



TRANSGENDER IDENTITY AND ISSUES

Over the past several years, there has been a dramatic increase in the visibility of transgender people and the understanding of transgender issues. Polls show that most Americans believe they know what being transgender means and overwhelmingly feel that our laws should protect transgender people. At the same time, transgender and gender non-conforming people face injustice in every aspect of their lives: at home, in schools, in workplaces, in doctors' offices and emergency rooms and in public places like grocery stores, restaurants and hotels. This lesson will provide an opportunity for high school students to learn more about transgender identity and issues, the barriers faced by people who identify as transgender or are gender non-conforming and how we can make our schools safe and welcoming for transgender and gender non-conforming students.

This entire lesson will take two to three 45-minute class periods to complete. You may also choose to teach only certain activities.

For more materials on LGBT people, see ADL's *Curriculum Connections* "[Unheard Voices: Stories of LGBT History](#)", an oral history and curriculum project that helps teachers integrate LGBT history, people and issues into their instructional programs. "Unheard Voices" is a collaboration of ADL, [GLSEN](#) and [StoryCorps](#).

Grade Level: grades 9–12

Common Core Anchor Standards: Reading, Speaking and Listening, Language, History/Social Studies and Science & Technical Subjects

Learning Objectives:

- Students will be able to define transgender and other related terminology
- Students will develop understanding and empathy by reading stories of transgender teens
- Students will learn important facts about transgender people
- Students will identify barriers and challenges transgender and gender non-conforming people face and laws put in place to counteract discrimination
- Students will reflect on ways to make their school community safe and welcoming for transgender and gender non-conforming students, free of harassment and bullying

Material:

- [Defining Terms Worksheet](#) and [Answer Key](#)
- [Aspects of Identity Continuum](#)
- *Becoming Me* video at www.youtube.com/watch?v=IxzKlPVceWg (27 mins., In the Life Media)

- “Transgender Student Stakes National Stage” (*The Boston Globe*, February 18, 2014, www.bostonglobe.com/lifestyle/2014/02/18/transgender/ZlgZQ2cSOIU9nlIEQ6ultN/story.html?s_campaign=sm_tw)
- “Ashton Lee, California Transgender Teen, Petitions for Jerry Brown to Sign Bill 1266” (*The Huffington Post*, August 1, 2013, www.huffingtonpost.com/2013/08/01/ashton-lee-transgender-bill-1267_n_3689125.html?utm_hp_ref=transgender); “Maine Court Rules in Favor of Transgender Pupil” (*USA Today*, January 31, 2014, www.usatoday.com/story/news/nation/2014/01/31/maine-court-rules-in-favor-of-transgender-pupil/5082077); “Cassidy Lynn Campbell, Transgender Teen, Named Homecoming Queen” (*The Huffington Post*, September 21, 2013, www.huffingtonpost.com/2013/09/21/transgender-homecoming-queen_n_3968729.html)
- (Optional) Transgender Rights Toolkit (Lambda Legal, www.lambdalegal.org/publications/trans-toolkit) and/or “Know Your Rights - Transgender People and the Law” (ACLU, April 24, 2013, www.aclu.org/lgbt-rights/know-your-rights-transgender-people-and-law)
- [Assembly Bill No. 1266; Action Plan](#) (optional)
- chart paper, markers

Note to Teachers:

Given the absence of this topic in the curriculum and the disproportionate rates of anti-LGBT bullying and harassment, it is important to educate students about transgender people and issues. When discussing any new or sensitive topic, however, there is the potential for some students to react in stereotypical or disrespectful ways. It is therefore critical that educators carefully review each lesson, assess students’ maturity and readiness to engage in the lesson prior to teaching and establish clear parameters with students that will ensure safe and constructive dialogue. See “[Establishing a Safe Learning Environment](#)” and “[Creating an Anti-Bias Learning Environment](#)” for guidelines on building safe forums for discussing sensitive issues.

Equally important is to reflect on and consider that you may have students in your classroom who are transgender and/or gender non-conforming, or whose parents are transgender and/or gender non-conforming and it is critical to be sensitive to that and prepared. Further, it is possible that if the student has not shared this previously, she or he may disclose it during the course of the lesson. That information should only come from the student directly. Be aware that young people do not always feel comfortable sharing this information with their friends and family so do not assume that everyone in the young person’s life knows this aspect of their identity.

