



SUPPORTING TRANSGENDER AND GENDER EXPANSIVE STUDENTS

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GOALS FOR OUR TIME

- Identify the difference between sex, gender, and orientation
- Discuss factors influencing gender development for K-12 grade students
- Review professional and practical skills for creating gender inclusive school environments

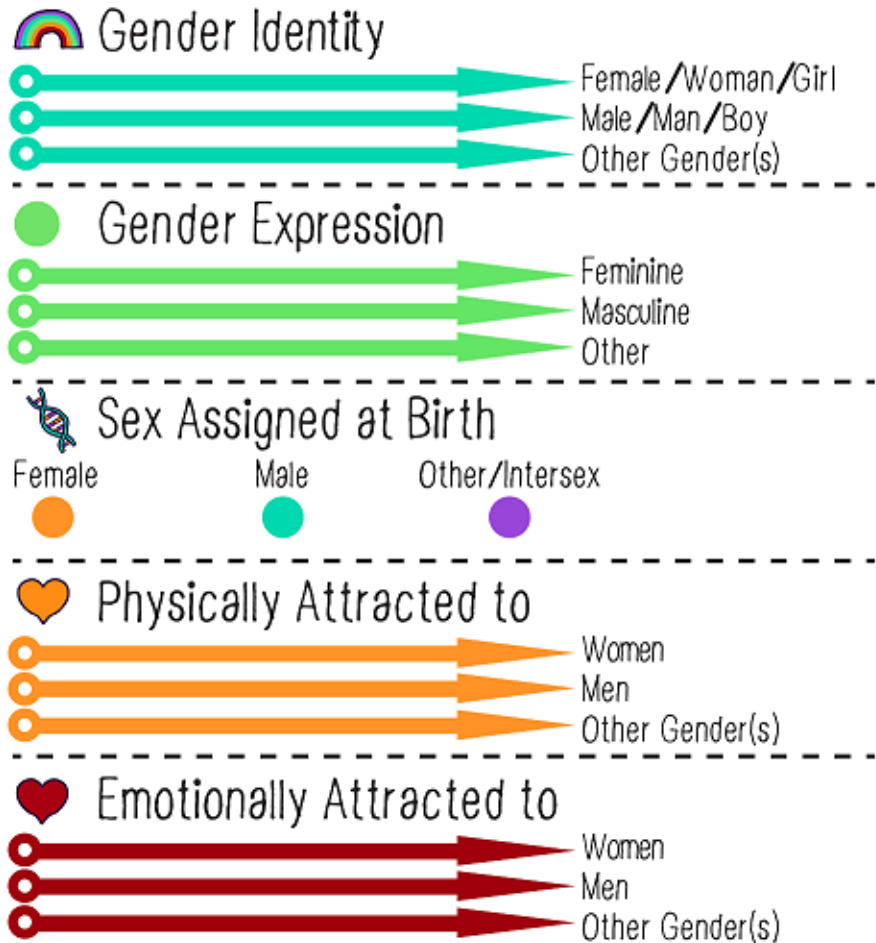
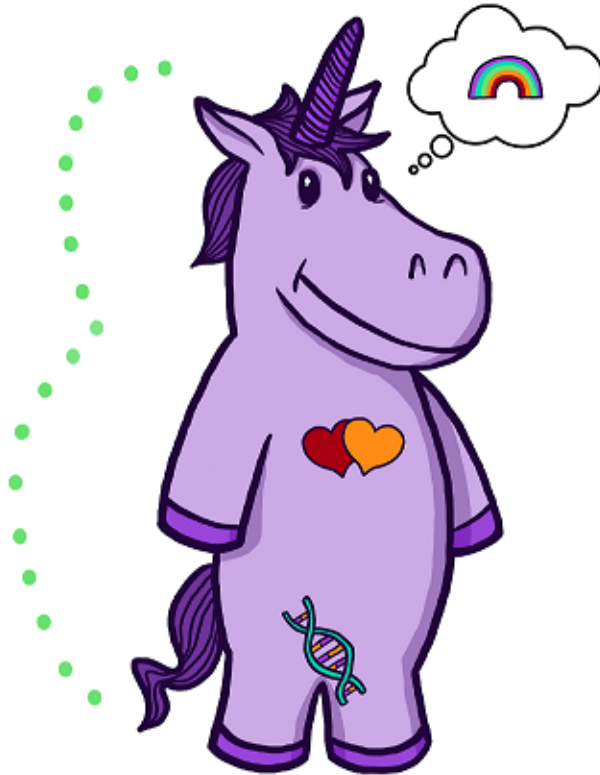
BREAKING IT ALL DOWN

