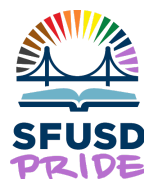


# LGBTQ Family + Gender Diversity

Teaching Guide for  
Elementary Grades



LGBTQ Student Services  
Student & Family Services Division

# Table of Contents

<b>Introduction</b>	<b>2</b>
Why LGBTQ Family & Gender Diversity?	2
Addressing Family Expectations & Concerns	3
Parental Communication	3
<b>LGBTQ Student Rights</b>	<b>5</b>
<b>Teacher Background &amp; Knowledge</b>	<b>6</b>
Exploring Common Terms	6
Inclusive Language	7
What about Gender-Neutral Spanish?	8
Common Pronouns	8
Honorifics	9
Inclusive Classroom Practices	9
Professional Development Opportunities	10
<b>Themes</b>	<b>11</b>
<b>Essential Questions by Grade-Level</b>	<b>12</b>
<b>Lessons and Activities by Topic + Grade-Level</b>	<b>13</b>
<b>School-Wide Activities</b>	<b>15</b>
Bulletin Boards	15
<b>Additional Resources</b>	<b>16</b>
Curricular	16
Videos	16
Further Reading and Background Knowledge For Staff	16
Community Educator Networks	16
<b>Contact Us</b>	<b>17</b>
<b>Appreciations</b>	<b>17</b>

## **Introduction**

LGBTQ Student Services, of the Student and Family Services Division, has been working to create welcoming and affirming schools for all Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning students and families since 1990. The goal of this guide is to support schools in creating communities that are safer and more inclusive of all students and families, centering the LGBTQ community, through a curriculum that leverages the power of student voice.

Every school's journey to addressing the needs of LGBTQ students and families begins in a different place. Our hope is that these materials will provide a point of departure, illuminating best practices and informing consistent inclusive teaching expectations and learning experience across SFUSD for all students regardless of their school placement.

These materials are not all encompassing. We encourage you to explore integrating LGBTQ themes and weaving information about LGBTQ family and gender diversity into your teaching throughout the school year.

## **Why LGBTQ Family & Gender Diversity?**

LGBTQ Family & Gender Diversity Lessons align with mandates outlined in [SFUSD Board Education Policy #19-245pl on Family Diversity and Health Education](#), [California Department of Education's \(CDE\) updated 2016 History-Social Science Framework](#), and support our commitment to keeping students safe, healthy and ready to learn.

LGBTQ families, sexual and gender diversity are seen throughout [history and in cultures around the world](#). However, their place in history and society are often erased, inconsistently affirmed, and rarely celebrated. The [2019 Youth Risk Behavior Survey](#) reports that LGBTQ students in SFUSD are at higher risk of being targets of violence, bullying and report higher rates of suicidal ideation. This is particularly true for LGBTQ students of color.

As elementary staff, we have a legal and moral imperative to interrupt these cycles of violence and disrupt [the correlation of success or failure with any social or cultural factor](#), through educating and affirming family and gender diversity. Schools are responsible for fostering safe and inclusive environments where students are free to identify and express themselves in ways that feel authentic and comfortable to them.

Every year LGBTQ Student Services receives more and more requests for resources from teachers and schools wanting to support queer and trans students. We hope that these materials can support each teacher to be proactive in supporting students and promoting allyship at your school.

## Addressing Family Expectations & Concerns

Some families and students may have strong opinions regarding schools teaching about queer and trans identities to elementary students. Families may express that this education conflicts with their personal beliefs while other families may voice a desire for increased, deeper, year-round focus on these topics. Our role as public school educators is to acknowledge the concerns of all families while also upholding the mandate to protect the humanity and right of our queer and trans student's to a safe and inclusive learning environment as charged by SFUSD and the California Department of Education (CDE).

[SFUSD Vision 2025](#) requires schools to prepare all our students to navigate our 21st century world. Our goal is not to shift personally held beliefs, rather to cultivate positive interpersonal and socio-emotional skills that contribute to welcoming and affirming schools. In turn these efforts assist with positive adolescent development, and provide the knowledge students need to navigate the real world.

