



# **BEYOND THE BINARY**

**Discussing Transgender and Gender Non-Conforming  
Identity in K-12 Schools**

Resources and Recommendations for K-12 Teachers

**ADL**<sup>®</sup>  
FIGHTING HATE FOR GOOD

## ADL EDUCATION

ADL's Education Department provides educational programs, training and resources. Our anti-bias and bullying prevention programs for grades Pre-K–12 (A World of Difference® Institute and No Place for Hate®) assist educators and students in understanding and challenging bias and building ally behaviors. Our work in confronting anti-Semitism (Words to Action™) empowers middle school, high school and college students with constructive responses to combat anti-Semitism. We also have programs to help students explore and critically reflect on the lessons of the Holocaust, including Echoes & Reflections and others.

## ABOUT ADL

ADL is a leading anti-hate organization. Founded in 1913 in response to an escalating climate of anti-Semitism and bigotry, its timeless mission is to stop the defamation of the Jewish people and to secure justice and fair treatment to all. Today, ADL continues to fight all forms of hate with the same vigor and passion. ADL is the first call when acts of anti-Semitism occur. A global leader in exposing extremism, delivering anti-bias education and fighting hate online, ADL's ultimate goal is a world in which no group or individual suffers from bias, discrimination or hate.



605 Third Avenue  
New York, NY 10158-3560  
(212) 885-7700/885-7800  
[www.adl.org](http://www.adl.org)

No part of this document may be reproduced or utilized in any form or by any means for any purposes other than intended and described in this document without permission in writing from the publisher.

© 2019 ADL  
All rights reserved.

# Contents

- Why Should We Teach Children about Transgender, Non-Binary and Gender Non-Conforming Identity? ..... 2**
  - Prepare for the Discussions .....4
  - Prepare Yourself .....4
  - Prepare Your Classroom .....4
  - Prepare Your School Administration and Parents and Adult Family Members..... 5
  
- Ages and Stages: How to Talk with Children and Youth about Transgender Identity ..... 6**
  - Create Gender Inclusive and Safe Environments ..... 6
  - Address the Topic in the Classroom ..... 6
  
- Addressing Questions..... 10**
  - OK and Not OK Questions .....10
  - Religion .....10
  - When You Don't Know the Answer .....10
  
- Legislation and School Policies to Make Schools Safe and Inclusive for Transgender Students ..... 11**
  
- Being an Ally to Transgender Students ..... 12**
  
- Terminology..... 12**
  
- Resources on Transgender, Gender Non-Conforming and Non-Binary Related Topics ..... 15**

# Why Should We Teach Children about Transgender, Non-Binary and Gender Non-Conforming Identity?

In order to provide a safe, inclusive and welcoming learning environment for all students, it is important to discuss transgender, gender non-conforming and non-binary identities and topics in schools and classrooms. Gender identity is a significant aspect of identity and the human condition and there have been transgender and non-binary people since ancient civilization. As educators, it is important that we help young people understand and accept the diversity of our world and acknowledge that everyone deserves to be their authentic selves.

It is also important for educators because bullying and harassment of all kinds disproportionately impact LGBTQ students and in particular, gender non-conforming students in the younger grades and transgender and non-binary students in

the older grades. A Gay, Lesbian & Straight Education Network (GLSEN) survey, [Playgrounds and Prejudice: Elementary School Climate in the United States](#), conducted by Harris Interactive, reports that elementary students who do not conform to traditional gender norms are more likely than others to say they are called names, made fun of or bullied in school (56% vs. 33%) and these students are less likely than other students to feel very safe at school (42% vs. 61%) and are more likely than others to report that they sometimes do not want to go to school because they feel unsafe or afraid there (35% vs. 15%). It is encouraging that most elementary teachers (84%) feel it is their obligation to ensure a safe and supportive learning environment for their gender non-conforming and non-binary students.

## Gender Non-Conforming by the Numbers

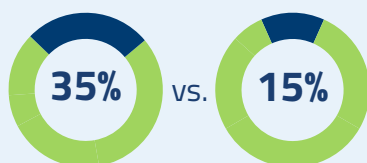
**ELEMENTARY STUDENTS** who do not conform to traditional gender norms are more likely than others to say they:



- are called names, made fun of or bullied in school.

**56%** vs. **33%**

- do not want to go to school because they feel unsafe or afraid there.

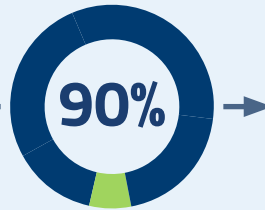


- are less likely to feel very safe at school.



