

Given that we have a 6th grader transitioning at one of our elementary schools, we were wondering if we might be able to have you come speak to the 6th grade team. The school counselor, Nancy Jachimski, is copied on this email and can likely answer any specific questions you have regarding this possibility.

Thanks so much for considering it,
Kasey

From: GenderClinic [mailto:GenderClinic@email.chop.edu]
Sent: Friday, October 25, 2019 4:58 PM
To: Black, Kasey <Kblack2@CRSD.org>
Subject: High School Support

WARNING: This email originated outside of Council Rock School District. DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.

Hi Kasey,

I was wondering if you had time to connect next week to discuss support at Council Rock High School South? We actually have a handful of students there so I wanted to see if we could discuss options for support for staff. Let me know if you have some time in the next week or two to connect.

Have a great weekend!

Best

Sam

Samantha King, MSW, M.Ed
Family Support and Education Specialist
Gender & Sexuality Development Clinic
The Children's Hospital of Philadelphia

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for the first month while things get settled

Best

Sam

Samantha King, MSW, M.Ed

Family Support and Education Specialist

Gender & Sexuality Development Clinic

The Children's Hospital of Philadelphia



Pronouns: she/her/hers

From: Crawford, Nicole <NCrawford@CRSD.org>

Sent: Tuesday, October 29, 2019 1:34:26 PM

To: GenderClinic

Cc: Catalano, Michael; Rothrock,Stephanie

Subject: [External] RE: Visit to GES?

Sam,

Great! How about Friday 1/17 or Friday 1/24?

Thanks! Nicole

From: GenderClinic <GenderClinic@email.chop.edu>

Sent: Friday, October 25, 2019 4:50 PM

To: Crawford, Nicole <NCrawford@CRSD.org>

Cc: Catalano, Michael <michael.catalano@chop.edu>; Rothrock,Stephanie <stephanie.rothrock@chop.edu>

Subject: Re: Visit to GES?

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Hi Nicole,

Great to hear from me! This sounds great, I'd love to be involved. Right now, January looks pretty open for me, were there specific dates you had in mind?

Best

Sam

Samantha King, MSW, M.Ed

Family Support and Education Specialist

Gender & Sexuality Development Clinic
The Children's Hospital of Philadelphia

Pronouns: she/her/hers

From: Crawford, Nicole <NCrawford@CRSD.org>
Sent: Friday, October 25, 2019 8:38:22 AM
To: GenderClinic
Cc: Catalano, Michael; Rothrock, Stephanie
Subject: [External] Visit to GES?

Hi Sam,
I hope all is well. The climate committee at my school is interested in having you come in to meet with them. The committee consists of both staff and parents and we are thinking that we could also open this up to any staff members who are interested in attending. We are looking to schedule this sometime in January and it would be a shorter amount of time- from 8:00-8:45AM. Is this something that you would be willing to do? Our goal is then to share some general information with the staff related to how they can create more gender neutral classrooms. I am copying the co-chairs of this committee who also sat in on the original meeting we had with you at GES.
Thanks! Nicole

Nicole M. Crawford
Principal
Goodnoe Elementary School
Council Rock School District
(215) 944-2107

Success for Every Student, Every Day

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From: [McElhaugh, Jennifer](#)
To: [Booth, Gina Marie](#); [Aubel, Colleen](#)
Subject: FW: Resources from Samantha King Meeting
Date: Monday, January 13, 2020 2:49:54 PM
Attachments: [Responding to Student Questions.pdf](#)
[Checklist for Gender Inclusive Classroom.pdf](#)
[Using Gender Inclusive Language with Students.pdf](#)
[ATPFile_CE6EEE48-3663-4393-AE8B-9A55F7C1723F.token](#)

Glad you two could come this morning! Here are the resources Sam mentioned.

Have a wonderful week ☺

Jenny

Jenny McElhaugh

Instructional Support Teacher- IST

Goodroe Elementary School

jm-mcElhaugh@crsd.org

215-944-2168

From: Crawford, Nicole
Sent: Monday, January 13, 2020 2:44 PM
To: +All Staff - GES <+AllStaff-GES@CRSD.org>
Subject: Resources from Samantha King Meeting

Good Afternoon,

As you know, Samantha King from the CHOP Gender Clinic presented here this morning. She was terrific! Sam shared some resources that could be very useful even if you didn't attend this morning's meeting. Please see her email below as well as the attached resources.