Caregivers with questions or concerns about this curriculum may:

- Request to review curricular materials and approved SFUSD books at the school site by asking the classroom teacher or reviewing materials listed in this guide..
- Consult with or address questions to the school and/or central office administrator at [lgbtq@sfusd.edu](mailto:lgbtq@sfusd.edu).

Teaching Queer and Trans Identity affirming lessons is mandated by SFUSD policy and the CDE and does not require parental permission, nor does it require parental notification.

## Parental Communication

The [California Education Code \(51938\)](#) mandates that caregivers be notified 15 days before classroom instruction about sexuality, human growth and development, including sexually transmitted disease/HIV infection. Further, parents/caregivers must be offered the opportunity to review instructional materials and exclude their child from curriculum sections related to family life and sexual health. Parent Notification materials can be found in the [District Student and Parent/Guardian Handbook](#), distributed each academic year.

Notification is NOT the same as permission.

Permission requires a response from the parent/caregiver before a student receives a piece of instruction or attends an activity. Notification means that parents are notified of an upcoming educational experience, and requests that parents/caregivers respond only when a student is to be excused from a class or activity.

**A discussion about gay, lesbian, bisexual, transgender and questioning people does not constitute a discussion about human sexuality or family life education and does NOT require parent notification or permission according to the California Education Code.**

Parent notification does NOT need to be sent in the following instances:

- When providing definitions to students
- When intervening in name calling incidents
- When teaching about LGBTQ family and gender diversity
- Reading a book with LGBTQ character(s)/plots/subplots.
- When celebrating diversity or April's LGBTQ Pride month
- Speaking about LGBTQ persons in the curriculum outside of sexual health education

Parental notification must be provided in the following instances:

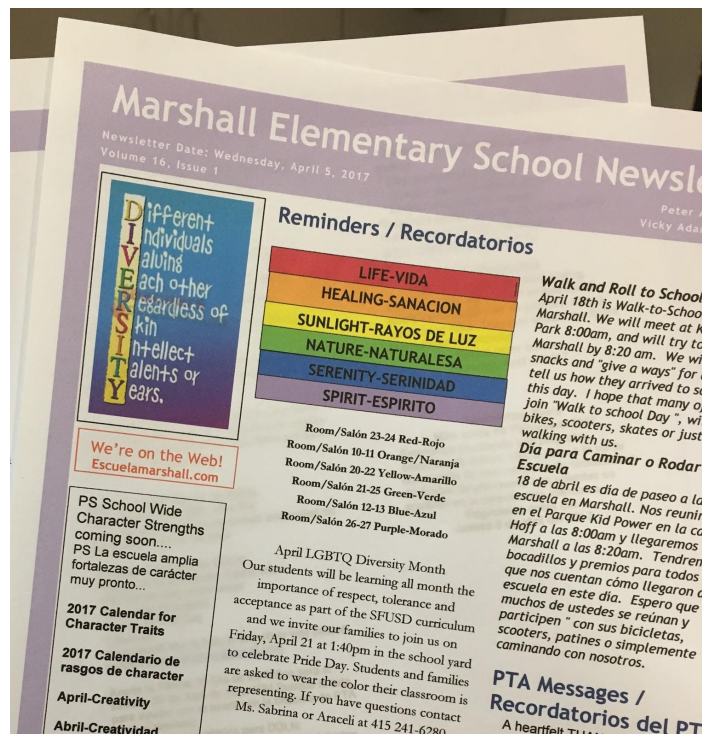
- When discussing puberty, STI and HIV prevention, sexual health
- Inviting outside speakers to the classroom

However, we do wish to engage caregivers as partners in their children's education. We encourage schools to regularly communicate school-wide activities or inclusive education efforts to parents to reinforce student learning and discussion at home, this may include LGBTQ and gender diversity efforts.

Therefore, elementary school newsletters that include ongoing information about school news, events and activities addressing these efforts and are an appropriate place to encourage caregivers and families to continue LGBTQ and gender-focused discussions at home, share resources and participate in events.

Newsletter examples:

- [Newsletter re: LGBTQ Pride Month \(pictured right\) download to view](#) - Marshall ES
- [Newsletter re: Continuing Gender Education Conversations](#) - Miraloma ES



## **LGBTQ Student Rights**

In California, public schools are legally mandated to follow an enumerated set of education codes intended to support LGBTQ students, and ensure that schools are safe and inclusive learning environments.

