

# CREATING LGBTQ+ AFFIRMING ELEMENTARY SCHOOLS

Brian J, Co-Executive Director  
He / Him / His

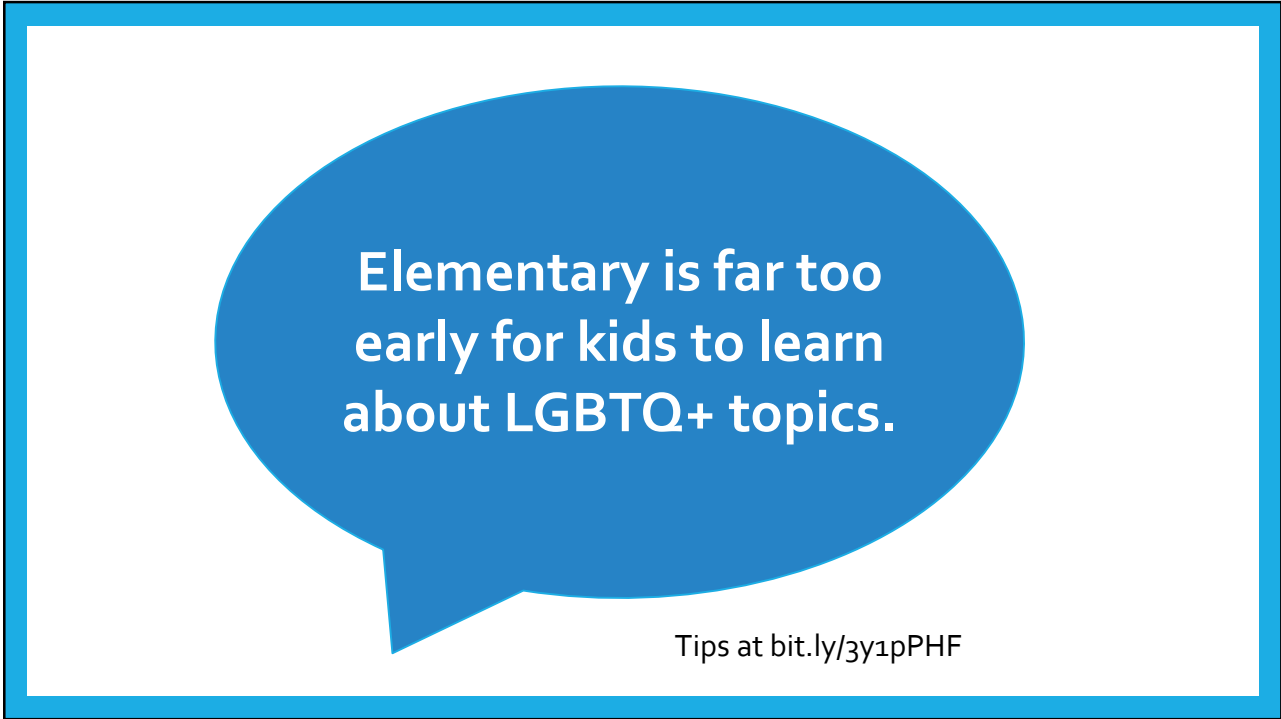


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## Riddle Scale

| Attitude     | Characteristics                                    |
|--------------|--|
| Nurturance   | Differences in people are indispensable            |
| Appreciation | Values the diversity of people                     |
| Admiration   | Recognizes the strength of those who are different |
| Support      | Works to safe guard those who are different        |
| Acceptance   | Make accommodations for other's differences        |
| Tolerance    | Being different is a phase of development          |
| Pity         | Those who are different are born that way/pitiful  |
| Repulsion    | Those who are different are sick/crazy/strange     |

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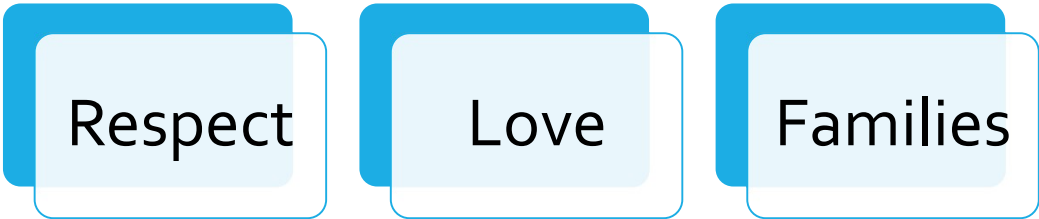


Elementary is far too early for kids to learn about LGBTQ+ topics.