Thanks, Nicole

Hi everyone,

Thanks so much for arranging such a wonderful training this morning! As mentioned, here are the resources I think will be helpful for staff (both who attended and those who could not):

Gender Unicorn (infographic): <http://www.genderunicorn.org/>

Attachment: Responding to Students Questions

Attachment: Checklist for Gender Inclusive Classroom

Attachment: Using Gender Inclusive Language with Students

Riley video (I use this to show how young kids can start becoming aware of gender and how to quickly fix gender assumptions. Plus Riley is so cute!): <https://www.youtube.com/watch?v=-CU040Hqbas>

Website: Human Rights Campaign (HRC) Welcoming Schools (link to recommended reading

lists): <http://www.welcomingschools.org/resources/books/>

Please feel free to reach out if you all need anything else at all!

Best

Sam

Samantha King, MSW, M.Ed

Family Support and Education Specialist

Gender & Sexuality Development Clinic

The Children's Hospital of Philadelphia



Pronouns: she/her/hers



Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

Gender & Children: A Place to Begin

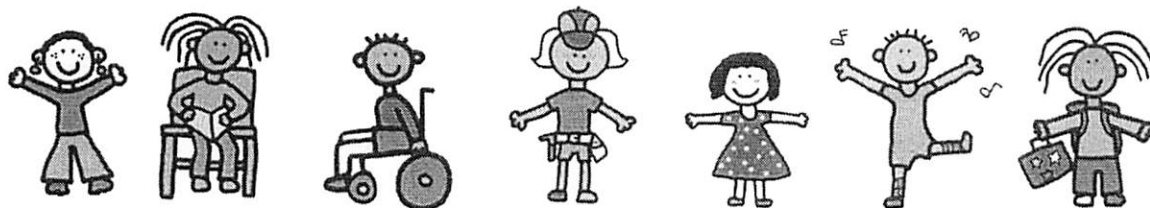
Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students are common goals for all educators. In order for students to feel supported and empowered to express their identities and interests at school, educators must create gender-inclusive environments that affirm all children and that help all children move beyond the limitations of gender stereotyping.

Checklist for a Gender Inclusive Classroom

- ☐ **Use inclusive phrases** to address your class that are not gendered such as, "Good morning, everyone" or "Good morning, scholars" or choose and use a name for your class like the Dolphins or the Owls.
- ☐ **Develop classroom messages** that emphasize "All children can... (dance, cook, have short or long hair, do math, make art...)"
- ☐ **Group students** in ways that do not rely on gender such as table groups, letters in their names or colors of their clothes. Avoid situations that force children to make gendered choices, such as boys line up here and girls line up there.
- ☐ **Provide role models.** Show a wide range of achievements and emotions for all people that move beyond gender-role stereotypes. [See sample posters.](#)
- ☐ **Read books to your class** that teach about gender and breakdown stereotypes related to gender expression and gender identity.
- ☐ **Use lesson plans** designed to expand student's understanding of gender. Read books that encourage discussion of gender assumptions. Help students see the limitations of gender stereotyping. Ask your class to examine popular culture, advertising, or children's toys and books for gender stereotypes.
- ☐ **Create classroom displays** that show a wide range of occupations and achievements for all genders. Ask students to write biographies or make hallway displays featuring people who have moved beyond traditional gender roles and have excelled in their chosen fields.
- ☐ **Be a role model!** When possible, give examples of how you or people you know like to do things outside of gender stereotypes.
- ☐ **Build student allies.** With your class, look at ways to be an ally when someone is teased or bullied for any reason. Can they try to stop it directly? Should they talk with an adult? Could they talk with the student who has been harassed? Use the Welcoming Schools [Lesson to help students think through the options.](#)
- ☐ **Be an upstander yourself.** Stop hurtful teasing or name-calling based on gender and other bias, interrupt student comments based on gender stereotypes. Engage in discussion with students by using these situations as teachable moments.
- ☐ **Encourage students** to connect with other students based upon interests and activities that they enjoy rather than connecting with other students solely based upon gendered activities.
- ☐ **Ensure safety.** Be aware of whether your students feel safe both inside and outside of the classroom. In the lunchroom? Recess? P.E? Special education classes? In the bathroom? On the school bus? Use the Welcoming Schools [Name-calling and Feeling Safe at School](#) lesson to engage students on where they feel safe and what makes them feel safe.

