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# Gender Complex Curriculum for the Portland Public School District: Proposal

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Gender Complex Curriculum for the Portland Public School District: Proposal

by

Kathryn Hayes

An undergraduate honors thesis submitted in partial fulfillment of the

requirements for the degree of

Bachelor of Arts

in

University Honors

and

Child and Family Studies

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2014

## Curriculum

## **Week 1- Gender Roles, Grades K-2**

### Introduction

A lot of what we know about gender is defined by traditional gender roles. This lesson is intended to teach students about traditional gender roles and allow them to examine and critique them so that they may develop a broader view of gender.

### Time needed

30-45 minutes

### Student Learning Objectives

Students should be able to:

1. Identify the difference between biological sex and gender
2. List gender roles or "typical behaviors" of boys and girls
3. Recognize how gender roles can influence how a person makes choices
4. Identify individual interests that cross stereotypical gender lines

### Agenda

1. Define Biological Sex and Gender (5-7 minutes)
2. Brainstorm and list gender-specific role, jobs, and behaviors using Venn Diagrams (10 minutes)
3. Discuss why the students believe these things, or why they may or may not be true (3-5 minutes)
4. Have children write a journal entry that reflects on something they like to do/something they want to be when they grow up that may be outside of traditional gender roles (5-10 minutes)
5. Read a classic fairytale and lead discussion on what gender roles they noticed (5-10 minutes)

### Materials Needed

1. A traditional fairytale (Cinderella is a great option)
2. Journal Worksheet

## **Week 1- Gender Roles, Grades 3-5**

### Introduction

A lot of what we know about gender is defined by traditional gender roles. This lesson is intended to teach students about traditional gender roles and allow them to examine and critique them so that they may develop a broader view of gender.

### Time needed

30-45 minutes

### Student Learning Objectives

Students should be able to:

1. Identify the difference between biological sex and gender
2. List gender roles or "typical behaviors" of boys and girls
3. Recognize how gender roles can influence how a person makes choices
4. Identify individual interests that cross stereotypical gender lines

### Agenda

1. Define Biological Sex and Gender (5-7 minutes)
2. Brainstorm and list gender-specific role, jobs, and behaviors using Venn Diagrams (10 minutes)
3. Discuss why we believe these things, or why they may or may not be true (3-5 minutes)
4. Research historical figures (male and female) in the library that have gone outside typical gender roles and had been successful (10-20 minutes)
5. Fill out "Historical Person" worksheet during research and finish it for homework

### Materials Needed

1. Library books or a computer for research
2. "Historical Person" worksheet

## **Week 2- Gender Binary, Grades K-2**

### Introduction

The gender binary (the idea of male and female) is a construct that is heavily relied on in our society and many other societies around the world. While this allows for quick and convenient labeling, it can be very exclusionary to individuals who identify outside of this binary. This lesson is designed to allow students to analyze this binary and recognize how it affects their daily lives.

### Time Needed

30-40 minutes

### Student Objectives

Students should be able to:

1. Be able to understand the concept of the gender binary
2. Be able to list the pros and cons of the gender binary
3. Understand that there are individuals that do not fit into the gender binary

### Agenda

1. Pass out one of three different colored chips (red, green, yellow) to each student and have them get into two different groups (the reds and the greens) (5 minutes)
2. Explain how the red and the green groups represent a binary (3 minutes)
3. Use the activity to define Gender Binary (3 minutes)
4. Reflect back on the idea of gender roles and discuss the center of the Venn Diagram from the previous week (5-10 minutes)
5. Do a binary "Scavenger Hunt" around the classroom or school (15-20 minutes)

### Materials Needed

1. Colored Chips (paper cutouts are a good option)
2. Scavenger Hunt Worksheet

## **Week 2- Gender Binary, Grades 3-5**

### Introduction

The gender binary (the idea of male and female) is a construct that is heavily relied on in our society and many other societies around the world. While this allows for quick and convenient labeling, it can be very exclusionary to individuals who identify outside of this binary. This lesson is designed to allow students to analyze this binary and recognize how it affects their daily lives.

