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# Gender Inclusivity, Beyond the Bathroom

AURORA PUBLIC SCHOOLS



Advancing Wellness and  
Resilience in Education

[aware.aurorak12.org](http://aware.aurorak12.org)

# Who are we ?



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“When someone with the authority of a teacher describes the world and you’re not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”

-- Adrienne Rich

# How & Why Are We Doing This Work?

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- Meet people where they are
- Gender inclusion creates better learning conditions
- Kids who identify as transgender and gender-expansive really struggle
- Gender diversity is an equity issue
- Gender impacts All students!

AMERICA

# White House Sends Schools Guidance On Transgender Access To Bathrooms

May 13, 2016 · 5:02 AM ET  
Heard on Morning Edition

 SCOTT HORSLEY 



## The K-12 Binary

Schools are becoming ground zero for clashes over transgender rights.

2.7k



ALIA WONG | JUL 9, 2015 | EDUCATION

TEXT SIZE  
- +

AP / July 3, 2013, 8:57 PM

## Calif. lawmakers pass K-12 transgender-rights bill



AMERICA

# North Carolina Sues DOJ Over LGBT Law; DOJ Sues Back

May 9, 2016 · 10:06 AM ET

 LAURA WAGNER 

 CAMILA DOMONOSKE 

[Current Articles](#) | [Archives](#)

## Advising issues for transgender students

- **Resource** Web links helpful for advising LGBT students

Transgender Students: Seven Recommendations for Academics

May 13, 2016

# EDUCATION WEEK

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## EDWEEK

### Market Brief

PK-12 Insights for Business & School Leaders

-  Deep Market Insights
-  Proprietary Research
-  Data-Driven Analysis



Published Online: November 10, 2015

Published In Print: November 11, 2015, as [Districts Confront Transgender Policies](#)

## School Districts Confront Transgender Student Policies

## Elementary school cancels reading of book about a transgender child after 'hate group' threatens to sue

- The Mount Horeb Primary Center in Wisconsin planned to make *I Am Jazz* - a book about a transgender student - part of the curriculum
- The school has a child who was born as a boy but identifies as female
- Florida-based Liberty Counsel group threatened to sue over the book's inclusion, saying it had been contacted by 'concerned parents'
- The group is classified as an LGBT hate group by the Southern Poverty Law Center

# It's About ALL Kids!



# It's About ALL Kids!



# It's about ALL Kids!

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# It's About ALL Kids!

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*“There’s seven billion people, why should people fit into two different categories ...that’s boring.”*

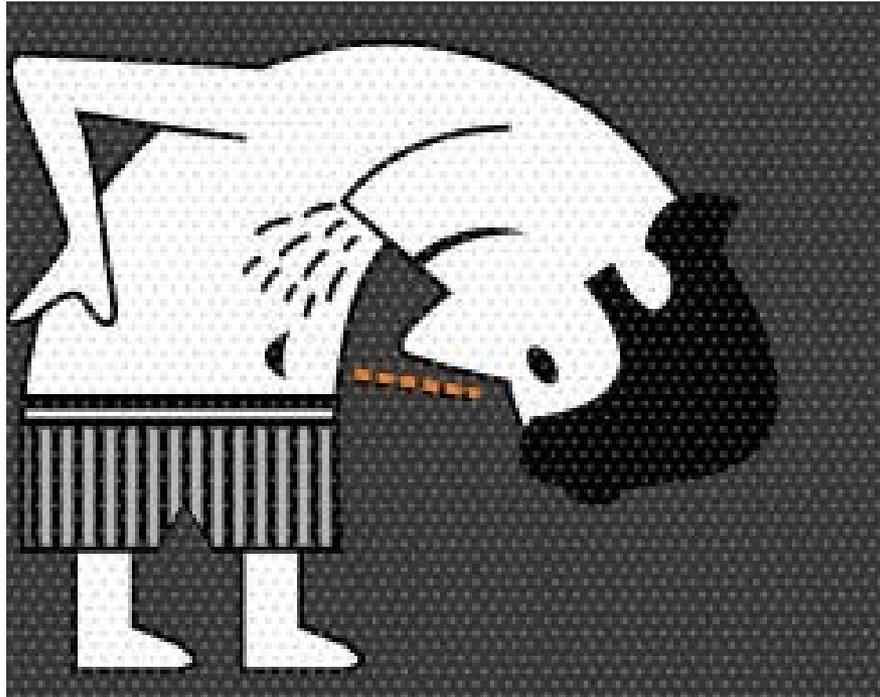
# Today's Goals (Objectives)

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- Reflect on our own beliefs about and experiences with gender
- Identify common terms and concepts for understanding and discussing gender
- Surface questions about and implications for gender inclusive work in our schools

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# The work begins INSIDE.