If students or their adult family members ask questions about how to reconcile their religious beliefs with LGBT people and issues, keep in mind that the relationship between religion and LGBT identity can vary greatly across time, place and religious denomination. Students and/or parents/guardians may say that being lesbian, gay, bisexual or transgender contradicts what their religion teaches. It is not your job to argue or disagree with them about whether it is right or wrong. Everyone is entitled to their beliefs based on their religion and you are not necessarily aiming to change that point of view. However, it is important that the student is respectful about what you are teaching and acknowledge that not everyone holds this point of view. The student’s religious belief should not dominate the conversation or cause other students distress and it is critical that the students abide by the classroom ground rules.

For more information, see “[Discussing Transgender and Gender Non-Conforming Identity and Issues: Suggestions and Resources for K-12 Teachers](#)”.

PART I

WARM-UP: FACEBOOK AND GENDER

1. Ask students: *Does anyone know what changes Facebook recently made to their gender settings?*
2. After students respond, explain that on February 13, 2014, Facebook posted the following on their Diversity page:

“When you come to Facebook to connect with the people, causes, and organizations you care about, we want you to feel comfortable being your true, authentic self. An important part of this is the expression of gender, especially when it extends beyond the definitions of just ‘male’ or ‘female.’ So today, we’re proud to offer a new custom gender option to help you better express your own identity on Facebook.”

3. Ask students the following questions:
 - Have you seen these changes on Facebook?
 - What do you think about that?
 - Why do you think Facebook enacted these changes?

DEFINING TERMS

1. Below are terms that are important to know in understanding transgender and gender non-conforming people and issues. A critical step before delving deeper into the topic is understanding terminology.
2. Have students work in pairs or triads to match the words/terms with the correct definitions using the *Defining Terms Worksheet*. (If you feel that there are too many unfamiliar terms, you can pare down the list.) The terms are:
 - Bisexual
 - Cisgender
 - Crossdresser
 - FTM/MTF
 - Gay
 - Gender
 - Gender Expression
 - Gender Identity
 - Gender Non-Conforming
 - Intersex
 - Lesbian
 - LGBTQ
 - Queer
 - Questioning
 - Sexual Orientation
 - Transgender
 - Transitioning
3. After completing the worksheets, review the terms with the class and have students share what they came up with, correcting any errors using the *Defining Terms Answer Key* (see also ADL’s “[Definitions Related to Sexual Orientation and Gender Identity](#)” for additional vocabulary). Ask if students have additional clarifying questions about any of the definitions. Then ask the following questions:
 - How many of the terms are new for you?
 - Did you have to guess with some of them? How did you figure it out?
 - What other terms have you heard?
4. People often have questions about which pronouns to use with transgender and gender non-conforming people. Explain that a transgender person who presents herself as a woman should be referred to with female pronouns. Similarly, a transgender person who presents himself as a man should be referred to with male pronouns. If they are unsure of someone’s gender, they should respectfully ask his or her name and what pronoun he or she prefers they use.