### Time Needed

30-45 minutes

### Student Objectives

Students should be able to:

1. Understand the concept of the gender binary
2. List the pros and cons of the gender binary
3. Understand that there are individuals that do not fit into the gender binary

### Agenda

1. Pass out one of two different colored chips (red and green ) to each student and have them get into two different groups (5 minutes)
2. Explain how the red and the green groups represent a binary (3 minutes)
3. Use the activity to define Gender Binary (3-5 minutes)
4. Reflect back on the idea of gender roles and discuss the center of the Venn Diagram from the previous week (5-10 minutes)
5. Do a binary "Scavenger Hunt" around the classroom or school (15-20 minutes)

### Materials Needed

1. Colored Chips (paper cutouts are a good option)
2. Scavenger Hunt Worksheet

## **Week 3- Gender Identity, Grades K-2**

### Introduction

How we define our gender is central to how we define ourselves. In this lesson, students will be given the opportunity to learn about gender identity and gender expression, as well as discover what that means for individuals from all over the world who identify outside of their assigned birth sex.

### Time Needed

30-45 minutes

### Student Objectives

Students should be able to:

1. Define gender identity
2. Define gender expression
3. Understand that there are people who do not fit into the gender binary

### Agenda

1. Redo the colored chip activity from the previous week, but pass out yellow chips to some students as well. Still only create two groups for the red and green (5 minutes)
2. When the activity is finished, have the "yellow chip students" reflect on how they felt (3-5 minutes)
3. Define Gender Identity and Gender Expression (3-5 minutes)
4. Explain how there are sometimes people who don't fit into the gender binary or sometimes even feel they were meant to be the other gender (5-7 minutes)
4. Read "Goblinheart" by Brett Axel (5-7 minutes)
5. Have the students complete the *Goblinheart* worksheet (5-10 minutes)

### Materials Needed

1. *Goblinheart* by Brett Axel
2. *Goblinheart* worksheet



## **Week 3- Gender Identity, Grades 3-5**

### Introduction

How we define our gender is central to how we define ourselves. In this lesson, students will be given the opportunity to learn about gender identity and gender expression, as well as discover what that means for individuals from all over the world who identify outside of their assigned birth sex.

### Time Needed

30-40 minutes

### Student Objectives

Students should be able to:

1. Define gender identity
2. Define gender expression
3. Understand that there are people who do not fit into the gender binary or sometimes feel they were born the wrong gender

### Agenda

1. Redo the colored chip activity from the previous week (5 minutes)
2. When the activity is finished, discuss what would have happened if there had been a few students with yellow chips, but there was still only a "red" and a "green" group.(3-5 minutes)
3. Define Gender Identity and Gender Expression (3-5 minutes)
4. Explain how there are sometimes people who don't fit into the gender binary or sometimes even feel they were meant to be the other gender (5-7 minutes)
5. Have the students break up into groups to read various articles on gender in other cultures, and fill out the "Gender in Other Cultures" worksheet. Once they have read the articles, have each group present a brief 2-3 minute presentation (15-20 minutes)

### Materials Needed

1. "Gender in Other Cultures" worksheet

## **Week 4-Anti-harassment/ Bullying, Grades K-2**

### Introduction

Bullying and harassment is something that students often experience in school, and this is especially so amongst students who identify as trans\*. This lesson will allow students to examine their school's anti-harassment/bullying policy so that they can begin to create an environment where all students can feel safe and accepted.