Tips at [bit.ly/3y1pPHF](https://bit.ly/3y1pPHF)

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It's about...



Respect Love Families

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# UN-SCIENTIFIC POLL



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**AGES 2-3** Gender identity emerges, can identify "gender" of toys and certain clothes, seek out same-sex role models (matching their inner sense of gender), confused by gender variant adults, some announce difference between what they are told and what they feel and know about their gender identity.

**AGES 3-4** Sense of own gender identity, gender roles refined and stereotypes emerge, gender segregation emerges, struggle to find language to express differences, unsure of whether gender variance or transgender identity.

**AGES 4-6** Associate gender with specific behaviors, use of gender scripts, through intentional learning can adapt scripts, indicators of gender variance clearly emerge, understanding of gender consistency can be shaky, transgender children may be consistent and persistent in their cross-gender identity.

**AGES 5-7** Gender consistency established, attachment to stereotypical behaviors subsides, possible embarrassment stemming from awareness of being outside the norm in interests imposed limitations on expression could lead to behavioral issues and expressions of suicidal ideation.

**Developmental Stages & the Transgender Child**  
 Brill, S., & Pepper, R. (2008) The transgender child: a handbook for families and professionals. San Francisco, CA: Cleis Press Inc.

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**GENDER IDENTITY**  
A person's innermost concept of self as being male, female, neither, or both. Gender identity may or may not align with one's sex assigned at birth.

**SEXUAL ORIENTATION**  
A person's experience of being romantically, physically, and emotionally attracted to men, women, both, or neither.

**Sex Assigned at Birth**  
The combination of anatomy, chromosomes, and hormones that are typically classified as male, female or intersex. Sex is usually assigned at birth based solely upon a person's visible external anatomy.

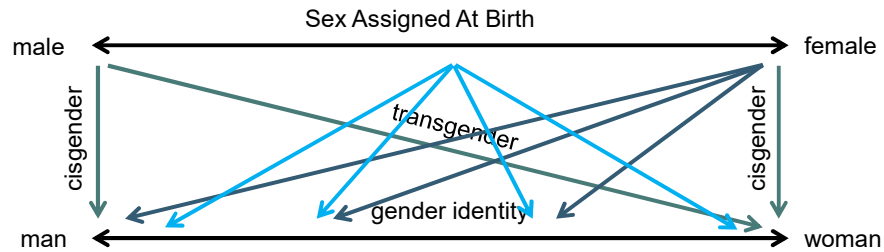
**GENDER EXPRESSION**  
How we express our gender to the world. This could include the clothes we wear, the way we style our hair, the way we talk, and the pronouns we use.

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**Intersex:** A person born with any of several variations in sex characteristics including chromosomes, gonads, sex hormones, or genitals that “do not fit the typical definitions for male or female bodies”.

**Cisgender:** A person whose gender identity more or less aligns with the sex they were assigned at birth. (“cis-” is a Latin prefix meaning “on this side of”)

**Transgender:** A person whose gender identity is different from the sex they were assigned at birth. (“trans-” is a Latin prefix meaning “across, on the far side of”)



**Nonbinary:** A person whose gender is not exclusively male or female. Other terms people use to describe this identity include genderqueer, gender fluid, agender, and more.

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What does  
gay mean?

