



**2023**

# **Welcoming Schools**

## **Back-to-School Toolkit**



HUMAN  
RIGHTS  
CAMPAIGN  
FOUNDATION



**WELCOMING  
SCHOOLS**



# **Welcoming Schools Program Information**





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# WELCOMING SCHOOLS

## Virtual and In-Person Professional Development

### Pre-Training Material

- + Participants are given access to pre-training material that provides foundational information as well as resources and activities to prepare participants for the live training.
- + The self-paced activities take 60 minutes and should be completed prior to the live training session.

### Virtual and In-Person Training Sessions

- + Engaging and interactive 90-minute virtual trainings and 2-3 hour in-person trainings that provide strategies and practical skills to support an inclusive school environment.
- + Each session will be conducted by highly skilled Welcoming Schools certified facilitators.

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## Elementary Training Modules

### Creating LGBTQ+ Inclusive Schools

- + Be able to better answer questions from students and families related to LGBTQ+ topics.
- + Learn how to develop LGBTQ+ inclusive classrooms and become familiar with LGBTQ+ terminology.

### Creating Gender Inclusive Schools

- + Develop a framework for creating a gender inclusive school.
- + Be able to respond to challenging questions related to gender.

### Preventing Bias-Based Bullying

- + Be able to foster ally behavior among students, staff and other adults.
- + Understand the critical need to proactively address the biased behavior that can lead to bullying.

### Embracing All Families

- + Learn the importance of seeing and embracing family diversity.
- + Be able to answer questions from students and families about the importance of welcoming all families in your school community.

### Supporting Transgender and Non-Binary Students

- + Understand the critical need to create safe and supportive schools for transgender and non-binary students.
- + Be familiar with policies and best practices to support transgender and non-binary students.

### Intersectionality: School Practices with an Intersectional Lens

- + Explore the concept of intersectionality and how to use it as a framework that affirms students' intersectional identities such as race, ethnicity, gender, disability, LGBTQ+ etc.



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## Secondary Training Modules

### Creating LGBTQ+ Inclusive Schools

- + Be equipped to better answer questions from secondary students and families related to LGBTQ+ topics.
- + Learn how to develop LGBTQ+ inclusive secondary classrooms.

### Creating Gender Inclusive Schools

- + Learn important school practices to create gender inclusive schools.
- + Practice how to seek teachable moments and respond to questions about gender topics.

### Preventing Bias-Based Bullying

- + Be able to foster ally behavior among students, staff and other adults.
- + Understand the critical need to proactively address the biased behavior that can lead to bullying.

### Supporting Transgender and Non-Binary Students

- + Understand the critical need to create safe and supportive schools for transgender and non-binary students.
- + Be familiar with policies and best practices to support transgender and non-binary students.

### Intersectionality: School Practices with an Intersectional Lens

- + Explore the concept of intersectionality and how to use it as a framework that affirms students' intersecting identities such as race, ethnicity, gender, disability, LGBTQ+ identity, family structure, etc.
- + Understand the impact of school policies and practices on students' experiences through an intersectional lens.



# WELCOMING SCHOOLS

## Welcoming Schools Elementary Seal of Excellence Benchmarks

Schools earning the Welcoming Schools Seal of Excellence (SOE) will demonstrate, with documentation, the following benchmarks:

### 1. Policies and Procedures

Policies/Regulations/Procedures are in place and enumerated to include all aspects of diversity, including actual or perceived sexual orientation, gender identity and gender expression. This may be done on the local, district and/or state level.

**Documentation examples:** Policies and procedures, handbooks, etc.

**Sample policies for consideration:** Anti-bullying/harassment, non-discrimination, dress code, restroom access, usage of non-gendered language.

### 2. Leadership Team

A Welcoming Schools Leadership Team is established or integrated into an existing committee. The Leadership Team will include a cross section of the school community, including administration, classroom teachers, non-instructional staff and possibly family members. The team will meet monthly during the academic year.

**Examples of established committees:** Social-Emotional Learning, Equity/Diversity, Professional Development, etc.

**Documentation examples:** Names of committee members, sample meeting agendas, meeting schedule and/or minutes.

### 3. Staff Development

School staff must complete the following Welcoming Schools modules:

- + Creating LGBTQ+ Inclusive Schools
- + Embracing All Families
- + Creating Gender Inclusive Schools
- + Preventing Bias-Based Bullying
- + Supporting Transgender and Non-Binary Students
- + Intersectionality: School Practices with an Intersectional Lens

Staff development sessions will take place over a period of 2-3 years and must be delivered by an authorized Welcoming Schools Facilitator.

**Documentation examples:** Sessions reported by the Welcoming Schools facilitator in the Welcoming Schools data reporting system.

### 4. Planned Lessons or Activities

Annually, every student in the school must be provided with a minimum of three Welcoming Schools lessons, books or activities as a part of the structured curriculum.

**Documentation examples:** Scope and sequence, samples of student work, reflective statements by classroom teachers, videos of student activities, etc.



## 5. Bulletin Boards/Newsletters

Schools will have ongoing public displays (bulletin boards, newsletters and artwork) portraying Welcoming Schools themes such as “Love Makes a Family”, “Be Who You Are” or “Ally Superheroes”.

**Documentation examples:** Pictures of the artwork or displays.

## 6. Family Nights

School will host, minimally, one Family Night for family members/community, sharing the Welcoming Schools approach through panels, movie nights, book readings and informational sessions.

**Documentation examples:** Event flyers, session evaluations, pictures, videos or agendas.

## 7. Books and Resources

Books from Welcoming Schools bibliographies are publicly available to all students in the library/media center and classrooms.

**Documentation examples:** Book inventory, photos of books on shelves or students reading books, etc.

## 8. School Climate Assessment

A Welcoming Schools Climate Assessment will be used to gauge the success of developing a more inclusive school by working with the Welcoming Schools program.

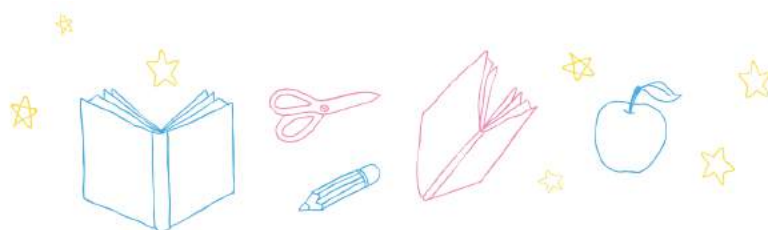
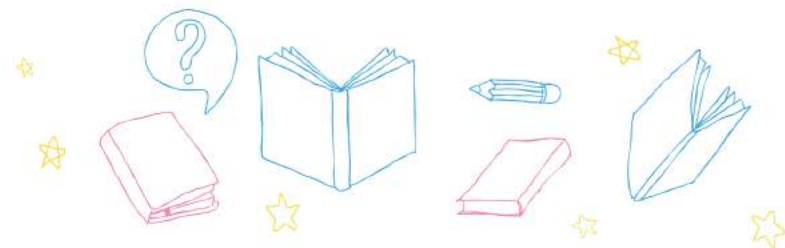
**Documentation examples:** Pre- and post- assessments and reports.

## 9. Additional Artifacts

Demonstration of larger community-based support for this effort.

**Documentation examples:**

- + Documentation of Welcoming Schools training being provided to non-instructional and support staff.
- + Establishment of a Diversity Club or GSA.
- + School concerts/assemblies promoting Welcoming Schools themes.
- + Integration of the Welcoming Schools approach with other social and emotional learning and/or bullying prevention efforts in the school.





# WELCOMING SCHOOLS

## Welcoming Schools Secondary Seal of Excellence Benchmarks

Schools earning the Welcoming Schools Seal of Excellence (SOE) will demonstrate, with documentation, the following benchmarks:

### 1. Policies and Procedures

Policies/Regulations/Procedures are in place and enumerated to include all aspects of diversity, including actual or perceived sexual orientation, gender identity and gender expression. This may be done on the local, district and/or state level.

**Documentation examples:** Policies and procedures, handbooks, etc.

**Sample policies for consideration:** Anti-bullying/harassment, non-discrimination, dress code, restroom access, usage of non-gendered language.

### 2. Leadership Team

A Welcoming Schools Leadership Team is established or integrated into an existing committee. The Leadership Team will include a cross section of the school community, including administration, classroom teachers, non-instructional staff and possibly family members. The team will meet monthly during the academic year.

**Examples of established committees:** Social-Emotional Learning, Equity/Diversity, Professional Development, etc.

**Documentation examples:** Names of committee members, sample meeting agendas, meeting schedule and/or minutes.

### 3. Staff Development

School staff must complete the following Welcoming Schools modules:

- + Creating LGBTQ+ Inclusive Schools
- + Creating Gender Inclusive Schools
- + Preventing Bias-Based Bullying
- + Supporting Transgender and Non-Binary Students
- + Intersectionality: School Practices with an Intersectional Lens

Staff development sessions will take place over a period of 2-3 years and must be delivered by an authorized Welcoming Schools Facilitator.

**Documentation examples:** Sessions reported by the Welcoming Schools facilitator in the Welcoming Schools data reporting system.

### 4. Planned Lessons or Activities

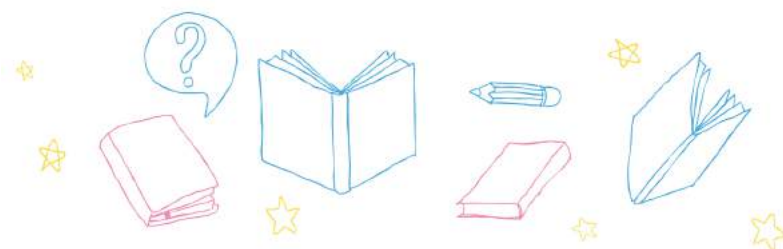
Annually, students in each grade level will be provided with a minimum of one Welcoming Schools Secondary resource embedded in content area curriculum mapping or lesson plans, such as documented educational projects, independent student projects (visual art, digital, dance, etc.) or Welcoming Schools writing prompts (poem, song, short story).

**Documentation examples:** Documented curriculum map, reflective statements by classroom teachers, samples of student work, videos of student activities, gallery presentation, etc.

## 5. Public Displays and Communication

Schools will demonstrate a commitment to Welcoming Schools core competencies in public displays and communications that highlight activities or projects that support LGBTQ+ and gender inclusive language and practices.

**Documentation examples:** Pictures of student artwork, written work, newsletters, or bulletin boards.



## 6. Family Nights and Student Events

Schools will host, minimally, one student event or family night for the community, sharing the Welcoming Schools approach through panels, movie nights, book readings and informational sessions.

**Documentation examples:** Event flyers, session evaluations, pictures, videos or agendas.

## 7. Books and Resources

Books from Welcoming Schools bibliographies are publicly available to all students in the library/media center and classrooms.