### Time Needed

30-45 minutes

### Student Objectives

Students should be able to:

1. Define bullying and harassment
2. Understand the existing school policy on anti-harassment/bullying
3. Reflect on times they have been teased and use that reflection to understand how bullying can be hurtful
4. Tie together what the class has learned about gender to apply to issues of bullying and harassment
5. Create a community agreement that creates a safe space for people of all gender expressions and identities

### Agenda

1. Have students discuss a time they were teased (name calling, physical harassment, etc.) and how it made them feel (5-7 minutes)
2. Define bullying/harassment (3 minutes)
3. Briefly review the school's harassment/bullying policy (3-5 minutes)
4. Discuss some of the difficulties students with different gender expressions/identities might face with bullying/harassment. Reflect on how well the school's policy would protect them (5-7 minutes)
5. Brainstorm ways to make school a safe space for people of all gender identities and expression (5-10 minutes)

6. Create a "community agreement" that outlines classroom rules in a way that discourages bullying and harassment (10 minutes)

Materials Needed

Poster Paper

## **Week 4-Antiharassment/ Bullying, Grades 3-5**

### Introduction

Bullying and harassment is something that students often experience in school, and this is especially so amongst students who identify as trans\*. This lesson will allow students to examine their school's anti-harassment/bullying policy so that they can begin to create an environment where all students can feel safe and accepted.

### Time Needed

30-45 minutes

### Student Objectives

Students should be able to:

1. Define bullying and harassment
2. Understand the existing school policy on anti-harassment/bullying
3. Reflect on times they have been teased and use that reflection to understand how bullying can be hurtful
4. Critique the current anti-harassment policy and come up with alternative solutions

### Agenda

1. Have students discuss a time they were teased (name calling, physical harassment, etc.) and how it made them feel (3-5 minutes)
2. Define bullying/harassment (3 minutes)
3. Review the school's harassment/bullying policy (3-5 minutes)
4. Discuss some of the difficulties students with different gender expressions/identities might face with bullying/harassment. Reflect on how well the school's policy would protect them (5-7 minutes)
5. Brainstorm ways to make school a safe space for people of all gender identities and expression (5-10 minutes)
6. Write a letter to administration proposing one change to the current policy (10 minutes in class time)

**Teacher's Manual**

### What This Document Is:

This document is a curriculum geared toward elementary school students grades K-5. This curriculum is a 4 week sequence that is split into two separate levels. The first level is suited for children grades K-2 and the second level is more suited for children grades 3-5. This curriculum is different from a typical sexual education curriculum in that it solely focuses on issues of gender (gender expression, gender identity, gender roles etc.). The goal of this curriculum is to open up conversation for young children on the topic of gender as it relates to themselves and the world they live in. This curriculum is from the perspective that a gender binary is restrictive both in society and on a personal level. Children are encouraged to widen their perspective of gender and gender roles in the hopes that they can move past the gender binary as a "concrete" construct.

Each lesson is broken down into three parts: group lesson/activity, discussion, and individual activity. In the next couple of pages, each lesson will be broken down with instructor notes to help guide the teacher through each activity.

## Background

Nationwide, 43.9% of students felt unsafe in school in 2011 due to their gender expression, according to GLSEN (2011). Another 63.9% were verbally harassed and 38.3% were physically harassed for their gender expression. GLSEN (2011) also found that nationally 36% of students experienced harassment in schools where school-wide anti-harassment policies were not present, 31.9% experienced harassment in schools where there was a generic school-wide anti-harassment policy present, 23.2% experienced harassment in schools where there was partially enumerated school-wide anti-harassment policy present, and 21.7% experienced harassment in schools with specific anti-discrimination policies. This data demonstrates that anti-harassment and anti-discrimination policies, while not the entire solution, do influence school climate.

Oregon is one state that offers both enumerated anti-bullying laws and anti-discrimination policies that protect students based on sexuality *and* gender identity thanks to the Oregon Safe School Act. According to their 2013 report, the Oregon Safe Schools and Communities Coalition stood with several other organizations to help pass the Oregon Safe Schools act in 2009. The Oregon Safe Schools act is the overarching state policy that protects LGBT students. Also within this report authored by Ridings (2013), the Oregon Safe Schools and Communities Coalition ranks school districts on their compliance with their adherence to this overarching policy. The Portland Public School district is ranked a gold-star district, meaning that the district "exceeds compliance by providing governance documents that include the required provisions as well as provisions on training and/or gender identity" (p. 2). Unfortunately, a majority of these policies and the resources provided to LGBT students only focus on high school and only sometimes middle school students. Gay-Straight Alliances, a widely used resource for students who identify within the LGBT spectrum, are only found in Portland Public School District high schools according to the Oregon Gay Straight Alliance Network (2010). It is also obvious in the language centered around youth and lack of language around children in the Oregon Safe Schools and Communities Coalition 2013 report, that middle school and high school students are the focus of the anti-discrimination policies required by the Oregon Safe Schools Act. Elementary school aged students who identify as lesbian, gay, bisexual, or transgender are largely being ignored by these publications.