Steps for School-wide Action

- **Professional development is critical.** Provide training on understanding gender and stopping gender-based bullying. Include all school personnel — from teachers, aides and counselors to administrative staff, bus drivers, recess aides, and cafeteria workers.
- **Practice intervening** when students are limiting each other based on gender. Adults in the school need time to prepare and practice with simple phrases to stop gendered teasing and bullying. Be ready to educate students on why it is wrong or hurtful.
- **Ensure good supervision** of hallways, playgrounds, and cafeterias to increase safety and reduce name-calling and bullying. Provide some structured or adult coached activities during recess to engage more students. Encourage and teach inclusive and cooperative games.
- **Ensure anti-bullying policies** specifically name groups more frequently targeted for harassment: include actual or perceived gender identity, gender expression, and sexual orientation. Name the steps to stop it.
- **Organize a welcoming or caring committee** to help develop a respectful, caring community in your school. This group could assess your school's current climate and practices, organize "welcoming" events, or develop affirming hallway displays.
- **Hold an event for parents and caregivers** in your school community to help people understand gender and children. Share ways to talk about gender that are affirming, inclusive, and developmentally appropriate.
- **Ensure educators feel supported** by the administration and others in the school in their efforts to help create welcoming learning environments by addressing gender stereotyping, bullying, and teaching to ensure gender literacy for all students.
- **Honor the name and the pronouns that a student uses.** This improves student well-being by acknowledging that you see them for who they are.
- **Review all forms** used in your school, including registration, attendance, and class lists, to include options outside of the gender binary and for children and families to share gender and pronouns.
- **Reframe dress code policy** to describe what the school considers appropriate clothing without assigning clothing options to particular genders. For example, for a chorus concert, you could ask students to wear a white top and dark or black on the bottom.





Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

BE PREPARED FOR QUESTIONS AND PUT-DOWNS ON GENDER

Practicing answering questions related to gender or interrupting hurtful teasing based on gender will help you respond more easily when the situation arises. As educators, take the time to practice simple phrases. As teachers, work with your students so that they also have simple responses to gender exclusion or put-downs.

“Why does Martin like pink?”

- There doesn't have to be boy colors or girl colors. Colors are colors. All people like different colors.
- Do you think it's wrong for boys to wear pink? Why's that?
- Why do you like blue, or green, (or whatever color that child likes)? Why don't you like pink?
- Did you know that pink used to be considered a boys color and blue was the girl's color?

“Why is her hair so short? She looks like a boy.”

- Girls and women can have hair in many different styles and so can boys or men.
- Hair is hair. That is how she likes it.
- Why does it matter if a girl's hair is short or a boy's hair is long?

“Juan plays with dolls. That's weird.”

- It's true that some boys don't like to play with dolls but some boys do! Just like some of you like to draw and some of you don't. Some of you like to play kickball and others don't. No one should have to pick and choose what they do just because they are a boy or a girl.
- The dolls are for all children in this classroom.
- Sometimes this is confusing. We get messages about some things being for boys and some things being for girls. They are just for kids!

You overhear a student say to another student who identifies as a girl, “You look like a boy.”

- Why do you say that?
- There is no one way for girls or boys to act or look.
- Girls and women can have short hair. That's just how she likes it.
- Those are the kinds of clothes that she likes to wear. Why do you like to wear what you're wearing?

“But he's a boy, why does he dress like a girl?”

- There are lots of different ways that boys can dress and lots of different ways that girls can dress.
- Some boys like to wear pink or to have long hair. All of these things are OK in our school.
- There are many ways of being a boy (girl), and all are okay ways of being a boy (girl).
- Those are the kinds of clothes that he likes to wear? Why do you like to wear what you're wearing?

“Dominic is always hanging out with girls. Why?”

- I encourage all children to play together.
- Dominic hangs out with friends who he likes to spend time with, just like you do with your friends.
- Some boys like the activities that more of the girls are doing and therefore like to play with girls.

You overhear a student call another student who identifies as a boy, a “girl” in an insulting way.

- That’s not OK at our school to call someone a “girl” to insult them or make them feel bad.
- Student: “But he is always playing with the girls and with girl toys!”
 - At this school all children can play and do things together. He’s a boy who likes to play with girls and that’s OK. All kinds of toys and games are for all children.

“Why does she always play with the boys?”

- Those are the activities that she likes to do just as there are different activities that you like to do.
- There are many different ways of being a girl (boy), and that’s great!

You overhear a student say, “Boys are better at math than girls.”

- Some boys are good at math and some are not, and some girls are good at math and some are not. All kids have different things that they are good at.

Sample language when a biological boy socially transitions to a girl.

- Although Angela was called a boy when she was born, she has always felt like a girl inside. She wants everyone to call her Angela now and she wants to be able to wear the types of clothes that she likes the most and do the activities that she enjoys.
- Sandy has always felt like a girl deep down inside. That is the way Sandy likes to dress now.

Simple phrases students could say to each other.