## HIGH SCHOOL STUDENTS who are transgender:

- heard derogatory remarks sometimes, often or frequently in school.



- heard negative remarks about someone's gender expression sometimes, often or frequently in school.



- are verbally harassed (called names or threatened) in school: **89%**
- have been physically harassed (pushed or shoved) in school: **55%**

For older students who are transgender, GLSEN's [Harsh Realities: The Experiences of Transgender Youth in Our Nation's Schools](#) reports that in school 90% of transgender students heard derogatory remarks sometimes, often or frequently in school, 89% are verbally harassed, 55% have been physically harassed, and almost half have skipped a class or a day of school in the past month because they felt unsafe or uncomfortable.

The positive news is that the more opportunities transgender students have to discuss LGBTQ topics in school, the more likely they are to feel part of their school community, and transgender students who are "out" to most or all students and staff report a greater sense of belonging. Most transgender students have talked with a teacher or a school-based mental health professional in the past year about LGBTQ-related issues. This makes a strong case for the importance of discussing these issues in the classroom and in preparing yourself for having one-on-one conversations with students. This preparation is key on two levels: 1) to build understanding and empathy among all the students about

transgender and non-binary people and 2) to help transgender and non-binary students feel more comfortable in school and develop positive self-esteem. Helping all students to be more knowledgeable, understanding and empathic serves all of us in creating safe, welcoming and more humane and respectful schools and communities.

Familiarizing yourself with and teaching about transgender issues can be challenging. Therefore, we are providing the following resources, guidelines and strategies to help you navigate this process for yourself, your students and the school community.

# Prepare for the Discussions

If you are going to discuss LGBTQ-related topics—and specifically gender identity—in your educational setting, it is important you prepare yourself, your classroom, the school administration and the parents, guardians and adult family members for those conversations.

## Prepare Yourself

Prepare yourself by learning about transgender people and topics. Become familiar with the terminology and read background information about transgender, gender non-conforming and non-binary people. Read children’s books, watch videos and read relevant articles. Useful information is provided in the “Resources on Transgender and Gender Non-Binary related Topics” section.

## Prepare Your Classroom

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

In advance, make sure you have group guidelines about how you expect students to conduct themselves in the classroom. These should be established at the beginning of the year; if you have already done so, a refresher will be useful. In addition, share your expectations with students, which must include:

- Speak from their own experience.
- Respect others;
- Be open-minded.
- Ask questions with respect and sensitivity.
- Respect confidentiality.

Equally important is to reflect on and consider that, statistically speaking, you may have students in your classroom who are transgender, gender non-conforming or non-binary or who have parents/family members who are. Therefore, you will need to be sensitive to that and prepared. If the student has not shared this previously, they may disclose it during the course of the lesson or choose not to. That information should only come from the student directly. Be aware that young people do not always feel comfortable sharing this information with their family/guardians and friends, so do not assume that everyone in the young person’s life knows about this aspect of their identity.

If you have students in your class who are transgender, gender non-conforming or non-binary and are “out” (i.e., most people in their life are aware), talking about this may be received with a mixture of feelings including pride, embarrassment, annoyance, excitement or discomfort. Do not assume all transgender students want to discuss this in the classroom and be careful not to put a student in the position



of being an “authority” on the topic. It is helpful to talk with them in advance to assess their thoughts and feelings about raising the topic in your classroom, but be sensitive in assessing this.

In preparing for a discussion or lesson, consider whether the students in your class have the maturity to handle a conversation about this topic. The beginning of the school year may not be the best time because you do not know the students well and the classroom climate and trust have not yet been established. You may decide that they are not ready to speak in unsupervised small groups and a large group discussion is preferable, or you may want to stick with reading and writing activities to begin.

## Prepare Your School Administration and Parents and Adult Family Members

Communicate with your school administration (dean, principal, assistant principal) and make sure they know in advance what you will be talking about and the materials you will be using. Most states (although not all) allow teachers to discuss LGBTQ people and topics in their classrooms. However, a teacher who feels

comfortable talking about LGB (gay, lesbian, bisexual) identity may not feel as comfortable discussing gender identity. This is due, in part, to a lack of knowledge and experience. For the reasons discussed earlier, it is important not to leave out transgender people in our LGBTQ conversations.

Communicate with parents and family members as fully as you would on any “sensitive” topic. Seek guidance from your principal and mental/emotional health professionals at the school and district levels as to how to communicate and what details to include. Whether you are reading picture books that include a transgender character or teaching a specific lesson on transgender identity, you will avoid interference later if you connect and share with families up front.