What are your first reactions to this cover?

# What do you THINK?

---

- Devon approaches you and shares that all of the other students keep asking, “Are you a boy or a girl?”

# What do you THINK?

---

- Tanya is 16, and tells you that attending school as a girl has become impossible. Instead, Tanya changes clothes everyday on the way to and from the campus, and is now known at school as Tomàs. The school and other students have been supportive, but Tomàs does not want his parents to be informed.

# What do you THINK?

---

- A neighbor approaches you at the grocery store and says, “I hear the school is letting boys use the girls’ restroom now. What the heck is going on there, anyway?”

# What do you THINK?

---

Hold onto your reflections as  
we discuss gender's complexity

# Review & Consolidation

---

Why are we learning about gender?

How are all kids affected by gender?

What am I noticing is coming up for me?  
(questions, thoughts, concerns, comments)

---

# Dimensions of Gender

## Dimension 1

# The Language of Gender



# Three Essential Ideas

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1. A person's experience of gender is informed by three dimensions:
  - » Sex/Body
  - » Expression
  - » IDENTITY!**= Gender**
2. Each dimension is a spectrum
3. Gender and sexual orientation are different

# Colorado State Anti Discrimination Policy

Colorado follows state anti-discrimination and civil rights laws and guidance. In 2008, Colorado passed a law ([S.B. 08-2000](#)) expanding prohibitions against discrimination. The law calls out the need to protect all regardless of “disability, race, creed, color, sex, sexual orientation, marital status, national origin, or ancestry” in all places of public accommodation.

**This law defines sexual orientation as “a person’s orientation toward heterosexuality, homosexuality, bisexuality or transgender status or another person’s perception thereof.”**