According to Brill and Pepper (2008), psychologists have found that a child's core identity is more or less established by the age of six and then is revisited when they are a teenager. While a greater knowledge of one's sexuality usually develops around puberty, children in early elementary school (and sometimes even younger) are able to identify as a boy, a girl, or somewhere in between. The argument of a child's core identity can be contradictory to the idea of gender fluidity. If a child goes back and forth between a male identity, a female identity, and somewhere in between it does not appear to be a set-in-stone core identity. However, I would like to argue that a child having a fluid gender identity can be something that is "fixed" about them and therefore fits within the idea of a core identity. Brill and Pepper (2008) also claim that it is estimated that 1 in 500 children is significantly gender-variant or transgender. With this amount of children who identify with a gender that does not align with the sex they were assigned at birth, it is necessary to have resources and protections put into schools at even the earliest levels.

## Teacher's Glossary

*Gender identity*: refers to a person's deep inner feeling of gender regardless of anatomy

*Gender expression*: how people externalize their internal sense of gender

*Gender nonconformity*: behaviors and interests that fall outside what is considered normal for one's biological sex

*Transgender*: When an individual's gender identity does not match their assigned birth gender

*Cisgender*: When an individual's gender identity matches that of their assigned birth gender

*Trans\**: An umbrella term that encompasses individuals who identify as transgender, gender nonconforming, gender fluid, or any of the other various nonbinary gender identities.

## Laws Affecting Transgender Students in Oregon

**Discrimination:** The Oregon Safe Schools Coalition (2013) states that any existing anti-harassment policy in a school district must include a statement prohibiting harassment, intimidation, or bullying and prohibiting cyber bullying; a description of the type of behavior expected from each student, a statement of the consequences and appropriate remedial action for a person who commits an act of harassment, intimidation, or bullying or an act of cyber bullying; definitions of "protected classes" that are consistent with state law, and notice that the policy applies to behavior at school-sponsored activity, on school-provided transportation and at any official school bus stop.

Oregon is one state that offers both enumerated anti-bullying laws and anti-discrimination policies that protect students based on sexuality *and* gender identity thanks to the Oregon Safe School Act.

**Educational Requirement:** According to the National Coalition to Support Sexuality Education (2008), Oregon does not mandate sexuality or gender education, but does require instruction in infectious diseases including HIV/AIDS and Hepatitis B and C at least annually.



## Activity 1: Grades K-2

### 1. Define Biological Sex

Explain that biological sex is split into two categories "boy" or "male" and "girl" or "female" and is determined by our body parts at birth.

### 2. Define Gender

Explain that gender is the characteristic that makes a person masculine (boy-like) or feminine (girl like).

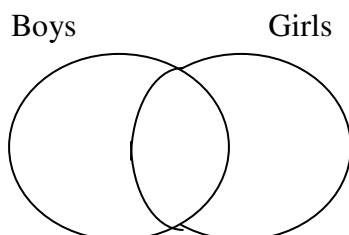
### 3. Define Gender Roles

Explain gender roles are kind of like class rules; they are guidelines for how a person is expected to behave. Being a student is a kind of role, and rules like raising one's hand to ask a question, doing what the teacher asks the first time etc. are the guidelines that tell a student how to do their job. Gender roles are kind of like that. People think that to be a "good boy" or "good girl" they must follow certain guidelines that apply to their gender. For example, people often say "boys are supposed to..." and "girls are supposed to...". This lesson is going to examine those roles.