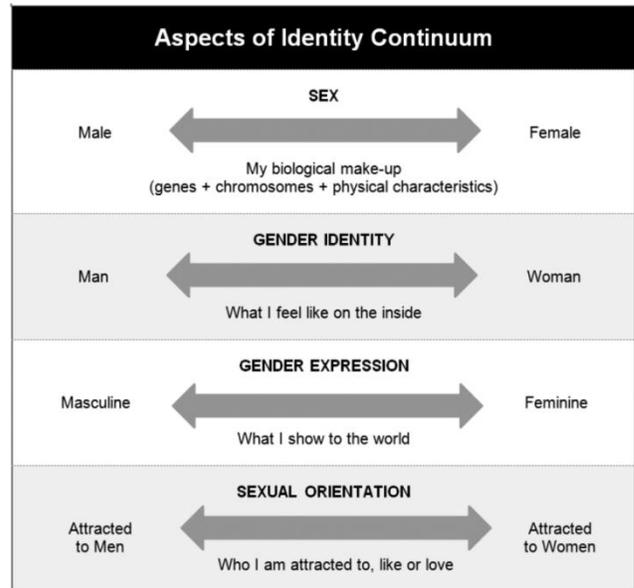
ASPECTS OF IDENTITY CONTINUUM

1. Copy the Aspects of Identity Continuum (see Illustration 1 below) on a sheet of chart paper or the board, or distribute the *Aspects of Identity Continuum* handout to each student.
2. Have students look at the continuum. Explain that people generally understand gender and sexual orientation as consisting of discrete categories—male or female, gay, bisexual or straight—and that most people feel as though they fit into one of those “boxes.”

3. Point out that for many people, their identities line up along the left or right side of this chart. While pointing to the left side of the chart, tell students that many people are assigned male at birth (sex), feel like a man inside (gender identity), dress and act in a masculine way (gender expression) and are attracted to women (sexual orientation) on the right bottom. Then point to the right side of the chart, explaining that many people assigned female at birth (sex) feel like a woman inside (gender identity), dress and act in a feminine way (gender expression) and are attracted to men (sexual orientation) on the left bottom.

4. Add that for some people, their identities line up in a different way. If you are transgender, you may be assigned female at birth (sex) but feel male inside (gender identity), dress and act in a masculine way (gender expression) and are attracted to women (sexual orientation).
5. Also explain that some people don't feel that they fit in either “box,” but somewhere in the middle or outside the continuum. For example, some people feel neither male nor female, express themselves in both masculine and feminine ways, or feel attracted to both sexes. In addition, about 1.7% of the population is born intersex, with both male and female biological characteristics. Acknowledge that these aspects of our identity are complex and can be confusing.
6. Answer any questions students may have and help to clarify any misperceptions about these aspects of identity.

Illustration 1



VIDEO VIEWING

1. Show the video [Becoming Me](#), a 27-minute video in which eight families with transgender and gender non-conforming children (ages 5–25) share their stories. Each story is 3–5 minutes long, so you may choose to watch one story if you don't have time to watch the entire video.
2. Ask students the following questions:
 - How did you feel while watching the video?
 - What did you notice about the children and their parents?
 - What did you learn?
 - What other questions do you have?

READING ACTIVITY: HIGHLIGHTING TEENS

This activity will be done using a “jigsaw” learning strategy. The jigsaw strategy enables students to be introduced to new material and also to teach others what they learned.

1. Have students count off by 4s (1, 2, 3, 4, 1, 2, 3, 4, and so on). Instruct students to form “expert” groups according to their number (all 1s together, 2s together, 3s together and 4s together).
2. Below are four articles that highlight transgender teens. Distribute to each student in their “expert” group the article corresponding to the students’ grouped number (i.e., all the students in group #1 get article #1, all the #2s get article #2, etc.).
 1. [Transgender Student Takes National Stage](#)
 2. [Ashton Lee, California Transgender Teen, Petitions for Jerry Brown to Sign Bill 1266](#)
 3. [Maine Court Rules in Favor of Transgender Pupil](#)
 4. [Cassidy Lynn Campbell, Transgender Teen, Named Homecoming Queen](#)
3. Instruct students to spend 10–15 minutes reading their article and then discussing the article by: (a) asking and answering clarifying questions, (b) identifying the main idea of the article and (c) discussing how to present their learning to others.
4. After discussing the article in their “expert” groups, have students get into different groups of four, where each group includes a #1, 2, 3 and 4 in their group and explain this is their “home group.” Instruct the groups of four students to take turns teaching their “home” team members about the article they read.
5. After the “home” group teaching activity, reconvene the whole class and have a group discussion by asking the following questions:
 - How was the jigsaw strategy? What were the pros and cons of learning this way?
 - How did you feel after reading your article and hearing about the other teenagers?
 - What new information did you learn?
 - What are some characteristics and personality traits of the teenagers you read about?
 - What are some challenges of transgender teens presented in the articles?
 - What are some of the highlights presented in the articles?
 - How are you thinking differently about transgender people after learning about these teenagers?