# Ages and Stages: How to Talk with Children and Youth about Transgender Identity

## Create Gender Inclusive and Safe Environments

Beginning with the youngest students and continuing through high school, one of the best ways to create safe and welcoming classrooms is to diminish the focus on the gender binary and instead, create “gender inclusive schools and classrooms.” As [Gender Spectrum](#) states:

“Gender variance is a normal part of human expression; while many children fit easily and naturally into our culture’s binary gender options, others do not. Some students barely step outside of gender-related expectations, while others take giant leaps. Regardless of the degree, individuals who stray outside of typical boundaries frequently become targets for mistreatment and exclusion. In many schools, even the slightest inconsistency in one’s presentation from that which is considered “normal” for the child’s assigned gender can lead to severe harassment from peers and even adults. The third grade boy wearing a “Dora the Explorer” backpack, the middle school girl who prefers jeans and t-shirts, or the androgynous high school student all face potential teasing and social isolation for these seemingly innocent choices.”

Gender inclusive schools and classrooms support and welcome all children along this continuum and do not overemphasize the gender binary. Examples of this are:

- Not having students line up as boys and girls or separating them by gender for certain activities.
- Not referring to students as “boys and girls” and using “students” or “everyone” instead.
- Displaying visual images reinforcing gender inclusion such as pictures of people who don’t fit gender norms.
- Providing the opportunity for every student to identify a preferred name or pronoun.
- Challenging gender stereotypes by looking for and talking with students about examples in the media; that reinforce these stereotypes and what can be done about those portrayals.
- Sharing personal anecdotes from your own life which reflect gender inclusiveness.

These practices and attitudes are beneficial to all children, some of whom may be gender non-conforming, non-binary or transgender and those who aren’t. In addition to Gender Spectrum, another useful resource in understanding gender-inclusive schools is the Human Rights Campaign’s (HRC) Welcoming Schools [Affirming Gender in Elementary School: Social Transitioning](#).

## Address the Topic in the Classroom

There are several ways to address transgender identity and topics in the classroom.

The first is to respond to students’ questions as they arise. At the elementary level, these questions can include, “Can you change from a girl to a boy?” and “Why do some boys like to dress like princesses and wear pink all the time?” As the students get older, they may ask what the words transgender or non-binary mean, why they are unable to identify a particular student’s



gender or what is involved in “transitioning.” It is important for you to familiarize yourself with terminology and facts about transgender people so you respond to their questions with accuracy and sensitivity.

The second approach is to raise the topic directly. With younger children, this could involve reading and discussing children’s books that include a gender non-conforming, non-binary or transgender character or storyline. Also in the elementary classroom, as you discuss different kinds of families, you may include a transgender parent as an example. With middle and high school students, you can also raise the topic in

the context of a fiction or non-fiction book, but there are additional ways to talk or teach a lesson about it as discussed below.

The third strategy is to integrate transgender identity and topics into your curriculum through the study of social history and in the context of discussions about bullying (especially identity-based bullying), equity, civil rights and/or discrimination. If you are talking about LGBTQ identity and issues, include examples of people who are transgender.

Below are tips and resources by grade level.

## Elementary School

### Introduce the concept of gender roles and stereotypes.

Work with children to dispel stereotypes. Some useful curriculum and other educational resources are: [How Can I Prevent Gender Bias In Young Children?](#); [Toys and Gender](#); [Mo’Ne Davis and Gender Stereotypes](#); and [Moving Beyond Gender Barriers in Our Lives](#).

### Group by non gender characteristics.

When grouping students, group them by characteristics other than “boys and girls.”

### Use gender-inclusive literature and imagery.

Be mindful that your curriculum materials, books and images around your classroom are gender-inclusive and include people who don’t conform to “traditional” gender norms.

### Respond to students’ questions in a direct and age-appropriate way.

For young students, explain what transgender means in simple terms. You might say something like: “When they were born, the doctors thought he was a girl but he knew he was a boy” or “being transgender means

that when you were a baby, people thought you were a boy because of your body but later you told them you are actually a girl!” You can also say that this feeling can occur at a very young age.

### Read children’s books with gender non-conforming and transgender characters and storylines.

Consider reading books from the list of children’s books in the “Resources on Transgender and Gender Non-Conforming Related Issues” section.

### Talk with students about bullying.

Discuss bullying in general and bullying based on gender identity and gender expression specifically. Read children’s books about bullying. Use ADL’s [Books Matter](#) and [Words That Heal: Using Children’s Literature to Address Bullying](#).)

