Supporting Transgender and Gender Non-Conforming Students

Dr. Tammy Bunch
tammy.bunch@nkcschools.org

Andy Schuerman
SchuermanA@parkhill.k12.mo.us
Kansas City, Missouri and National LGBTQ-Supportive Organizations and Services

**AIDS Walk Kansas City**
816-931-0959   www.aidswalkkansascity.org/
Over 5,700 men, women and children are living with HIV/AIDS in Kansas City. Over 700 are between the ages of 13 and 24. Be Ready to help those living with HIV/AIDS in Kansas City and to support our local AIDS service organizations.

**Campfire USA – Heartland – All Inclusive Alternative to Scouting Programs**
http://campfireheartland.org/
Camp Fire USA builds caring, confident youth and future leaders. We are inclusive, welcoming children, youth and adults regardless of race, religion, socioeconomic status, disability, sexual orientation or other aspect of diversity.

**Children’s Mercy – Gender Pathway Services**
Gender Pathway Services at Children’s Mercy provides interdisciplinary, family-centered services for transgender, gender-variant, and gender-questioning children. Their services are aimed at supporting the physical, mental and social health of patients and their families as they navigate the process of gender identity development.

**GLSEN, Greater Kansas City chapter**
913-608-4528   glsen.org/kansascity
The Gay, Lesbian & Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression.

**Genders & Sexualities (GSA) Network**
www.gsanetwork.org/
Genders & Sexualities Alliance Network is a youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources through peer support, leadership development, and training. GSA Network supports young people in starting, strengthening, and sustaining GSAs and builds the capacity of GSAs to: create safe environments in schools for students to support each other and learn about homophobia and other oppressions, educate the school community about homophobia, gender identity, and sexual orientation issues, and fight discrimination, harassment, and violence in schools.

**Gender Spectrum**
https://www.genderspectrum.org/
As the largest civil rights organization working to achieve equality for lesbian, gay, bisexual and transgender Americans, the Human Rights Campaign represents a force of more than one million members and supporters nationwide — all committed to making HRC’s vision a reality.

**GLOW (Growing and Leading Our Way)**
Synergy Youth Resiliency Center, 816-204-6747   Search on Facebook

**Human Rights Campaign-Kansas City**
www.hrc.org/steering-committees/kansas-city
As the largest civil rights organization working to achieve equality for lesbian, gay, bisexual and transgender Americans, the Human Rights Campaign represents a force of more than one million members and supporters nationwide — all committed to making HRC’s vision a reality.

**Kansas City Anti-Violence Project (KCAVP)**
www.kcavp.org
The Kansas City Anti-Violence Project (KCAVP) is a Missouri nonprofit corporation committed to providing domestic violence, sexual assault, and hate crimes advocacy and education to the lesbian, gay, bisexual, and transgender community. KCAVP was created to provide support and services to lesbian, gay, bisexual, and transgender victims of domestic violence, sexual assault, and hate crimes in western Missouri, eastern Kansas, with a focus on the Kansas City area.
Kansas City CARE (formerly Free Health) Clinic
(816) 753-5144  kccareclinic.org/
The Kansas City CARE Clinic is an integral part, the net under the safety net, of the health care delivery system in the Kansas City community. As it was formed to do in 1971, the Clinic provides basic health care services at no charge to people who cannot pay for care and to those who do not have insurance available to them. The Clinic helps keep the uninsured and underinsured healthy!

Kansas City Passages – Youth Center
816-931-0334   www.kcpassages.org
Passages Youth Center is a drug-free, alcohol-free, and hate-free center for 14- through 20-year-old lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth. Our goal is to help them grow as they explore the nature of their sexual and gender identities while having fun and meeting new friends at the same time. We provide educational information and experiences to encourage personal growth and social interaction to ease their transition into self-acceptance and to become empowered LGBTQ youth. These programs form a foundation of vital resources that provide youth with alternatives to risk-taking behavior.

Kansas City Gay Pride
www.gaypridekc.org/
Our organization consists of an eager group of volunteers from the greater Kansas City metropolitan area. Our committee members are all greatly involved in their own businesses, as well as members of other organizations within our city.