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# CHECKLIST

Check = Doing it! T = Today S = Someday

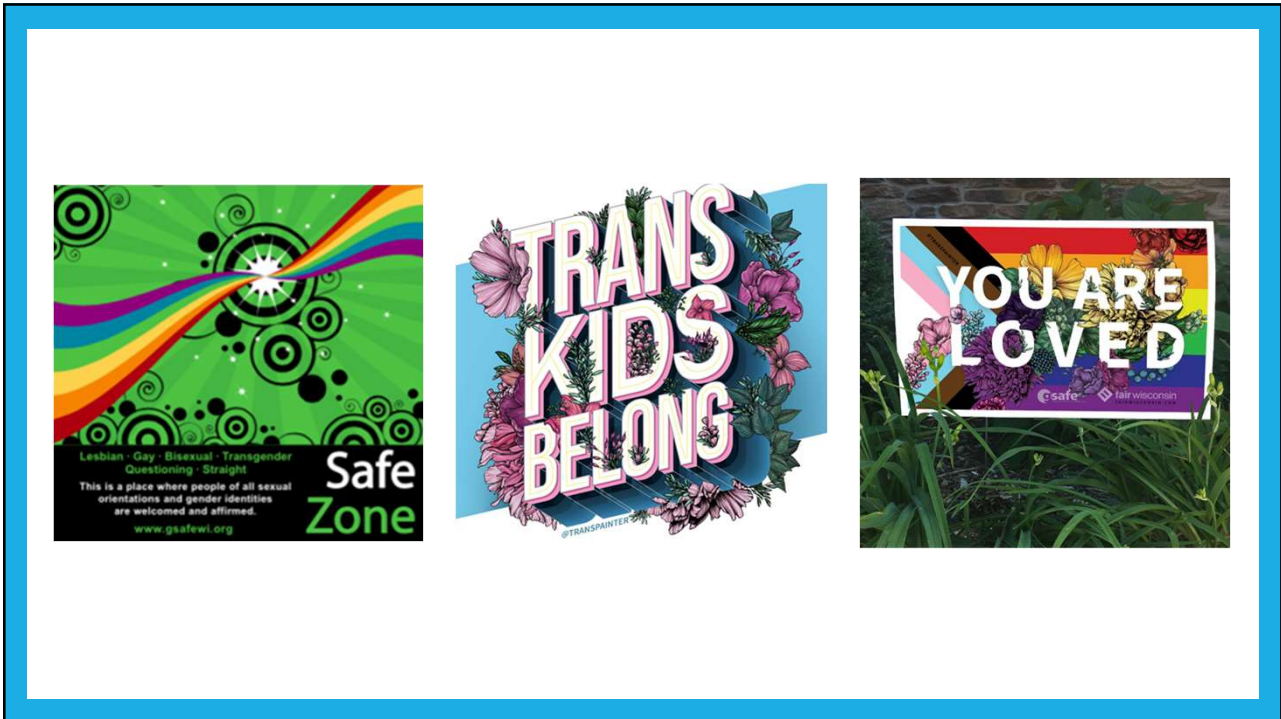
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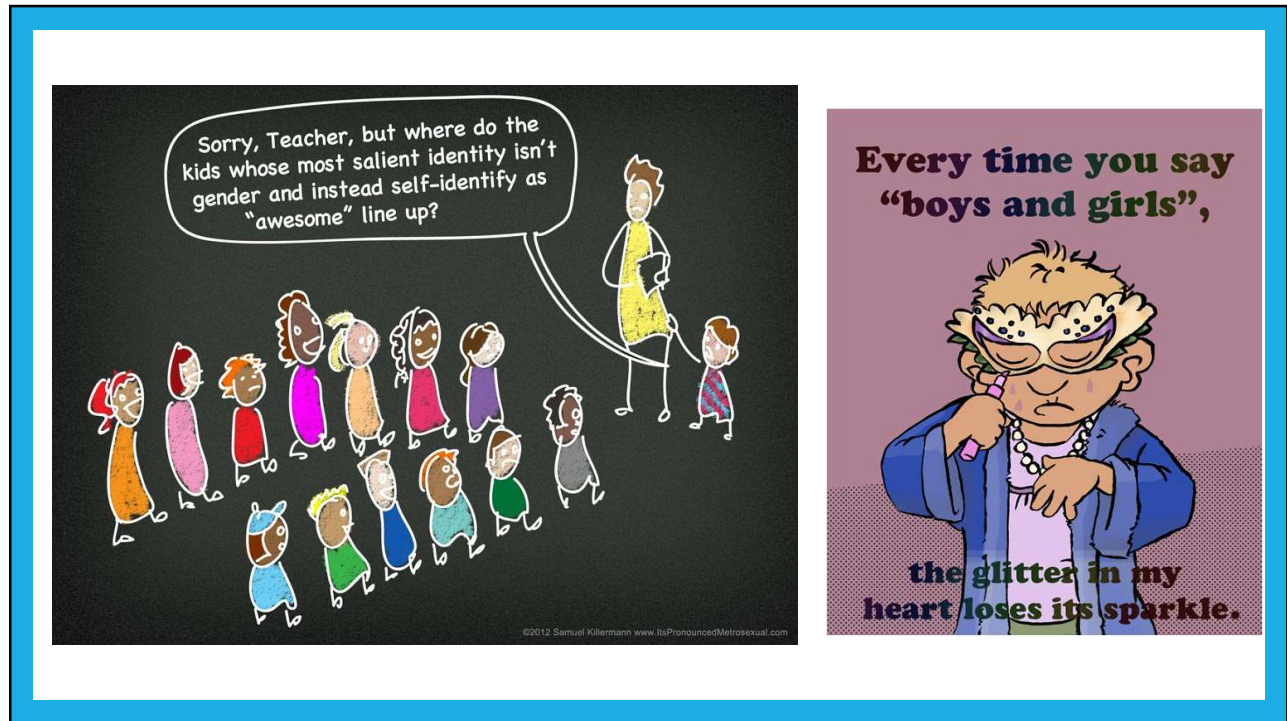
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## WHAT DO YOU SAY TO 'THAT'S SO GAY' & OTHER ANTI-LGBTQ\* COMMENTS?