**Documentation examples:** Book inventory, photos of books on shelves or students reading books, etc.

## 8. School Climate Assessment

A Welcoming Schools Climate Assessment will be used to gauge the success of developing a more inclusive school by working with the Welcoming Schools program.

**Documentation examples:** Pre- and post- assessments and reports.

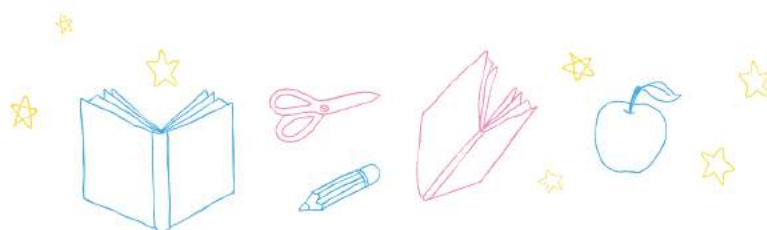


## 9. Additional Artifacts

Demonstration of larger community-based support for this effort.

**Documentation examples:**

- + Documentation of Welcoming Schools training being provided to non-instructional and support staff.
- + Establishment of a Diversity Club or GSA.
- + School concerts/assemblies promoting Welcoming Schools themes.
- + Integration of the Welcoming Schools approach with other social and emotional learning and/or bullying prevention efforts in the school.





# **Elementary Resources**





## Be Prepared for Questions and Put-Downs Around Gender

It is important to practice how to respond to questions related to gender and how to interrupt gender based teasing and bullying. Being prepared will help you embrace teachable moments with your students to foster a gender inclusive school.

### **“Why does Martin like pink?” (Martin identifies as a boy.)**

- + Here at (name of school) we all get to like what we like. What is your favorite color? Why do you like that color?
- + There are so many beautiful colors, we can all like different ones.
- + There is no such thing as boy colors or girl colors. Colors are colors. All people like different colors.
- + It is not okay to tease people for the colors that they like. We are all different and we can like different colors that make us happy.

### **“Why is her hair so short? She looks like a boy.”**

- + People of all genders can have long hair, medium hair or short hair. And some people do not have any hair.
- + That's just how she likes it. How would you like your hair to be?
- + Hair is hair. That is how she likes it.
- + There is no such thing as “boy” hair or “girl” hair. Here at (name of school) we all get to have our hair the way that makes us happy.
- + You cannot tell someone's gender from how they have their hair.

### **“Juan plays with dolls. That's weird.” (Juan identifies as a boy.)**

- + It's true that some boys don't like to play with dolls but some boys do! Just like some of you like to draw and some of you don't. Some of you like to play kickball and others don't. No one should have to pick and choose what they do just because of their gender.
- + The dolls are for all children in this classroom.
- + Sometimes this is confusing. We get messages about some toys being for boys and some toys being for girls. They are just for kids!

### **You overhear a student say to another student who identifies as a girl, “You look like a boy.”**

- + Why do you say that?
- + There is no one way for girls or boys or people of any gender to act or look.
- + Those are the kinds of clothes that she likes to wear. Why do you like to wear what you're wearing?
- + Here at (name of school) we all get to wear what makes us happy and comfortable for learning and playing.

### **“But he's a boy, why does he dress like a girl?”**

- + There are lots of different ways that boys can dress and lots of different ways that girls can dress. There are lots of ways that people of any gender can dress.
- + Some boys like to wear pink or to have long hair. All of these things are OK in our school.
- + There are many ways of being a boy (girl), and all are okay ways of being a boy (girl).

- + Those are the kinds of clothes that he likes to wear? What kinds of clothes do you like to wear?

### **“Dominic is always hanging out with girls. Why?”**

- + Here at (name of our school) we want everyone to play together with lots of different friends.
- + Dominic hangs out with friends who he likes to spend time with, just like you do with your friends. We all like to spend time with people who share our interests.
- + We can all be friends with people of many genders.
- + Do you want to play with Dominic? Do you want me to help you feel included? I am sure they would love to play with you too.
- + Here at (name of our school) all children can play and do things together. He's a boy who likes to play with girls and that's OK.

### **You overhear a student call another student who identifies as a boy, a “girl” in an insulting way.**

- + That's not OK at our school to call someone a “girl” to insult them or make them feel bad. We don't use gender as a put-down.

### **You overhear a student say, “Boys are better at sports than girls.”**

- + Some boys are good at sports and some are not, and some girls are good at sports and some are not. All kids have different things that they are good at.
- + Some people are good at sports and some are not.
- + People of all genders are good at different things.

### **You overhear a student say, “Girls are better at art.”**

- + “No group is best. Some people are good at art. Some people are not.”

### **You see that some children who are playing soccer at recess are excluding others because of their gender.**

- + We don't exclude any gender in play. Here at (name of school) we include everyone.

*Ideas based on: The Gender Inclusive School by Gender Spectrum, Graciela Slesaransky-Poe, “Not True! Gender Doesn't Limit You” by Lindsay Lamb, et al. Teaching Tolerance, and Johanna Eager*



## Esté Preparado Para Preguntas E Insultos Sobre El Género

Es importante practicar cómo responder a preguntas sobre el género o interrumpir burlas hirientes basadas en él. Estar preparado le ayudará a abordar los momentos oportunos de enseñanza para fomentar una escuela inclusiva de género con sus estudiantes.

### “Por qué le gusta el color rosado a Martín?” (Martín se identifica como niño.)

- + En nuestra escuela a todos nos gusta lo que nos gusta. ¿Cuál es tu color favorito? ¿Por qué te gusta?
- + Hay tantos colores bonitos. A todos nos puede gustar cualquier color.
- + No existen colores de niños ni colores de niñas. Los colores son colores. A todas las personas les gusta colores diferentes.
- + No está bien burlarse de los demás por los colores que les gustan. Todos somos diferentes y nos pueden gustar los colores que nos hacen felices.

### “¿Por qué tiene pelo tan corto? Ella luce como un niño”.

- + Las personas de todos los géneros pueden tener cabello largo, mediano o corto. Y algunas personas no tienen pelo.
- + Así le gusta a ella. ¿Cómo te gusta tener tu pelo?
- + El pelo es pelo. Así le gusta a ella.
- + No existe el pelo de niño ni el pelo de niña. En nuestra escuela todos tenemos el pelo en la manera que nos hace felices.
- + No se puede presumir el género de alguien por cómo tiene el pelo.

### “Juan juega con muñecas. Es raro.”

- + Es verdad que a algunos niños no les gusta jugar con muñecas, pero a otros sí. Al igual que a algunos les gusta dibujar y a otros no, o jugar béisbol y a algunos no. Nadie debe elegir lo que le gusta solo por ser niño o niña.
- + Todos los muñecos y muñecas son para todos los niños(as) de la clase.
- + A veces es confuso. Entendemos que se nos dice que algunos muñecos son para niños y otros para las niñas, pero en realidad todos son para todos.

### Si escucha a un estudiante decirle a otro que se de identifica como niña: “Luces como un niño”.

- + ¿Por qué lo dices?
- + No hay una sola manera de actuar o verse para las niñas o para los niños.
- + Es la ropa que le gusta ponerse. ¿Por qué te gusta vestirti con la ropa que llevas?
- + En nuestra escuela todos llevamos la ropa que nos hace felices y cómodos para aprender y jugar.

### “Si es un niño, ¿por qué le gusta vestirse como niña?”

- + Hay muchas maneras diferentes de vestirse para niñas y niños. Hay muchas maneras de vestirse para las personas de cualquier género.
- + A algunos niños les gusta vestirse de rosado o tener el pelo largo. Ambos son aceptables en nuestra escuela.
- + Hay muchas maneras de ser niña o niño y todos son aceptables.
- + Esa es la ropa que le gusta ponerse. ¿Qué tipo de ropa te gusta a ti?

### **“Dominic comparte mucho con las niñas, ¿por qué?”**

- + En nuestra escuela, queremos que todos jueguen juntos con amigos diferentes.
- + Dominic comparte con amigos(as) con los que le gusta pasar el rato, así como tú lo haces con los tuyos. A todos nos gusta pasar tiempo con personas que comparten nuestros intereses.
- + Todos podemos tener amigos de muchos géneros.
- + ¿Quieres jugar con Dominic? ¿Quieres que te ayude a sentirte incluido? Estoy seguro de que les encantaría jugar contigo también.
- + En nuestra escuela todos los niños pueden jugar y hacer cosas juntos. Él es un niño al que le gusta jugar con niñas y eso está bien.

### **Si escucha a un estudiante decirle “niña” de forma despectiva a otro estudiante que se identifica como niño.**

- + En nuestra escuela decirle a alguien “niña” para insultarle o hacerle sentir mal no está permitido. No usamos el género como un insulto.

### **Si escucha decir: “Los niños son mejores en los deportes que las niñas”.**

- + Algunos niños son buenos en los deportes y otros no, algunas niñas son buenas en los deportes y otras no. Todos los niños(as) son buenos en diferentes actividades.
- + Algunos son buenos en los deportes y otros no.
- + Personas de todos los géneros son buenos en cosas diferentes.

### **Si escucha decir: “Las niñas son mejores en el arte que los niños”.**

- + Ningún grupo es mejor. Algunos son buenos en el arte y otros no.

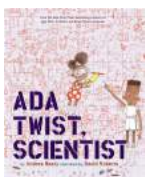
### **Si observa a algunos niños jugando al fútbol en el recreo que están excluyendo a otros debido a su género.**

- + No excluimos a nadie por su género. En nuestra escuela, incluimos a todos.





# Creating Gender Inclusive Schools Booklist for Elementary



**Ada Twist, Scientist.** Andrea Beaty. (K – 1) With diversity, ingenuity and hilarity, tenacious Ada Twist is a self-identified scientist with no fear of failure. So, when she has a problem, she's on her way to fixing it before you can say "failed experiment." Also see: *Rosie Revere, Engineer/ Rosa Pionera, ingeniera and Sofía Valdez, Future Prez/ Sofía Valdez, presidenta tal vez.*  
**Spanish Edition: Ada Magnífica, científica**



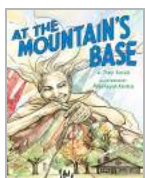
**Amazing Grace.** Mary Hoffman. (Pre-K – 2) Although classmates say that she cannot play Peter Pan in the school play because she's Black and a girl, Grace discovers that she can do anything she sets her mind to. [Lesson Plan](#)



**Angus All Aglow.** Heather Smith. (Pre-K – K) Angus loves sparkly things, so much so that he can hear them—they crackle and buzz. His unique ability is lost when Angus wears his grandma's beaded necklace to school, and his classmates tease him for his atypical choice. A kind gesture helps restore his sparkle.