### 4. Brainstorm Stereotypical Gender Roles, Jobs, and Behaviors

Draw a Venn Diagram on the board. One side will be "boy behavior/activities" and "girl behavior/activities". The center part is where typically accepted behaviors and activities that both boys and girls can do can be written down. Start by writing a stereotype you have heard or are familiar with first, and then encourage the students to come up with some on their own. It is surprising how even young children have very set ideas on this matter!

Example:



### 5. Discuss Why the Students Believe These Things and Whether or Not They May Be True

After everyone has gotten the opportunity to brainstorm, allow some children to discuss how they got these ideas. Keep in mind, in the younger grades answers may be as simple as "that's how it's supposed to be." Allow students to provide commentary, and then encourage them to think about whether or not these stereotypes are true. Ask them to think about the things they like to do and see if they fit in the boys side, the girls side, or somewhere in between.

## **6. Have Children Write a Journal Entry**

Have the children reflect on this discussion by using the journal worksheet from Appendix 1. Have the students reflect on things they like to do or something they want to be when they grow up, that doesn't fit the traditional gender role for their gender. If the students are having a hard time, offer an example: "I like to go hunting, which many people think of as a boys' activity". Have the students write a couple of sentences based on their grade level, and include a picture as well.

## **7. Read a Classic Fairytale, and Lead Discussion on the Gender Roles they May Have Noticed**

To finish up the story, transition the children to story time and read a classic fairy tale. Tell the students to pay attention carefully to the gender roles that they see in the stories. Once the story is finished have the children discuss their observations.

- Cinderella by Marcia Brown
- Goldilocks and the Three Bears by James Marshall
- Rapunzel by Paul O. Zelinsky
- Little Red Riding Hood retold by Trina Schart Hyman

If the children are unsure what to say or look for give an example. For example, "I noticed that Cinderella always wore dresses" or "it seemed Rapunzel needed a prince to save her".

## Activity 1: Grades 3-5

### 1. Define Biological Sex

Explain that biological sex is split into two categories "boy" or "male" and "girl" or "female" and is determined by our body parts at birth. With this older age depending on the sexual education curriculum used in the school, anatomically correct language can be used to describe biological sex.

### 2. Define Gender

Explain that gender is the characteristic that makes a person masculine (boy-like) or feminine (girl like).

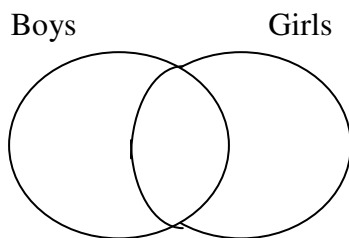
### 3. Define Gender Roles

Explain gender roles are kind of like class rules; they are guidelines for how a person is expected to behave. Being a student is a kind of role, and rules like raising one's hand to ask a question, doing what the teacher asks the first time etc. are the guidelines that tell a student how to do their job. Gender roles are kind of like that. People think that to be a "good boy" or "good girl" they must follow certain guidelines that apply to their gender. For example, people often say "boys are supposed to..." and "girls are supposed to...". This lesson is going to examine those roles.

### 4. Brainstorm Stereotypical Gender Roles, Jobs, and Behaviors

Draw a Venn Diagram on the board. One side will be "boy behavior/activities" and "girl behavior/activities". The center part is where typically accepted behaviors and activities that both boys and girls can do can be written down. Start by writing a stereotype you have heard or are familiar with first, and then encourage the students to come up with some on their own.

Example:



### 5. Discuss Why the Students Believe These Things and Whether or Not They May Be True

After everyone has gotten the opportunity to brainstorm, allow some children to discuss how they got these ideas. Keep in mind, in the younger grades answers may be as simple as "that's how it's supposed to be." Allow students to provide commentary, and then encourage them to

think about whether or not these stereotypes are true. Ask them to think about the things they like to do and see if they fit in the boys side, the girls side, or somewhere in between.