- Sex – biologically defined
- Gender & Gender roles– socially constructed
- Gender identity – how an individual sees oneself as a gendered being
- Sexual orientation – how an individual describes their attraction to others

Gender Identity \neq Sexual Orientation

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

WHERE DO WE LEARN THE RULES ABOUT GENDER?

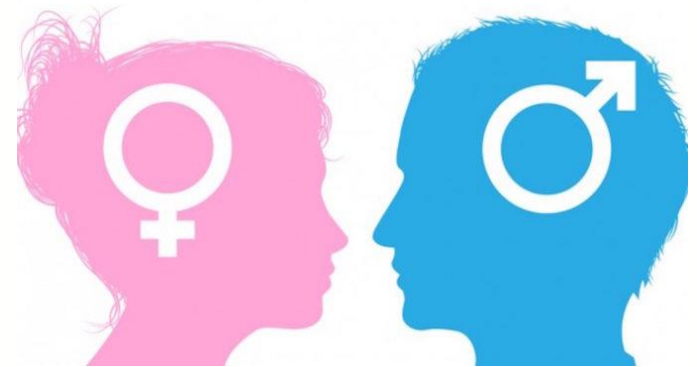
- Share and discuss:

What are messages you received about gender while growing up from your parents/family?

- Where else do we receive messages?

GENDER IS ALL AROUND US

- Often receive our first messages about gender at a young age
- Messages may embody stereotypes or challenge such stereotypes
- Influenced by social norms





[HTTPS://YOUTU.BE/-CU040HQBAS](https://youtu.be/-CU040HQBAS)