Kansas City Center for Inclusion (formerly Like Me Lighthouse)
816-756-7770   http://www.inclusivekc.org
To provide a safe and welcoming space where LGBT individuals and their families, friends, and straight allies can come for education, resources and to build a cohesive LGBT community in the Midwest. The Lighthouse will promote inclusion, respect and equality for the LGBT community. The Lighthouse will provide educational and social events to bring all individuals into the Lighthouse, as well as an outreach program to make the Midwest aware of the needs of the LGBT community. The LIKEME® Lighthouse will serve as a voice for the LGBT community in the Midwest.

Modern Family Alliance (formerly Midwest Alternative Family Alliance)
modernfamilyalliance.wordpress.com
The Modern Family Alliance was organized in 2002 by a small group of people in Kansas City who were concerned that local gay and lesbian parents and prospective parents needed a presence, a voice, and a way to connect with each other. MFA supports LGBT parents in the greater Kansas City area and beyond to build families and raise children in a community that is respectful, encouraging, and inclusive.

PFLAG-KC
816-765-9818  www.pflagkc.org/
Parents, Families and Friends of Lesbians and Gays of Kansas City (PFLAG-KC) is a group of parents, siblings, friends, lesbian, gay, bisexual and transgendered (LGBT) people who: Provide a support system for the families and friends of LGBT people to enable them to understand, accept and support their children with love and pride; Provide education for individuals and the community at large on the nature of homosexuality; and Support the full human and civil rights of LGBT people.

Perform Out KC – Creative and Musical Expression for KC LGBT Youth
www.performoutkc.org/
PerformOUTKC provides a safe, inclusive atmosphere for youth (13-20) of any and all identities, which fosters positive identity development through excellence in music performance and creative expression in the Kansas City Metro area. Explore self expression through the performing arts (Vocal and Instrumental Music, Dance, Theater, Writing, and the Visual Arts), share their life experiences and voices with the Kansas City Community through performance.

Q Space – LGBTQ+ Youth Support
913-210-2337   Facebook Search
A community support groups for lesbian, gay, bisexual, trans, queer, questioning, asexual and allied youth ages 12-20 that meets at St. Andrew Christian Church, 13890 W I27 Street, Olathe, KS 66062.
Safe Schools Coalition
safeschoolscoalition.org/
The Safe Schools Coalition is an international public-private partnership in support of gay, lesbian, bisexual and transgender youth, that is working to help schools – at home and all over the world – become safe places where every family can belong, where every educator can teach, and where every child can learn, regardless of gender identity or sexual orientation.

Street Outreach Services (SOS) at Synergy
24-hour Youth Crisis Line: 888-233-1639  www.synergyservices.org/?page=Main_Our_Services_Youth_SOS 816-741-8700
Our Street Outreach team canvases Greater Kansas City helping homeless youth, up to age 22. The team provides basic necessities like food, water, clothing, blankets and hygiene products. Transportation and case management/referral services are also provided to youth as needed. For youth that want to get off the street, the team provides a bridge to Synergy House, our youth shelter.

Suicide Awareness Survivor Support
913-681-3050  www.sass-mokan.com/
SASS unites survivors of suicide (family, friends, etc.) throughout the greater Kansas City metropolitan and surrounding areas. We believe the public must be educated about suicide. We sincerely feel that “Suicide is everyone’s business.”

Transformations: A KC Trans & Gender Expansive Youth Group
4socialscope@gmail.com  Facebook search
A social, support group for trans and gender expansive young people ages 12-18 that meets 1st and 3rd Tuesdays of the month. The group meets at ReStart Inc’s Housing Solution Center at 8th and Paseo (1444 E 8 Street, KC, MO).

Veronica’s Voice Youth Group – Kansas City
Crisis Line: 816-728-0004  www.veronicasvoice.org/
Veronica’s Voice is here to encourage, educate and empower American victims of commercial sexual exploitation of all ages to make lifestyle changes which lead to the recovery of their minds, bodies and spirits. Veronica’s Voice is Kansas City’s only advocacy and survivor-recovery program dedicated solely to victims of prostitution, commercial sexual exploitation and sex trafficking. The primary focus of Veronica’s Voice is to offer compassionate and non-judgmental support to victims through survivor-run services. Veronica’s Voice offers exploited individuals a safe place to process their experiences with others who can relate to them, allowing them to take control of their lives.