San Francisco Unified School District Board Policies affirm CA education code and include additional mandates for schools. It is our responsibility to:

- ❑ Treat students equally, prevent and respond to reports of bullying, harassment and discrimination, regardless of sexual orientation, gender identity or gender expression (SFUSD Board Policy 5162; California Education Code Section 200-220)
- ❑ Respect students dress and behavior that does not conform to stereotypes associated with their gender, with respect to the student dress code (SFUSD Board Regulation R5163a; California Education Code Section 221.5)
- ❑ Provide LGBTQ-inclusive social studies, history and comprehensive sexual health education (California Education Code Section 51204.5, and 51930-51939)
- ❑ Refer students by the gender pronoun and name that fits their gender identity (SFUSD Board Regulation R5163a; California Education Code Section 221.5)
- ❑ Provide access to school activities, spaces such as locker rooms and restrooms, that fit with their gender identity (SFUSD Board Regulation R5163a; California Education Code Section 221.5)
- ❑ Implement and provide access to gender neutral restrooms, dress code policies, and classroom practices (SFUSD Board Regulation 912-8A3)
- ❑ Provide students opportunities to speak out about LGBTQ issues, including wearing LGBTQ-affirming t-shirts, stickers and bracelets, and access information about LGBTQ issues on school computers, and to bring same gender dates to prom (California Education Code Sections 48907 & 48950)
- ❑ Support formation of Genders & Sexualities Alliance (GSA) clubs, or similar LGBTQ-related student clubs (Federal Equal Access Act; California Education Code Section 220)
- ❑ Respect student's individual choice to be "out" and be themselves at school, and seek their permission of when and to whom staff can discuss their LGBTQ identity
- ❑ Recognize student's consent to sensitive LGBTQ or sexual health-related services without seeking permission from caregiver/parent, if they are age 12 or older (California Health and Safety Code 124260; SB 543; California Family Code 6924)



### **How to File a Complaint**

SFUSD's Uniform Complaint procedures shall be used to report and resolve complaints alleging discrimination against LGBTQ students. Examples of bases for complaints include, but are not limited to, the above list. [Report a Concern](#)

## **Teacher Background & Knowledge**

LGBTQ family and gender inclusive education and practices may be new to you or your school. This section includes some great resources to help you get started.

- ❑ Review "[Understanding Gender](#)" by Gender Spectrum, and check out their expansive list of resources.
- ❑ Watch [Bill Nye on Sexuality and Gender Spectrum](#)
- ❑ Pursue professional development opportunities (pg. 10)
- ❑ Read the [Gender Inclusive Language Guide for SFUSD Educators](#)
- ❑ Consider how you would incorporate an [intersectional lens](#)
- ❑ Do an [Inclusive Classroom Assessment](#) to identify your focus/growth areas
- ❑ Practice LGBTQ terms/vocabulary, inclusive language, gender pronouns and using best practices for teaching LGBTQ topics
- ❑ Consult with LGBTQ Support Services ([LGBTQ@sfusd.edu](mailto:LGBTQ@sfusd.edu)) and check out these resources for information and materials:
  - ❑ LGBTQ Support Services: [www.sfusd.edu/LGBTQ/](http://www.sfusd.edu/LGBTQ/)
  - ❑ Shared Folder: [bit.ly/LGBTQShared](https://bit.ly/LGBTQShared) (log in with your SFUSD account)

## **Exploring Common Terms**

- **Ally** (K-2) - being a good friend to someone when they need it, no matter who they are, what they look like, or how they dress.
- **Ally** (3-5) - A person who works against oppression by supporting those in an oppressed group. Anyone can be an ally.
- **Cisgender** - When the label given to describe a person's body (or given to a person by doctors and grown-ups) *is the same as* the label used by a person to describe themselves.
- **Discrimination** - Denying equal treatment to individuals or groups of people.
- **Gender Identity** - Gender is a person's internal sense of themselves and the labels they use to describe who they are.
- **Gender Expression** - The way a person communicates gender through appearance, dress and behavior. What you like, how you dress and act.
- **Nonbinary** - When a person's gender is not limited to being a girl or boy.
- **Assigned Sex at Birth** (K-2) - A guess that grown-ups make to label bodies of babies when born.
- **Assigned Sex at Birth** (3-5) - The label adults use to categorize bodies based on their outside appearance. This can include female, male or intersex.
- **Spectrum** - The whole range of something from one extreme point to another, such as a color spectrum.

