

## WORKSHOP 7 Gender Identity

This workshop is adapted from material created by Eli R. Green, with contributions from the reviewer.

### A WORD TO THE FACILITATORS

The circles of sexuality presented in Workshop 1 offer a broad definition of sexuality. One of the circles, sexual identity, is particularly complex and tends to be confusing for people of all ages. Sexual identity includes the concepts of *biological sex* (which may be female, male, or intersex), *gender identity* (which may be girl/woman, boy/man, both, neither, transgender, or something else), *gender expression* (which may be feminine, masculine, both, neither, or something else), and *sexual orientation* (attraction to one gender, multiple genders, or no genders). This workshop will further define these concepts and clarify the differences between them.

Most people expect that these four facets of sexual identity will align and be “normative”—that, for example, a biological male will identify as a man, will express himself in a masculine way, and will be attracted to women. However, it doesn’t always line up like this for everyone. In fact, individuals can have any combination of biological sex, gender identity, gender expression, and sexual orientation. And all four of these concepts are spectrums, not binaries, with far more than two options.

The term *transgender* is often used as a broad term for individuals whose biological sex and gender identity are not in alignment. For example, some biological males identify as women; some biological females identify as men; and some biological males, biological females, and intersex people identify as a gender other than woman or man, or as a mix of the two. Although other identity labels, such as *genderqueer*, are also used by people who may not identify entirely as women or men, we will use the terms *transgender* and *trans* in this curriculum. If the teens in your group are more comfortable using the term “genderqueer,” then follow their lead and use this term or a combination “transgender and or genderqueer.”

The term *gender nonconforming* is often used to refer to individuals whose gender expression is perceived as not “matching” society’s expectations for them. For example, some men have a feminine gender expression and some women have a masculine gender expression; some peoples’ gender expression reflects their fluid transgender identity.

Although most of us haven’t been formally educated about gender diversity, today there’s greater cultural awareness than before as a result of TV, the Internet, and social media. Participants may have friends, relatives, or acquaintances who don’t fit cultural norms for gender or who identify somewhere within the transgender spectrum, and participants themselves may be transgender, genderqueer, and/or gender nonconforming. This workshop separates assumptions and stereotypes from facts in a safe environment where participants can freely ask questions and get honest answers.

Our Whole Lives views gender diversity as a social justice issue. While attitudes toward lesbian, gay, bisexual, and queer people have become dramatically more accepting in recent decades, understanding and acceptance of transgender people have lagged behind. Even people who desire to be open and inclusive sometimes feel off balance with individuals who are transgender and often struggle to use inclusive language.

**Note:** Always assume that there are participants in your group who are transgender, gender nonconforming, or gender questioning. Once you've created a safe environment, it's quite possible that one or more participants will come out to you before, during, or after this workshop. Some youth may be comfortably open about their gender identity and expression and will disclose easily to you or to the whole group. Others might be questioning or struggling, and you could be one of only a few people they have told. If this happens, respond with acceptance and respect the individual's confidentiality. Ask what their needs are, what pronouns they would like you to use for them within and outside of Our Whole Lives workshops, and how you can help. Carefully respect their needs. Do not overtly or subtly encourage any youth to self-disclose, and don't out them yourself without their consent. If anyone comes out or discloses an unexpected biological sex, gender identity, or sexual orientation to the group during this or other workshops, remind all participants that they need to respect confidentiality and *never share that information with others or on social media* without the person's express permission.

## WORKSHOP GOALS

- to increase awareness of gender diversity in the world
- to identify social challenges that are often faced by individuals who are (or are perceived to be) transgender
- to identify strategies for supporting people who are transgender and gender nonconforming

## LEARNING OBJECTIVES

After completing this workshop, participants will be able to

- define *biological sex*, *gender identity*, *gender expression*, and *sexual orientation* and explain the differences between them
- demonstrate understanding of the different ways that biological sex, gender identity, and gender expression can align or not align for different people
- name three social challenges that can accompany being transgender or gender nonconforming
- describe at least two ways to be an ally to transgender people