Missouri Resources
ACLU of Missouri http://www.aclu-mo.org
Mid-Missouri MU LGBTQ Resource Center: http://lgbtq.missouri.edu
Megan’s Rainbow: free therapeutic, expressive arts group for LGBTQ teens: contact Brian Vega at brianvega@me.com
Southeast Missouri PROMO: https://promoonline.org/resources/southeast-region/southeast-region.html

National Resources
COLAGE (Children of Lesbians and Gays Everywhere) www.colage.org
GLSEN (formerly Gay, Lesbian & Straight Education Network) www.glsen.org
Human Rights Campaign www.hrc.org
National Center for Transgender Equality
National LGBTQ Task Force www.ngltf.org
PFLAG (Parents, Families & Friends of Lesbians & Gays) www.pflag.org

Suicide Prevention Hotlines
The Trevor Project (LGBTQ Youth Hotline) 1-866-488-7386
National Suicide Prevention Lifeline 1-800-273-8255
DeafLine Missouri 1-800-380-3323
Resource List
Professional Development Workshop (Trans emphasis)

GLSEN: www.glsen.org
Educator Resources (all available for download)

- Harsh Realities; The Experiences of Transgender Youth in Our Nation’s Schools
  - This report documents the experiences of 295 middle and high school Transgender students and finds that these students face even more victimization than their LGBQ peers.
  - See more at: https://www.glsen.org/learn/research/national/report-harsh-realities

- NEW IN 2017 - Gender Terminology Discussion Guide and Visual
  - Gender is a much discussed topic both on the political and cultural arenas. This resource provides up-to-date language and definitions for conducting discussions with adults and youth. It also includes a visual aid.
  - See more at: https://www.glsen.org/sites/default/files/Gender%20Terminology%20Guide.pdf
  - https://www.glsen.org/sites/default/files/Gender%20Terminology%20Visual.png

- NEW IN 2017 - Separation and Stigma: Transgender Youth and School Facilities
  - This resource outlines how excluding transgender students from the school facilities that match their gender is not only unnecessary but profoundly harmful. The report also examines the existing federal, state, and local landscape for transgender students and their ability to access facilities at schools across the country.
  - See more at: https://www.glsen.org/article/separation-and-stigma-transgender-youth-and-school-facilities

- GLSEN 2015 National School Climate Survey: Executive Summary
  - GLSEN’s 9th biennial report on the school experiences of LGBTQ youth in schools, including the in-school resources that support their well-being, the extent of the challenges that they face at school, and insights into many other aspects of LGBTQ students’ experiences. The survey has consistently indicated that a safer school climate directly relates to the availability of inclusive curriculum, visible supportive school staff, comprehensive anti-bullying policies, and gay-straight alliances (or similar student organizations.)
  - See more at: https://www.glsen.org/article/2015-national-school-climate-survey

- GLSEN Safe Space Kit
  - The Safe Space Kit includes information and suggestions for how to create a “Safe Space” for secondary school LGBTQ youth in a classroom, health room, school counselor’s office, etc.
  - See more at: http://www.glsen.org/safespace

- Playgrounds and Prejudice: Elementary School Climate in the United States
  - This report presents data collected from 1,065 school students in 3rd through 6th grades and 1,099 elementary school teachers of K-6 grade. This resource examines students’ and teachers’ experiences with biased remarks and bullying, and their attitudes about gender expression and family diversity.
- See more at: http://www.glsen.org/article/lgbt-issues-elementary-schools#sthash.jCBgYy4u.dpuf

- **Ready, Set, Respect! Elementary Toolkit**
  - The kit provides a set of tools that prepare educators to teach about respect and includes lesson plans that can help to seize teachable moments. The lessons focus on name-calling, bullying and bias, LGBTQ-inclusive family diversity and gender roles and diversity. The lessons are designed to be used as either standalone lessons or as part of a school-wide anti-bias or bullying prevention program.
  - See more at: http://www.glsen.org/readysetrespect#sthash.57PHkTUJ.dpuf