### Use gender neutral language.

For example, instead of “boys and girls,” say “students.”

## Middle School

**Continue to respond to students' questions in an age-appropriate way.**

**Introduce key words related to gender identity.**

Begin to introduce key words such as transgender, gender non-conforming, non-binary, gender identity, gender expression, etc. from the terminology list below.

**Read or offer children's books with gender non-conforming and transgender characters and storylines.**

Read in class or offer students chapter books, young adult fiction and non-fiction stories with transgender characters or storylines using ADL's [Books Matter](#) recommendations. Integrate discussions about these topics into conversations you have with students about the history of LGBTQ people and other lessons about discrimination, stereotypes and bias.

**Invite a guest speaker.**

Consider bringing in a guest speaker who is transgender or non-binary and who has experience presenting to students. Another option is to bring in a person who works in an organization that works with the transgender community.

**Talk with students about bullying and harassment.**

Discuss bullying and harassment in general and bullying based on gender identity. Work on ways to counteract this bullying. See ADL's [Bullying and Cyberbullying Prevention Strategies and Resources](#).

**Use gender neutral language.**

Avoid referring to everyone as "guys" or calling the class's attention by saying "boys and girls" and instead use "students" or "everyone."

## High School

**Continue to respond to students' questions in an age-appropriate way.**

**Expand students' vocabulary with related terminology.**

**Teach a lesson or unit on transgender identity and related topics.**

Use ADL's [lesson plans](#) on topics of gender and transgender identity and consider teaching about famous transgender people such as Representative Danica Roem, Laverne Cox, Jazz Jennings, Janet Mock, Chaz Bono, Marsha Johnson and others.

**Integrate books and films in classroom instruction.**

Read stories and watch films about transgender teens that include their triumphs and challenges. Consider The Trevor Project's [Books and Films for LGBTQ Young People](#).

**Talk with students about identity-based bullying.**

Discuss identity-based bullying especially for LGBTQ students and work with students on ways to respond to it in their school. See ADL's [Bullying and Cyberbullying Prevention Strategies and Resources](#) and [Facing Bias and Bullying: Educational Responses](#) webinar.

**Invite a guest speaker.**

Consider inviting a guest speaker who is transgender or non-binary, and has experience presenting to students, to talk with students in an assembly or class.

**Use gender neutral language.**

Avoid referring to everyone as "guys" or calling the class's attention by saying "boys and girls" and instead use "students" or "everyone."

### **Integrate discussion on topics of transgender identity in the classroom.**

Integrate discussions about these topics into conversations you have with students about the history of LGBTQ people and other lessons about discrimination, stereotypes and bias. A useful resource is ADL's curriculum unit "[Unheard Voices: Stories of LGBT History](#)."

### **Study school and state policies that address the rights of transgender students.**

See "Legislation and School Guidelines/Policies to Make Schools Safe" section as well as the Human Rights Campaign's (HRC) [State Maps of Laws & Policies](#) that affect the LGBTQ community.

# Addressing Questions

## OK and Not OK Questions

Encouraging students to ask questions is an essential element of being a teacher. Whether they are learning something new or the topic is controversial or sensitive, addressing young people's questions is a good place to begin. However, when delving into the topic of transgender identity and topics, it is important to be sensitive to the students who are gender non-conforming, non-binary and transgender. There are some questions that are okay to ask and others that are not. If you have a guest speaker who is transgender or a student in your class willing and interested in talking about themselves, set some ground rules up at the beginning as to what are "appropriate" questions. Remind your students not to ask transgender people about (1) their relationships, (2) their surgery status (3) their transition process or (4) "what they used to be called;" this is called "dead naming" and is insensitive and inappropriate. These are considered personal and not acceptable to ask. (See the National Center for Transgender Equality's [Questionable Questions about Gender Identity](#) for more information.)

## Religion

If students or adult family members ask questions about how to reconcile their religious beliefs with LGBTQ people and issues, keep in mind that the relationship between religion and LGBTQ identity can vary greatly across time, place and religious denomination. Students and parents/family members may say that being lesbian, gay, bisexual, transgender or queer contradicts what their religion teaches. It is not your job to argue or disagree with them about whether it is right or wrong. Everyone is entitled

to their beliefs based on their religion and you are not necessarily aiming to change that point of view. However, it is important that students are respectful about what you are teaching and acknowledge that not everyone holds this point of view. The student's religious belief should not dominate the conversation or cause other students distress. Remind students that regardless of religious beliefs, it is critical that they abide by the classroom ground rules of safety and respect discussed earlier in "[Prepare for the Discussions](#)" section.