TRADITIONAL BINARY IDENTITY MODEL

Biological sex

Male

Female



Gender Identity

Man

Woman

Cisgender



Sexual Orientation

Attracted to Women

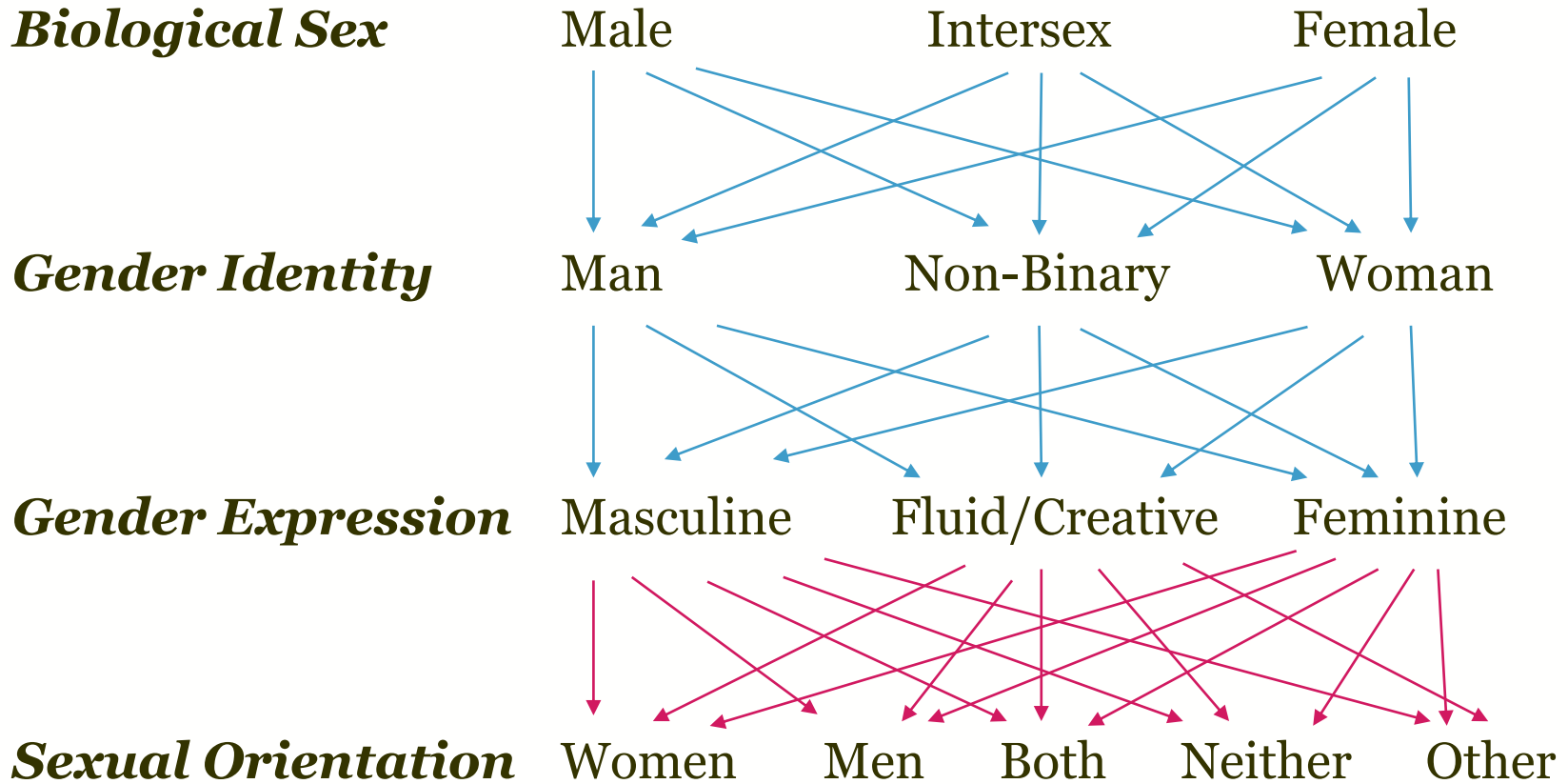
Attracted to Men

Heterosexual

TERMINOLOGY

- Transgender
 - Umbrella term
 - Often refers to individuals whose gender identity does not align with their gender 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
 - www.mypronouns.org

INCLUSIVE IDENTITY MODEL



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?*



GENDER EMERGENCE: CHILDHOOD

- Often open and comfortable (dependent on environment)
- Affirming models of support
- Watch for psychosomatic signs of distress
- Misconception: affirming/teaching about expression/identity will make a child transgender



GENDER EMERGENCE: MID-ZONE CHILDHOOD

- Puberty Development
- Access to language and resources
 - Misconception: Peer pressure is contributing to identity emergence
- Exploration is valid and normal