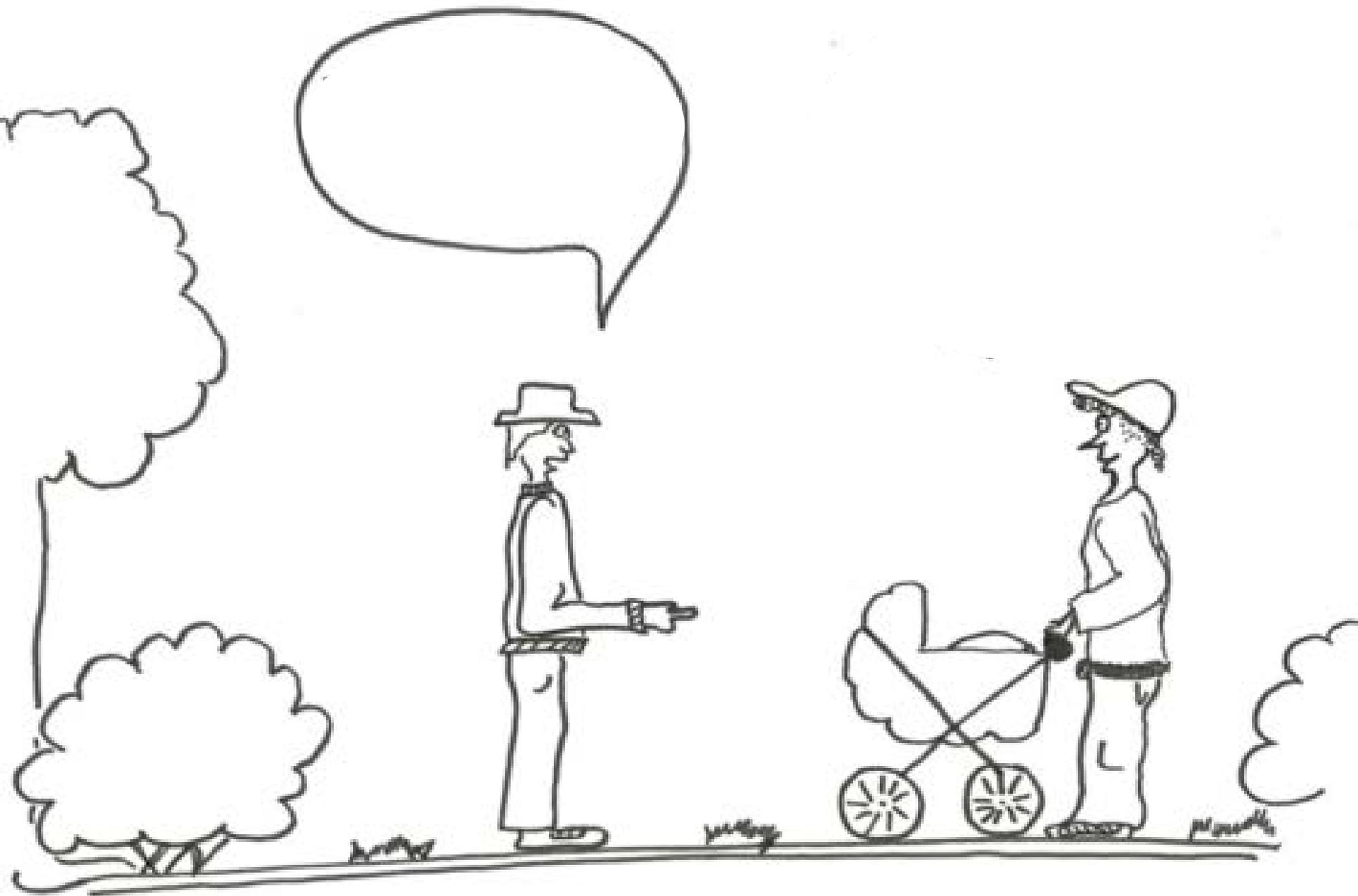
# Dimensions of Gender

---

**Body:** includes our sex (currently defined as male, female, or intersex and based on primary sex characteristics), as well as our experience of our own body, how society genders our body and interacts with us based on our body

**Identity:** the name we use for our gender based on who we internally know ourselves to be

**Expression:** how we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender



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# Genitals “Assign Sex/Presume Gender”

●  
Girl

●  
Boy

## Gender Binary = two notions

1. There are only two sexes
2. Sex = Gender

---

# Sex



# Clinical Guidelines

## for the Management of Disorders of Sex Development in Childhood



Many physical differences connected  
with intersex conditions are invisible  
to the naked eye.





Biological variation is a naturally occurring phenomenon across most species

---

There are not just two sexes.

---

~~Gender  
Binary~~

---

**Body** is just one of the dimensions of gender.



- Body
- Expression
- Identity

# Review & Consolidation

---

## **DRAW!!!**

Draw a quick sketch that represents the binary system of gender.

Draw a quick sketch that represents sex/body in a more inclusive way than the binary.

Talk to a partner about how your understanding of gender has changed after learning about this dimension of gender (or something that was a valuable reminder).

---

# Dimensions of Gender

## Dimension 2

# Human Expression (Gender-ed)

## – Presentation

- *Clothing*
- *Hair*
- *Mannerisms*
- *Accessories*

## – Expectations

- *“Gender Role”*
- *Behaviors*
- *Interests*
- *Styles of play*

---

# Expression = Presentation



Girl



Boy

Binary messages and images of  
gender expression are  
everywhere!

# The Gender Box for Men

**"Be A Man"**

**Tough**  
Aggressive  
Not Emotional  
Smart  
Keep in inside  
**Strong**  
Knows all about Sex



In control  
Can take it  
Take charge

Capable  
**Hard**  
Push people around  
Don't back down  
Don't Cry

Emotional, Soft, Weak, Have feelings, Vulnerable, Cry, Need help, Expressive, Passive...feminine.

ALL 23 FLAVORS · JUST 10 MANLY CALORIES



## IT'S NOT FOR WOMEN.

Welcome gentlemen, to the manliest tab on Facebook. A lady-free zone of rugged, macho, hair-on-your-chest awesomeness that's definitely not for women.