- “There’s no such thing as boys’(girls’) clothes (haircuts, toys, colors.)”
- “You can’t say, ‘Girls (boys) can’t play.’”
- If someone says, “Boys are better at sports.”
A student could say, “No group is best. Some are good. Some are not.”
- If someone says, “Girls are better at art.”
A student could say, “No group is best. Some are good. Some are not.”

Ideas for talking with a student’s parents or guardians.

- Educator: There was an incident at school today in which your child called a boy, a “girl” to intentionally hurt him. At our school we are working on not using gender in a negative way to limit our students. It is important to us that all of our students are physically and emotionally safe to learn here everyday.
- Parent/Guardian: “But my son told me that Bobby wears girls’ clothing, paints his nails, and mostly plays with the girls.”
- Educator: Some boys prefer typical boy activities, some do not. We affirm all of the interests of our students and work hard to not limit children based upon gender. It’s important for children to learn not to tease someone in a hurtful way because of how they dress or who they play with.

When you overhear a colleague make a gender stereotypical remark about a student

- Remark: “Andre’s parents should really try to get him to do some more sports with boys like baseball.”

Sample responses:

- Why do you say that? And then engage in conversation.
- Andre’s parents are trying to do what is best for him. He has always loved gymnastics.

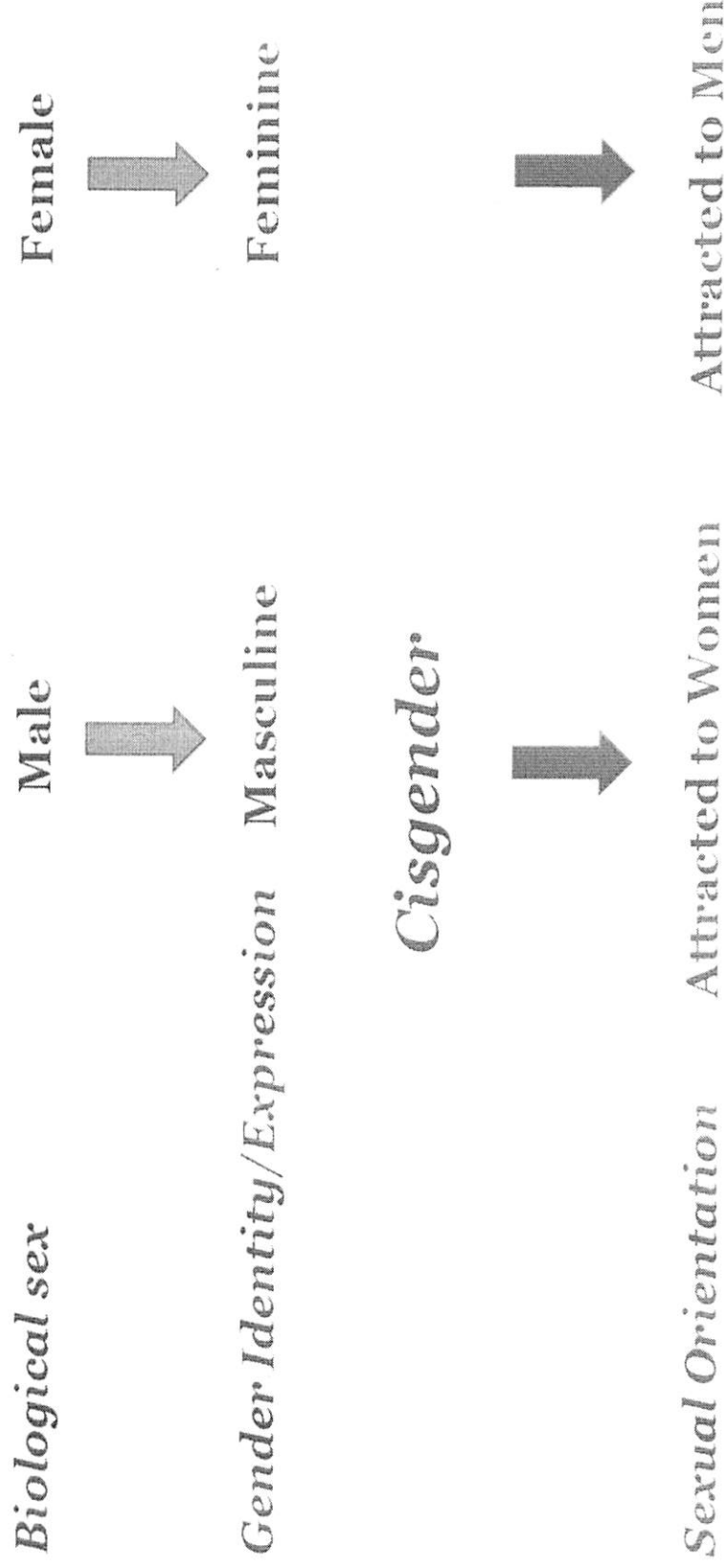
Ideas based on: The Gender Inclusive School by Gender Spectrum. Graciela Sleseransky-Poe, “Not True! Gender Doesn’t Limit You” by Lindsay Lamb, et al. Teaching Tolerance. and Johanna Eager