- **GLSEN Strengths and Silences: The Experiences of Lesbian, Gay, Bisexual and Transgender Students in Rural and Small Town Schools**
  - This report documents the experiences of more than 2,300 LGBTQ secondary students who attend schools in rural areas, using data collected from GLSEN’s 2011 National School Climate Survey.
  - See more at: http://www.glsen.org/ruralreport#sthash.d2MGapM5.dpuf

- **From Statehouse to Schoolhouse: Anti-Bullying Policy Efforts in U.S. States and School Districts**
  - This report examines the anti-bullying policies of all 13,181 school districts across the country. It also discusses whether state laws and guidance are being implemented at district level.
  - In addition, the report explores whether district policies:
    - Protect students specifically on the basis of personal characteristics, such as sexual orientation, gender identity/expression, race and religion;
    - Require professional development for educators on bullying and district accountability for incident reporting; and
    - Have an impact on school climate for lesbian, gay, bisexual and transgender students.

- **Out Online: The Experiences of Gay, Lesbian, Bisexual and Transgender Students Online**
  - LGBTQ youth experience nearly three times as much bullying as students in this survey of 5,680 grade 6-12 students. This is the first report to examine in-depth the experiences of on-line bullying of LGBTQ students and how they have used the internet to find peer support, access to health information and opportunities to be civically engaged.
  - See more at: http://www.glsen.org/press/study-finds-lgbt-youth-face-greater-harassment-online

- **Model Policies & Laws**
  - This web page contains suggested policies for schools, districts, and states to include in their official policies for LGBTQ student inclusivity.
  - See more at: http://www.glsen.org/article/model-laws-policies
Other Resources

www.transequality.org - The National Center for Transgender Equality is the nation’s leading social justice organization advocating for life-saving change for Transgender people.

www.genderspectrum.org - Gender Spectrum helps to create gender sensitive and inclusive environments for all students.
- Gender Inclusive Schools Toolkit
  (https://www.dropbox.com/s/1wpo37oz3wv3nan/Gender%20Inclusive%20Schools%20Toolkit.pdf?dl=0)

www.aclu.org - The ACLU is the nation’s leading organization advocating for civil rights.
- A Guide for Supporting Transgender Students in K-12 Schools is a report jointly published by ACLU, Gender Spectrum, National Education Association, Human Rights Campaign and National Center for Lesbian Rights.
  (https://www.aclu.org/sites/default/files/field_document/schools_in_transition_6.3.16.pdf)

www.thetrevorproject.org - Access information about preventing suicide, education workshops, and Trevor’s unique resource for LGBTQ youth.

www.pflag.org - PFLAG is the United States’ largest organization for parents, families, friends, and allies united with people who are LGBTQ.
GENDER TERMINOLOGY

GENDER ATTRAIBUTION
HOW YOUR GENDER IS PERCEIVED BY OTHERS

GENDER IDENTITY
HOW YOU IDENTIFY (SEE YOURSELF)

SEX ASSIGNED AT BIRTH
WHAT THE MEDICAL COMMUNITY LABELS YOU

GENDER EXPRESSION
HOW YOU WANT TO DISPLAY YOUR GENDER
ARE YOU READY?

A good way to begin this kind of work is to answer the following questions honestly and consider the ways your practices have included or ignored the aspects of diversity addressed above.

1. **Think back to a time in elementary school when you or a classmate may have been teased for not fitting in.** What might an educator have done to disrupt this behavior and/or use it as a “teachable moment?” Most students experience isolation at one time or another. For many young students the first time this may emerge is in response to others’ perceiving that they are not behaving “enough” like a boy or “enough” like a girl. As educators we have the opportunity to create environments that not only support students as they develop an awareness of gender but that also challenge the stereotypes that may impair healthy development. To what extent have your practices offered such support?

2. **Did you ever see representations of diverse families (such as those headed by same sex couples, adoptive families, or step-families) represented in your elementary classes when you were in school?** Do your own students gain exposure to and respect for diverse families through the literature, word problems, posters, and discussions that are part of the curriculum? While educators know that it is important to access their students’ experiences as resources for learning, teaching about diverse families cannot be dependent upon this alone. Regardless of students’ backgrounds and experiences, educators must be mindful of their role in preparing students to live and work in a diverse world in which they are likely to encounter such diversity. What curricular and pedagogical practices may exclude certain students’ experiences?