## When You Don't Know the Answer

Remember that you do not need to have all the answers. You can prepare yourself with background information and strategies in talking with students about this, but students may ask questions that are too difficult for you to answer or for which you may not have answers. Be clear with students about this and express to them that you would like to work together to find resources and discover the answers to their questions. You may also choose to provide an opportunity for students to use their questions as a springboard for research topics to investigate.

# Legislation and School Policies to Make Schools Safe and Inclusive for Transgender Students

Increasingly, schools are working to protect transgender students from harassment and discrimination. The ACLU publication [Know Your Rights: A Guide for Trans and Gender Nonconforming Students](#), which is updated regularly. It includes relevant local, state and federal laws; your First Amendment rights; information about important items such as clothing, school events, transitioning, your name/pronoun use, privacy, sports, locker rooms/restrooms, etc. Some states have laws and/or policies specifically protecting transgender students in public schools from harassment and/or discrimination and several states also have more general laws that ban bullying and harassment of any sort but don't specifically mention gender identity.

In 2013, [California](#) enacted the first comprehensive statewide law ([Assembly Bill 1266](#)) to protect transgender students' right "to participate in sex-segregated programs, activities and facilities" based on their self-perception, regardless of their birth gender. In 2014, the New York City Public Schools instituted a set of comprehensive Transgender Student Guidelines. <https://www.schools.nyc.gov/school-life/policies-for-all/transgender-and-gender-nonconforming-student-guidelines>

Transgender students are protected from discrimination on the basis of sex under Title IX. The Trump administration's 2017 decision to revoke prior guidance from the Departments of Education and Justice that clarified this fact does not undo or change legal protections under the law for transgender students. School districts can and should continue to protect

transgender students from discrimination and promote inclusive and safe school climates for all. Numerous federal courts have confirmed that Title IX protections apply to discrimination against transgender students and many states have passed laws and policies further protecting transgender student rights. For more information, [see this resource from the National Center for Transgender Equality](#).

The best and most comprehensive laws, policies and guidelines focus on three areas: (1) harassment and bullying of transgender and gender non-conforming students, (2) addressing gender-segregated spaces in school such as bathrooms, locker rooms, and line formations, and (3) dealing with records and rules such as names/pronouns, official records, identification, privacy and dress codes.

Find out if your school, district or state has such a policy and if not, work to institute one. GLSEN and NCTE have published a [Model District Policy on Transgender and Gender Non-Conforming Students](#) that is useful to read.

# Being an Ally to Transgender Students

12

Accepting and respecting transgender, non-binary and gender non-conforming students is a critical part of acting as an ally. Creating a gender inclusive classroom as described above goes a long way to help all students feel included, comfortable and safe. Responding to student's questions, teaching direct lessons and integrating transgender people and perspectives into other parts of your curriculum are also important steps. If you see bias or bullying that targets transgender and non-binary students, address it directly and appropriately.

One of the most important ways you can act as an ally to transgender, gender non-conforming and non-binary students is to listen to them, understand their needs and connect them to the right person if they want and need specific assistance, and do so in a sensitive way. In

addition, make sure you know their name and pronoun by listening or asking (if you don't know). Be careful not to mis-gender or "dead name" (referring to a trans person by the name they used before they transitioned) students and if you do so unintentionally, quickly apologize, correct and move on so as not to make the student more uncomfortable. Also, get in the habit of using "they" instead of he or she, which normalizes the use of they. To learn more, use our resource [Let's Get it Right: Using Correct Names and Pronouns](#). Work with others in your school community to develop a transgender student policy and guidelines (see "[Legislation and School Guidelines/Policies to Make Schools Safe](#)"). A helpful resource is GLSEN's webinar [Supporting Transgender and Gender Non-Conforming Students](#).

## Terminology

It will be useful for you to become familiar with the following terms and begin to develop the vocabulary with your students, using only those terms appropriate for the age group you are teaching. (See also ADL's Definitions Related to Sexual Orientation and Gender Identity for additional vocabulary.)

### **anti-trans bias**

The marginalization and/or oppression of people who are transgender and/or non-binary (identifying as neither a man nor a woman) based on the belief that cisgender (gender identity that corresponds with the sex one was assigned at birth) is the norm.

### **bisexual**

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

### **cisgender**

A term for people whose gender identity is the same as the sex they were assigned at birth.