## WORKSHOP-AT-A-GLANCE

Reentry and Reading (R&R)	15 minutes
Introduction to Gender Identity: SIEO Model	25 minutes
Video and Discussion	15–35 minutes



Social Challenges Scenarios  
Reflection and Planning

30 minutes  
5 minutes

## MATERIALS CHECKLIST

- the Circles of Sexuality chart
- the Group Covenant chart
- the Question Box, index cards, and pencils
- newsprint, markers, and masking tape
- Facilitator Resource 14, Gender Identity Resources

### *For Introduction to Gender Identity: SIEO Model*

- Facilitator Resource 11, Terms for Index Cards
- Facilitator Resource 12, Terminology
- index cards, 5x7-inch or larger (one or two cards per participant), and pencils

### *For Video and Discussion*

- a computer with Internet access or downloaded videos and a large monitor or digital projector

### *For Social Challenges Scenarios*

- Facilitator Resource 13, Discussion Points for Social Challenges Scenarios
- Handout 6, Social Challenges Scenarios
- pencils or pens

## PREPARATION

1. Read the workshop plan, including the facilitator resources and the handout. Decide together which activities you'll conduct and how to share leadership responsibilities.
2. Review Facilitator Resource 12, Terminology, prior to the workshop to enhance your awareness of vocabulary and inclusive terminology. Keep in mind that terminology will likely change over time.
3. Post the Circles of Sexuality and Group Covenant charts.
4. The reading, excerpts from an essay by Kye (rhymes with *tie*) Allums, is longer than usual. Plan to read it yourself or, in advance, ask several strong readers to read sections.

### *For Introduction to Gender Identity: SIEO Model (Sex / Identity / Expression / Orientation)*

1. Make four charts by writing each of the following definitions at the top of a separate sheet of newsprint:
  - **biological sex:** a person's physical body, including genitals, reproductive organs, chromosomes, and hormones. People are born biologically male, female, or intersex.

- **gender identity:** a person's internal sense of their own gender. People may identify as a girl/woman, a boy/man, some of each, transgender, or something else entirely. People may or may not see themselves as (or feel like) the biological sex they were assigned at birth.
  - **gender expression:** the way a person chooses to express their gender identity through clothing, voice, mannerisms, behaviors, likes and dislikes, etc. Gender expression may be perceived as masculine, feminine, neither, or a mix of the two.
  - **sexual orientation:** a person's feelings of emotional, romantic, and/or sexual attraction toward other people. A person's sexual orientation may be heterosexual, bisexual, homosexual, asexual, pansexual, or something else.
2. Write the words and phrases in Facilitator Resource 11, Terms for Index Cards, on index cards, one word or phrase per card. Make one or two cards per participant.
  3. Prepare strips of masking tape to affix the index cards to the newsprint.

### *For Video and Discussion*

1. Because young teens typically have a clear understanding of the experiences of boys and girls whose biological sex and gender identity are in alignment, the video options have been chosen to educate viewers about transgender or gender-nonconforming individuals. Preview the following videos and select one:
  - **“Transgender at 11: Listening to Jazz” (ABC’s 20/20, January 2013).** This 7:54-minute video is available online at [www.youtube.com](http://www.youtube.com). Barbara Walters interviews Jazz, an eleven-year-old who is transitioning from male to female.
  - **“Just a Boy—A FtM Transgender Documentary.”** This poignant 5:57-minute film is available online at [www.youtube.com](http://www.youtube.com). It features British teen Preston James (PJ) Taylor, who gives details of his day-to-day life as a trans man. His British accent might be hard for some people to understand, but it is well worth the effort to try. There is a brief depiction of PJ smoking a joint, which could be problematic in some settings.
  - **“Living a Transgender Childhood” (NBC’s Dateline, July 9, 2012).** This 21:48-minute video features nine-year-old Josie Romero, who was born Joey, and is hosted by Hoda Kotb. It is available at [www.youtube.com](http://www.youtube.com) and (in three parts) at [www.nbcnews.com/video/dateline/48121998](http://www.nbcnews.com/video/dateline/48121998).
  - **Straightlaced: How Gender Has Got Us All Tied Up (Groundspark Films, 2009).** This 67-minute documentary features diverse teens discussing their daily lives and decisions related to gender and sexual orientation. The video shows the complexities of coming of age today for all youth, especially those who don’t fit a norm. It is available in DVD format or as a streaming video rental from [www.groundspark.com](http://www.groundspark.com). Because of time constraints, you might show just the 2:06-minute trailer available at <http://groundspark.org/trailers/straightlaced.html> or select only one of the stories featured in the DVD.