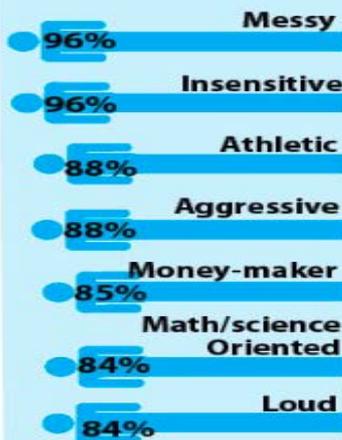
Only 14% of the characters in films depicted in STEM (Science, Technology, Engineering, and Mathematics) careers are women.

In real life, 17% of chemical engineers, 22% of environmental scientists, 37% of database engineers, 46% of biological scientists, and 78% of clinical laboratory technologists are women.



Last month the ROCK surveyed 160 students for the

### TOP 7 MALE characteristics



Last month the ROCK surveyed 160 students for the

### TOP 7 FEMALE characteristics



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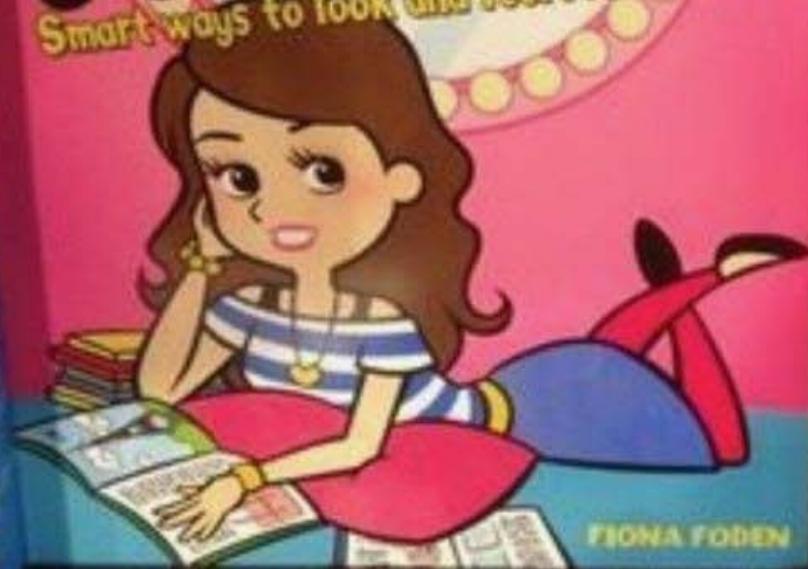
Here's a "diamond ring" for a "sweet baby girl" and a "saw" for a "busy baby boy."



HOW TO BE

# GORGEOUS

Smart ways to look and feel FABULOUS

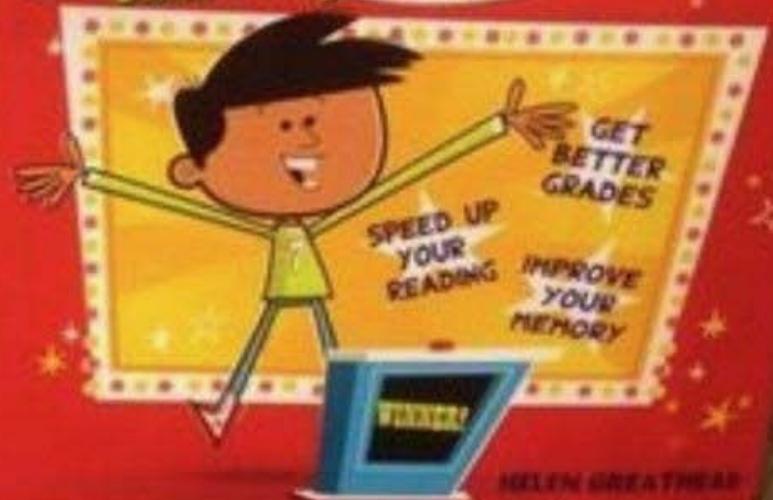


FIONA FODEN

HOW TO BE

# CLEVER

Smart ways to get SMARTER



HELEN GREATHEAT

What happens  
when someone  
doesn't fit in  
with those ideas?