**Annie's Plaid Shirt.** Stacy B. Davids. (K – 1) Annie's mom tells her that she must wear a dress to her uncle's wedding. Annie protests, but her mom buys her a fancy new dress anyway. Annie is miserable. Why can't her mom understand? Then, Annie has an idea. But will her mom agree?



**At the Mountain's Base.** Traci Sorell. (Pre-K – 2) A family, separated by duty and distance, waits for a loved one to return home in this lyrical picture book celebrating the bonds of a Cherokee family and the bravery of history-making women pilots.



**Be Who You Are.** Todd Parr. (Pre-K – 2) With Parr's signature silly and accessible style, he encourages readers to embrace all their unique qualities and Be Who You Are! [Lesson Plan](#)



**Big Bob, Little Bob.** James Howe. (Pre-K – 2) Despite the fact that they share a name, they are different. Big Bob likes trucks and throwing balls and being loud. Little Bob likes dolls and jingling bracelets and being quiet. No matter what they do, they do not do it the same. Could they possibly be friends despite these differences? [Lesson Plan](#)



**Black Boy Joy: 17 Stories Celebrating Black Boyhood.** Kwame Mbalia. (4 – 7) From seventeen acclaimed Black male and non-binary authors comes a vibrant collection of stories, comics and poems about the power of joy and the wonders of Black boyhood.



**The Boy & the Bindi.** Vivek Shraya. (Pre-K – 2) A five-year-old South Asian boy becomes fascinated with his mother's bindi, the red dot commonly worn by Hindu women, and wishes to have one of his own. Rather than chastise her son, she agrees to it, giving him permission to be more fully himself.



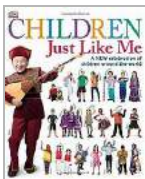
**A Boy Named Queen.** Sara Cassidy. (3 – 6) Queen, a new boy in Evelyn's grade five class, wears shiny gym shorts and wants to organize a chess/environment club. His father plays weird loud music and has tattoos. Evelyn is an only child with a strict routine and an even stricter mother. And yet in her quiet way she notices things. How will the class react to Queen? How will Evelyn?



**Brothers of the Knight.** Debbie Allen. (K – 2) A contemporary retelling of the “Twelve Dancing Princesses.” A reverend in Harlem endeavors to discover why the shoes of his 12 sons are worn to pieces every morning. [Lesson Plan](#)



**Call Me Tree/Llámame árbol. (Bilingual)** Maya Christina Gonzalez. (PreK – 2) Inspires readers to dream, to reach and to be as free and unique as trees. The main character, Tree, is gender-free and gives opportunities for important discussions about gender in the classroom. [Lesson Plan](#)



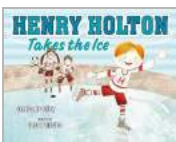
**Children Just Like Me.** DK. (K – 2) *Children Just Like Me* is a comprehensive view of international cultures, exploring diverse backgrounds from Argentina to New Zealand to China to Israel. With this brand new edition, children will learn about their peers around the world through engaging photographs and understandable text. [Lesson Plan](#)



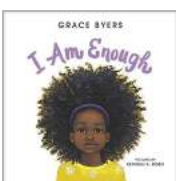
**Drum Dream Girl: How One Girl's Courage Changed Music.** Margarita Engle. (K – 2) On an island where only boys are allowed to drum, the drum dream girl is determined to play and follow her talents and passion. Based on a true story.



**Hand Over Hand.** Alma Fullerton. (Pre-K – 1) In their Filipino village, Nina finally convinces her grandfather to take her fishing with him, even though many say “a boat is no place for a girl.”



**Henry Holton Takes the Ice.** Sandra Bradley. (Pre-K – 1) Henry's family is crazy for hockey – except for Henry. After seeing an ice dancing performance, he realizes he can do something on the ice. But first, he has to convince his family to let him follow his own path.

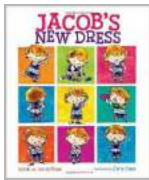


**I Am Enough.** Grace Byers. (Pre-K – 1) A lyrical ode to loving who you are, respecting others and being kind to one another—from Empire actor and activist Grace Byers.



**It's OK to be Different.** Todd Parr. (Pre-K – K) Delivers the important messages of acceptance, understanding and confidence with Parr's bold, bright colors and silly scenes.

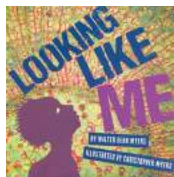
**Spanish Edition: Esta bien ser diferente**



**Jacob's New Dress.** Sarah Hoffman and Ian Hoffman. (Pre-K – 2) Jacob loves playing dress-up, when he can be anything he wants to be. Some kids at school say he can't wear "girl" clothes, but Jacob wants to wear a dress. Can he convince his parents to let him wear what he wants? Also see *Jacob's Room to Choose* and *Jacob's School Play: Starring He, She, and They*. [Lesson Plan](#)



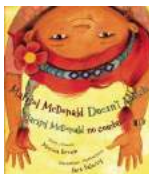
**Julián Is a Mermaid.** Jessica Love. (Pre-K – 3) While riding the subway with his abuela, Julián sees three women spectacularly dressed up. When Julián gets home all he can think about is dressing up like them. But what will Abuela think about the mess he makes — and more importantly, what will she think about how Julián sees himself? A story about the power of being seen and affirmed. Also see *Julián at the Wedding*. [Lesson Plan](#)



**Looking Like Me.** Walter Dean Myers. (K – 5) An African American boy celebrates all of who he is, including a dancer, an artist and a writer. Colorful collage illustrations and catchy rhymes. [Lesson Plan](#)



**Lucia the Luchadora.** Cynthia Leonor Garza. (Pre-K – 1) Lucía zips through the playground in her cape just like the boys, but when they tell her "girls can't be superheroes," suddenly she doesn't feel so mighty until her abuela reveals a secret that gives her courage.



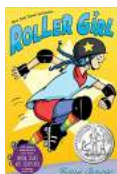
**Marisol McDonald Doesn't Match/Marisol McDonald no combina. (Bilingual)** Monica Brown. (K – 2) Marisol, a multiracial girl, loves to be creative, eating peanut butter and jelly burritos, for example. But at times she is misunderstood and teased by peers.



**One Half from the East.** Nadia Hashimi. (3 – 7) Obayda's family is in need of some good fortune, and her aunt has an idea to bring the family luck—dress Obayda, the youngest of four sisters, as a boy, a bacha posh. Life in this in-between place is confusing, but once Obayda meets another bacha posh, everything changes. Their transformation won't last forever, though—unless the two best friends can figure out a way to make it stick and make their newfound freedoms endure.



**Playing the Cards You're Dealt.** Varian Johnson. (3 – 7) Ten-year-old Anthony Joplin has made it to double digits! Which means he's finally old enough to play in the spades tournament every Joplin man before him seems to have won. Unfortunately, Ant's best friend gets grounded, and he's forced to find another spades partner. Shirley, the new girl in his class, isn't exactly who he has in mind. Plus, he's not sure that his father wants him playing with a girl.



**Roller Girl.** Victoria Jamieson. (3 – 7) For most of her twelve years, Astrid has done everything with her best friend Nicole. But after Astrid falls in love with roller derby and signs up for derby camp, Nicole decides to go to dance camp instead. And so begins the most difficult summer of Astrid's life as she struggles to keep up with the older girls at camp, hang on to the friend she feels slipping away and cautiously embark on a new friendship.

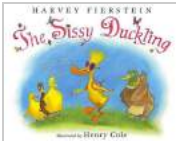




**The Seven Chinese Sisters.** Kathy Tucker. (Pre-K – 2) Once there were seven Chinese sisters. Each one had a special talent. When the Seventh Sister is snatched by a dragon, her sisters race to save her. [Lesson Plan](#)



**Shelly Bean the Sports Queen Wins Basketball.** Shelly Boyum-Breen. (Pre-K – 5) Shelly Bean is a sporty, dirty kneed little girl with a “can-do” spirit. It might take falling down, getting hurt and getting back up but Shelly Bean is determined to learn new sports! Also see *Shelly Bean the Sports Queen Loves Tennis!*, *Shelly Bean the Sports Queen and the Brave Swim*, *Shelly Bean the Sports Queen Scores a Soccer Goal* and *Shelly Bean the Sports Queen Plays a Game of Catch*.



**The Sissy Duckling.** Harvey Fierstein. (K – 2) While other boy ducklings like to build forts, he loves to bake cakes. While they play baseball, he wants to put on the halftime show. Elmer is a great big sissy. When his father is wounded by a hunter’s shot, Elmer proves that the biggest sissy can also be the greatest hero. [Lesson Plan](#)



**Soul Food Sunday.** Winsome Bingham. (Pre-K – 3) On Soul Food Sunday, a young Black boy helps his granny grate the cheese, prep the greens and skin and slice the meat for the meal before making the sweet tea all by himself.



**Sparkle Boy.** Lesléa Newman. (Pre-K – 1) Casey loves to play with his blocks and dump truck, but he also loves things that sparkle and glitter. A story about acceptance, respect and the freedom to be yourself in a world where any gender expression should be celebrated.



**The Spectacular Suit.** Kat Patrick. (Pre-K – 1) It’s almost Frankie’s birthday but all her party dresses feel wrong. What Frankie longs for is a suit. A spectacular suit ... Can Frankie find the outfit of her dreams? A celebration of individuality, identity and dressing to suit yourself!



**Stitches.** Glen Huser. (4 – 6) Having learned to cope with being poor and not being one of the popular kids in school, Travis has found friends and a hobby that keep him quite happy despite the teasing, but when the school thugs go on the attack while Travis and his friends are trying to assemble a puppet production for school, Travis isn’t willing to sit by so quietly for this round.



**Stories for Boys Who Dare to Be Different: True Tales of Amazing Boys Who Changed the World without Killing Dragons.** Ben Brooks. (3 – 5) Seventy-five famous and not-so-famous men from the past to the present day, every single one of them a rule-breaker and stereotype-smasher in his own way. Entries include Frank Ocean, Salvador Dali, Beethoven, Barack Obama, Ai Weiwei, Jesse Owens and so many more. Heroes from all walks of life and from all over the world.

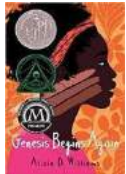


**The Witch Boy: A Graphic Novel (The Witch Boy Trilogy #1).** Molly Knox Ostertag. (3 – 7) In thirteen-year-old Aster’s family, all the girls are raised to be witches, while boys grow up to be shapeshifters. Anyone who dares cross those lines is exiled. Unfortunately for Aster, he still hasn’t shifted . . . and he’s still fascinated by witchery, no matter how forbidden it might be. When a mysterious danger threatens the other boys, Aster knows he can help -- as a witch.