It doesn't matter if it is a first grader who might not know what the word "gay" means, a sixth grader trying to sound cool, or a tenth grader "teasing" a friend. All of these scenarios have the potential of creating an unsafe classroom or school environment and must be addressed. **So, what can caring adults do?**

### STOP IT...

**Keep it simple with quick responses:**

- "Remember, we don't use put-downs in this class."
- "Do you know what 'gay' means?"
- "It's not OK at this school to use 'gay' disrespectfully to mean something is bad."
- "You may not have meant to be hurtful, but when you use the word 'gay' to mean something is bad or stupid, it is hurtful." Follow-up with, "Do you know why it is hurtful?"



Source: Welcoming Schools

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Where did you learn that?

I'm not sure that is true for all \_\_\_\_\_

## Patterns versus Rules

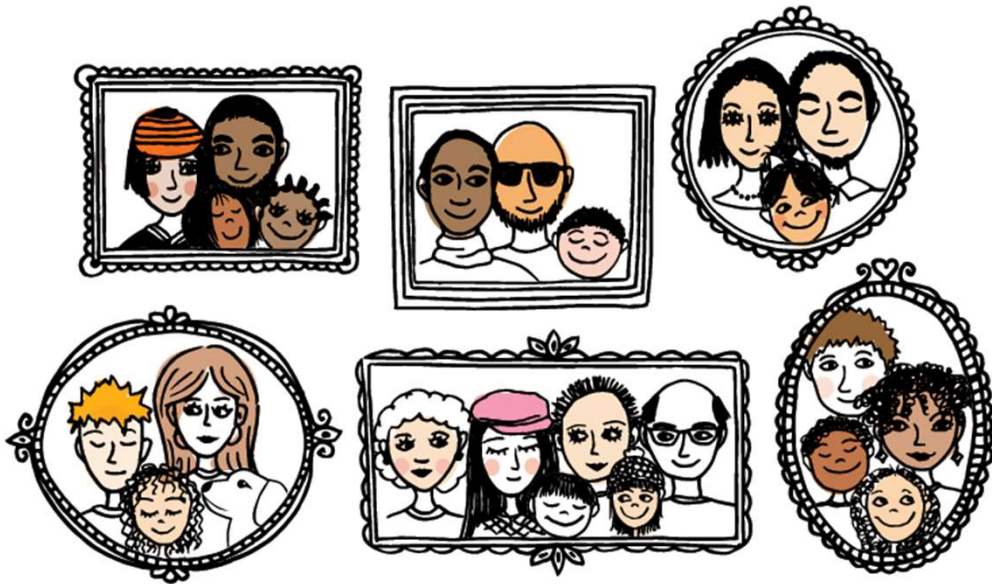
Can someone think of an example that doesn't fit the pattern?