3. **Have you ever encountered a student using harmful language such as “That’s so gay” or “fag” or “queer” and not known how to respond?** As educators, it is easy to let phrases like this go unaddressed, especially when there is so much to accomplish and so little time and/or when we don’t feel equipped to address such language. While one might think that addressing biased language can occupy too much valuable instructional time, it is crucial to intervene when students use hurtful language. This is a critical part of creating a space that is safe for all students and ensuring that each student is given the opportunity to fully participate in classroom endeavors and learn and achieve. What messages are sent by a non-response?

Regular reflection and collegial dialogue is an important part of professional practice. Once you have had a chance to think about these (and other similar) questions, talk to a colleague or share your responses with a grade-level team, asking others to do the same. Working together towards improved outcomes sends a powerful message to students and models respectful cooperation.
EVERYDAY INCLUSION:

TIPS FOR TEACHING MORE INCLUSIVELY

Beyond teaching the kinds of lessons and incorporating the kinds of resources included in this toolkit, what educators do and say as they teach or design and implement classroom routines has a great deal to do with students’ learning in a safe, respectful and inclusive environment. Educators engaged in this work should try to:

- **Expand students’ knowledge of diversity by exposing them to role models through literature, lessons, and classroom guests.** Make sure your students have the opportunity to choose books that portray diverse families as well as men and women outside of gender stereotypes. Seek out classroom speakers, such as women engineers, to present to your class; you might consider using local professional chapters (such as the Association for Women in Science or Hispanic National Bar Association) to find speakers to invite.

- **Make sure the analogies you use when teaching don’t rely on hetero-normative or gender-normative images or viewpoints.** A hetero-normative viewpoint is one that expresses heterosexuality as a given instead of being one of many possibilities. Such a viewpoint can translate into the development of all kinds of images that reinforce the view. The assumption (reinforced by imagery and practice) that a boy will grow up and marry a woman is based on such a viewpoint. A gender-normative image, on the other hand is one that delimits the possibilities for children of either gender by reinforcing stereotyped expectations such as boys preferring to play only with blocks while girls preferring dramatic play in a kitchen. The Ready, Set, Respect! lesson titled, “What are Little Boys and Girls Made Of?” addresses this. Both hetero- and gender-norming can find their way into practice. For instance, the use of boy/girl attraction as a way of teaching north/south poles of magnets in a science lesson is but one example of how this happens.

- **Find ways of grouping and lining up students other than “boys here, girls there” or “boys do this, girls do that.”** While some students may enjoy these ways of separating the class, they can isolate other students who may feel uncomfortable conforming to gender-based stereotypes. Consider other ways of organizing students such as by birthday month or dividing the class into two consistent groups like 1’s and 2’s.

- **Monitor choice activity time to ensure that students are not segregating themselves by gender.** If you notice this occurring, form groups based on some other characteristics such as birthday months.

- **Use inclusive language when referring to students, families, or others outside of the classroom. Build knowledge of vocabulary like ally, respect, diverse, etc…** By using more inclusive language ourselves, we help students develop more respectful and inclusive vocabularies.

- **Become more aware of the ways that you support gender stereotypes in your expectations of students and their work and intervene when you hear students making gender-based assumptions.** This might be one of the most difficult tips because bias in our expectations usually goes unobserved. Do you expect the boys in your classroom to be more adventuresome or the girls to be more organized? Do you assume certain students want to participate or not participate in activities because they are a boy or girl? Challenging these assumptions can be difficult but this work will help you create a more inclusive environment for all of your students.

- **Write math problems with contexts that include a variety of family structures and gender-expressions.** For example, “Rosa and her dads were at the store and wanted to buy three boxes of pasta. If each costs $.75, how much will all three boxes cost?” or “Darren wants to bake a special cake for his grandmother. The original recipe calls for 2 cups of flour. If he is doubling the recipe, how much flour does he need?”

- **Integrate Ready, Set, Respect! (and other GLSEN) lessons to address conflicts and utilize teachable moments that arise around gender, diverse families, and bullying/name-calling!** Draw on these age-appropriate resources to build a more inclusive classroom.