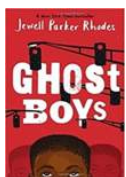


# Exploring and Challenging Racism Booklist for Pre-K - 8 Students

## Books About The Black Adolescent Experience



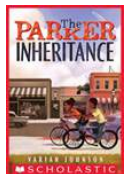
**Genesis Begins Again.** Alicia D. Williams. (4 – 8) There are ninety-six things Genesis hates about herself. She knows the exact number because she keeps a list. This sensitive and powerful novel tells the story of a thirteen-year-old who must overcome internalized racism and a verbally abusive family to learn to love herself.



**Ghost Boys.** Jewell Parker Rhodes. (5 – 9) Twelve-year-old Jerome is shot by a police officer. As a ghost, he observes the devastation that's been unleashed on his family and community. He meets another ghost, Emmett Till, a boy from a very different time but similar circumstances and he meets Sarah, the daughter of the police officer, who grapples with her father's actions.

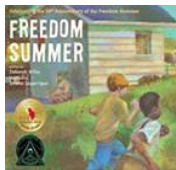


**A Good Kind of Trouble.** Lisa Moore Ramée. (3 – 7) Twelve-year-old Shayla is allergic to trouble. All she wants to do is to follow the rules. But in junior high, it's like all the rules have changed. Now she's suddenly questioning who her best friends are and some people at school are saying she's not Black enough. Wait, *what?*



**The Parker Inheritance.** Varian Johnson. (3 – 6) Candice discovers a mysterious old letter describing an injustice from decades ago. With the help of Brandon, a quiet and often bullied boy, she begins to decipher the clues with a story that leads them deep into their South Carolina town's history, a history full of ugly deeds and forgotten heroes.

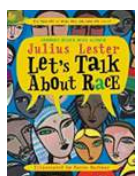
## Books About The Historical Black Experience



**Freedom Summer.** Deborah Wiles. (K – 2) Based in the South in 1964, friends Joe and John Henry have many things in common, but John Henry isn't allowed to do everything his white friend does because of racial discrimination. When a law is passed opening the town pool to everyone, they race each other there... only to discover that it takes more than a new law to change people's hearts.



**Juneteenth For Mazie.** Floyd Cooper. (Pre-K – 2) Mazie is ready to celebrate liberty and freedom. She is ready to celebrate a great day in American history, the day her ancestors were no longer slaves when the Emancipation Proclamation finally made it to Texas (two years after the rest of the country heard it).



**Let's Talk About Race.** Julius Lester. (Pre-K – 2) Lester shares his own story as he explores what makes each of us special. He notes, "I write because our lives are stories. If enough of these stories are told, then perhaps we will begin to see that our lives are the same story. The differences are merely in the details." I am a story. So are you. So is everyone.

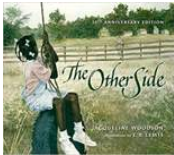




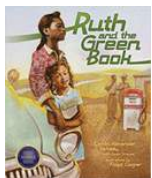
**Little Leaders: Bold Women in Black History and Little Legends: Exceptional Men in Black History.** Vashti Harrison. (3 – 6) Among these biographies, readers will find heroes, role models, and everyday women and men who did extraordinary things - whose actions and beliefs contributed to making the world better for generations to come.



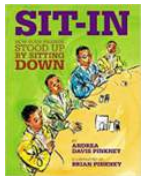
**March (Trilogy).** John Lewis. (4 – 8). March is a vivid first-hand account of Congressman John Lewis' lifelong struggle for civil rights, the distance traveled since the days of Jim Crow and segregation, while reflecting on the highs and lows of the broader civil rights movement.



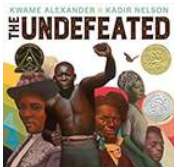
**The Other Side.** Jacqueline Woodson. (K – 2) Clover's mom says it isn't safe to cross the fence that segregates their African American side of town from the white side where Anna lives. But the two girls strike up a friendship and get around the grown-up's rules by sitting on top of the fence together.



**Ruth and the Green Book.** Calvin Alexander Ramsey. (1 – 4) Ruth was so excited to take a trip in her family's new car! But she soon found out that many hotels and gas stations refused service to Black people. Finally, a friendly attendant at a gas station showed Ruth's family *The Green Book*.



**Sit In: How Four Friends Stood Up by Sitting Down.** Andrea Davis Pinkney. (1 – 4) Using poetic, powerful prose, Pinkney tells the story of the momentous Woolworth's lunch counter sit-in, when four college students staged a peaceful protest that became a defining moment in the struggle for racial equality and the growing civil rights movement.



**The Undeclared.** Kwame Alexander. (K – 2) This poem is a love letter to Black life in the United States. It highlights the unspeakable trauma of slavery, the faith and fire of the civil rights movement, and the grit, passion and perseverance of some of the world's greatest heroes.



**We March.** Shane W. Evans. (Pre-K – 2) On August 28, 1963 more than 250,000 people gathered in our nation's capital to participate in the March on Washington. The march began at the Washington Monument and ended with a rally where Martin Luther King Jr. delivered his historic "I Have a Dream" speech. When combined with simple yet compelling illustrations, the thrill of the day is brought to life for even the youngest reader to experience.

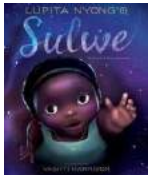
## Books Examining Internalized Racism



**The Skin I'm In.** Sharon G. Flake. (5 – 7) Maleeka suffers every day from the taunts. If they're not getting at her about her homemade clothes or her good grades, it's about her dark, black skin. But the new teacher's attitude surprises Maleeka. Miss Saunders loves the skin she's in. Can Maleeka learn to do the same?

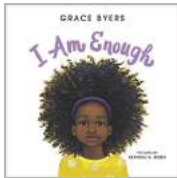


**Skin Like Mine.** LaTashia M. Perry. (Pre-K – 2) An entertaining yet creative way to address and celebrate diversity among young children. Guaranteed to make you smile and feel a bit hungry.

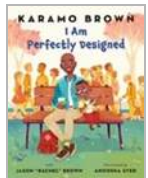


**Sulwe.** Lupita Nyong'o. (Pre-K – 2) Sulwe has skin the color of midnight. Sulwe just wants to be beautiful and bright, like her mother and sister. Then a magical journey in the night sky opens her eyes and changes everything. Actress Lupita Nyong'o inspires children to see their own unique beauty.

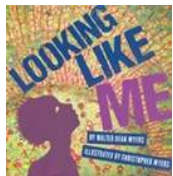
## Books That Build Self Worth



**I Am Enough.** Grace Byers. (Pre-K – 1) A lyrical ode to loving who you are, respecting others and being kind to one another—from Empire actor and activist Grace Byers.



**I Am Perfectly Designed.** Karamo Brown with Jason “Rachel” Brown. (Pre-K – 1) Actor Karamo Brown and his son write about a boy and his father taking a joyful walk through the city, discovering all the ways in which they are perfectly designed for each other.



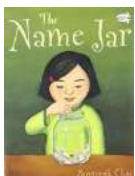
**Looking Like Me.** Walter Dean Myers. (K – 2) With rhythmic text and unique photo-collage illustrations Walter Dean Myers and his son, Christopher Myers, celebrate every child and everything that a child can be.



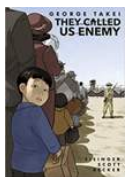
**M is for Melanin.** Tiffany Rose. (PreK – K) Each letter of the alphabet contains affirming, Black-positive messages, from A is for Afro and F is for Fresh, to P is for Pride and W is for Worthy. This book teaches children their ABCs while encouraging them to love the skin they're in. Be bold. Be fearless. BE YOU.

## Books On Anti-Asian, Indigenous People and Latinx Racism

### Asian

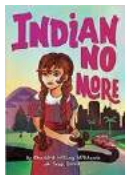


**The Name Jar.** Yangsook Choi. (K – 3) The new kid in school needs a new name! Or does she? Having just moved from Korea, Unhei is anxious that American kids won't like her. [Lesson Plan](#)

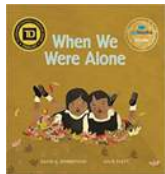


**They Called Us Enemy.** George Takei. (5 – 8) A stunning graphic memoir recounting actor/author/activist George Takei's childhood imprisoned within American concentration camps during World War II. Experience the forces that shaped an American icon, and America itself, in this gripping tale of courage, country, loyalty and love.

## Indigenous People



**Indian No More.** Charlene Willing McManis. (4 – 7) After their tribe is “terminated” by the government, Regina's father signs the family up for the Indian Relocation program and moves them to Los Angeles. Regina finds a whole new world. For the first time in her life, Regina comes face to face with the viciousness of racism.

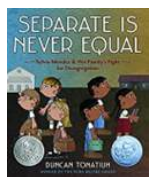


**When We Were Alone.** David A. Robertson. (K – 2) A young girl becomes curious about her grandmother. Why does her grandmother have long braided hair and beautifully colored clothing? Why does she speak another language? Her grandmother tells her about life in a residential school a long time ago, where all of these things were taken away.

## Latinx



**Efrén Divided.** Ernesto Cisneros. (4 – 7) Efrén worries about his parents. Although he's American-born, his parents are undocumented. His worst nightmare comes true one day when Amá doesn't return from work and is deported across the border to Tijuana, México. Now more than ever, Efrén must channel his inner Soperboy to help take care of and try to reunite his family.



**Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation.** Duncan Tonatiuh. (K - 4) Almost 10 years before *Brown vs. Board of Education*, Sylvia Mendez and her parents helped end school segregation in California. An American citizen of Mexican and Puerto Rican heritage who spoke and wrote perfect English, Mendez was denied enrollment to a “whites only” school.



# Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

## A Checklist for a Welcoming and Inclusive School Environment

### Inclusive Language

- ☐ Often a family's and student's first contact with a school is through forms, whether completed online or in the school office. Are these forms friendly to different family structures? Do they use language such as 'parent/ parent' or 'parent/guardian'?
- ☐ Do your forms ask for the names people want to be called and the pronouns that families use – she/her/hers; he/him/his and they/them/theirs.
- ☐ Check through student forms, handbooks and school/home communications to ensure inclusivity.
- ☐ Do you model inclusive language for students, for other staff and educators, and for parents and caregivers when talking about families?

### Stopping Mean Words and Actions

- ☐ Do teachers and staff interrupt mean teasing or put-downs about a child's identity or their family? Speak up! Ensure that concern for saying the wrong thing doesn't keep you and others silent. Interrupt hurtful name-calling including the derogatory use of the word "gay" and race- or gender-based slurs.
- ☐ Are you ready for teachable moments? Practice how to respond when you hear students say things like "That's gay!" "You act like a girl!" or "You're not a real family because you don't have a dad!"
- ☐ Does your professional development on bullying and harassment include the opportunity to practice interrupting and stopping bias-based name-calling or bullying and ways to respond to students' questions on diverse families?

