

### Things Anyone Can Do Tomorrow...

- Seek out and use a student's preferred name and pronouns
- Invite ALL students to share a preferred name and/or pronoun (especially early in the year)
- Put up signs that recognize and affirm gender diversity
  - All Genders Welcome\*
  - Think Outside the Boxes\*
- Post pictures depicting gender-expansive individuals or cultures in which gender is expressed differently than typically represented by traditionally binary notions
  - "Two spirited" individuals found in many First Nation communities
  - The Hijra of India
  - Arabic men holding hands
- Display examples of people doing things not traditionally seen for their gender
  - Male nurses, childcare providers and dancers
  - Women soldiers, auto mechanics, and athletes
- Don't divide kids into boy and girl groups
  - Use birthdates, dogs and cats, winter or summer, chocolate or strawberry
  - Avoid arranging students boy/girl/boy/girl
  - Be mindful of always reinforcing the gender binary. At least sometimes say things like "attention scientists," "listen up Cougars," or "folks" rather than "ladies and gentlemen" or "boys and girls."
- Introduce language that is not all or nothing such as "sometimes, but not always," or "more common and less common," or "more frequent and less frequent"
- Say things like "all genders" or "boys, girls, both or neither" or "gender-expansive"
- Share examples of gender's impact on you or what you've learned about it over the years
- When binary statements about gender are made, interrupt them by asking questions like "is that always true?" or "can anyone think of an example that does not fit the pattern?"
- Respond to gender-based putdowns firmly, but instructionally, always being careful about further marginalizing the target of the statements. Follow up privately to see if how you handled the situation was comfortable for the student involved.

Integrating gender diversity into everyday curriculum...

#### **Language Arts/Writing**

**Personal narrative writing prompts:** A time when someone talked about my gender and the things I could or could not do. When someone confused my gender/When I confused someone's gender.

**Persuasive essay writing prompts:** Girls should not be allowed to play on the football team

**Expository writing prompts:** Describe the ways in which portrayals of gender in the media have affected our society's understandings of gender. Describe ways that gender is marketed to kids

**Reading comprehension:** use a short piece like "*The Dimensions of Gender\**" and have students answer questions about content

**Responding to literature:** Various young adult reading titles\* raise topics related to gender diversity, roles and stereotypes

**Grammar & Spelling:** Correct any of the mistakes in the following sentence. *Alex and shannon, were discussing the auditions for the school play when both girls was starteled by the loud noise?*  
“The word is ‘Extract.’ Denise was trying to extract the doll from her brother’s firm grip. Extract”

### **Social Studies/History**

Studying Native Americans, include two-spirit individuals

Historical figures who have challenged traditional notions about gender

What are some of the ways gender is understood in different cultures?

What is the relationship between gender and issues of power in our society?

### **Science**

**Fact of the day:** did you know there are species of geckos that only have “female” bodies?

The Biology of Gender\*

Genetics

Sexual Health Education

### **Mathematics**

**Sample problems:**

- 12 boys, 10 girls and 2 gender-expansive kids (feel like both or a blend) are in the math club. What is the ratio of boys to girls? Girls to gender-expansive?
- A survey was conducted recently. 373 students identified as male, 396 identified a female, 13 identified as transgender, and 27 identified as other. Graph these results. What percentage of the students identified as male? Female? Transgender? What percentage did not identify as either male or female?

**Data and Statistics:** Why is it difficult to come up with solid statistics about people who don’t identify as male or female?

### **The Arts**

Various projects where students have to portray something using the lens of gender

Allow students to play any part in various theater productions, rather than basing on gender

Discuss how certain dances have “male” and “female” parts. Why might that be challenging for some people?

Songs celebrating gender diversity

### **Foreign language**

If the language is particularly gendered, distinguish between the rules of a language and a non-binary understanding of gender.

### **Advisory, Social-Emotional Curriculum**

My Gender Journey\*

Guest speakers

School climate surveys about gender inclusiveness

*Gender Spectrum works closely with schools and individual teachers to think about ways in which to bring the lens of gender into classrooms. Please email us at [info@genderspectrum.org](mailto:info@genderspectrum.org) or call us at 510-788-4412.*

\* Materials from Gender Spectrum