- **Stereotype** (K-2) - When we label a group of people a certain way because of how one person looks or acts.
- **Stereotype** (3-5) - A generalization, usually negative, about persons based on some characteristic. The generalization is then attributed to everyone who may fit into the group.
- **Transgender** - When the label given at birth to describe a person's body (or given to a person by doctors and caregivers) *is different than* the label used by a person to describe themself.

For information on LGBTQ terms and vocabulary in other languages, see the resources in the [LGBTQ Support Services - Shared Folder](#):

- [Chinese, Vietnamese, Burmese, Korean](#)
- [Spanish](#)

## Inclusive Language

### What is it?

Inclusive language is speaking to or about people (individually or in groups) in a manner that does not use gender-specific words. As a courtesy, avoid using gender-specific words unless you are certain about a person's family structure, identity or relationship orientation. Instead use words that convey inclusivity of all families, identities and relationships

For example:

	INSTEAD OF	CONSIDER USING
<b>Families</b>	Mom, Dad	Caregiver(s), Parent(s), Guardian(s), Adult(s), Grown-Up(s)
<b>Identities</b>	Boys, Girls, Guys, Dude	Everyone, everybody, ya'll, folks, learners, students, they/their, persons, ask for pronouns
<b>Relationships</b>	Boyfriend, Girlfriend	Partner, date, images that normalize a variety of relationship/family formations, significant other

Greeting groups of people can be another place to practice inclusive language. For example:

### INSTEAD OF

**ladies gentlemen ma'am sir girls guys etc.**

### CONSIDER USING

"Thanks, <b>friends</b> . Have a great night."	"Good morning, <b>folks!</b> "	"Hi, <b>everyone!</b> "	"Can I get you <b>all</b> something?"
		"And for <b>you?</b> "	

(adapted from an image created by: qmunity.ca)



## What about Gender-Neutral Spanish?

There is increased interest in creating affirming spaces for queer and trans people and communities when communicating in Spanish. Many social justice communities and institutions have adopted the use of “x” or “e” to replace the gendered a/o ending in Spanish nouns as a gender inclusive practice (example: *Latinx*). Examples include:

- **-e** (pronounced: ess/iz) - *Latines, Elles, Les, nines*
- **-@** (pronounced: ao/oa) - *Latin@s, Ell@s, L@s, nin@s*
- **-x** (pronounced: eks/ex) - *Latinxs, Ellxs, Lxs, ninxs*



While SFUSD has no official stance on gender-neutral Spanish, students, staff and school communities are already using “-x” or “-e”. We encourage educators to have conversations with their students, families and colleagues about the practices they will implement to affirm gender diversity in Spanish-speaking spaces. Regardless of practice, we must foster understanding and inclusion for gender diversity across all languages and cultures.

For more information, see:

- [What 'Latinx' Means](#) - Time
- [Young Girl Explains Gender-Neutral Spanish](#) - Remezcla
- [Latina, Latino, or Latinx? Here is how the term came about.](#) - Vox

## Common Pronouns

Schools strive to be places where everyone is respected and valued for who they are, and their conscious efforts ensure that our culture and norms do not perpetuate oppressive practices. Pronouns are linguistic tools that we use to refer to people in the third-person. By being conscious of how we use pronouns, we demonstrate respect for all people, whether transgender, non-binary, gender nonconforming or cisgender. [Here's a great lesson](#) you can do with your students. And [here's a form](#) you can use to collect their chosen name and pronouns while seeing where they would like each used.

Below are some common examples of pronouns used in schools. Pronouns are always evolving. Never assume you know a person's pronoun.

Also listen to this [NPR series](#) on Gender Neutral Pronouns ([story link 1](#), [story link 2](#)).