PART II

FACTS ABOUT TRANSGENDER PEOPLE

Ask students: *What questions do you have about transgender people?* If you think students are more comfortable expressing their questions privately, give them index cards or paper to write them down. Share the following information, which are some frequent questions asked about transgender identity and issues.

Q. *How many people in the United States are transgender?*

It is difficult to estimate the number of transgender people for a variety of reasons. This information is not collected in the Census nor are there population studies that accurately and completely ask about transgender identity. Many transgender people are not public about their identities. The American Psychiatric Association collected some data from European countries but it was based on numbers of people seeking gender confirming surgery. Therefore, this statistic is not useful because there are many transgender people who do not undergo surgery.

Ask students: *Why do you think it is helpful to have this type of data?* Explain to students that it is important to have this information so that as a society, we better understand our population as a whole and recognize the specific needs and opportunities of different groups of people.

Q. *What are Americans' understanding of transgender issues?*

There has been a dramatic increase in the past few years of the visibility of transgender people and understanding of transgender issues. Polls show that Americans believe they know what being transgender means, and believe that our nation's laws should treat transgender people fairly. In July 2002, a Human Rights Campaign national poll on the attitudes of American voters toward transgender people which showed that most people (7 in 10) surveyed said they were familiar with the term transgender. After being read a brief definition of the word, nine out of 10 voters said they had heard of transgender people, a majority of whom said they were neutral toward transgender people. An overwhelming majority of people felt that our nation's laws should protect transgender people. Sixty-one percent of those polled believed that we needed laws to protect transgender people from job discrimination. More than two-thirds believed that there should be a federal hate crimes law covering transgender people (there now is). 77% believed that transgender students should be allowed to attend public schools.

Q. *Why are people transgender?*

Many health experts believe that being transgender isn't the result of any one single thing. They believe it's the result of a complex mixture of biology, psychology, and environmental factors — and not simply a matter of choice. And it is not the same for all transgender people.

Q. *What does it mean to transition?*

Transitioning is a process some transgender people go through to begin living as the gender with which they identify, rather than the sex assigned to them at birth. There are some common social changes many transgender people go through that include one or more of the following: changes in clothing and grooming, adopting a new name, using hormone therapy treatment and/or medical procedures that modify their body to conform to their gender identity. In addition, transgender people often obtain new identity documents (birth certificates, passports, drivers' licenses, etc.), where permitted under the law, that reflect the transition and their identity accurately. It is important to understand that there is no one way to transition. Rather, transgender people may decide to take one or more of these steps – or none at all.

After sharing this information, read aloud some of the students' other questions. Ask if there are additional questions. Suggest ways that students can find answers to their questions or give them a homework assignment to investigate one or more of their additional questions.

CHALLENGES, BARRIERS AND DISCRIMINATION

1. Explain to students that in societies like ours, that have certain expectations and assumptions around gender identity, transgender and gender non-conforming people often experience higher levels of harassment, discrimination and violence than gender-conforming people.
2. Ask students: *What do you think are some of the challenges, barriers and discrimination transgender people face in our society?* Brainstorm a list, which may include the following:
 - Discomfort/Feeling awkward at work
 - Lose their job
 - Parents or family members reject them
 - Friends don't accept them
 - Being attacked for who they are, violence
 - Can't afford health care, including medically necessary surgery and medically necessary hormones
 - Bullied, harassed at school
 - Are not allowed to use the bathroom associated with their gender identity
 - Their children can't deal with it
3. Share with students the following statistics from the survey report [Injustice at Every Turn: A Report of the National Transgender Discrimination Survey](#) about discrimination and other challenges faced by transgender people:
 - 78% of transgender and gender non-conforming K-12 students reported harassment (78%), physical assault (35%), and sexual violence (12%). Harassment was so severe that it led 15% of students to leave school.
 - 47% said they experienced a negative job outcome such as being fired, not hired or denied a promotion because of being transgender or gender non-conforming.
 - 19% reported having been refused a home or apartment and 11% reported being evicted because of their gender identity.
 - 53% reported being verbally harassed or disrespected in a public accommodation including hotels, restaurants, buses, airports and government agencies.
 - Only 21% of those who transitioned gender have been able to update all of their IDs and records with their new gender.
 - 43% maintained most of their family bonds but 57% experienced significant family rejection.