- **Connect students’ experiences with learning. Practicing respectful attitudes and behaviors takes work.** When students “slip,” positively help them recall lesson(s) that relate. Encourage them to practice harder, don’t shame them.
The lessons that follow are categorized according to topic: 1) Responding to Name-Calling, Bullying and Bias 2) Family Diversity 3) Gender Roles and Diversity and are further categorized by grade level appropriateness. Each lesson is designed for classroom use in the grades identified, but can be readily adapted to higher or lower grade levels as students’ needs (readiness) present themselves and teacher’s may see fit. Each lesson can be taught in 1-2 classroom periods and all of the lessons are designed to help students develop:

- respect and acceptance of a broad range of individual, family and cultural differences;
- positive self-esteem and a pride in themselves and their family;
- skills in critical thinking, responsible decision-making and cooperation; and
- an understanding of their ability and responsibility to be “change agents” to address bias, stereotypes or name-calling in themselves and others.

WHEN TEACHING THESE LESSONS, IT IS IMPORTANT TO:

QUESTION:
Ask as many questions as possible of your students as you proceed through the lessons and, encourage their dialogue with each other, not just with you. Questioning and dialogue will help them make meaning and develop a deeper understanding of the material presented.

LISTEN:
Listening carefully to your students is an effective strategy for assessing readiness. The informal conversations, stories, and questions they have can help you determine when one or more of the lessons or resources may be of value in their learning and development. For example, a student declaring that another child cannot do something because that’s something done only by children of another gender, may provide an opportunity to engage in the lessons in Set Three. Observing recess games or the fantasy play created in the classroom can help provide great cues to needs or concepts that are emerging and may require a teacher’s guidance. For without such guidance, children may be led to misunderstandings that can lead to anti-social behaviors and intolerant attitudes.

INTEGRATE:
These lessons are intended to be non-sequential and readily integrated/adapted into other curriculum content. Links to related national academic learning standards are provided at the beginning of each unit to guide you further. Finally, many of these lessons may be helpful to supplement other activities used as part of anti-bullying programs or school-wide behavioral initiatives.

PRACTICE PATIENCE:
Developing anti-bias skills and respectful attitudes and language takes time and is a life-long process. Know that your work is building an important foundation for deeper understanding and action as your students grow.
LESSON ALIGNMENT

THE COMMON CORE STATE STANDARDS
FOR ENGLISH LANGUAGE ARTS

The lessons included in *Ready, Set, Respect!* are designed for use at any time in the school year and are adaptable to a variety of desired standards progress or outcomes. The table below suggests the Common Core State Standards that are most relevant to the lesson plans as they are presented in the toolkit. More information about the Common Core State Standards and the specific standards cited below is available on-line from various state education agencies in those states in which they have been adopted. This alignment presentation should not limit teachers and their use of these lessons to address certain desired outcomes. As is best practice, decisions about alignment to standards need to be made with knowledge of specific learners and how the lesson fits within the greater curriculum.

<table>
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<tr>
<th>STRAND</th>
<th>COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS BY GRADE</th>
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<tr>
<td></td>
<td>K 1 2 3 4 5</td>
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<tr>
<td>Reading–Literature</td>
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<tr>
<td>Language</td>
<td>1.a 1.b 1.d 2.d 2.a 5.a 5.c 6 1.a 1.c 6 1.a-l 2.a-g 3.a 6 1.a-g 2.a-d 3.a 6 1.a-e 2.a-e</td>
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LESSON ALIGNMENT

THE MCREL STANDARDS (4TH EDITION)

The code below indicates the lesson set that addresses the standards.
NC= Name-Calling, Bullying and Bias
FD= Family Diversity
GR= Gender Roles and Diversity

BEHAVIORAL STUDIES
1. Understands that group and cultural differences contribute to human development, identity and behavior (NC, FD, GR)
2. Understands various meanings of social group, general implications of group membership, and different ways that groups function (NC, FD, GR)
3. Understands that interactions among learning, inheritance, and physical development affect human behavior (FD, GR)
4. Understands conflict, cooperation and interdependence among individuals, groups, and institutions (NC, FD, GR)

THINKING AND REASONING
1. Understands and applies the basic principles of presenting an argument (NC, GR)
3. Effectively uses mental processes that are based on identifying similarities and differences (NC, GR)
6. Applies decision-making techniques (NC, GR)