### Diverse Books and Images

- ☐ Do the books in your school reflect your students' lives? Do your books offer perspectives on families not found in your school?
- ☐ Do classroom and hallway images show diverse family structures, people of different races, gender expressions, ethnicities and abilities? Do the displays encourage respect for all people?
- ☐ Are your students exposed to diverse, positive role models in literature?

### School and Classroom Climate

- ☐ When someone walks into your school, can they tell that all students and their families are welcome? Is there student work featured in the hallways highlighting both diversity and commonalities?
- ☐ Have you held events recognizing and celebrating family diversity that welcome all children and their families to your school community?
- ☐ Do staff and educators treat all families with respect and avoid stereotyping or judgment when communicating with two-mom and two-dad, single-parent, racially diverse and/or multi-linguistic families?
- ☐ Do all students have an adult in the school they can connect with? Do families know their children are respected and encouraged to achieve? Connections with families are crucial to children's lives.
- ☐ Have you created and implemented clear classroom and schoolwide agreements with your students regarding respect, caring for classmates and not hurting each other with words or actions? Do students know that this means no put-downs about who someone is or who their family is?
- ☐ Do your anti-bullying policies specifically name groups that are bullied or harassed more frequently?





## Consejos Para Lograr un Ambiente Inclusivo y Acogedor

### Lenguaje Inclusivo

- Por lo general, el primer contacto de una familia y un estudiante con una escuela es a través de formularios, ya sea que se completen en línea o en la oficina de la escuela. ¿Cuenta con formularios inclusivos para las diferentes estructuras familiares? ¿Usa las palabras padres, padre o apoderado(a)?
- ¿Sus formularios piden los nombres que las personas quieren que se llamen y los pronombres que usan las familias? ella /ella/ ella; él / él / su; y ellos / ellos / los suyos.
- Revise los formularios de los estudiantes, los manuales y las comunicaciones entre la escuela y el hogar para garantizar la inclusión.
- ¿Da el ejemplo utilizando lenguaje inclusivo para los estudiantes, docentes y trabajadores, y para los padres o apoderados cuando habla de familias?

### Espejos para sus Vidas, Ventanas para el Mundo- Libros e Imágenes Diversas

- ¿Los libros de su escuela reflejan la vida de sus estudiantes? ¿Ofrecen otras perspectivas sobre familias que no se encuentran en su escuela? ¿Muestran familias monoparentales, de padres adoptivos, o compuestas por dos madres, padres, abuelos o aquellas multiraciales o multiétnicas?

- ¿Las imágenes en las aulas y pasillos muestran las diversas estructuras de familia, personas de diferentes razas, identidad de género y expresión de género, etnias y habilidades? ¿Estas promueven el respeto hacia todas las personas?
- ¿Sus estudiantes están expuestos a modelos positivos y diversos en la literatura?

### Hablar para Frenar Palabras y Acciones Hirientes

- ¿Los docentes y trabajadores escolares interrumpen la burla e insultos hirientes sobre a la identidad de un menor o de su familiar? ¡Frénelo! Asegúrese de que la preocupación por decir algo errado no impida que usted u otros hablen. Interrumpa los insultos hirientes, el uso despectivo de la palabra "gay" u ofensas basadas en la raza o el género de una persona.
- ¿Está listo para estos momentos de enseñanza? Practique cómo responder a los estudiantes cuando estos dicen cosas como "Es tan gay", "Actúas como una niña" o "No tienes una familia de verdad porque no tienes padre".
- ¿Su capacitación profesional sobre el acoso escolar o bullying le permite interrumpir y frenar los insultos, el acoso y maneras de responder preguntas sobre familias diversas o identidad de género?



## Clima Escolar y de Clase - Estableciendo un Tono Positivo e Inclusivo

- ☐ ¿Cuándo una persona ingresa a su plantel, dicho individuo podría decir que todos los estudiantes y sus familias son bienvenidos? ¿Hay dibujos o escritos de estudiantes en los pasillos que recalquen la diversidad y las semejanzas?
- ☐ ¿Ha organizado eventos en donde se reconozca y celebre la diversidad familiar que den la bienvenida a todos los alumnos y sus familias a su comunidad educativa? ¿Fomenta las relaciones activas entre las familias de sus estudiantes y su escuela?
- ☐ ¿Los docentes y trabajadores escolares tratan con respeto a todas las familias y evitan estereotipar o juzgar cuando se comunican con familias compuestas por dos madres, dos padres o con familias monoparentales, de diferentes razas o multilingüísticas?
- ☐ ¿Todos los estudiantes cuentan con un adulto en la escuela con el que puedan conversar? ¿Las familias saben que sus hijos son respetados y capaces de mostrar lo mejor de sus habilidades? Las conexiones con las familias son cruciales en la vida de los menores.
- ☐ ¿Ha creado e implementado reglamentos claros en el aula y la escuela sobre el respeto y compañerismo para evitar herirse los unos a los otros con palabras y acciones? ¿Los estudiantes saben y entienden que se trata de no insultar y acosar a una persona o sus familiares por quienes son?
- ☐ ¿Sus políticas de antiacoso escolar nombran de manera específica a grupos que han sido históricamente acosados o molestados de manera frecuente?

# Secondary Resources





# Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

## Gender Support Checklist for Transgender and Non-Binary Students

### Student's Name

- ☐ What name will the student use?
- ☐ Is the student using a different name at home? What name is the student using with siblings or other family members?
- ☐ Is the student using this name in all school environments or only a few?

### Pronouns

- ☐ Do we know the pronouns this student wants to use? (Some students may not use pronouns at all. You may also have students who use multiple pronouns.)
- ☐ Is the student using these pronouns at home? Is the student using these pronouns with siblings or other family members?
- ☐ Is the student using these pronouns in all school environments or only a few?

### School Database

- ☐ Is the student's name being changed in the school database?
- ☐ What is the procedure for this in our district? Who is the school contact person? Who is the district contact person?
- ☐ Does the family know this is an option (if the student has affirming family members)?
- ☐ Is the student's gender marker being changed in the school database?
- ☐ What is the procedure for this in our district? Who is the school contact person? Who is the district contact person?
- ☐ Does the family know this is an option (if the student has affirming family members)?

### Family Support

- ☐ Does this student have affirming family members?
- ☐ Is the student currently affirmed by some adults in their home life, but not all?
- ☐ Do appropriate staff know how to communicate with the family while protecting the student's well-being? Every situation is unique.
- ☐ Has the school connected the family to local resources such as a Transgender or Non-Binary Parent Support Group? (Do this only if this is safe for the student. Always ask the student about family dynamics.)

### School Support

- ☐ Has the school designated one or two primary support people for the student who will check in with them at least once a week?
- ☐ Has there been professional development planned for the staff without violating the student's privacy?
- ☐ Are staff aware of policies and procedures to support transgender and non-binary students?
- ☐ Are staff aware of anti-bullying/harassment policies?
- ☐ Who would follow through and develop a plan if bullying or harassment occurred?

### Gendered Facilities and Activities

- ☐ Which restroom(s) will the student use?
- ☐ Will the student need support around where to change clothes for physical education? What locker room will the student use?
- ☐ Will a staff member coordinate supports for field trips and/or overnight school trips?
- ☐ Will a staff member support the student in being fully included in gendered sports aligned with their gender identity?



# Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

## Secondary LGBTQ+ and Gender Inclusive Schools Checklist

Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students are common goals for all educators. In order for all students to feel supported and empowered to express their identities and interests at school, it is the job of educators to establish LGBTQ+ and gender inclusive environments where all students are safe, affirmed and can thrive - socially, emotionally, and academically.

### School Climate

- ☐ Does your school support students in using facilities (restrooms and locker rooms) aligned with their gender identity?
- ☐ Does your school have a GSA (Gender and Sexuality Alliance)?
- ☐ Do LGBTQ+, transgender and non-binary educators and staff members know they are safe to be "out" at work?
- ☐ Do educators and staff utilize teachable moments to not only stop negative anti-LGBTQ+ behavior, but to educate about LGBTQ+ terminology, history, and current events as well?
- ☐ Do classroom and hallway images reflect LGBTQ+ people and the full spectrum of gender expression?
- ☐ Have educators and staff members established processes to ensure that every LGBTQ student has a caring adult in the building who connects with them?
- ☐ Are educators and staff members encouraged and supported in being allies to LGBTQ+, transgender and non-binary students?
- ☐ Are educators and staff building LGBTQ allyship amongst all students through intentional activities, modeling and using teachable moments?
- ☐ Do educators and staff use inclusive, non-gendered language such as "students" or "folks" to address all members of the school community in lieu of gendered language such as "guys"?
- ☐ Have educators and staff discontinued grouping student activities by gender - including choir, physical education, class rosters, and Homecoming events?

- ☐ Do educators and staff model and provide examples of eliminating gender stereotypes to students?
- ☐ Do educators and staff normalize pronoun sharing by sharing their own pronouns?

### Policies and Procedures

- ☐ Does your school's anti-bullying and nondiscrimination policy specifically name groups more frequently targeted for harassment inclusive of sexual orientation, gender identity and gender expression?
- ☐ Is the effectiveness of your school's anti-bullying program evaluated annually using student and staff surveys that specifically ask questions related to LGBTQ+ student experiences?
- ☐ Does your school's nondiscrimination policy for students and staff specifically include sexual orientation, gender identity/expression?
- ☐ Have educators and staff reviewed all school forms such as registration, attendance and class lists to ensure students can accurately self-identify with the names and pronouns they use?
- ☐ Does your school have all-gender restrooms and private changing areas available to all students?
- ☐ Does your school or school district have an all-gender dress code that is inclusive of all gender expressions and free of racial bias? Are you ensuring that students are welcome and safe to wear the clothes, hairstyles and accessories that reflect their intersecting identities?

## School Events

- ☐ Is gender-inclusive language such as “families” and “students” used on all event communications in lieu of “Mom and Dad,” “Ladies and Gentlemen” or “Girls and Boys”?
- ☐ Are event organizers educated about students’ First Amendment right to attend events with a date of any gender or sexual orientation?
- ☐ Do staff and educators treat all families with respect and avoid stereotyping or judgment when communicating with two-mom and two-dad, single-parent, racially diverse and/or multi-linguistic families
- ☐ Does your school have at least one staff member who is ensuring that every student feels welcome at school events such as prom and homecoming?