CREATING GENDER INCLUSIVE AND AFFIRMING EDUCATIONAL ENVIRONMENTS



FOCUSING ON GENDER

Consider your language

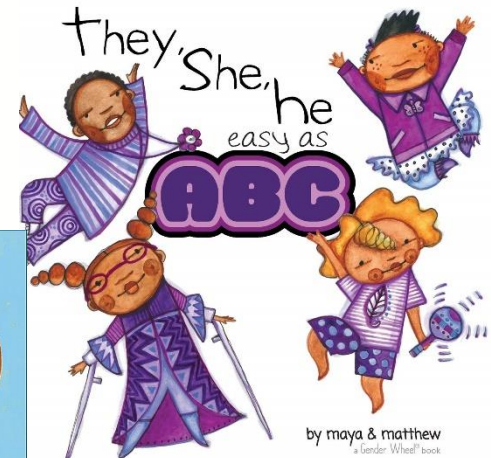
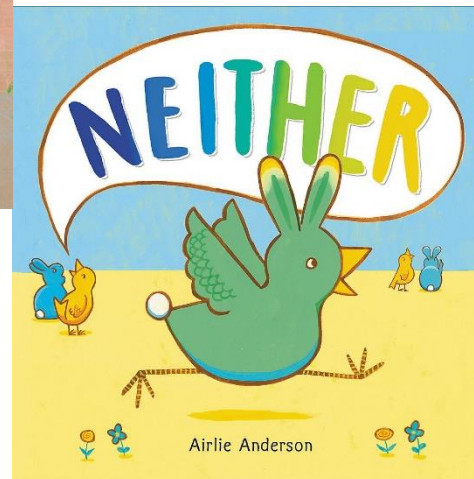
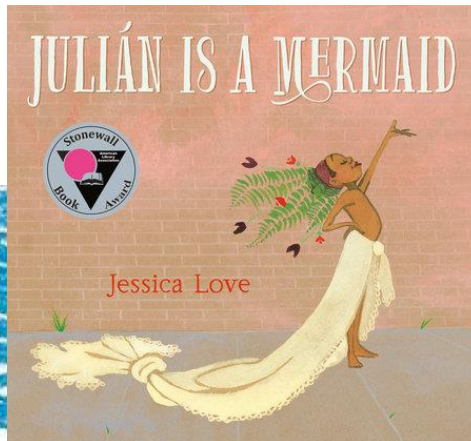
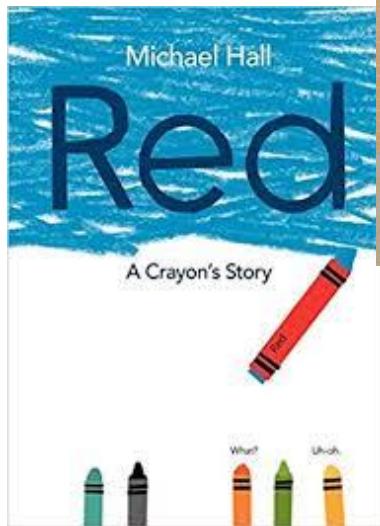
- Use **students** versus boys & girls
- Reduce gendering of skills & abilities
- See how often you **use** a pronoun instead of **someone's name**

Consider your classroom

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

ELEMENTARY LEVEL SUPPORT

- Emphasize and protect rights of all children to be themselves
 - Tie gender into values of kindness and respect



RESPONDING TO STUDENT QUESTIONS/COMMENTS

- **“You look like a boy.” or “Why does he dress like a girl?”**
 - *There are lots of different ways that boys/girls/people can dress. All of these things are OK in our school.*
- **“You can’t be a girl, you’re a boy”**
 - *It is not okay to tell someone they aren’t who they say they are. Since Sam knows herself best, if Sam says she is a girl then that is true. Lets show kindness and respect by not questioning her.*
- **Responding to parent concerns:**
 - *We affirm all of the interests of our students and work hard to not limit children based on 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.*

HRC, Welcoming Schools.

LGBTQ FAMILY INCLUSION

- LGBTQ individuals are students, parents, siblings, colleagues, loved ones
- Create inclusive environments for ALL family systems
- Activities: Family Tree, Parent/Child Dances/Events
- Responding to “That’s so gay”

RESOURCES

- Websites
 - www.mypronouns.org
 - www.genderspectrum.org
 - <http://www.lgbtsocialwork.com/lgbt-basics.html>
 - <https://www.glaad.org/transgender>
- Books
 - Gender Born, Gender Made
 - The Transgender Child / The Transgender Teen
 - <https://pflag.org/resource/transgender-reading-list-adults>

LESSON PLAN IDEAS

- Math: Diversify examples in word problems
- Science: Gender Inclusive Biology
 - <https://www.genderinclusivebiology.com/>
- English/Language Arts: highlight books written by LGBTQ+ folks and/or have LGBTQ+ characters
- Health and Sex Education:
<https://www.genderspectrum.org/articles/puberty-and-health-ed>
- Social Studies/History:
https://www.pbs.org/independentlens/content/two-spirits_map-html/
- Lesson plans and online support groups:
<https://www.genderinclassrooms.com/>

LANGUAGE RESOURCES

- Stay up to date on how language is evolving:

<https://www.washingtonpost.com/world/2019/12/15/guide-how-gender-neutral-language-is-developing-around-world/>

- Spanish, Arabic, Hebrew, German, French, and Swedish

RESOURCES

- Set up Google Alerts (ie: transgender schools)
- Schools in Transition Guide:
<https://www.aclu.org/report/schools-transition>
- GLSEN: <http://www.glsen.org/>
- Gender Spectrum:
<https://www.genderspectrum.org/>
- HRC Welcoming Schools:
<http://www.welcomingschools.org/>
- Trans Educators Network:
<https://www.transeducators.com>

CONTACT INFORMATION

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