COMMON PRONOUNS	HOW TO USE PRONOUNS		
<b>[Name]</b>	<b>[Name]</b> is funny	I laughed with <b>[Name]</b>	The book is not <b>[Name]'s</b>
<b>he/him/his</b>	<b>He</b> joked	I laughed with <b>him</b>	That joke is not <b>his</b>
<b>she/her/hers</b>	<b>She</b> joked	I laughed with <b>her</b>	That joke is not <b>hers</b>
<b>they/them/theirs</b> (singular neutral)	<b>They</b> joked	I laughed with <b>them</b>	That joke is not <b>theirs</b>

## Honorifics

Some transgender and nonbinary teachers are using the honorific "[Mx](#)" as a neutral alternative to Mr and Ms.

Read [this article](#) from US Today to learn more.



## Considerations

- Avoid saying "preferred" pronouns - pronouns are a powerful way to recognize self-determination and are **not** a "preference."
- Have one-on-one conversations about pronouns, rather than make assumptions, if you are unsure
- Respect students' privacy and only share their specific names or pronouns after receiving their consent,
- Many students may not be aware of pronouns. Consider implementing a [lesson](#) to build their awareness and to practice asking/sharing.
- With upper grade elementary students, provide opportunities for students to update you on their name and pronouns. (e.g. announce to students over the course of the school year to speak with you privately if name/pronouns have changed).
- Share pronouns while facilitating check-ins and meetings with colleagues
- Include your pronouns in your email signature when communicating with colleagues and families.

For more information about gender-inclusive strategies, [read our new SFUSD educator guide](#).

## Inclusive Classroom Practices

### Avoid:

- Classroom activities, student lines or groups, based on gender segregation (instead group by birthdate, alphabet, intentional assignment etc.) [See: SFUSD Board Regulation 912-8A3 \(link\)](#)
- Assuming someone's gender or pronoun based on appearance or expression
- Assigning personal likes/dislikes based on your assumptions of someone's gender identity or expression (also called gender stereotyping)

### Provide:

- Opportunities to explore toys, activities, roles and play that avoid gender stereotypes
- Images and representations of gender diversity in lessons, books, posters
- Attention to lack of inclusion and stereotypes in existing books and materials

### FAQ: What do you do if you misgender someone?

Honest and sincere mistakes are a normal part of the learning process when using new/different pronouns. Always apologize and immediately use the correct pronoun. Persistent, consistent and/or intentional use of the wrong pronoun is considered a form of bullying and harassment.

## Professional Development Opportunities

This section will be updated regularly, so check back for more opportunities. Be sure to use your Prop G/QTEA/LWE hours for participating in additional training (with your admin approval).

LGBTQ Student Services staff is also available to provide training at your school site.

[Here's recordings](#) of LGBTQ+ 101 presentations in Spanish, English & ASL, and Chinese. These are appropriate for both educators and caregivers. The [decks can be found here](#) in Arabic, Tagalog, Spanish, Chinese, Vietnamese, and Samoan.

Contact us at [LGBTQ@sfusd.edu](mailto:LGBTQ@sfusd.edu) for more information.

Additional professional development opportunities can be found or offered through the [SFUSD Health Education team](#).

## Themes

These themes appear throughout LGBTQ family and gender diversity education materials listed in this guide. Focus students' attention on these themes as they arise in books, activities and discussions, and continue to revisit these themes throughout the school year.