## LGBTQ+ Inclusive Material and Resources

- ☐ Is your school’s sexual health curriculum inclusive of all sexual orientations and gender identities?
- ☐ Does your school’s academic curriculum include a full spectrum of gender identity and sexual orientation perspectives, voices, histories and current events?
- ☐ Does your school’s library include books and resources about people with a broad spectrum of gender identities and sexual orientations?
- ☐ Do educators and students create classroom and school displays that show a wide range of occupations and achievements for all genders and sexual orientations?
- ☐ Do educators use lesson plans and classroom examples designed to expand your students’ understanding of gender and sexuality?
- ☐ Do educators create opportunities for your class to examine social media and books to increase their media literacy around LGBTQ+ topics?

## Professional Development

- ☐ Does your school or school district provide ongoing professional development for educators that increase critical skills to address bias-based bullying behaviors regarding gender identity, gender expression and sexual orientation?
- ☐ Are educators and staff members specifically trained to prevent and respond to bullying incidents involving gender identity, gender expression, and sexual orientation?

## Confidentiality

- ☐ Are educators and staff aware that under FERPA they must protect the confidentiality of students related to their gender identity and sexual orientation and show great caution not to share students’ sexual orientation or gender identities without that student’s permission, even to the student’s family?
- ☐ Do school privacy policies explicitly assert the confidentiality of information pertaining to students’ sexual orientations and gender identities?



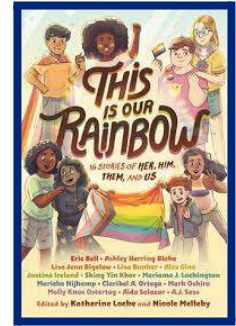




# Petra & Pearl

Short Story from This Is Our Rainbow

## Instructional Resource Guide



Suggested Grade Levels: 6-8

Author: Lisa Bunker

### User's Guide

Designed for use with middle school students, these writing prompts provide opportunities for students to develop a deeper understanding of the following topics/standards:

- + RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- + RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- + RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- + RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- + SL.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.
- + W.1 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- + W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Important Note:** Many of the prompts investigate the experiences of marginalized identities; therefore, offering students a choice of prompts allows them to select one that resonates with them the most.

### About the Author

Lisa Bunker has written stories all her life. She lives in Sacramento, California with her wife. Between them they have three grown children. In 2018, Lisa was elected to represent her town in the New Hampshire House of Representatives, and was reelected in 2020. In her leisure time, she sings, plays bass, plays chess and studies languages.

### About the Story

Through an online friendship, Petra and Pearl learn to support each other as they strive to live authentically. As they navigate school and family, they empower one another to share their true transgender identities with those they love.

### Discussion Questions

- + After connecting online, Petra and Pearl's connection and friendship developed into a bond that was above and beyond their other friendships. What makes an online friendship easier? What makes it more difficult? [Standards SL.1, RL.1 & RL.3]
- + 'Transgender' is the word Pearl and Petra use to describe a piece of their identity. What does it mean? Additionally, the story implies that the majority of the people in Pearl and Petra's lives are 'cisgender'. What does that word mean? [Standards SL.1, RL.4]
- + Bullying can force people to hide parts of their identity. Can the different social groups that exist at school play a part in bullying? If so, how? [Standard SL.1]



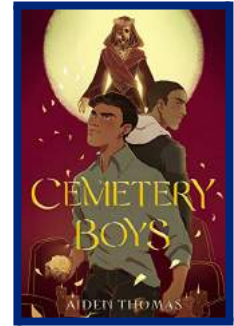
## Writing Prompts

- + What do you think the author's message is to the reader? Share evidence from the text to support your idea. (This might take the form of a book jacket blurb.) [Standards RL.1, RL.2 & W.2]
- + In the story, Pearl and Petra are both grappling with their transgender identities. What are some of the identities that you hold that have the greatest impact on your life at this time? (This might take the form of a journal entry.) [Standard W.1]
- + In the story, Pearl says to Petra, "I've got you. You are a true friend. So, thank you for being there when I needed someone." (p. 84) What are some of the qualities that Petra portrayed that allowed her to support Pearl in her time of need? (This might take the form of a letter from one character to the other.) [Standards RL.3 & W.2]
- + What qualities do you possess that make you a good friend? Share examples of how these qualities, such as being a good listener, being honest, etc., can show up in your friendships. [Standard W.2]



# Cemetery Boys

## Instructional Resource Guide



Suggested Grade Levels: 7-12

Author: Aiden Thomas

### User's Guide

Designed for use with middle and high school students, these writing prompts provide opportunities for students to develop a deeper understanding of the following topics/standards:

- + SL.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.
- + RL.3 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
- + RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- + RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature.
- + W.1 Write arguments to support claims with clear reasons and relevant evidence.
- + W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- + W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Important Note:** Many of the prompts investigate the experiences of marginalized identities; therefore, offering students a choice of prompts allows them to select one that resonates with them the most.

### About the Author


Aiden Thomas is a trans, Latinx, New York Times Bestselling Author with a Masters of Fine Arts in Creative Writing from Mills College. Originally from Oakland, California, they now make their home in Portland, Oregon. Aiden is notorious for not being able to guess the endings of books and movies and organizes their bookshelves by color.

### About the Book

Bestowed by the ancient goddess of death, Yadriel and the gifted members of his Latinx community can see spirits; women have the power to heal bodies and souls, while men can release lost spirits to the afterlife. But Yadriel, a trans boy, has never been able to perform the tasks of the brujas - because he is a brujo. Yadriel's journey toward full acceptance and inclusion is filled with magic, love and sacrifice. The story explores gender identity, gender roles and family dynamics — including those of a chosen family.

### Discussion Questions

- + In an [interview with NPR](#), Aiden Thomas stated, "[T]eaching [about LGBTQ+ identities] falls onto the shoulders of queer/trans kids, which can be exhausting. That's exactly what Yadriel is dealing with throughout Cemetery Boys. I hope this book, and other books coming from authentic queer experience, might help teach some folks so the trans kids in their lives don't have to."
  - o What does this book "teach" about LGBTQ+ identities? How do the characters, events and/or setting illustrate these lessons? [Standards RL.1 & SL.1]

- 
- + Read the poem [“notes on the seasons”](#) by Raquel Salas Rivera. Which character from the book would most connect to the point of view expressed in the poem? What evidence from the texts show this connection? [Standards RL.6 & SL.1]
  - + “Julian’s hand fell to his lap. He looked out over the water again. The wind tugged at his jacket. He closed his eyes and grinned. Below, the waves crashed. The moonlight painted him in shades of blue. His edges blurred like watercolors spilling outside of their lines.” (p. 275)
    - How does the figurative language the author uses to describe Julian in this quotation convey more about his character than just his appearance? What other figurative language in the book reveals something important about a character, event, or setting? [Standards RL.4 & SL.1]

### Writing Prompts

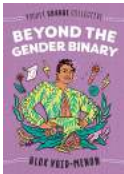
- + “Navigating pronouns was a minefield when language was based on gender.” (p. 37) Some romance languages use masculine and feminine forms of words for objects; even English speakers assign gender to objects like cars and boats. Write a speech that explains how speakers of a language like English can acknowledge non-binary or transgender identities in a gendered language. Think about the audience of your speech and tailor your speech to that audience. [Standard W.2]
- + “But belonging meant denying who he was. Living as something he wasn’t had nearly torn him apart from the inside out. But he also loved his family, and his community. It was bad enough being an outsider; what would happen if they just couldn’t — or wouldn’t — accept him for who he was?” (p. 29)
  - Think of somebody--real or fictional--who has struggled to fit in. Write a persuasive letter to this person explaining your chosen viewpoint: it’s more important to fit in and belong than to be true to yourself or it’s more important to be your authentic self than to fit in. Consider what may have to be sacrificed in order to fit in, as well as what may have to be sacrificed in order to be true to yourself. Use evidence from your life, literature, current events and/or history to support your position. [Standard W.1]
- + Write an essay in which you analyze how Julian impacts Yadriel’s development as a character throughout the text. [Standards RL.3 & W.2]
- + Select one scene in the book in which a character’s cultural background plays an important role. [Standard RL.6]  
Respond to one of the prompts below:
  - Rewrite the scene by giving the character a different cultural background. [W.3]
  - Write an essay in which you analyze how the scene would be different if a character had a different background. [W.2]



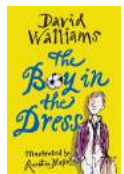
# Creating Gender Inclusive Schools Booklist for Secondary



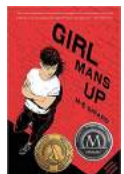
**Across a Field of Starlight.** Blue Delliquanti. (7-9) Lu and Fassen are from different worlds and separate solar systems. But their friendship keeps them in each other's orbit as they grow up. They stay in contact in secret as their communities are increasingly threatened by the omnipresent, ever-expanding empire. As the empire begins a new attack against Fassen's people--and discovers Lu's in the process--the two of them have the chance to reunite at last. They finally are able to be together...but at what cost?



**Beyond the Gender Binary.** Alok Vaid-Menon. (7-12) Alok Vaid-Menon challenges the world to see gender not in black and white, but in full color. Taking from their own experiences as a gender-nonconforming artist, they show us that gender is a malleable and creative form of expression. The only limit is your imagination.



**The Boy in the Dress.** David Walliams. (6 – 10) Twelve-year-old Dennis is fascinated by fashion. When he lets his appreciation for Vogue magazine slip out to Lisa, an older girl and aspiring fashion designer at his school, she invites him over to see her designs. It doesn't take too much urging from Lisa for Dennis to try on her most recent creation. He finds out that when you open your mind, life becomes anything but boring.



**Girl Mans Up.** M-E Girard. (9 – 12) All Pen wants is to be the kind of girl she's always been. So why does everyone have a problem with it? They think the way she looks and acts means she's trying to be a boy—that she should quit trying to be something she's not. If she dresses like a girl, and does what her folks want, it will show respect. Old-world parents, disintegrating friendships, and strong feelings for other girls drive Pen to see the truth—that in order to be who she truly wants to be, she'll have to man up.



**Girl, Unframed.** Deb Caletti. (9 – 12) Sydney learns the hard way what it's like to be a girl in a man's world while spending the summer with her celebrity mother and her mother's controlling new boyfriend in a situation that spins dangerously out of control.



**The Life and Medieval Times of Kit Sweetly.** Jamie Paction. (10 – 12) Kit wants to be a knight at her medieval-themed workplace, but outdated sexist corporate policy has relegated her to “serving wench.” Kit must prove that gender inequality should stay in the Middle Ages—if she doesn't get fired first. A feminist fairy tale that takes on modern poverty and the power of community.