## **6. Research Historical Figures in the Library**

Assign each student a historical figure that has gone against traditional gender rules in their lives or careers. There is a list in Appendix 1 that can be used for this assignment. Take the students to the library to do some research, either on the computer or through books and articles. While the students are conducting their research hand out the "Historical Person" worksheet found in Appendix 1. While the students are in the library, they can begin filling this out. If the students don't finish in the allotted time, assign the remainder of the work for homework.

### Extension activity

If you wish to expand this lesson further, have the students give short 2-3 minute presentations on the historical figure they researched. The presentations do not have to be formal, the students may just read off of the worksheet they filled out to educate their classmates.

## Activity 2: Grades K-2

### **1. Pass Out Different Colored Chips (Red and Green) to Students**

If there aren't any on hand, cut out colored construction paper chips (red and green). Pass out these chips to students, alternating colors for each student.

### **2. Have the Students Organize Themselves Into Two Groups**

Ask the students to form two groups: the red group and the green group.

### **3. Define Gender Binary**

While the students are still in groups, explain that the students are representing a binary. Define binary as composed of two groups. Go on to explain that gender as we know it in the United States, and in many parts of the world is also a binary. There are men and women.

### **4. Reflect on The Venn Diagram From Last Week**

Have the students sit down and review the Venn Diagram activity from last week. Remind them that the Venn Diagram started with two groups "boys" and "girls", but during the activity a middle group emerged. Explain that sometimes not everything fits into the two groups or the binary.

### **5. Have a "Gender Binary Scavenger Hunt" Around the School or Classroom**

This is whatever is most comfortable for you. If there is only enough time or space to host this scavenger hunt in the classroom, there is usually enough to complete the scavenger hunt. If you have the ability, this project may be more fun and enriching to have the students search throughout the entire school. Tell the students that know that they are familiar with the gender binary they are now going to have to chance to search for it! Have the students fill out the "Scavenger Hunt" worksheet in Appendix 1 throughout this activity.

## Activity 2: Grades 3-5

### **1. Pass Out Different Colored Chips (Red and Green) to Students**

If there aren't any on hand, cut out colored construction paper chips (red and green). Pass out these chips to students, alternating colors for each student.

### **2. Have the Students Organize Themselves Into Two Groups**

Ask the students to form two groups: the red group and the green group.

### **3. Define Gender Binary**

While the students are still in groups, explain that the students are representing a binary. Define binary as composed of two groups. Go on to explain that gender as we know it in the United States, and in many parts of the world is also a binary. There are men and women.

### **4. Reflect on The Venn Diagram From Last Week**

Have the students sit down and review the Venn Diagram activity from last week. Remind them that the Venn Diagram started with two groups "boys" and "girls", but during the activity a middle group emerged. Explain that sometimes not everything fits into the two groups or the binary.

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### Activity 3: Grades K-2

#### **1. Redo the Colored Chip Activity**

Hand out the colored chips from last week's activity and separate the children into the two separate groups again. Ask the children how they would feel if there was a third color of chips, yellow, but still only the red and green group. Ask them how would that make them feel. Ask how would it make the people with red or green chips feel.

#### **2. Define Gender Identity**

Have the children sit down and define Gender Identity as how a person feels about their gender no matter what their bodies look like.

#### **3. Define Gender Expression**

Define Gender Expression as how people express or show how they feel about their gender. How we dress is a big way that we express our gender.

#### **4. Discuss People Who Don't Fit Into the Binary**

Use the above definitions and the colored chip activity to discuss that how, in many different cultures, there are people who like the imaginary "yellow chip group" feel that they don't belong in the binary. These people often feel left out and not represented when everything is labeled as "boy" and "girl". There are also people that identify as the gender opposite the sex they were born as.

**5. Read "Goblinheart"** by Frank Axel. This book seems like a fairytale to children, but it replaces "male" and "female" with "fairy" and "goblin". The man character Julep, insists on being brought up as a goblin rather than a fairy and throughout the story the tribe learns to accept him and eventually supports his physical transition to a goblin. This book gives the children a good idea of what it is like for people who identify as transgender at a level they can understand and accept.