2. Test your video-playing equipment immediately before the workshop. Either cue up the video or pull up the link for the YouTube video. If you are using the Internet, make sure you have a reliable connection.

### **For Social Challenges Scenarios**

1. Choose the number of scenarios that will fit in the time you have available.
2. Choose one of the following ways of conducting this activity:
  - Put participants in small groups and give each group a different scenario. Have each group choose a reporter and then discuss what advice they would give their scenario's key character and ways friends, family, or peers could be supportive. When time is up, have each group's reporter read their scenario and the group's advice.
  - Read a scenario to the whole group and ask participants to individually write down one piece of advice for the key character and one thing that friends, family, or peers could do to be supportive. Then whip around the room to get responses. Alternatively, have participants simply brainstorm suggestions in the large group.
  - Use a contest format. Divide participants into three groups and have each group choose a reporter. Read the first scenario. Give each group 90 seconds to list pieces of advice for the key character. Have the reporter for each group read their list. The group with the longest list of reasonable advice wins. Then give each group ninety seconds to list things friends, family, or peers could do to be supportive. Again, the group with the longest list wins.
3. Write the following directions on a sheet of newsprint and post it:
  - List some advice to help this person manage the situation.
  - List some things that friends, family, or peers could do to be supportive.

## **Workshop Plan**

### **REENTRY AND READING (R&R)**

15 Minutes

#### **1. Reentry**

Welcome participants and help them reenter the program by asking

- How many of you paid extra attention to media messages related to body image this past week? What did you observe?
- Who talked with friends or family about body image?
- How is your life better since the last workshop?

#### **2. Question Box**

Take a few minutes to answer any questions from the Question Box.

#### **3. Reading**

Reference the Circles of Sexuality chart and explain that today's workshop focuses on the Sexual Identity circle: how we perceive ourselves as sexual beings. Briefly review the following facts:

- *Biological sex* refers to a person's physical body, including genitals, reproductive organs, chromosomes, and hormones.
  - *Gender identity* refers to a person's internal sense of being a girl/woman, a boy/man, some of each, transgender, or something else entirely.
  - Typically, people's biological sex and gender identity "match" or align: a biological male identifies as a boy or man, and a biological female identifies as a girl or woman.
  - However, some people have a different experience of gender identity, such as the person in today's reading.
4. The reading consists of excerpts from an essay written by Kye Allums that appeared in *NCAA Inclusion of Transgender Student-Athletes*, a 2011 publication of the NCAA Office of Inclusion. When it was published, Allums was a member of the women's basketball team at George Washington University, an NCAA Division I school.

When I first had the feeling of being uncomfortable when someone would call me a "lady," I did some research to try to figure out what that feeling could possibly mean. The first thing that I came across was the term "transsexual," which is when a person's sex doesn't match their gender identity and they have taken the steps possible, like surgery and hormones, so that their sex and gender will match. I read about many different terms and definitions and the one that I could relate to the most was "transgender," which just means that your gender and your body don't match.

After I had a word to describe what I was feeling, I started getting extremely distressed when other people would refer to me as "she," or hearing people refer to me and a group of women as "ladies," or seeing the label "women's" outside my locker room. The feeling of having someone call you something that you know you are not is the most frustrating, uncomfortable feeling ever....

Even though I was feeling so bad, it was very hard for me to build up enough courage to say anything, because I was afraid that other people wouldn't accept me. After freshman year I told my closest teammates that I identify as a guy. At first they laughed and thought it was a joke, and I couldn't bring myself to correct them. But over time, it got to the point where it was unbearable to keep living like this.... So I finally began correcting my friends and teammates every time they would refer to me as "she" or "her."