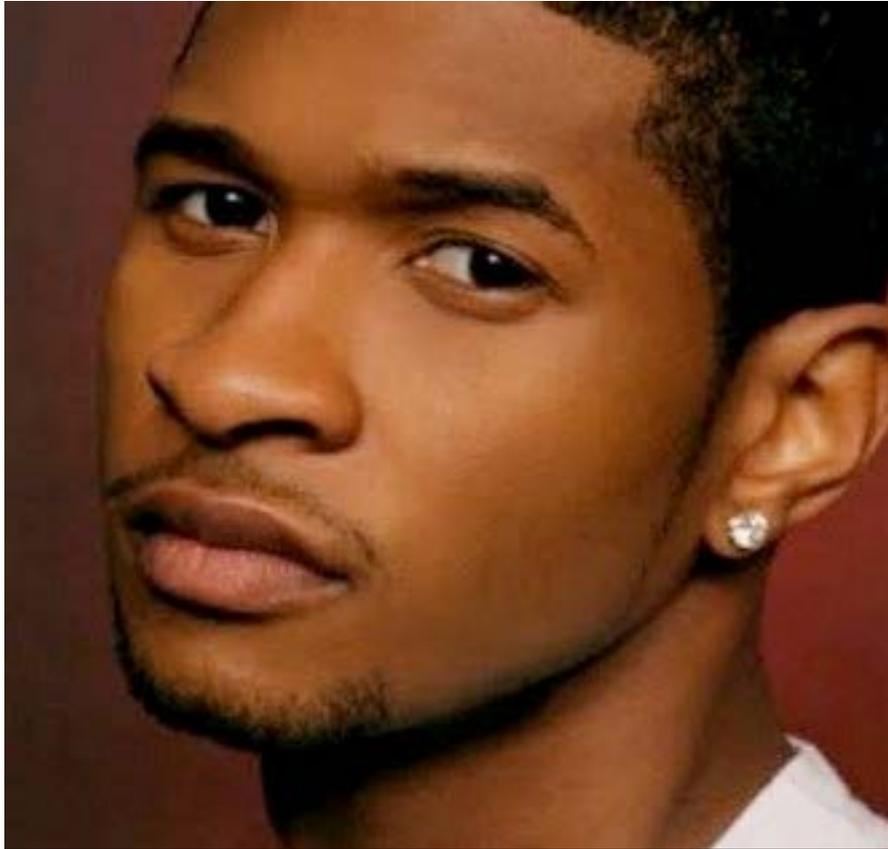
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# Expression = Presentation



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Throughout time, and from one culture  
to another, gender expression norms  
constantly are changing



**Norms around gender expression  
change over time & across cultures!**



"The gener  
**pink** for th  
girls. The r  
a more dec  
is more sui  
**blue** , whic  
dainty, is p