### **gay**

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



**gender**

The socially-defined “rules” and roles for men and women in a society. The attitudes, customs and values associated with gender are socially constructed; however, individuals develop their gender identities in two primary ways: through an innate sense of their own identity and through their life experiences and interactions with others. Dominant western society generally defines gender as a binary system—men and women—but many cultures define gender as more fluid and existing along a continuum.

**gender binary**

The idea that sex and gender are two distinct, opposite and disconnected categories—male and female.

**gender expression**

Refers to how people communicate their gender to oneself and others through appearance, behavior, dress, etc.

**gender identity**

Relates to a person’s internal sense of their own gender. Since gender identity is internal, one’s gender identity is not necessarily visible to others.

**gender non-conforming**

A person who doesn’t adhere to societal pressures to conform to gender norms and roles.

**intersex**

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male.

**lesbian**

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

**queer**

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

**non-binary**

People whose gender identity falls outside the “gender binary” or who don’t identify as exclusively male or female.

**sexual orientation**

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

**transgender**

An umbrella term for people whose gender identity differs from the sex they were assigned at birth.

**transition**

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

### **two-spirit**

A contemporary term that references historical multiple-gender traditions in many First Nations cultures. Many Native and First Nations people who are lesbian, gay, bisexual, transgender, intersex, or gender non-conforming identify as Two-Spirit; in many Nations, being Two-Spirit carries both great respect and additional commitments and responsibilities to one's community.

# Resources on Transgender, Gender Non-Conforming and Non-Binary Related Topics

## Books

Books Matter: Children's Literature  
[www.adl.org/books-matter](http://www.adl.org/books-matter)

ADL's online best kid lit of children's and young adult books about bias, bullying, diversity and social justice. Integrated into Books Matter is ADL's Book of the Month feature, which highlights a book every month and includes a Book Discussion Guide with vocabulary, discussion questions, extension activities and additional resources (see also [www.adl.org/book-of-the-month](http://www.adl.org/book-of-the-month)).

## Curricula and Print Resources

ACLU. Know Your Rights: A Guide for Trans and Gender Nonconforming Students. New York: American Civil Liberties Union, 2017. [www.aclu.org/other/know-your-rights-guide-trans-and-gender-nonconforming-students](http://www.aclu.org/other/know-your-rights-guide-trans-and-gender-nonconforming-students).

———. Know Your Rights: Transgender People and the Law. New York: American Civil Liberties Union, 2019. [www.aclu.org/know-your-rights/lgbtq-rights](http://www.aclu.org/know-your-rights/lgbtq-rights).

ADL. "Let's Get it Right: Using Correct Pronouns and Names." New York: ADL, 2019. [www.adl.org/education/resources/tools-and-strategies/lets-get-it-right-using-correct-pronouns-and-names](http://www.adl.org/education/resources/tools-and-strategies/lets-get-it-right-using-correct-pronouns-and-names).

———. "Transgender Identity and Issues". Lesson Plan. [www.adl.org/education/educator-resources/lesson-plans/transgender-identity-and-issues](http://www.adl.org/education/educator-resources/lesson-plans/transgender-identity-and-issues).

ADL, GLSEN and StoryCorps. "Unheard Voices: Stories of LGBT History." Curriculum unit. New York: Anti-Defamation League. [www.adl.org/education/educator-resources/lesson-plans/unheard-voices-stories-of-lgbt-history](http://www.adl.org/education/educator-resources/lesson-plans/unheard-voices-stories-of-lgbt-history).

Boylan, Jennifer. "How To Save Your Life: A Response to Leelah Alcorn's Suicide Note." *The New York Times* Opinion Pages, January 6, 2015. [www.nytimes.com/2015/01/07/opinion/a-response-to-leelah-alcorns-suicide-note.html](http://www.nytimes.com/2015/01/07/opinion/a-response-to-leelah-alcorns-suicide-note.html).

Brown, Christia S. "The Way We Talk About Gender Can Make A Big Difference." *Psychology Today*, March 2, 2014. [www.psychologytoday.com/us/blog/beyond-](http://www.psychologytoday.com/us/blog/beyond-pink-and-blue/201403/the-way-we-talk-about-gender-can-make-big-difference)

[pink-and-blue/201403/the-way-we-talk-about-gender-can-make-big-difference](http://www.psychologytoday.com/us/blog/beyond-pink-and-blue/201403/the-way-we-talk-about-gender-can-make-big-difference).

Ciwko, Valdine. "Sex Talk on the Carpet: Incorporating Gender and Sexuality Into 5th-Grade Curriculum." *Rethinking Schools* 28(2013). [http://rethinkingschools.org/aidcvt.com/archive/28\\_02/28\\_02\\_ciwko.shtml](http://rethinkingschools.org/aidcvt.com/archive/28_02/28_02_ciwko.shtml).