When my friends and close teammates saw the pain and sadness it caused me when people referred to me using female pronouns, they began to use male pronouns and to correct others for me. Their respect for what I wanted to be called meant the world to me and still does. Without their support I would not be playing basketball right now.

—Kye Allums, "Women's NCAA Division 1 Basketball Student Athlete," in *NCAA Inclusion of Transgender Student-Athletes* (NCAA, 2011)

5. Invite reactions by asking the following questions:
- What do you think of Kye's story?
  - Put yourself in Kye's shoes. What do you think it is like to grow up with those feelings and experiences? [Find out what experiences youth have had with trans and gender-nonconforming people: peers, characters in



TV shows or movies, people they have met online, their own feelings and experiences if they are transgender, etc.]

6. Make the following points:

- For some of you, this workshop will be a new way of thinking about gender. It's okay if you are feeling a little confused.
- This will be an opportunity to learn, correct misinformation, and get strategies for being a support to transgender people like Kye who face a lot of societal discrimination.

## INTRODUCTION TO GENDER IDENTITY: SIEO MODEL

25 Minutes

1. Invite the group to participate in an activity to help clarify the concepts that make up our sexual identity. Post the four charts; read the definitions written on them aloud; then add the following explanations:
  - Every person has a biological sex, a gender identity, a gender expression, and a sexual orientation.
  - All four aspects of sexual identity vary from person to person. There is amazing diversity among human beings.
  - Most people are biologically female or male, but some people's biology is not strictly female or male, or it's a mix of the two. As you already learned, the term for this is *intersex*.
  - For some people, biological sex, gender identity, and gender expression do not line up as expected. These people are often referred to as *transgender* or as *gender nonconforming*. There are many other words and labels that different people use to define and describe themselves, like *genderqueer*.
  - Some people are born female but identify as men. Some people are born male but identify as women. Some people don't identify as women or men.
  - Some people express themselves in ways that go against society's norms and expectations. For example, some people born female have a masculine gender expression, and some people born male have a feminine gender expression.
  - People of any combination of biological sex, gender identity, and gender expression can have any sexual orientation.
2. Ask participants if they have any questions about these definitions. If you aren't completely sure of an answer, don't try to guess; write down the question for the Question Box and research it after the workshop.
3. Carefully shuffle the index cards you labeled using Facilitator Resource 11 and distribute one or two cards to each participant. Give the following instructions:
  - You have to decide which chart your card fits on. In a few cases, the card may fit on more than one chart.
  - You'll come up one at a time, take a piece of tape, and tape your card on the appropriate chart.
  - We might ask you to explain why your card fits on the chart you've chosen.

If you think your group is unclear about these concepts, have them pair off or form small groups to decide where to place the cards.

4. Have each person come up and place their card. As each card is placed, ask group members to weigh in to say whether they think the card has been placed correctly. If necessary, correct any misplaced cards and explain why they belong in a different category.
5. After all the cards have been placed, process the activity with the following questions:
  - How easy was it to place your cards? What, if any, aspects of this are confusing?
  - Who can explain the difference between being gay and being transgender?
  - What questions do you have?

## VIDEO AND DISCUSSION

15–35 Minutes

1. Introduce and show the video you've chosen. When the video ends, ask participants to share their feelings and reactions using the questions below:
  - What are your reactions? What could you relate to or connect with in the video?
  - Why do you think some transgender people want to change their appearance or their bodies?
  - Why do you think prejudice and discrimination are so intense against transgender people? How do you feel about that kind of discrimination?
  - How do you think your peers would react to a friend coming out as transgender?
  - What are some ways friends or peers might be supportive of the young person(s) in the video?