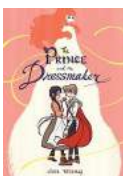


**Lizard Radio.** Pat Schmatz. (9 – 12) Fifteen-year-old bender Kivali has had a rough time in a gender-rigid culture. Abandoned as a baby and raised by Sheila, an ardent nonconformist, Kivali has always been surrounded by uncertainty. Where did she come from? Is it true what Sheila says, that she was deposited on Earth by the mysterious saurians? *What are you?* people ask, and Kivali isn't sure. Strange occurrences and complicated relationships raise questions Kivali has never before had to consider. But she has a gift—the power to enter a trancelike state to harness the “knowings” inside her. She has Lizard Radio. Will it be enough to save her?





**The Pants Project.** Cat Clarke. (4 – 9) Liv knows he was always meant to be a boy, but with his new school's terrible dress code, he can't even wear pants. Only skirts. Operation: Pants Project begins! The only way for Liv to get what he wants is to go after it himself. But to Liv, this isn't just a mission to change the policy—it's a mission to change his life. And that's a pretty big deal.



**The Prince and the Dressmaker.** Jen Wang. (7 – 9) Sebastian's secret weapon (and best friend) is the brilliant dressmaker Frances—one of only two people who know the truth: sometimes this boy wears dresses. But Frances dreams of greatness, and being someone's secret weapon means being a secret. Forever. How long can Frances defer her dreams to protect a friend? **Spanish Edition: El príncipe y la modista**



**A Snake Falls to Earth.** Darcie Little Badger. (7-12) Nina is a Lipan girl in our world. She's always felt there was something more out there. She still believes in the old stories. Oli is a cottonmouth kid, from the land of spirits and monsters. Like all cottonmouths, he's been cast from home. He's found a new one on the banks of the bottomless lake. Nina and Oli have no idea the other exists. But a catastrophic event on Earth, and a strange sickness that befalls Oli's best friend, will drive their worlds together in ways they haven't been in centuries.



**Symptoms of Being Human.** Jeff Garvin. (9 – 12) Riley Cavanaugh is many things: Punk rock. Snarky. Rebellious. And gender fluid. Some days Riley identifies as a boy, and others as a girl. But Riley isn't exactly out yet. And between starting a new school and having a congressman father running for reelection in über-conservative Orange County, the pressure—media and otherwise—is building up in Riley's life.



**Tomboy: A Graphic Memoir.** Liz Prince. (8 – 12) Growing up, Liz Prince wasn't a girly girl, but she wasn't exactly one of the guys either (as she learned when her little league baseball coach exiled her to the distant outfield). She was somewhere in between. But with the forces of middle school, high school, parents, friendship, and romance pulling her this way and that, the middle wasn't an easy place to be.



**Voices: The Final Hours of Joan of Arc.** David Elliot. (9 – 12) Told through medieval poetic forms and in the voices of the people and objects in Joan of Arc's life, (including her family and even the trees, clothes, cows, and candles of her childhood), Voices offers an unforgettable perspective on an extraordinary young woman. Along the way it explores timely issues such as gender, misogyny, and the peril of speaking truth to power. Before Joan of Arc became a saint, she was a girl inspired. It is that girl we come to know in Voices.



**The Witch Boy: A Graphic Novel (The Witch Boy Trilogy #1).** Molly Knox Ostertag. (3 – 7) In thirteen-year-old Aster's family, all the girls are raised to be witches, while boys grow up to be shapeshifters. Anyone who dares cross those lines is exiled. Unfortunately for Aster, he still hasn't shifted . . . and he's still fascinated by witchery, no matter how forbidden it might be. When a mysterious danger threatens the other boys, Aster knows he can help -- as a witch.



**Unscripted.** Nicole Kronzer. (9 – 12) When Zelda Bailey-Cho attends improv comedy camp, she little expects the culture of toxic masculinity that overwhelms the five girls (out of 200 campers) in Gilda Radner cabin. Everyone seems determined to make her the butt of all their jokes, but Zelda is done laughing along.



# **Videos & Discussion Guides**



# Discussion Guide for the Animated Video: *What is Gender?*

**SUGGESTED GRADE LEVEL:** K-2

**LENGTH OF TIME:** 30 minutes (plus three additional 40-minute sessions with Activity Lesson)

## OVERVIEW OF VIDEO

This two-minute animated video was created in partnership between the Human Rights Campaign Foundations' Welcoming Schools program and [Advocates for Youth](#). *What is Gender?* helps early learners understand the complexities of gender, gender identity, gender expression and gender stereotypes in a developmentally appropriate way. Understanding gender helps children develop healthy identities and supports an environment of respect and belonging for all.

## LEARNING CONCEPTS

- Everyone has a gender identity and a gender expression.
- Gender identity is about who you feel you are on the inside- boy, girl, in between, or something altogether different.
- Sometimes, other people have ideas about who you are and what you should like or do based on your gender, but you get to decide.
- It's okay to play with any toys and dress-up clothes that feel good and are fun to you, even if they are different from what other friends like. You get to pick what is right for you.
- It's okay to choose the hairstyle and clothes that make you feel comfortable. This is your gender expression and it may be similar to or different from what other schoolmates like.
- Treat others with kindness and respect, just how you'd like to be treated yourself.
- There are caring adults and friends in your life who will love and accept you for who you are.

## MATERIALS NEEDED

- [What is Gender?](#) Animation Video
- Chart paper or dry erase board with markers

## DISCUSSION QUESTIONS

### Before Animation

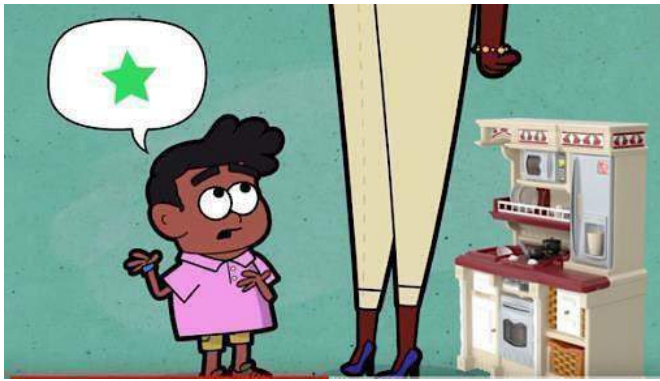
- Write "What is Gender?" at the top of a piece of chart paper or dry erase board.
- Ask your students, "What is Gender?" and write their responses on the chart paper or dry erase board (it's okay if your students don't know or only answer boy or girl).
- Say to your students, "Now we are going to watch an animation that might give us some more ideas about gender."

### After Animation

- Ask your students, "After watching this animation, would you change or add anything to our 'What is Gender' chart? What did you hear or see in the animation?"
- "What community agreements could we make so that everyone in our class feels welcome? How can we take care of each other?" (write responses on chart paper or dry erase board)

Possible Examples:

- It's okay for everyone to wear the clothes that make them happy and comfortable.
- It's okay to play with the toys that you like.
- Everyone will be called the name and pronouns that feel best for them.
- Everyone can do jobs that they like when they grow up.
- Treat others how they want to be treated, with respect.



## WELCOMING SCHOOLS ACTIVITIES TO PAIR WITH *WHAT IS GENDER?*

- [Toy Marketing and Gender: Design a Welcoming Toy Store for Everyone in Your Classroom](#)
- [Introducing Teddy: Understanding Gender and Friendship](#)
- [They, She, He easy as ABC: Understanding Names, Pronouns and Gender Expression](#)

## ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- [Gender Inclusive Schools Checklist](#)
- [Children's Books with Transgender, Non-Binary and Gender Expansive Characters](#)
- [Defining LGBTQ+ Words for Elementary School Students](#)
- [Be Prepared for Questions and Put-Downs Around Gender](#)

## EDUCATORS' NOTES

*While most children that are 4 to 7 years old identify with the sex they were assigned at birth, some may experience an awakening in their gender identity and/or gender expression that they can articulate, understand and share when they feel safe and affirmed later in their childhood, adolescence or adulthood. Children who assert that they know their gender to be different than the one they were assigned at birth benefit immensely from support, love and acceptance. There is no single or correct way for gender identity and expression to emerge in children. Essential factors for health and wellness as young people grow include being supported in self-identity, natural curiosity and exploration.*

*As young children become more aware of gender expectations or gender stereotypes, they may express that certain toys or clothes are only for girls or boys. If this occurs, adults can offer gentle reassurances that clothes and toys are for children who like them. Simple statements and reminders that all children can play and choose what they like can be very helpful in the development of a supported and authentic sense of self for children.*

*Some children may express their gender identity very strongly. If a child refuses to wear specific clothes or tells an adult that their pronouns or gender are different than the ones that might be assumed, it is important to listen to the child's experience. This can be the beginning of a period of stress for some young children if they feel a misalignment between who they know themselves to be on the inside with who the people around them think they are. Expectations around clothing and toys can be extremely distressing and confusing for a child who is beginning to understand that their gender identity is different than the sex they were assigned at birth. Adults that discourage their child from sharing or expressing who they are can have a negative impact and lead to the child feeling ashamed and isolated. Children do best when caring adults in their lives show them and tell them they are loved and accepted for who they are. Loving a child as they express different things about themselves shows them that they have reliable support and adults that want to know who they are on the inside.*

*It is important to create environments that are affirming of gender-expansive children and youth. All children tend to develop a clearer view of themselves and their gender over time. It is important to note that playing in clothes or with toys that may be typically (and stereotypically) associated with a different sex than the one a child was assigned at birth is a normal part of gender development and exploration, regardless of a child's future gender identity. It is also important to gently prepare children for negative reactions from other children and adults, and to prepare children to stand up when they see a friend being bullied. Teaching children and adults ally behaviors to support all the ways that children want to express their genders in the world is critical for thriving. Gender stereotypes limit all children.*



# Discussion Guide for the Animated Video: *The ABCs of SOGIE*

**SUGGESTED GRADE LEVEL:** 3-5

**LENGTH OF TIME:** 40 minutes (plus three additional 40-minute sessions with Activity Lesson)

## OVERVIEW OF VIDEO

This two-minute animated video was created in partnership between the Human Rights Campaign Foundations' Welcoming Schools program and [Advocates for Youth](#). *The ABCs of SOGIE* helps early learners understand the complexities of SOGIE (Sexual Orientation, Gender Identity and Gender Expression). Understanding SOGIE helps children develop healthy identities and supports an environment of respect and belonging for all.

## LEARNING CONCEPTS

- It's important to be kind, respectful and affirming to other people no matter what gender they are, how they express their gender or who they love.
- Gender identity is an inside feeling in your heart and mind about who you are; everyone has a gender identity that is boy, girl, something in between, or altogether different..
- People can feel romantic love or attraction for other people of the same gender or a different gender than their own. This is called sexual orientation.
- Gender expression is your personal style (i.e. hair style, clothing, accessories, etc.)