Themes	Description
<b>Self Determination</b>	<ul style="list-style-type: none"> <li>• Everyone has the right to express their gender</li> <li>• There is no right or wrong way to express your gender</li> <li>• Each person determines what feels right for them.</li> </ul>
<b>Challenge Stereotypes</b>	<ul style="list-style-type: none"> <li>• Toys, activities, hair, clothes, responsibilities, sports, friends, etc., are things anyone can enjoy</li> <li>• Things are not "just boys" or "just girls."</li> <li>• Stereotypes can be hurtful and limit us all.</li> </ul>
<b>Expression ≠ Identity</b>	<ul style="list-style-type: none"> <li>• We all enjoy things that are feminine or masculine</li> <li>• You can be a "girl that likes x, y, z", a "boy that likes x, y, z" or a "person that likes x, y, z."</li> </ul>
<b>Identity is a Process</b>	<ul style="list-style-type: none"> <li>• Some people have identities words to describe themselves</li> <li>• Some people don't have words yet or trying different words everyday</li> </ul>
<b>Respect Boundaries</b>	<ul style="list-style-type: none"> <li>• Curiosity about other people is normal and okay,</li> <li>• It is not ok to be nosy about a person's body or personal history (e.g., "are you a boy/girl?", "what is your real name?")</li> </ul>
<b>Accept Non-Closure</b>	<ul style="list-style-type: none"> <li>• Everyone needs space and time to express and explore their identities.</li> <li>• We do not need to understand everything about everyone's gender</li> <li>• It is okay to have unanswered questions or confusion about others.</li> <li>• It is not okay to impose our confusion or need for answers on other people.</li> </ul>
<b>Affirmation</b>	<ul style="list-style-type: none"> <li>• We accept and celebrate everyone for who they are and how they express themselves</li> <li>• Gender is part of who we are that can be loved and recognized just as any other parts of our identity.</li> </ul>
<b>Solidarity</b>	<ul style="list-style-type: none"> <li>• Everyone is responsible to make better, safer and more welcoming environments for everyone</li> <li>• We act as allies when we speak up and support people with identities different than ours</li> </ul>

## Essential Questions by Grade-Level

These questions are aligned with the [2016 CDE History-Social Science Framework, 2019 CDE Health Education Framework](#), and [SFUSD Board Education Policy](#), and aims to guide a sequential and scaffolded learning process that introduces, builds and deepens students' understanding of LGBTQ family and gender diversity.

Grade	Essential Questions
<b>TK</b>	<ul style="list-style-type: none"> <li>● How can we make sure everyone can play and share together?</li> <li>● What do we notice about gender?</li> <li>● What are all the different kinds of families we see in our classroom community?</li> </ul>
<b>K</b>	<ul style="list-style-type: none"> <li>● What makes a community? How do differences make us strong?</li> <li>● How do we take care of each other and practice kindness?</li> <li>● What do I know about gender and what do I notice about gender at school or my community?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>● What do I notice about rules about gender?</li> <li>● How do we practice making our own choices to name our own bodies and boundaries? (eg. in regards to gender)</li> <li>● How do we show respect for other people's choices about their bodies?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>● How do you identify or choose your family? What traditions or practices are important to your family?</li> <li>● How can we be supportive of LGBTQ people in our community?</li> <li>● How have heroes and allies made a difference for LGBTQ communities?</li> <li>● How can rules and expectations include and exclude people?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>● What causes bullying and exclusion of LGBTQ people? What does it look like when people do it? What about in schools?</li> <li>● How does support within school impact the lives and sense of belonging of LGBTQ people?</li> <li>● What can we do to ensure we are welcoming and showing respect to the many different LGBTQ people in our school community?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>● How is gender organized across California society and history? How is that different from Native American traditions?</li> <li>● How have LGBTQ people been treated throughout history? What about today?</li> <li>● What is the relationship between oppression and LGBTQ health?</li> <li>● How have LGBTQ people organized social movements now and in the past in California?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>● How was gender controlled in the formation of the United States?</li> <li>● What were the consequences of breaking from that control or expectations?</li> <li>● How have LGBTQ people organized movements now and in the past?</li> <li>● What is gender self-determination? How is it different from the gender binary?</li> </ul>

### Lessons and Activities by Topic + Grade-Level

LGBTQ Family & Gender Diversity Lessons align with mandates outlined in [SFUSD Board Education Policy #19-245pl on Family Diversity and Health Education](#), [California Department of Education's \(CDE\) updated 2016 History-Social Science Framework](#), and support our commitment to keeping students safe, healthy and ready to learn. All resources listed on the following pages may be used to fulfill these requirements and are grouped to support the sequential learning process recommended on the previous page. **Many of the books listed below are provided by SFUSD and already available in your school library.**