## SOCIAL CHALLENGES SCENARIOS

30 Minutes

1. Explain that in the next activity participants will read scenarios featuring people who are facing challenges because of their gender identity or gender expression. Explain that they will be asked to think of advice they would give their scenario's key character and ways that person's friends, family, or peers could be supportive.
2. Conduct the activity using the format you've chosen. After each scenario, supplement participants' responses with those in Facilitator Resource 13, Discussion Points for Social Challenges Scenarios.
3. Process the activity with the following questions:
  - How realistic were these scenarios?
  - What advice or support would you be comfortable giving a friend or family member in this kind of situation?
  - How would you want someone to be supportive of you, if you were in a situation like this?

## REFLECTION AND PLANNING

5 Minutes

1. In a whip-around, ask participants to quickly complete one or more of the following sentence stems:

- Today I learned . . .
  - I never knew that . . .
  - I'd like more information about . . .
  - I plan to be supportive of transgender persons by . . .
2. Pass out index cards and pencils and invite participants to write their questions for the Question Box. Remind the group that everyone should write something on a card, even if it is only "I have no questions."
  3. Explain that the next workshop will be about Gender Expression, Roles, and Stereotypes.

## **FACILITATOR REFLECTION AND PLANNING**

Take a few minutes to discuss the following questions with your co-facilitator:

- What was good about this workshop? Why?
- What was not good? Why?
- What can we learn from this workshop to strengthen future workshops?
- What preparation do we need to do for the next workshop?

# Facilitator Resource 11

## WORKSHOP 7: GENDER IDENTITY

### TERMS FOR INDEX CARDS

Write each of the following terms on a separate index card. The correct answers are in parentheses; don't include them on the cards.

- penis (biological sex)
- vulva (biological sex)
- ovaries (biological sex)
- testicles (biological sex)
- XY chromosomes (biological sex)
- XXY chromosomes (biological sex)
- XYY chromosomes (biological sex)
- testosterone (biological sex)
- estrogen (biological sex)
- feels like a man (gender identity)
- feels like a woman (gender identity)
- feels like neither a man nor a woman (gender identity)
- beard and moustache (gender expression)
- bra and dress (gender expression)
- clothing choices (gender expression)
- likes to sew and knit (gender expression)
- long, painted fingernails (gender expression)
- drives a motorcycle (gender expression)
- attracted to men (sexual orientation)
- attracted to women (sexual orientation)
- attracted to men and women (sexual orientation)
- attracted to people of all genders (sexual orientation)
- not sexually attracted to others (sexual orientation)
- emotional, able to cry easily (gender expression)
- likes the color pink (gender expression)
- choice of hairstyle (gender expression)
- aggressive and competitive (gender expression)
- has external female genitals and internal male organs (biological sex)
- hormonal balance (biological sex)
- biological male identifies as a girl/woman (gender identity or biological sex)
- biological female identifies as a girl/woman (gender identity or biological sex)
- butch (gender expression)
- androgynous (gender expression)
- does not identify as any gender (gender identity)



# Facilitator Resource 12

## WORKSHOP 7: GENDER IDENTITY

### TERMINOLOGY

Most of these definitions come from “Sexual Orientation & Gender Identity 101,” a page on the UUA website at [www.uua.org/lgbtq/identity](http://www.uua.org/lgbtq/identity). As these definitions continue to evolve, please check that website for ongoing updates.

**androgyny:** the mixing of masculine and feminine gender expression, or the lack of gender identification.

**asexual:** a person who is not sexually attracted to others. Someone might be asexual for a short time (such as after the end of a relationship) or for their whole life. People who identify as asexual may engage in loving relationships with other people, but sexual activity is not a central part of the relationship.

**bisexual:** attracted both to people of their own gender and to people of another gender. Two common misconceptions are that bisexual people are attracted to everyone and anyone and that they just haven’t decided what gender they are really attracted to.

**cisgender:** identifying as the gender and sex one was assigned at birth.

**gay:** Generally, this word is used to describe a man who is attracted to men. Sometimes it refers to all people attracted to people of one’s own sex. Sometimes *homosexual* is used to describe these people, but today this term is often seen as a medicalized term that should be retired from common use.

**gender binary:** a system of classifying sex and gender into two distinct and disconnected forms, so that bodies, identities, roles, and attributes are seen as all entirely male/masculine or female/feminine.