That's gender stereotyping!

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He says he has two  
moms. You can't  
have two moms!

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# Churros w/Heroes!



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## Jacob's new dress



"My mom and I made this dress!" Jacob said proudly at circle time. "We used her sewing machine!"

"That's wonderful!" said Ms. Wilson. "Was the sewing machine hard to use?"

"Why does Jacob wear dresses?" interrupted Christopher.

Ms. Wilson paused. "I think Jacob wears what he's comfortable in. Just like you do.

Not very long ago little girls couldn't wear pants. Can you imagine that?"

Christopher shook his head. "I asked my dad, and he says boys don't wear dresses."

Jacob rubbed the hem of his dress, looking at the little stitches he'd sewn himself. He could hear Ms. Wilson and the other kids talking, but their words sounded far away.

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**LEARNING FOR JUSTICE**  
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

**rethinking schools**

**lgbt HISTORY MONTH**

**genderspectrum**

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**LGBT-Inclusive Curriculum benefits ALL STUDENTS by:**

- Exposing them to more inclusive and accurate accounts of history
- Helping them have better understandings of LGBT people and their historic contributions
- Encouraging them to question stereotypes about LGBT people
- Promoting acceptance

**LGBT-Inclusive Curriculum benefits LGBT STUDENTS by:**

- Validating their existence and experiences
- Reinforcing their value and self-worth
- Providing space for their voices

**Source: Emily Style**

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My dad says being  
trans is wrong.  
What do you think?

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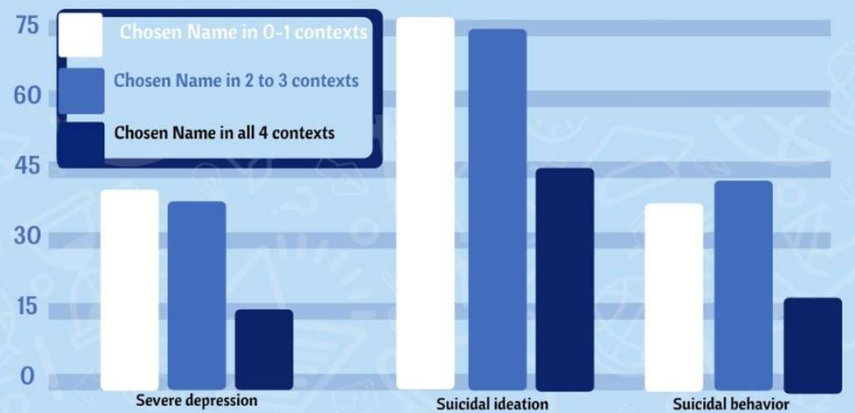
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## When you make a mistake

- Correct yourself.
- *Briefly* apologize.
- Move on.

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Transgender Youth Who Could Use Their Chosen Name at Home, School, Work, and with Friends Had the Lowest Levels of Mental Health Problems



Source: Population Research Center, The University of Texas at Austin (2018)

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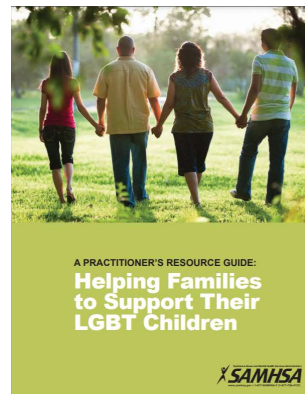
# Privacy & Confidentiality

- Do let the individual guide who is included in conversations around their gender identity
- **Don't out students** - be mindful of the information that can be shared with students, colleagues, and families
- **REMEMBER:** Home isn't always a safe space for students. Work to include families AND trust students' assessment of their home life.


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## When families aren't at "supportive"...yet!

- Families are on a journey
- Meet families where they are, help move towards support
- Be clear about what school can/can't do
- Work with student to create supports – anchor adults are critical




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*“When someone with the authority of a teacher describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”*  
- Adrienne Rich

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**THANK  
YOU**

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