	K	1	2	3	4	5	
<b>LGBTQ Families</b> Key ideas: <ul style="list-style-type: none"> <li>All families and relationships are unique, and come in different shapes and sizes</li> <li>There are many different ways to build a family (for example: foster, adoption, marriage, birth and <a href="#">families we choose</a>)</li> <li>All families and relationships share love and help us when we feel sad and unhappy</li> <li>We don't decide who others can or cannot fall in love with</li> <li>Allies are people who affirm and create spaces where all families are recognized and included</li> </ul>	<b>Books/Lessons:</b>						
	<a href="#">All Families are Special</a>						
	<a href="#">Great Big Book of Families</a>						
	<a href="#">Love Makes a Family</a>						
	<b>Videos:</b>						
	<a href="#">I Have Two Moms (Amaze)</a>						
	<b>Gender Roles and Stereotypes</b> Key ideas: <ul style="list-style-type: none"> <li>Toys, hair, colors, clothes, choice of friends, toilets, activities do not determine your gender and these things are for everyone</li> <li>Your gender should not limit what you do or what you like</li> <li>It is normal to explore gender and be curious about gender</li> <li>Limiting Ideas about gender are learned from families, friends, TV/movies, school and society</li> <li>Ideas about gender can change and grow</li> <li>Allies share words and actions can show respect and kindness to others and stop name-calling</li> </ul>	<b>Book/Lessons:</b>					
<a href="#">Toys and Gender</a>							
<a href="#">Clothes Are for Everyone (Annie/Jacob)</a>							
<a href="#">From the Stars in the Sky...</a>							
<b>Videos:</b>							
<a href="#">No More Gender Roles! (QueerKidsStuff)</a>			<a href="#">A Place In The Middle</a>				
<b>Gender Expression</b> Key ideas: <ul style="list-style-type: none"> <li>Expression is a component of gender</li> <li>Allies support others in expressing themselves or help create spaces where they can</li> <li>How you express yourself does not mean that is how you</li> </ul>		<b>Books/Lessons:</b>					
	<a href="#">Único Como Yo/One of a Kind</a>						
	<a href="#">Julian is a Mermaid</a>						

<p>identify</p> <ul style="list-style-type: none"> <li>When expressing our gender in ways that feel comfortable, we are happy and confident.</li> <li>When expression is limited by others, we can feel sad or uncomfortable</li> </ul>				<a href="#">Ally Or Bystander</a>	
<b>Videos:</b>					
<a href="#">How do you Express Your Gender? (QueerKidsStuff)</a>			<a href="#">Gender Expression (PopNOlly)</a>		
K	1	2	3	4	5
<b>Gender Identity</b>					
Key ideas:					
<ul style="list-style-type: none"> <li>Gender identity is how we define gender for ourselves, including the words that we claim (boy, girl, trans, non-binary, etc) and pronouns that we use</li> <li>Identity is a process and change over time</li> <li>Our gender identity is determined by the way we feel inside or right for us</li> <li>We don't decide anyone else's gender identity.</li> <li>Allies affirm and help create supportive spaces for gender identities different than their own and when someone's identity changes.</li> </ul>					
<b>Books/Lessons:</b>					
			<a href="#">Who Are You?</a>		
			<a href="#">Gender Snowperson</a>		
			<a href="#">What's a Pronoun</a>		
<b>Videos:</b>					
<a href="#">Gender Explained (PopNOlly) Part 1 &amp; Part 2 with worksheet Gender Explained (CBCKidsnews)</a>					
<b>LGBTQ History/Social Studies</b>					
Key ideas:					
<ul style="list-style-type: none"> <li>Gender diversity exists across in different cultural and historical contexts</li> <li>Westward expansion and colonialism impacted Native American gender diversity</li> <li>Gender roles and expectations have changed throughout history</li> <li>San Francisco is a historical center of LGBTQ rights in the U.S.</li> <li>Discrimination against LGBTQ people exists today</li> </ul>					
<b>Books/Lessons:</b>					
			<a href="#">PRIDE: The Story of Harvey Milk and the Rainbow Flag</a>		
			<a href="#">Charlie Parkhurst</a>		
			<a href="#">Trans People of Color</a>		
<b>Videos:</b>					
<a href="#">Why Is Pride In June? Stonewall for Kids (Queer Kid Stuff)</a>			<a href="#">History of Pride (PopNOlly)</a>		
<a href="#">History of the Rainbow Flag (PopNOlly) Flags to Color</a>					