**genderqueer, gender fluid, gender variant:** identifying as being between or other than *man* and *woman*. People who identify as one of these may feel they are neither or that they are a little bit of both, or they may simply feel restricted by gender labels.

**homophobia:** negative attitudes toward and feelings about people with non-heterosexual sexualities, or dislike of or discomfort with expressions of sexuality that do not conform to heterosexual norms. Homophobia can incline people to avoid, discriminate against, and use violence against people they know or perceive to be non-heterosexual, transgender, or gender nonconforming.

**intersex:** born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. This is a general term used to describe a variety of genetic, hormonal, or anatomical conditions. Some intersex individuals identify as transgender or gender variant; others do not. (The term *hermaphrodite* is obsolete and not currently considered appropriate.) *DSD* (differences of sexual development) is a diagnostic term for the intersex condition.

**lesbian:** a woman who is attracted to other women. The term *lesbian* is derived from the Greek island of Lesbos and can be considered a Eurocentric word that

does not necessarily represent the identities of African Americans and other non-European ethnic groups; however, individual women of any ethnicity may embrace the term.

**man:** a person who identifies as a man.

**pansexual:** attracted to people regardless of gender. Other words for *pansexual* include *polysexual* and *omnisexual*.

**queer:** a self-identity label for people who feel they do not fit cultural norms for sexual orientation and/or gender identity. This word can also mean transgressive and challenging of the status quo. It is sometimes used as an umbrella term for all people with non-heterosexual sexual orientations. The word *queer* is historically a pejorative term; today some people dislike it, while others proudly use it for themselves.

**straight:** attracted to people of a different gender. This term is also sometimes generally used to refer to people whose sexualities are societally normative, alternately referred to as *heterosexual*.

**transgender:** in popular usage, all people who transgress dominant conceptions of gender, or at least all who identify themselves as doing so. The definition continues to evolve.

**transition:** the complex process of authentically living into one's gender identity. It may include changing the physical appearance to be more congruent with the gender or sex a person feels themselves to be, or to be in harmony with their preferred gender expression. Some people who have transitioned no longer consider themselves to be transsexual or transgender and rather identify only as a man or a woman. Others identify as a trans man or a trans woman.

**transsexual:** in historical usage, having medically and legally changed one's sex, or wishing to do so. Most transsexual people feel a conflict between their gender identity and the sex they were assigned at birth. Other labels used by this group are *MtF* (male-to-female) or *trans woman*, and *FtM* (female-to-male) or *trans man*.

**transphobia:** negative attitudes toward, and feelings about, transgender individuals or gender variance more broadly; dislike of, or discomfort with, people whose gender identity or gender expression does not conform to traditional or stereotypical gender roles. Transphobia can incline people to avoid, discriminate against, and use violence against people they know or perceive to be transgender or gender nonconforming. Many transgender people also experience homophobia from people who associate their gender expression with homosexuality.

**woman:** a person who identifies as a woman.

# Facilitator Resource 13

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## WORKSHOP 7: GENDER IDENTITY

### DISCUSSION POINTS FOR SOCIAL CHALLENGES SCENARIOS

#### *Brian's Story*

##### **Possible Advice to Offer Brian**

- See if Fallsville has a Gay/Straight alliance (GSA) he could join.
- See if there are any teachers, counselors, or staff who can intervene on his behalf.
- Approach a teacher about including LGBTQ-affirming content in lessons and lead a related discussion.
- Try joining activity clubs or other afterschool activities to make friends.
- Try to find odd jobs or other ways to earn money to buy new clothes.

##### **Possible Ways to Be Supportive**

- Speak up to people who are spreading rumors.
- Befriend Brian and offer encouraging words.
- Ask Brian if there is anything that you can do to be supportive of him.
- Help Brian meet new friends.
- Ask teachers, counselors, or staff to run a program or start a GSA to address these issues.

#### *Sam's Story*

##### **Possible Advice to Offer Sam**

- Find out if there is a Gay/Straight Alliance (GSA) at school that might be supportive.
- Look for transgender youth websites and support groups online.
- Ask her parents to help find a therapist who specializes in gender.
- Approach a teacher or other adult she trusts to help find additional support.
- Talk to a close friend.
- Find documentaries about transgender youth to show her parents and explain that she feels that way too.
- Keep the phone number of a teen suicide hotline on her at all times.