A Young boy in 1870

for the  
**k** , being  
r,

-trade publication  
*fants Department*  
1918

---

# Expression = Context

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# Patterns vs. Rules

# Dimensions of Gender

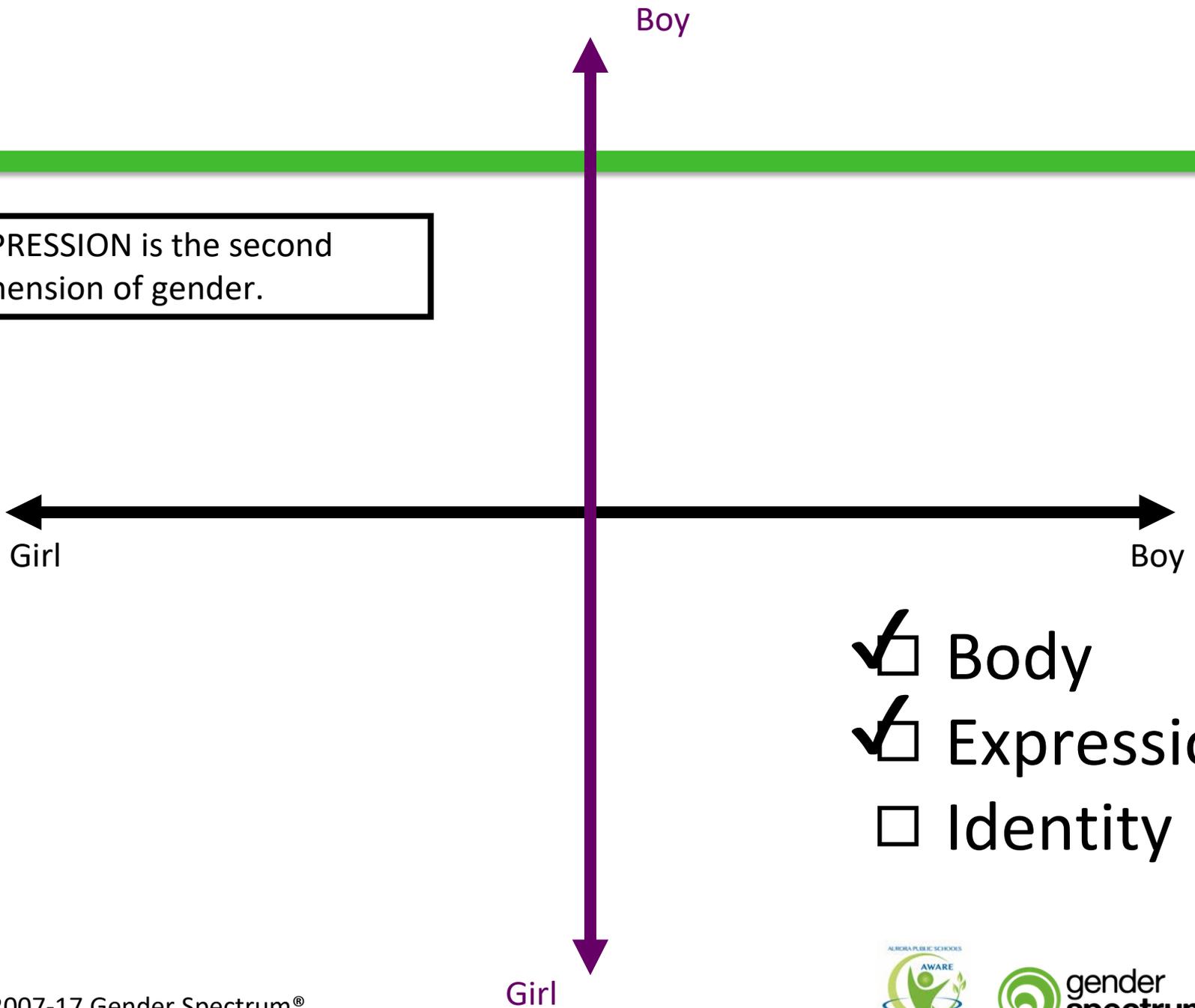
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**Body:** includes our sex, as well as our experience of our own body, how society genders our body and interacts with us based on our body

**Identity:** our personal sense of gender, who we internally know ourselves to be

**Expression:** how we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender

EXPRESSION is the second dimension of gender.



# Review & Consolidation

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Think about someone who expresses themselves outside the stereotypically masculine or stereotypically feminine cultural patterns. This could be you, someone you know personally, one of your students, or even a celebrity.

1. Draw or google an image that shows this person's gender expression (hair, clothes, interests, toys, etc.)
2. Show this image to a partner and talk about what assumptions people might make about this person based on their expression and what obstacles that may cause.

---

# Dimensions of Gender

## Dimension 3

# Dimensions of Gender

---

**Body:** includes our sex, as well as our experience of our own body, how society genders our body and interacts with us based on our body

**Identity:** our personal sense of gender, who we internally know ourselves to be

**Expression:** how we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender

---

# Identity = Core Sense of Self





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# When Did You Know?

- When did you realize what your own gender was?
- How did you know?