READING ACTIVITY: POLICY, LAWS AND GUIDELINES TO PREVENT DISCRIMINATION

1. Ask students: *How do you feel about the information you just heard? What can we do about this discrimination in our society?* Brainstorm ideas.
2. Explain to students that there are some laws, policies and guidelines in place and new ones proposed in order to protect the rights of transgender people and to prevent discrimination, harassment and violence. These include hate crimes, employment, housing, health care, marriage, parenting, updating official documents and school issues. To learn more about these laws, read [Transgender Rights Tool Kit](#) and/or [Know Your Rights - Transgender People and the Law](#).

NOTE: As an extension activity, you can have your students conduct research about laws in their state and learn more about one of the areas (e.g. employment discrimination) in more depth and write an analytical or persuasive essay about it.

3. Explain to students that several states (Massachusetts, Connecticut, Washington and Colorado) have laws or have adopted policies to protect transgender students in school. In 2014, California became the first state to address this issue with a statewide law. California's Assembly Bill 1266 gives students in public K-12 schools the right "to participate in sex-segregated programs, activities and facilities" based on their self-perception, regardless of their gender assigned at birth.
4. Distribute the California's Assembly Bill No. 1266 to each student and have them read it silently. Then have a group discussion using the following questions:
 - Do you have any clarifying questions about the law?
 - What are your thoughts about the law?
 - What parts do you especially like?
 - What is missing from the law?
 - What will be difficult or easy about implementing the law?
 - How does this law help transgender students and all students?

ALTERNATIVE: Have students read NYC's [Transgender Student Guidelines](#) as an example of a comprehensive district policy for schools. Another assignment could be to compare and contrast them.

ACTION PLANS: MAKING SCHOOL COMMUNITY SAFE AND WELCOMING

1. Ask students: *How can we make our school community safe and more welcoming for everyone and specifically for transgender and gender non-conforming students?*
2. Write their responses on the board. They may come up with a list that looks something like this:
 - Work on creating a positive school climate that appreciates diversity and teaches about stereotyping, bias and bullying (see ADL's [Anti-Bias Education programs](#))
 - Develop a public awareness campaign about transgender and gender non-conforming people using social media, artwork, video, etc.
 - Write articles in the school newspaper
 - Work with school administration to develop transgender student guidelines which will address harassment/bullying, names and pronouns, sports, restroom/locker availability, dress codes, etc.
 - Hold an assembly to educate the school community about transgender identity

- Train students in how to be an allies to transgender and gender non-conforming students
 - Make sure that GSAs are trans*-inclusive
3. Have students come up with a list of 4–6 possible actions. Have them choose where they would like to focus their attention and get into small groups.
 4. Instruct each group to spend 15–20 minutes working through one of the ideas. Explain that they should create a preliminary plan to: (1) identify the action step, (2) brainstorm activities needed, (3) discuss what people and resources are needed and (4) develop a timeline. Below is an example of an action plan.

ACTION PLAN: Develop Transgender Student Guidelines		
ACTIVITIES	PEOPLE AND RESOURCES NEEDED	TIMELINE
<ol style="list-style-type: none"> 1. Research other schools that have guidelines 2. Meet with school administration 	<ul style="list-style-type: none"> • school administration • students • teachers • experts 	<ul style="list-style-type: none"> • 2 weeks: Gather committee and decide on categories • 3 weeks: gather policies from other schools

Optional: Distribute the *Action Plan* handout to each student to use in creating their action plan.

These projects will take several weeks or months to bring to fruition. Students will need to do some work on their own or for homework, but also allow some time each week for students to meet and work on their projects.

CLOSING

Do a go round and have each student complete the following sentence: “One thing I learned today is: _____.”