##### **Possible Ways to Be Supportive**

- Be a person Sam can talk to in confidence.
- Ask Sam if there is anything that you can do to be supportive of her.
- Work to raise transgender awareness at school, independently of Sam.
- Research transgender issues for a class assignment and share information.
- Help Sam find local resources and people who will be supportive.

## **Shana's Story**

### **Possible Advice to Offer Shana**

- Ask her father what would be okay to share with peers.
- Ask a counselor or other trusted adult for support in discussing this with friends.
- Ask other family members what they've been telling other people.
- Look online or in person for support groups and resources for children and families of transgender parents.

### **Possible Ways to Be Supportive**

- Learn about transgender and transsexual people and be able to share helpful information when the topic comes up.
- Ask Shana if there is anything that you can do to be supportive of her.
- Offer to listen to Shana if she needs to talk, but otherwise leave the topic alone unless she brings it up.
- If she's interested, help Shana find resources that might support her and her family.



# Facilitator Resource 14

## WORKSHOP 7: GENDER IDENTITY

### GENDER IDENTITY RESOURCES

#### *Documentaries*

*Just Call Me Kade*,

<http://cart.frameline.org/ProductDetails.asp?ProductCode=T526>

*TransGeneration*,

[www.amazon.com/TransGeneration-Katherine-A-Baker/dp/B000CRR3I8](http://www.amazon.com/TransGeneration-Katherine-A-Baker/dp/B000CRR3I8)

"Transgender Lives," *Our America with Lisa Ling*, [www.oprah.com/oprahshow/Lisa-Ling-Talks-with-a-Transgendered-7-Year-Old-Girl-Video](http://www.oprah.com/oprahshow/Lisa-Ling-Talks-with-a-Transgendered-7-Year-Old-Girl-Video)

*The Aggressives*, [www.imdb.com](http://www.imdb.com)

*Two Spirits*, [www.imdb.com](http://www.imdb.com)

*Switch: A Community in Transition*, [www.boxxo.org/id2.html](http://www.boxxo.org/id2.html)

#### *Books and Essay Collections*

Ames, J. *Sexual Metamorphosis: An Anthology of Transsexual Memoirs*. New York: Vintage, 2005.

Bornstein, K. *My New Gender Workbook: A Step-by-Step Guide to Achieving World Peace through Gender Anarchy and Sex Positivity*. New York: Routledge, 2013.

Bornstein, K., and Bergman, S. B. *Gender Outlaws: The Next Generation*. Berkeley: Seal Press, 2010.

Boylan, J. F. *She's Not There: A Life in Two Genders*. New York: Broadway Books, 2003.

Bream, C. *TransParent: Love, Family and Living the T with Transgender Teenagers*. Orlando, FL: Harcourt, 2007.

Diamond, M. *From the Inside Out: Radical Gender Transformation, FTM and Beyond*. San Francisco: Manic D Press, 2004.

Green, J. *Becoming a Visible Man*. Nashville, TN: Vanderbilt University Press, 2004.

Hubbard, E. A., and Whitley, C. T. *Trans-Kin: A Guide for Family and Friends of Transgender People*. Boulder, CO: Bolder Press, 2012.

O'Keefe, T., and Fox, K. *Finding the Real Me: True Tales of Sex and Gender Diversity*. San Francisco: Jossey-Bass, 2003.

Scholinski, D. *The Last Time I Wore a Dress*. New York: Riverhead Books, 1997.

Serano, J. *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Emeryville, CA: Seal Press, 2007.

Sycamore, M. B. *Nobody Passes: Rejecting the Rules of Gender and Conformity*. Emeryville, CA: Seal Press, 2006.

Valerio, M. W. *The Testosterone Files: My Hormonal and Social Transformation from Female to Male*. Emeryville, CA: Seal Press, 2006.