GLSEN. Ready, Set, Respect! Elementary School ToolKit. New York: GLSEN, 2016. <http://glsen.org/readysetrepect>.

GLSEN, ASCA, ACSSW, & SSWAA. *Supporting safe and healthy schools for lesbian, gay, bisexual, transgender, and queer students: A national survey of school counselors, social workers, and psychologists*. New York: GLSEN, 2019. [www.glsen.org/article/supporting-safe-and-healthy-schools-lgbtq-students](http://www.glsen.org/article/supporting-safe-and-healthy-schools-lgbtq-students).

GLSEN and Harris Interactive. *Playgrounds and Prejudice: Elementary School Climate in the United States, A Survey of Students and Teachers*. New York: GLSEN, 2012. [www.glsen.org/sites/default/files/Playgrounds%20%26%20Prejudice.pdf](http://www.glsen.org/sites/default/files/Playgrounds%20%26%20Prejudice.pdf).

GLSEN and National Center for Transgender Equality. Model School District Policy on Transgender and Gender Nonconforming Students. New York: GLSEN, 2018. [www.glsen.org/article/2018-model-school-district-policy-transgender-and-gender-nonconforming-students](http://www.glsen.org/article/2018-model-school-district-policy-transgender-and-gender-nonconforming-students).

Greytak, E. A., J. G. Kosciw, and E. M. Diaz. *Harsh Realities: The Experiences of Transgender Youth in Our Nation's Schools*. New York: GLSEN, 2009. [www.glsen.org/learn/research/national/report-harsh-realities](http://www.glsen.org/learn/research/national/report-harsh-realities).

Greytak, E. A., J. G. Kosciwa, and M. J. Boesena. "Putting the "T" in "Resource": The Benefits of LGBT-Related School Resources for Transgender Youth." *Journal of LGBT Youth* 10(2013).

Kosciw, J. G., E. A. Greytak, A. D. Zongrone, C. M. Clark, and N. L. Truong. *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York: GLSEN, 2018. [www.glsen.org/article/2017-national-school-climate-survey](http://www.glsen.org/article/2017-national-school-climate-survey).

Haas, Anna P., P. L. Rodgers, and J. L. Herman. *Suicide Attempts Among Transgender and Gender Non-*

*Conforming Adults*. American Foundation for Suicide Prevention and the Williams Institute, UCLA School of Law, 2014. <http://williamsinstitute.law.ucla.edu/wp-content/uploads/AFSP-Williams-Suicide-Report-Final.pdf>.

Holden, Dominic. "Advice For America From Parents Who Support Their Transgender Kids." BuzzFeed News, January 9, 2015. [www.buzzfeed.com/dominicholden/advice-for-americans-from-parents-who-support-their-transgen#](http://www.buzzfeed.com/dominicholden/advice-for-americans-from-parents-who-support-their-transgen#).

Hughes-Hassell, Sandra, E. Overberg, and S. Harris. "Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ)-Themed Literature for Teens: Are School Libraries Providing Adequate Collections?" *School Library Research* 16(2013). [www.ala.org/aasl/sites/ala.org/aasl/files/content/aaslpubsandjournals/slr/vol16/SLR\\_LGBTQThemedLiteratureforTeens\\_V16.pdf](http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aaslpubsandjournals/slr/vol16/SLR_LGBTQThemedLiteratureforTeens_V16.pdf).

Mardell, Ashley. *The ABC's of LGBT+*. Mango Press, 2016.

Molloy, Parker M. "U.S. Department of Education Extends Protections to Trans Students." *The Advocate*, April 29, 2014. [www.advocate.com/politics/transgender/2014/04/29/us-department-education-extends-protections-trans-students](http://www.advocate.com/politics/transgender/2014/04/29/us-department-education-extends-protections-trans-students).

Tanis, Justin. *Teaching Transgender: A Guide to Leading Effective Trainings*. Washington, DC: National Center for Transgender Equality, 2009.

Orr, Asaf, J. Baum, and B. Sherouse, ed. *Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools*. Washington, DC: Human Rights Campaign, 2015. <https://hrc.org/resources/schools-in-transition-a-guide-for-supporting-transgender-students-in-k-12-s>.

## Videos/TV Shows

*Becoming Me*. Deck. 28 min., In The Life. [www.youtube.com/watch?v=IxzKIPVceWg](http://www.youtube.com/watch?v=IxzKIPVceWg).