Using Gender Inclusive Language with Students

- There are lots of ways to be boys or girls or something else. Isn't it great?!?!
- There are lots of different types of clothes. Kids get to wear what feels comfortable to them and makes them feel good.
- Toys are toys, hair is hair, colors are colors, and clothes are clothes
- Who decided that some things are for boys and some things are for girls?
- Is there only one way to be a boy or girl? Can boys and girls like the same things? Do all boys like the same things? Do all girls like the same things?
- No one gets to tell another person how to feel on the inside. You know yourself better than anyone else does.
- Sometimes this stuff is confusing. We get messages that some things are for boys and some things are for girls. But these messages are just some people's ideas. They may not be right for you. Each of us gets to decide what we like and don't like. We just can't be unkind to others about the things they like.
- Kids can do or be or like or want anything because they are individuals with hopes and likes and dreams. This is not because of their gender. It is because they are people.
- Gender is a lot more than our bodies. It is about how we show other people things about our gender (maybe our clothes, or our hair, or the toys we like) and how we feel on the inside.
- Who you are is not about what others tell you, but something you determine for yourself (even when you get messages that say otherwise).
- Certain types of bodies are thought of as boy and certain types as girl, but that's not true for everyone.
- Who we are (or who others think we are) on the outside is not always who we are on the inside; think of all the wonderful things about yourself that no one else knows about by just looking at you!!
- Someone's feelings about their gender come from their hearts and their minds.
- Being a boy or a girl or something else is not about what you like, or what you wear, or your body. It is something that each of us figures out for ourselves.
- Gender expression is about the things we like or make us comfortable. There may be some patterns we notice, but these are not rules. More girls might wear dresses than boys, but does that mean all girls wear dresses? Or that boys can't wear dresses?
- Each one of us has a gender. Kids can be boys, girls, both, or neither.
- History is full of examples of gender diversity!
- There have been gender diverse people in every culture, every religion, all over the world and throughout time.
- You should be careful about thinking you know someone's gender just by looking at them. And even if you do know a person's gender, don't assume you know the things they like to do or wear, or play with.
- Have you ever been teased? How does it feel when you are teased or treated as an outsider?
- No one likes to be pointed out by other kids. Does it feel good when you think someone is talking about you?
- How do you think you would feel if people were always asking you about your own gender?

TRADITIONAL BINARY IDENTITY MODEL



Heterosexual

TERMINOLOGY

- Transgender
 - Umbrella term
 - Often refers to individuals whose gender identity does not align with their sex assigned at birth
 - **Note that transgender does not have an “ed” at the end*
- Gender Expansive/Variant/Non-Binary
 - Goal of having fluidity of gender and/or blending of gender identities and expression
- Pronouns
 - She/her, He/him, They/theirs

INCORPORATING GENDER INCLUSIVITY INTO YOUR CLASSROOM

FOCUSING ON GENDER

Consider your language

- Use students versus boys & girls
- Reduce gendering of skills & abilities
- See how often you use a pronoun instead of someone's name

FOCUSING ON GENDER

Consider your classroom

- Un-gendering activities or grouping
- Representations of all genders succeeding
- Examples of LGBTQ people in lessons

ELEMENTARY CLASSROOM SUPPORT

- Developmentally appropriate lessons
 - Gender Spectrum’s Gender Inclusive School
 - HRC’s Welcoming Schools
 - Books: *Red: A Crayon’s Story*, *It’s Okay to be Different*, *All I Want to Be is Me*
- Emphasize and protect rights of all children to be themselves
 - Tie gender into values of kindness and respect

HONORING THE MOMENT OF SHARING

*Thank you for sharing
that with me!*

*Can you tell me what that
means for you?*

*How can I incorporate this
into our work together?*



FOCUSING ON GENDER

Great Questions

I want to respect how you identify your gender, what pronouns do you like to use?

Thank you for sharing the correct name for me to use, who else is using this name for you? Is there anywhere you would like it updated?

I may make mistakes during our work together. Will you please let me know if I do or say something that I could have done better?