# Gender Identity Is Established Early

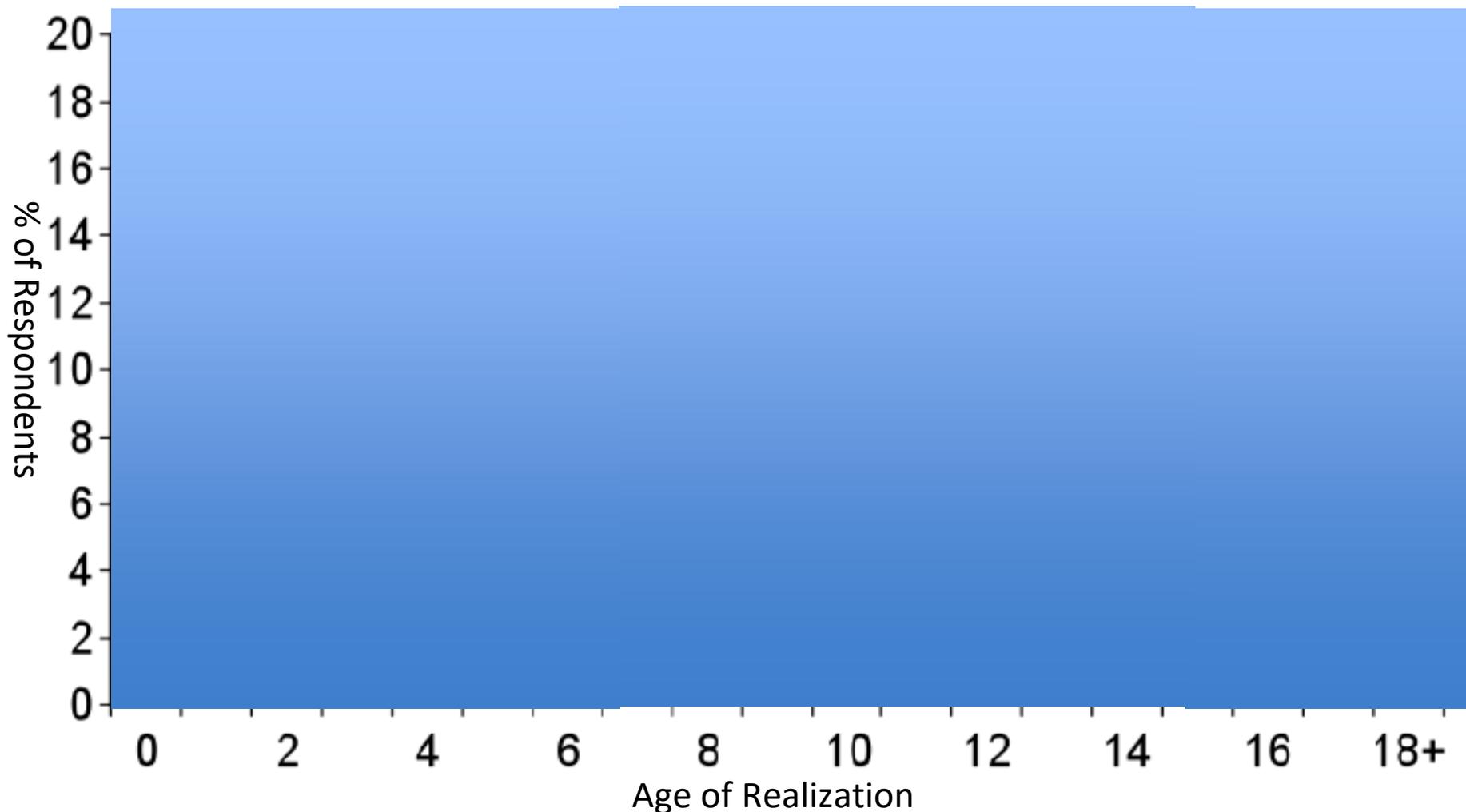
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By age four, most children have a stable sense of their gender identity.