#### **6. Have the Students Fill Out the "Goblinheart" Worksheet**

See Appendix 1

### Activity 3: Grades 3-5

#### **1. Redo the Colored Chip Activity**

Hand out the colored chips from last week's activity as well as some yellow chips to a select few students (these students can be volunteers to reduce stress), and separate the children into the two separate "red" and "green" groups again. It will be very apparent that the yellow students are left out from the two groups.

#### **2. Discuss the Colored Chip Activity**

Have students discuss the new version of the activity. Have the "red" and "green" students discuss how the "yellow" students might have felt. If the "yellow" students wish to disclose how they felt, please have them contribute!

#### **3. Define Gender Expression**

Define Gender Expression as how people express or show how they feel about their gender. How we dress is a big way that we express our gender.

#### **4. Discuss People Who Don't Fit Into the Binary**

Use the above definitions and the colored chip activity to discuss that how, in many different cultures, there are people who like the yellow chip group" feel that they don't belong in the binary. These people often feel left out and not represented when everything is labeled as "boy" and "girl" (people who identify as gender nonconforming). There are also people that identify as the gender opposite the sex they were born as (people who identify as transgender)

#### **5. Have the Students Break Up Into Groups**

Have the students break into groups of 4 or 5 depending on class size to read articles (included in Appendix 2: resources) on a culture that have multiple gender options. Some excellent cultures are:

- Native American Culture (two spirits)
- Hijras
- Fa'afafine (of Samoa)
- Muxe (Zapotec, Oaxaca)

Once the groups have read the articles have them give an informal and brief 2-3 minute presentation on the cultures that they read about.



## Activity 4: Grades K-2

### **1. Have Students Discuss a Time When They Were Teased**

Ask the students to volunteer to share a time when they were teased, or if it feels safer, a time they saw someone else being teased. Ask them to share how the situation made them feel.

### **2. Define Bullying**

Define bullying for the class as using strength or influence to intimidate someone. Name calling, violence, and spreading untrue rumors are all ways to bully someone.

### **3. Define Harassment**

Define harassment as aggressive pressure or intimidation. Bullying and harassment are very similar, but both are used in the making of rules.

### **4. Review the School's Bullying/Anti harassment Policy**

Give a brief overview of your school's bullying/or anti-harassment policy. What kind of people does it specifically protect? What does it protect these people against?

### **5. Discuss the Difficulties that Students with Different Gender Expressions/Identities Might Face with Bullying/Harassment**

Using what the students know from the previous discussion on gender identity and expression, have them talk about how bullying and harassment might affect people who don't "fit" into the gender binary. Reflect on how the current school policy and how well it would protect them.

### **6. Brainstorm ways to make school a safe space for people of all gender identities and expression**

Ask the students to think of some ways that all students would feel included or protected regardless of gender. This could be something like changes in restroom policies, or protection against slurs regarding gender like "sissy". Use your imagination!

### **7. Create a "Community Agreement"**

Take a large piece of poster paper and write down a community agreement. This can be a numbered list of rules, a paragraph, or however you wish to do it. Some good ideas for this are "we will say 'class' or 'students' instead of 'boys and girls'", or "we will use respectful language with all students".

#### Activity 4: Grades 3-5

##### **1. Have Students Discuss a Time When They Were Teased**

Ask the students to volunteer to share a time when they were teased, or if it feels safer, a time they saw someone else being teased. Ask them to share how the situation made them feel.

##### **2. Define Bullying**

Define bullying for the class as using strength or influence to intimidate someone. Name calling, violence, and spreading untrue rumors are all ways to bully someone.

##### **3. Define Harassment**

Define harassment as aggressive pressure or intimidation. Bullying and harassment are very similar, but both are used in the making of rules.

##### **4. Review the School's Bullying/Anti harassment Policy**

Give a brief overview of your school's bullying/or anti-harassment policy. What kind of people does it specifically protect? What does it protect these people against?