ADDITIONAL READING AND RESOURCES

- [Laverne Cox speech at Creating Change](#)
- [Being Seen: Video Diaries of Transgender Youth](#)
- [Transgender Americans: A Handbook for Understanding](#)
- [Transgender FAQ from Human Rights Campaign](#)
- [APA: Answers to Your Questions About Transgender People, Gender Identity and Gender Expression](#)
- [Creating a 'Living Image' of a Transgender Woman](#)
- [How many people are lesbian, gay, bisexual and transgender? \(Williams Institute\)](#)
- [Understanding Transgender: Frequently Asked Questions About Transgender People](#)
- [Transgender and Gender Non-Conforming Students: Your Rights At School](#)

- [Transgender Children: More Than a Theoretical Challenge](#)
- [Should We Introduce Children to the Concept of Transgender?](#)
- [Supporting Transgender and Gender Non-Conforming Students \(GLSEN Webinar\)](#)

Organizations

- [Anti-Defamation League \(ADL\)](#)
- [Gay, Lesbian and Straight Education Network \(GLSEN\)](#)
- [Gender Spectrum](#)
- [Human Rights Campaign \(HRC\) Welcoming Schools](#)
- [Trans Youth Family Allies](#)

COMMON CORE ANCHOR STANDARDS

Content Area/Standard
Reading
Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Speaking and Listening
Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Language
Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
History/Social Studies and Science & Technical Subjects
RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

DEFINING TERMS WORKSHEET

Review the following terms and definitions. Next to each definition, write the correct term that correlates with that definition.

TERMS

- Bisexual
- Cisgender
- FTM/MTF
- Gay
- Gender Identity
- Gender Expression
- Gender Non-Conforming
- Lesbian
- Queer
- Questioning
- Sexual Orientation
- Transgender
- Transition

DEFINITIONS

_____ : An umbrella term for people whose gender identify differs from the sex they were assigned at birth and/or whose gender expression do not match society's expectations with regard to gender roles. The term may include identities such as: transsexual, gender queer, gender nonconforming, FTM, MTF, and gender-variant. Transgender people may or may not choose to alter their bodies hormonally and/or surgically.

_____ : A person who is emotionally, physically and/or romantically attracted to some people of more than one gender.

_____ : Refers to a person who transitions from "female-to-male," meaning a person who was assigned female at birth but identifies and lives as a male. Or refers to a person who transitions from "male-to-female," meaning a person who was assigned male at birth, but identifies and lives as a female.

_____ : Refers to people who are in the process of understanding and exploring their sexual orientation or gender identity. They are often seeking information and support during this stage of their identity development.

_____ : A person who is emotionally, physically and/or romantically attracted to some other people of the same gender. Can be used to refer to people of all genders, though it is used most commonly to refer to males. Some women and girls choose not to identify as gay, but as lesbian.

_____ : A term for when someone's gender identity/expression matches their assigned sex at birth.

_____ : The process when a person begins living as the gender with which they identify rather than the gender they were assigned at birth, which often may include changing one's first name and dressing and grooming differently. Transitioning may or may not also include medical and legal aspects, including taking hormones, having surgery or changing identity documents (e.g. driver's license) to reflect one's gender identity. Transitioning is not a one-step procedure; it is a complex process that occurs over a period of time.

_____ : A person who doesn't adhere to societal pressures to conform to gender norms and roles.

_____ : A woman who is emotionally, physically and/or romantically attracted to some other women.

_____ : An umbrella term used to refer to lesbian, gay, bisexual and transgender people. Some use as an alternative to "LGBT" in an effort to be more inclusive. Depending on the user, the term has either a derogatory or an affirming connotation, as many within the LGBT community have sought to reclaim the term that was once widely used in a negative way.

_____ : Determined by one's emotional, physical and/or romantic attractions. Categories of sexual orientation include, but are not limited to: gay, lesbian, attracted to some members of the same gender; bisexual, attracted to some members of more than one gender; and heterosexual, attracted to some members of another gender.

_____ : How an individual identifies in terms of their gender. Since gender identity is internal, one's gender identity is not necessarily visible to others.

_____ : Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice and emphasizing, de-emphasizing or changing their bodies' characteristics. Gender expression is not an indicator of sexual orientation.

DEFINING TERMS ANSWER KEY

Transgender: An umbrella term for people whose gender identify differs from the sex they were assigned at birth and/or whose gender expression do not match society's expectations with regard to gender roles. The term may include identities such as: transsexual, gender queer, gender nonconforming, FTM, MTF, and gender-variant. Transgender people may or may not choose to alter their bodies hormonally and/or surgically.