Eight families with transgender and gender nonconforming children ranging in ages from 5 to 25 share their stories. With the healthy development of their children at stake, parents must confront binary perceptions of gender, widespread transphobia and controversial parenting decisions.

*I Am Jazz*. TLC.

A reality television series about a transgender girl named Jazz Jennings. The series features Jazz and her family "dealing with typical teen drama through the lens of a transgender youth." The show premiered

on July 15, 2015 and has received positive reviews.

*I'm Just Anneke*. 11 min. Media That Matters. <https://www.youtube.com/watch?v=ZilTemPztY8>.

The first film in a four-part series of short films called The Youth and Gender Media Project, *I'm Just Anneke* was designed to educate school communities about transgender and gender nonconforming youth.

Queer Kid Stuff, <https://www.youtube.com/channel/UCecsVoeJcsXbAra7Sl4mOPw>

Queer Kid Stuff is a web series to educate young people on LGBTQ and social justice topics. Because queer representation and content for children is scarce, this video series aims to eliminate stigma by properly educating future generations through entertaining video content.

*Valentine Road*. 89 min. HBO. <http://glsen.org/valentineroad>.

An HBO documentary that tells the story in striking terms, of an eighth-grade student named Lawrence "Larry" King who was on life support after being shot in the head by a classmate, Brandon McInerney, during their first period English class. Larry died two days later, on Valentine's Day.

## Online Resources

GLAAD  
<http://www.glaad.org/transgender/allies>  
Provides tips for allies of transgender people.

GLSEN  
<https://www.glsen.org/webinars>  
Site provides webinar on LGBT issues in K-12 education.

Human Rights Campaign Welcoming Schools  
[www.welcomingschools.org](http://www.welcomingschools.org)  
Offers professional development tools, lessons and resources for many types of diversity found in our communities including LGBT families and people.

I AM: TransPeople Speak  
[www.transpeoplespeak.org](http://www.transpeoplespeak.org)  
Website serves as the space to empower individuals and their community by sharing their own transgender experiences.

Matt Kailey's Tranifesto  
<https://mattkailey.wordpress.com>  
Provides trans etiquette information for non-trans people.

## Organizations

ADL

[www.adl.org](http://www.adl.org)

Family Acceptance Project

<http://familyproject.sfsu.edu>

Gay, Lesbian and Straight Education Network (GLSEN)

[www.glsen.org](http://www.glsen.org)

Gender Spectrum

[www.genderspectrum.org](http://www.genderspectrum.org)

Human Rights Campaign

[www.hrc.org](http://www.hrc.org)

Lambda Legal

[www.lambdalegal.org](http://www.lambdalegal.org)

National Center for Transgender Equality

<http://transequality.org>

National Gay and Lesbian Task Force

[www.thetaskforce.org](http://www.thetaskforce.org)

PFLAG

<https://pflag.org/>

Trans Youth Equality Foundation

[www.transyouthequality.org](http://www.transyouthequality.org)

TransYouth Family Allies

[www.imatyfa.org](http://www.imatyfa.org)

The Trevor Project

[www.thetrevorproject.org](http://www.thetrevorproject.org)

---

### References

American Civil Liberties Union. 2013. Know Your Rights - Transgender People and the Law. Accessed April 25, 2014, [www.aclu.org/lgbt-rights/know-your-rights-transgender-people-and-law](http://www.aclu.org/lgbt-rights/know-your-rights-transgender-people-and-law).

California Legislative Information. "CA AB1266 | 2013-2014 | Regular Session." August 12, 2013. Accessed April 25, 2014. <http://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml>.

Gender Spectrum. 2014. Schools and Gender. Accessed April 25, 2014, [www.genderspectrum.org/education/schools-gender](http://www.genderspectrum.org/education/schools-gender).

GLSEN and Harris Interactive. 2012. *Playgrounds and Prejudice: Elementary School Climate in the United States, A Survey of Students and Teachers*. New York: GLSEN. <https://files.eric.ed.gov/fulltext/ED528732.pdf>.

Greytak, Emily, A., Kosciw, Joseph, G., and Diaz, Elizabeth, M. 2009. *Harsh Realities: The Experiences of Transgender Youth in Our Nation's Schools*. New York: GLSEN. <https://files.eric.ed.gov/fulltext/ED505687.pdf>.

HRC. 2019. Affirming Gender in Elementary School: Social Transitioning. Washington, D.C.: Human Rights Campaign. <http://www.welcomingschools.org/pages/affirming-gender-in-elementary-school-social-transitioning/>.