##### **5. Discuss the Difficulties that Students with Different Gender Expressions/Identities Might Face with Bullying/Harassment**

Using what the students know from the previous discussion on gender identity and expression, have them talk about how bullying and harassment might affect people who don't "fit" into the gender binary. Reflect on how the current school policy and how well it would protect them.

##### **6. Brainstorm ways to make school a safe space for people of all gender identities and expression**

Ask the students to think of some ways that all students would feel included or protected regardless of gender. This could be something like changes in restroom policies, or protection against slurs regarding gender like "sissy". Use your imagination!

##### **7. Write a Letter to Administration Proposing a Policy Change**

This doesn't have to be a huge project, just have the students pick one thing they would like to be more inclusive, or something they would like to see in the policy. Have each student write a short (1-3 paragraph) letter proposing this change, and why they think it is important according to what they learned throughout the past four weeks. This can be assigned as homework after the ten minutes in-class time.

## **Appendix 1**

Name \_\_\_\_\_

### Something I Like To Do Outside of Traditional Gender Roles

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

### Historical Person Worksheet

Name of your historical person: \_\_\_\_\_

Born: \_\_\_\_\_

Died: \_\_\_\_\_

**What Did This Person Do That Went Against Traditional Gender Roles?:**

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**My Sources:** \_\_\_\_\_

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

## Scavenger Hunt!!

1. A sign that shows a man and a woman
2. Something that says "boys" and "girls" or "men" and "women"
3. A picture with a boy in traditional boy clothes (pants, shirt etc.) and a girl in traditional girl clothes (dress, skirt, etc.)
4. The pronouns "she" or "he"
5. "Mr.", "Ms." or "Mrs."
6. A random object that illustrates the gender binary

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

*Goblinheart* Worksheet

What was the main character's name?

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Where did this story take place?

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What was the problem the main character faced?

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How was it solved?

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What do you think the message of this story was?

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Names: \_\_\_\_\_

\_\_\_\_\_

### **Gender in Other Cultures**

The Culture We Read About Was: \_\_\_\_\_

\_\_\_\_\_

How This Culture Views/Expresses Gender: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Appendix II**

## List of Historical Figures

### Health and Science Pioneers

Marie Curie

Margaret Mead

POC Shi Mai-Yu (Dr. Mary Stone)

POC Lora Mangum Shields

Florence Sabin

Virginia Apgar

### Leaders of Nations

POC Indira Gandhi

POC Maria Estela M. de Peron

Golda Meir

POC Sirimavo Bandoranaik

### Athletes

POC Wilma Rudolph

Dorothy Hamill

Cathy Rigby

POC Chi Cheng

Babe Didrikson Zaharias

Vaslav Nijinsky

Gene Kelly

Mikhail Baryshnikov

\*\*POC = Person of Color

### Teachers

Albert Einstein

POC Jamie Escalante

## How This Curriculum Ties to the Common Core State Standards

### **Kindergarten:**

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, identify characters, settings, and major events in a story.
- K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - Continue conversations through multiple exchanges
- K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **First Grade:**

- 1.RL.1 Ask and answer questions about key details in a text.
- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3 Describe characters, settings, and major events in a story, using key details.
- 1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Second Grade

- 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.3 Describe how characters in a story respond to major events and challenges.
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### Third Grade

- 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - Provide a concluding statement or section.
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- 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - Explain their own ideas and understanding in light of the discussion

- 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### **Fourth Grade**

- 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - f. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - g. Provide reasons that are supported by facts and details.
  - h. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
  - i. Provide a concluding statement or section related to the opinion presented.
- 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - b. Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.
- 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Fifth Grade**

- 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- j. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - k. Provide logically ordered reasons that are supported by facts and details.
  - l. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
  - m. Provide a concluding statement or section related to the opinion presented.
- 5.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - b. Follow agreed-upon rules for discussions and carry out assigned roles.
    - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
    - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



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