Bisexual: A person who is emotionally, physically and/or romantically attracted to some people of more than one gender.

FTM/MTF: FTM refers to a person who transitions from "female-to-male," meaning a person who was assigned female at birth but identifies and lives as a male. MTF refers to a person who transitions from "male-to-female," meaning a person who was assigned male at birth, but identifies and lives as a female.

Questioning: Refers to people who are in the process of understanding and exploring their sexual orientation or gender identity. They are often seeking information and support during this stage of their identity development.

Gay: A person who is emotionally, physically and/or romantically attracted to some other people of the same gender. Can be used to refer to people of all genders, though it is used most commonly to refer to males. Some women and girls choose not to identify as gay, but as lesbian.

Cisgender: A term for when someone's gender identity/expression matches their assigned sex at birth.

Transition: The process when a person begins living as the gender with which they identify rather than the gender they were assigned at birth, which often may include changing one's first name and dressing and grooming differently. Transitioning may or may not also include medical and legal aspects, including taking hormones, having surgery or changing identity documents (e.g. driver's license) to reflect one's gender identity. Transitioning is not a one-step procedure; it is a complex process that occurs over a period of time.

Gender Non-Conforming: A person who doesn't adhere to societal pressures to conform to gender norms and roles.

Lesbian: A woman who is emotionally, physically and/or romantically attracted to some other women.

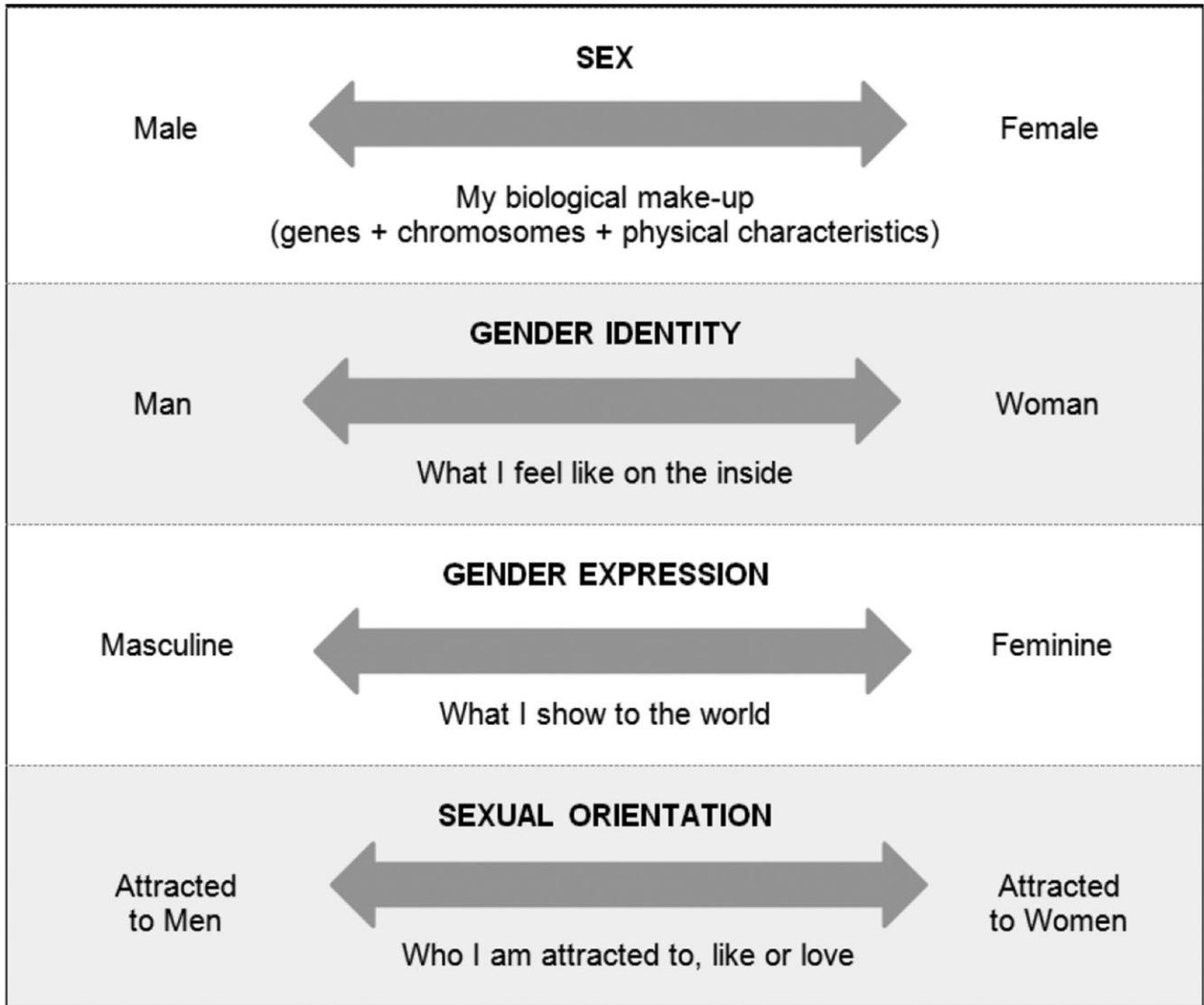
Queer: An umbrella term used to refer to lesbian, gay, bisexual and transgender people. Some use as an alternative to "LGBT" in an effort to be more inclusive. Depending on the user, the term has either a derogatory or an affirming connotation, as many within the LGBT community have sought to reclaim the term that was once widely used in a negative way.