WORKING WITH OTHERS
1. Contributes to the overall effort of a group (NC, FD, GR)
2. Uses conflict-resolution techniques (NC, FD)
3. Works well with diverse individuals and in diverse situations (NC, FD, GR)
4. Displays effective interpersonal communication skills (NC, FD, GR)
5. Demonstrates leadership skills (NC, FD, GR)

SELF-REGULATION
2. Performs self-appraisal (NC, FD, GR)
5. Maintains a healthy self-concept (NC, FD, GR)

HEALTH
3. Understands the relationship of family health to individual health (FD)
10. Understands the fundamental concepts of growth and development (GR)

HISTORY
Topic 1. Living and Working Together in Families and Communities, Now and Long Ago (FD)

LANGUAGE ARTS
Writing Standard 1. Uses the general skills and strategies of the writing process (FD, GR)
Listening and Speaking Standard 8. Uses listening and speaking strategies for different purposes (FD, GR)
Viewing Standard 9. Uses viewing skills and strategies to understand and interpret visual media (FD, GR)

LIFE SKILLS: THINKING AND REASONING
1. Understands and applies the basic principles of presenting an argument (FD, GR)
3. Effectively uses mental processes that are based on identifying similarities and differences (FD, GR)
6. Applies decision-making techniques (FD, GR)

Elementary educators are presented with teachable moments each day. Those presented below are the kind that may provide a natural entry point for the lessons in this section. As you read these, use the following questions to help you consider how you might respond:

1. What is going on? Think as holistically as possible about the classroom and try to take the perspective of different students in the room. Did all students experience the situation the same way?

2. In what ways might the situation suggest that your students are READY for respect-related learning and how READY are you to engage them in that learning?

3. What learning possibilities and/or learning outcomes does such a moment seem to SET up? How might you use the moment for that learning (either in the moment or soon after)? What learning might result from not seizing the possibilities?

4. How might such learning build upon what students already know and lead them to a deeper understanding and practice of RESPECT?

Dancing Around Name-Calling

A class of fourth grade children are brainstorming a list of topics they can write about during writing workshop. The conversation veers towards hobbies and Sami says he wants to write about his dance class. The next day he comes to school in jeans and his dance leotard. Mr. Breen overhears two boys teasing Sami in the hallway as Sami takes off his jacket, “That’s a girl’s shirt. You look weird!” “How come you’re wearing a girl’s body suit?” and “Sami’s a ballerina.” Both break out into laughter.

Bad Words?

Third grade teacher Ms. Rojo learns from one of her student’s moms that on the previous day’s bus ride home, her son Jordan had been teased by a group of students after sharing that his mom is a lesbian. “Your mom is a lesbian? Jordan’s mom is a lesbian! That’s gross,” the students chanted. While Jordan doesn’t say anything to Ms. Rojo about it, Ms. Rojo learns that not only were the children teasing him, but that the bus driver’s response was to stop the bus and yell at Jordan, saying “don’t ever use that word again.”
LESSON 1:
Our Classroom Community (K-2)

OVERVIEW:
This lesson is designed to help students develop an understanding of and connection with their fellow students. By exploring the ways that they are alike and different, students will develop an early appreciation of the diversity around them. Further, this activity introduces the concept of a classroom community and the ways in which members of the community need to support and work together.

WHEN AND WHY TO TEACH THIS LESSON:
While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

• You hear students referencing and/or questioning differences between and among themselves, especially as it relates to individual, family and cultural identities
• You are seeking to build connections and community with a new group of students

OBJECTIVES:
Students will:
• explore ways in which they are alike and different from one another;
• build a sense of pride in their own and others’ identities;
• develop unity and excitement around their classroom community; and
• establish a common agreement for how they will support one another as part of their classroom community.

ESSENTIAL QUESTIONS:
• What makes each of us unique and different from one another?
• How does the diversity in our classroom make it a richer place?
• What is a classroom community?
• What responsibility do we each have in making our classroom community a happy and productive place?

TIME:
1-2 sessions, 30-45 minutes each

MATERIALS:
Alike and Different Statements; multi-colored construction paper for children to create All About Me! posters; multi-colored markers, crayons, pencils; chart paper