## School-Wide Activities

All schools are encouraged to incorporate welcoming and affirming LGBTQ messages through school-wide celebrations, teach-ins, presentations and campaigns. Many schools organize activities in alignment with two annual district-wide events:

- ❑ [Inclusive Schools Week](#), 1st week of December
- ❑ [SFUSD LGBTQ Pride Month](#), April

However, celebrating and recognizing LGBTQ community can happen anytime during the school year and, therefore, be

- [intersectional](#)
- infused into existing school celebrations and events (e.g. [Black History Month](#), Lunar New Year, Latinx Heritage Month, Women's History Month, etc.)



Rainbow Day -- Lakeshore Elementary School

Elementary schools are already leading the way with annual rainbow read-ins and pride celebrations and are sharing their expertise with all schools..

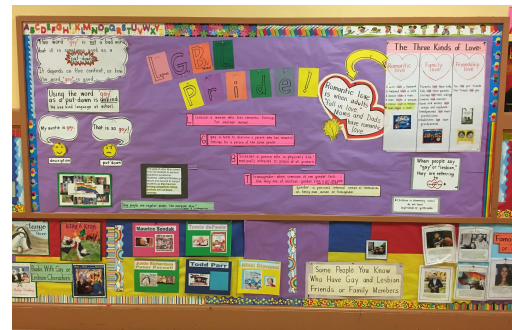
For example:

- [Flynn Elementary School](#) - Rainbow Day
- John Muir Elementary School - Rainbow Read-In
- [Jose Ortega Elementary School](#) - Pride Month
- [Marshall Elementary School](#) - Pride Month

## Bulletin Boards

Bulletin Boards in school hallways and libraries can also highlight LGBTQ communities, history and information while acting as stunning visual centerpieces.

Consider creating a board in an area that receives a lot of foot traffic. [See these examples.](#)



LGBTQ Pride Board -- John Muir Elementary School





## **Additional Resources**

### **Curricular**

- [Pop'n Olly](#) - Elementary LGBTQ+ educational resources
- [The Gender Wheel](#) - Maya Gonzalez
- [Black History Resource Guide](#) - SFUSD
- [LGBTQ History](#) - GLSEN
- [LGBTQ History Lessons](#) - Our Family Coalition
- [Supporting Trans and GNC Students](#) - GLSEN
- [Teaching Tolerance](#) hosts a variety of lesson plans and activities that support LGBTQ and Gender Diversity education in elementary school, with a primary focus on helping students understand gender stereotypes.
- [Welcoming Schools Starter Kit](#) - These lessons help schools create welcoming school environments for all students and is LGBTQ-inclusive

### **Videos**

- [Alex's Rap about Transgender Acceptance](#) YouTube
- [Harvey Milk, 2015 Opera](#) - Miraloma Elementary School (SFUSD)
- [Riley on Marketing/Girl Toys vs Boy Toys](#) YouTube
- [Queer Kid Stuff series](#) - YouTube

### **Further Reading and Background Knowledge For Staff**

- [How Can I Prevent Gender Bias In Young Children?](#) ADL article
- [Using a Trans Person's Name Can Decrease Their Risk of Depression & Suicide](#) Teen Vogue
- [Responding to Concerns: Teaching About Gender](#) Gender Spectrum
- [The Singular They](#) KQED Radio
- [Trans Student Educational Resources](#)
- [Best Practices to Support Intersex Youth](#) - InterACT

### **Community Educator Networks**

- [Trans & Non-Binary Educators Network](#)

## **Contact Us**

Student & Family Services Division is available for any support or consultation on anything in this guide or questions regarding how to support LGBTQ students and families at your school site, please contact:

### **LGBTQ Student Services**

Student & Family Services Division  
20 Cook Street  
[lgbtq@sfusd.edu](mailto:lgbtq@sfusd.edu)

***If you need additional support*** please contact the:

### **Student Family School Resource Link:**

Email: [sfink@sfusd.edu](mailto:sfink@sfusd.edu) or Call 415-340-1716

## **Appreciations**

This teaching guide is a labor of love and commitment to LGBTQ students and families in SFUSD. Special thanks to our primary contributors and writers:

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