Sexual Orientation: Determined by one's emotional, physical and/or romantic attractions. Categories of sexual orientation include, but are not limited to: gay, lesbian, attracted to some members of the same gender; bisexual, attracted to some members of more than one gender; and heterosexual, attracted to some members of another gender.

Gender Identity: How an individual identifies in terms of their gender. Since gender identity is internal, one's gender identity is not necessarily visible to others.

Gender Expression: Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice and emphasizing, de-emphasizing or changing their bodies' characteristics. Gender expression is not an indicator of sexual orientation.

ASPECTS OF IDENTITY CONTINUUM



ASSEMBLY BILL NO. 1266

CHAPTER 85

An act to amend Section 221.5 of the Education Code, relating to pupil rights.

[Approved by Governor August 12, 2013. Filed with Secretary of State August 12, 2013.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1266, Ammiano. Pupil rights: sex-segregated school programs and activities.

Existing law prohibits public schools from discriminating on the basis of specified characteristics, including gender, gender identity, and gender expression, and specifies various statements of legislative intent and the policies of the state in that regard. Existing law requires that participation in a particular physical education activity or sport, if required of pupils of one sex, be available to pupils of each sex.

This bill would require that a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

The people of the State of California do enact as follows:

SECTION 1. Section 221.5 of the Education Code is amended to read:

221.5. (a) It is the policy of the state that elementary and secondary school classes and courses, including nonacademic and elective classes and courses, be conducted, without regard to the sex of the pupil enrolled in these classes and courses.

(b) A school district may not prohibit a pupil from enrolling in any class or course on the basis of the sex of the pupil, except a class subject to Chapter 5.6 (commencing with Section 51930) of Part 28 of Division 4 of Title 2.

(c) A school district may not require a pupil of one sex to enroll in a particular class or course, unless the same class or course is also required of a pupil of the opposite sex.

(d) A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to a pupil shall affirmatively explore with the pupil the possibility of careers, or courses leading to careers, that are nontraditional for that pupil's sex. The parents or legal guardian of the pupil shall be notified in a general manner at least once in the manner prescribed by Section 48980, in advance of career counseling and course selection commencing with course selection for grade 7 so that they may participate in the counseling sessions and decisions.

(e) Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

Source: California Legislative Information, <http://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml>.

ACTION PLAN

Brainstorm different ideas on how we can make our school community safe and more welcoming for everyone and specifically for transgender and gender non-conforming students. Create an action plan for implementing your idea using the grid below.

IDEA:		
ACTIVITIES	PEOPLE AND RESOURCES NEEDED	TIMELINE