### Websites

Lesbian, Gay, Bisexual, Transgender, and Queer Welcome & Equality, [www.uua.org/lgbtq](http://www.uua.org/lgbtq), is part of the website of the Unitarian Universalist Association. The site includes resources on transgender identity. It focuses on faith and spirituality and suggests how faith communities can be more welcoming to and inclusive of people of all gender identities and expressions.

UCC Coalition for LGBT Concerns, [www.ucc.org/lgbt/resources.html](http://www.ucc.org/lgbt/resources.html), is a site that is part of the United Church of Christ website. The site includes information for faith communities about becoming an Open and Affirming Congregation, and also has resources and study guides regarding gender identity, sexual orientation, faith, and more.

The Intersex Society of North America, [www.isna.org](http://www.isna.org), was founded in 1993. It is no longer active, but there is still useful information on their website, including Tips for Parents. Their website refers readers to a newer organization, The Accord Alliance, [www.accordalliance.org](http://www.accordalliance.org), whose mission is to promote comprehensive and integrated approaches to care that enhance the health and well-being of people and families affected by “disorders of sex development” by fostering collaboration among all stakeholders.

YouthResource, [www.youthresource.org](http://www.youthresource.org), is a website by and for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth that takes a holistic approach to sexual health. It is hosted by Advocates for Youth, [www.advocates-foryouth.org](http://www.advocates-foryouth.org).

Gender Spectrum, [www.genderspectrum.org](http://www.genderspectrum.org), provides education, training, and support to help create a gender-sensitive and inclusive environment for all children and teens.

Trans Youth Family Allies, [www.imatyfa.org](http://www.imatyfa.org), empowers children and families by partnering with educators, service providers, and communities to develop supportive environments in which gender may be expressed and respected. The organization envisions a society free of suicide and violence, in which *all* children are respected and celebrated.

The Trevor Project ([www.thetrevorproject.org](http://www.thetrevorproject.org)) is determined to end suicide among LGBTQ youth by providing life-saving and life-affirming resources, including a nationwide, 24/7 crisis intervention lifeline, digital community, and advocacy and educational programs that create a safe, supportive, and positive environment for everyone.

# Handout 6

## WORKSHOP 7: GENDER IDENTITY

### SOCIAL CHALLENGES SCENARIOS

#### *Scenario 1: Brian's Story*

Brian, an 8th grader, just moved from a large city to the small community of Fallsville. He transferred into Fallsville Middle School mid-year and was nervous but excited to make new friends. Brian immediately got picked on for wearing bright, colorful clothes that had been “in” at his old school. Some people whispered behind his back, saying he was gay; a couple of guys called him “fag” in the hallway and pushed him around. Although Brian isn’t gay, he has gay friends and feels uncomfortable trying to prove he’s “straight” to get the bullying to stop. With the recent move, his family doesn’t have money for him to buy new clothes, so Brian feels stuck and unsure of what to do.

#### *Scenario 2: Sam's Story*

Sam is fifteen, was born biologically male, and was raised as a boy but has always felt like a girl. After seeing a little of a news show about transgender children, Sam told her parents she might be transgender. They just assumed Sam was going through a phase. Sam is often moody because of having to sit through the school day being called *he* and *him*, when Sam would feel more comfortable with *she* and *her*. Now Sam's body is changing in ways that make her feel very uncomfortable. Sam has let her hair grow, paints her toenails, and wears feminine clothing at home when her parents are out. But she's becoming increasingly depressed and has considered taking her life.

#### *Scenario 3: Shana's Story*

Last summer, Shana's father told the family that, for most of his life, he's felt uncomfortable with his body, and he was going to transition to becoming a woman with a female body. Although Shana was shocked, she could see her father was struggling and needed her support. It's now a year later and her father has started taking hormones to have a more female-appearing body and is wearing women's clothing all of the time. Shana can tell that her father is so much happier, and her family is working to adjust. Recently, Shana was with her father at the mall and ran into some friends. The next time she saw those friends, they asked why her dad was wearing women's clothing. She nervously avoided their questions but knows she'll have to answer at some point. She doesn't know what to say and is scared they'll be mean.