## MATERIALS NEEDED

- [The ABCs of SOGIE](#) Animated Video
- Chart paper or dry erase board with markers

## DISCUSSION QUESTIONS

### Before Animation

- Write, "*What is SOGIE?*" at the top of a piece of chart paper or dry erase board. Write the letters SO-GI-E vertically on the left side of the paper or board.
- Ask your students, "Does anyone know what SOGIE means or what each letter or pair of letters stand for?" If you have students respond, write their responses on the chart paper or dry erase board (it's okay if your students don't know). If none of your students have heard this acronym, write out the words next to each letter grouping. SO Sexual Orientation, GI Gender Identity and E Expression.
- Ask your students if they know what these words mean? Listen to a few responses.
- Say to your students, "Now we are going to watch an animation that might give us some more ideas about SOGIE and what it can mean."

### After Animation

- Ask your students, "After watching this animation, would you change or add anything to our 'What is SOGIE' chart?"
- "What community agreements could we make so that everyone in our class feels welcome? How can we take care of each other?" (write responses on chart paper or dry erase board)

Possible Examples:

- It's okay for people to wear the clothes that make them happy.
- Everyone will be called the name and pronouns that feel best for them.
- Respect that everyone can have crushes or romantic feelings for other people.





## WELCOMING SCHOOLS ACTIVITIES TO PAIR WITH *THE ABCs of SOGIE*

- [Gender Snowperson: Understanding Gender Identity](#)
- [Family Diversity Scavenger Hunt](#)
- [Media Literacy: Analyzing Advertising How Are Families Portrayed?](#)
- [Persuasive Letters: Examining Gender Marketing by Toy Companies](#)

## ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- [Gender Inclusive Schools Checklist](#)
- [Children's Books with Transgender, Non-Binary and Gender Expansive Characters](#)
- [Defining LGBTQ+ Words for Elementary School Students](#)
- [Be Prepared for Questions and Put-Downs about Gender](#)
- [Great Books on LGBTQ+ History for Kids](#)
- [Great Children's Books That Welcome All Families](#)
- [What Do You Say to 'That's So Gay' & Other Anti-LGBTQ+ Comments](#)

## EDUCATORS' NOTES

*For young children whose gender identity, gender expression or sexual orientation may be different than their parents or caregivers, it is especially important that they receive positive messages of support, love and acceptance as they develop and define their unique identities. Creating learning experiences that build empathy and kindness also builds classrooms and peer relationships that can have a long-term protective impact on mental health, wellness and lowered risk of suicidality.*

*Although gender identity and sexual orientation are different concepts, for young children, understanding key themes related to both is essential. For young children, it is important to understand that everyone has both a gender identity and a sexual orientation, including cisgender and heterosexual people. Helping young children know about the universality of identities and orientations is a useful foundation for learning and empathy-building.*

*Fostering self-expression in young children offers two important developmental opportunities. First, it is an opportunity for learning vocabulary, ideas, concepts and feelings related to understanding and expressing self identities. Second, it provides a foundational opportunity for children to learn about expressing appreciation, kindness and empathy to people who are different than they are. When young children are not encouraged to express who they are, or worse, are told who they are is not okay, not "normal" or accepted, it can lead to building shame and isolation and negatively impact healthy development.*



# Centering Youth Voices: Addressing Identity-Based Bullying

## Video Discussion Guide for Educators

[Link to Centering Youth Voices Full Video](#)

### Overview of Video/Video Synopsis

Through their powerful voices, young people share their experiences with identity-based bullying and the impact it has on them and their school community. These youth provide educators and schools with clear steps to address bias by encouraging authentic conversations about identity and bias, getting to the root causes, and implementing policies and practices to improve school culture. By listening with empathy and hearing their lived experiences, educators can use the youth's ideas for change to make a positive impact on their own schools.

### Learning Concepts

- + Increase understanding of bullying behaviors being rooted in biases that disproportionately impact youth with historically marginalized identities.
- + Understand young people's expectations of educators in both preventing bullying and proactively creating environments where bias is not able to flourish.
- + Inspire and empower adults to act as allies in both individual and systemic ways.

### Facilitation Guidelines For Discussion

When you are leading discussions about the video, there may be discomfort or pushback on certain topics and conversations could get heated and could trigger people in different ways. It is always a good idea to have some general ground rules to set the tone. Some ideas include encouraging people to listen actively, be open to different opinions and ideas, avoid monopolizing the discussion and keep the conversation confidential ("stories stay, lessons leave").

Since talking about issues of identity, diversity and bias can be difficult, allow time for trust to build and conversations to develop. Recognize there is a history of mistrust between certain groups of people and that this mistrust may influence the discussion. It is also important to establish an environment that allows for mistakes. As a society many people have been conditioned into biased and stereotypical thinking and therefore, individuals may not be aware that certain attitudes are hurtful to others. Acknowledge that biased thinking may surface from time to time in others and ourselves and facilitators can model non-defensive responses when issues arise. If divisive or hurtful comments occur, consider facilitation techniques like asking the speaker "What do you mean when you use that term?" or ask the other participants "What's another point of view?"

### Discussion Questions

#### Pre-Video:

- + What does identity mean to you? What identities do you hold?
- + What is identity-based bullying? What is bias?
- + Thinking back to your school days, what do you remember about bias bullying incidents?
  - o Did you tell anyone about it? Why or why not?
  - o Did anyone help or hurt the situation? How so?
  - o What did your teacher do?
  - o What did the school do?
  - o What was or would have been most helpful?
- + As educators, what do you do when you see identity-based bullying among students take place? Between staff and students?
- + What do you think students need when identity-based bullying takes place (short and long-term)?

### Post Video:

- + What thoughts and feelings came up for you as you watched the video?
- + What messages did you hear from the young people in this video? What do they want educators and schools to do to address identity-based bullying that is happening to them and others around them?
- + Cooper's gender expression does not fit our society's binary stereotypes. What has made his journey difficult? What has made his journey successful?
- + Lyo was switched out of a math class because xe was being bullied by a group of girls. In fact, xe was moved out of the only advanced math class. Why is that problematic? What should have been done instead?
- + Chloe shared how her teacher's joke about her ethnicity impacted and harmed her. Sometimes when a comment is characterized as a "joke," that person making the joke thinks their intent (i.e., humor) should matter. In a situation like this, how can the harmful impact on Chloe be prioritized?
- + Julia talks about the effective way her teacher responded to an inappropriate comment about slavery. What did the teacher do that made it an effective response?
- + Ve'ondre talks about the importance of administration taking care of targeted students through education. What are some ways educators can respond to biased comments and behaviors that foster learning instead of punishment?
- + Chloe and Julia talk about the need for schools to look at the larger systems in place that allow for identity-based bullying to occur. What can schools do to create school environments where all students feel safe, included and treated equitably?
- + In what ways did their teachers and schools support the young people? In what ways did their teachers and schools not support them?
- + Which of the youths' social identity groups were targets of bullying? What are some other marginalized identities that are often targeted in general or at your school?
- + What did these youth say are the root causes for identity-based bullying?
- + What are your thoughts about how your school can address these root causes?
- + What was most impactful or memorable from the video? What was your biggest takeaway?

### Further Exploration

Delve deeper into some of the ideas presented in the video by exploring these topics.

#### Identity-Based Bullying

Throughout the video, as young people talk about their experiences in school, they share examples of identity-based bullying. Identity-based bullying "refers to any form of bullying related to the characteristics considered unique to a person's identity, such as their race, religion, sexual orientation, gender identity or physical appearance." Because identity-based bullying targets who the student is—a *core part of their identity and who they are*—it is especially harmful. Identity-based bullying impacts not only the targeted student but others around them who identify in the same way and who fear that they may be the next target. If the bias and bullying are not addressed, that sends a message to others and the school community that targeting someone based on their identity is acceptable. That lack of response can open the door to continued bias, bullying and identity-based bullying. Reflect on the identity-based bullying that the students discuss, how it shows up, how it makes the students feel and possible solutions and actions that can be taken.

#### Intersectionality

As you discuss the video, it is important to understand the concept of intersectionality. Originally coined by civil rights activist, Kimberlé Crenshaw, intersectionality is "the examination of overlapping and connected social systems that compound oppression for individuals who belong to multiple marginalized social groups based on their race, gender, class, gender identity, religion, sexual orientation, disability, etc." Intersectionality provides a way to look at the overlap and intersections of people's social group identities and addresses the related and intersecting systems of bias, discrimination and oppression. When an individual's identity includes several marginalized identity groups, this makes their experience of bias and oppression unique and compounded in a variety of ways. For example, for a Black queer woman, examining her oppression as a woman is not sufficient to truly understand her experiences in the world. All of her intersecting identities, with their accompanying harm, must be considered. In order to provide support, allyship and ultimately counter the bias and oppression, we need to have an intersectional lens. As you watch the video, consider the intersecting identities of the young people and reflect on their experiences.

## How Bias Escalates

Bias, discrimination and oppression in our society are prevalent, frequent and have a long history. ADL's [Pyramid of Hate](#) illustrates how bias escalates and how biased attitudes and behavior grow in complexity from bottom to top. Like a pyramid, the upper levels are supported by the lower levels; unlike a pyramid, the levels are not built consecutively or to demonstrate a ranking of each level. Bias at each level reflects a system of oppression that negatively impacts individuals, institutions and society. Unchecked bias can become "normalized" and contribute to a pattern of accepting discrimination, violence and injustice in society.

Consider the biased attitudes and actions the students shared from their lived experiences.

- + Were those attitudes and actions accepted or "normalized?" If they were, could this lead to other levels of bias and discrimination?
- + What do you think would happen if those biased attitudes and behaviors were challenged or confronted? When we interrupt the escalation of bias, we make it more difficult for bias, discrimination and hate to continue and grow.

## Welcoming Schools

Welcoming Schools teacher-friendly lesson plans and booklists are designed to help educators create inclusive classrooms and schools using an anti-racist, intersectional lens. Most bullying is based on biases, stereotypes and prejudice. These books and lessons help you lead your students in real conversations about the kinds of bullying they really see and hear at school, learning how they can be upstanders to help prevent bullying.

- + [Lessons for Preventing Bias-Based Bullying](#)
- + Booklists for Preventing Bias-Based Bullying- [Elementary](#), [Secondary](#)
- + [Professional Development for Educators](#)

## ADL Education

ADL Education provides anti-bias education through professional learning, educational programs and resources to build and sustain equitable and inclusive environments.

- + [Lesson Plans](#)
- + [Books Matter™ Children's & Young Adult Literature](#)
- + [Professional Learning for Educators](#)

## Data

- + [2021 National School Climate Survey](#) (GLSEN)
- + [2022 National Survey on LGBTQ Youth Mental Health](#) (The Trevor Projects)
- + [Fast Facts on Bullying](#) (National Center for Education Statistics)
- + [Summary of Our Cyberbullying Research \(2007-2021\)](#) (Cyberbullying Research Center)