

## Wednesday-Queer-Affirming, Trans-Affirming and Collective Value

### Content/Goal

Students will understand:

- ★ Everybody is important, and has the right to be safe and happy, no matter what they believe, where they're from, or who they love.
- ★ Everybody has the right to love who they love and have the kind of family they want by listening to their own heart and mind.
- ★ Everybody has the right to be their own gender by listening to their own heart and mind. Everyone gets to exist as a girl or a boy or both or neither or something else, and no one else gets to choose for them.

### Materials

Chart Paper/ markers

[When Aiden Became a Brother](#) by: Kyle Lukoff

[Gender expression video](#) \* optional extension

### Possible Additional Vocabulary

**Non-binary**

**Gender Expression**

### Learning Plan

Today we're going to learn that everybody has the right to be their own gender by listening to their own heart and mind. Everyone gets to exist as a girl or a boy or both or neither or something else, and no one else gets to choose for them. Lee and Low Teaching Guide Optional: [HERE](#)

The Black Lives Matter Movement guiding principles we are focusing on today are:

**Collective Value** which means everybody is important, and has the right to be safe and happy, no matter what they believe, where they're from, or who they love.

**Queer Affirming** which means everybody has the right to love who they love and have the kind of family they want by listening to their own heart and mind.

**Trans Affirming** which means everybody has the right to be their own gender by listening to their own heart and mind. Everyone gets to exist as a girl or a boy or both or

neither or something else (or non-binary), and no one else gets to choose for them. Which we are focusing on in this particular lesson.

We remember some of these terms from the Pride Week in October.

### **Pre-reading**

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- How have you prepared for a new sibling or friend in your class or neighborhood? Why did you do those things? What are ways that you can make someone feel welcomed in a place that might be new to them?
- Did knowing the person's gender change the way you prepared? How?

### **During the Reading**

P.1- What do you think the author meant by "His room looked like a girl's room?" Do all girls have rooms like Aidan's?

P.3 - How is Aiden showing how he feels about when people mis-gender him?

P. 6- How do you think Aidan's parents reacted to him saying he was a boy? How do you think the world would treat him and could that have influenced their reaction to him?

P. 12 & 13- Aidan gets worried when people throughout the book as if the baby is a boy or girl. Why do you think he doesn't like it when people ask if the baby is a boy or girl? How do you think that makes him feel?

P. 15- When Aidan and his dad are painting his room, Aidan remembers that he felt "trapped" in his bedroom before they fixed it. What do you think that means? Why do you think he felt that way, and what do you think painting his sibling's room means to him?

In the beginning of the book, it seems like Aidan hated wearing dresses, but when he and his dad are painting the baby's room, it looks like he's wearing one of his old outfits. Why do you think Aidan made that choice?

18. Why do you think it was hard for Aidan's parents to let go of the name they gave him? How do you think it felt for him to pick a name that he loved and was his own?

p. 24-26 Aidan's mom is practicing restorative justice. She is recognizing she and Aidan's dad made mistakes with Aidan but is working to fix those mistakes with Aidan and his new sibling.

P. 27 -Why do you think Aidan decides to look at his old baby pictures? What does he see there?

### **Post Reading**

After all the questions about gender from people throughout the book, the reader never learns the gender of the new baby. What is the effect of not including that information? Why do you think the author chose to leave it out?

Think about Aidan's change over the course of the book and how he goes about preparing for his new sibling. What do you think he learns about himself through the process?

What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?

What does identity mean to students after reading? After reading *When Aidan Became a Brother*, what does it mean to you to "be yourself"? Why? How might your understanding of 'being yourself' have changed after reading *When Aidan Became a Brother*?

How does this book relate to what we understand about the Collective Value, Trans-Affirming, and Queer Affirming principles?

### **Mom I'm Not a Girl**

**\*\*Teacher note\*\***

Penelope's mother talks about the fear of Penelope going through puberty and uses the words "boobs" and menstruation/ period. Please preface your class before beginning the video.

Please listen to this true story:

<https://youtu.be/Si5kAnLyKeg>

- What stood out to you after hearing Penelope's real story and Aidan's realistic fiction story?
- Why do you think the creators of the #blacklivesmatter movement thought it was important to include trans and queer stories and affirmation?

- What will you say the next time someone tries to exclude

### **Closing**

(Can be done in a journal with the option to share out)

As we wrap up, think of a word or phrase that sums up what's on your mind or in your heart after today's lesson. Don't forget to share with your family or adult at home what we talked about today.

\*Pay attention to students who disengage and consider the reasons.

### **Activist Extension**

Provide students with the list of organizations from the Background section in this Teacher's Guide. Caregivers can learn more through resources about how they can advocate for transgender children and their families in their respective communities.

### **Parent Resources -**

[Homework](#)

[Homework SPANISH](#)

[Mom, I'm Not A Girl: Raising a Transgender Child](#)