--American Academy of Pediatrics (2015)

*This is true for all kids, regardless of their gender identity.*

# Transgender Adult Survey: Age of Realization



Kennedy and Hellen, 2010 ; Transgender Children - More than Theoretical Challenge



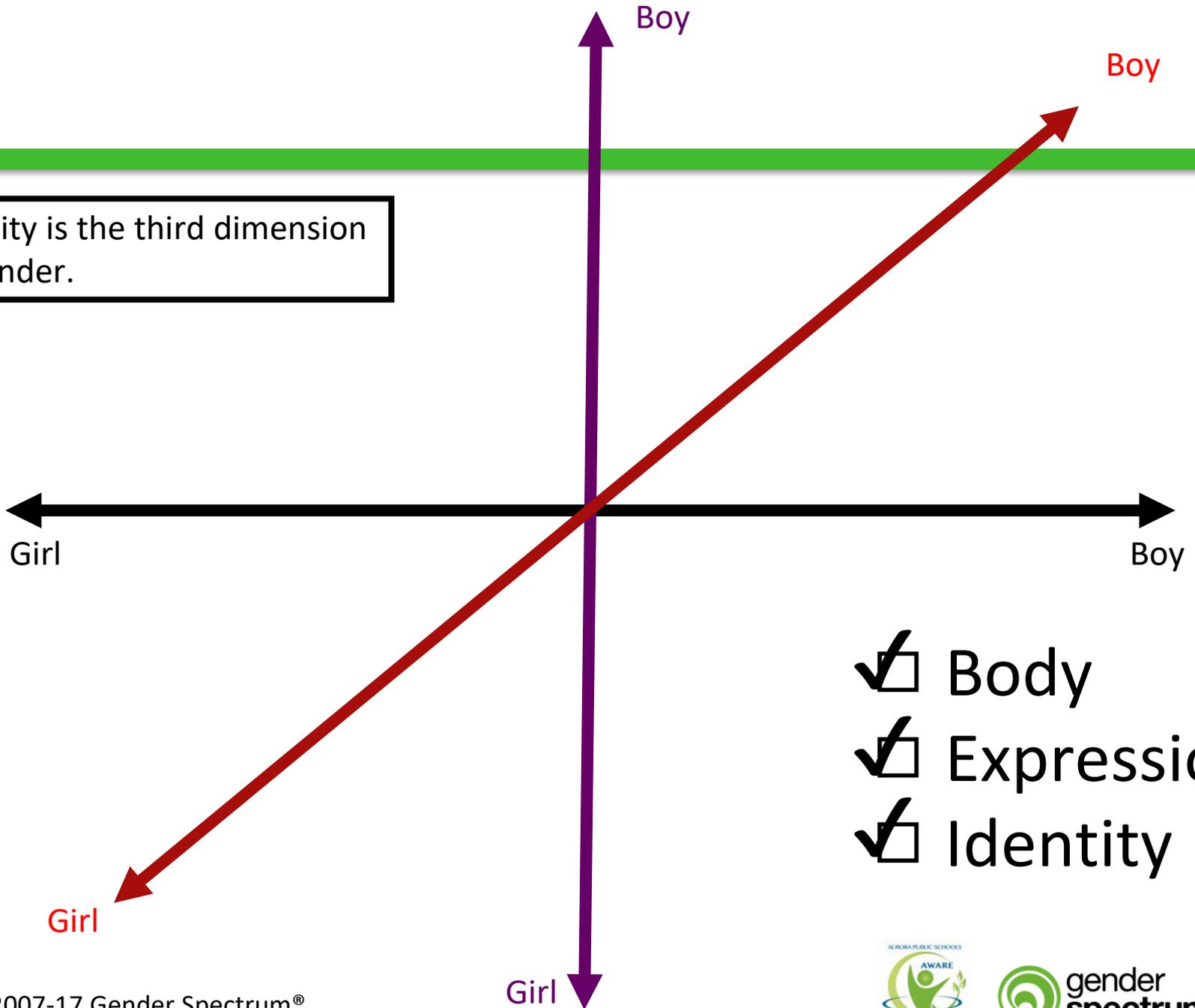
# DEVINA KESWANI



# DEVINA KESWANI



Identity is the third dimension of gender.



- ✓  Body
- ✓  Expression
- ✓  Identity

# Review & Consolidation

---

**Draw a picture that represents what you now know about the third dimension of gender:**

## **GENDER IDENTITY**

**Share your picture with a partner and discuss**

- 1) what surprised you about gender identity, or**
- 2) what struck you emotionally about gender identity**

---

Body  
Expression = Gender  
Identity Experience

---

**≠ Sexual Identity:** *Refers to a person's physical and emotional attraction to others*

---

# Gender in 3-D

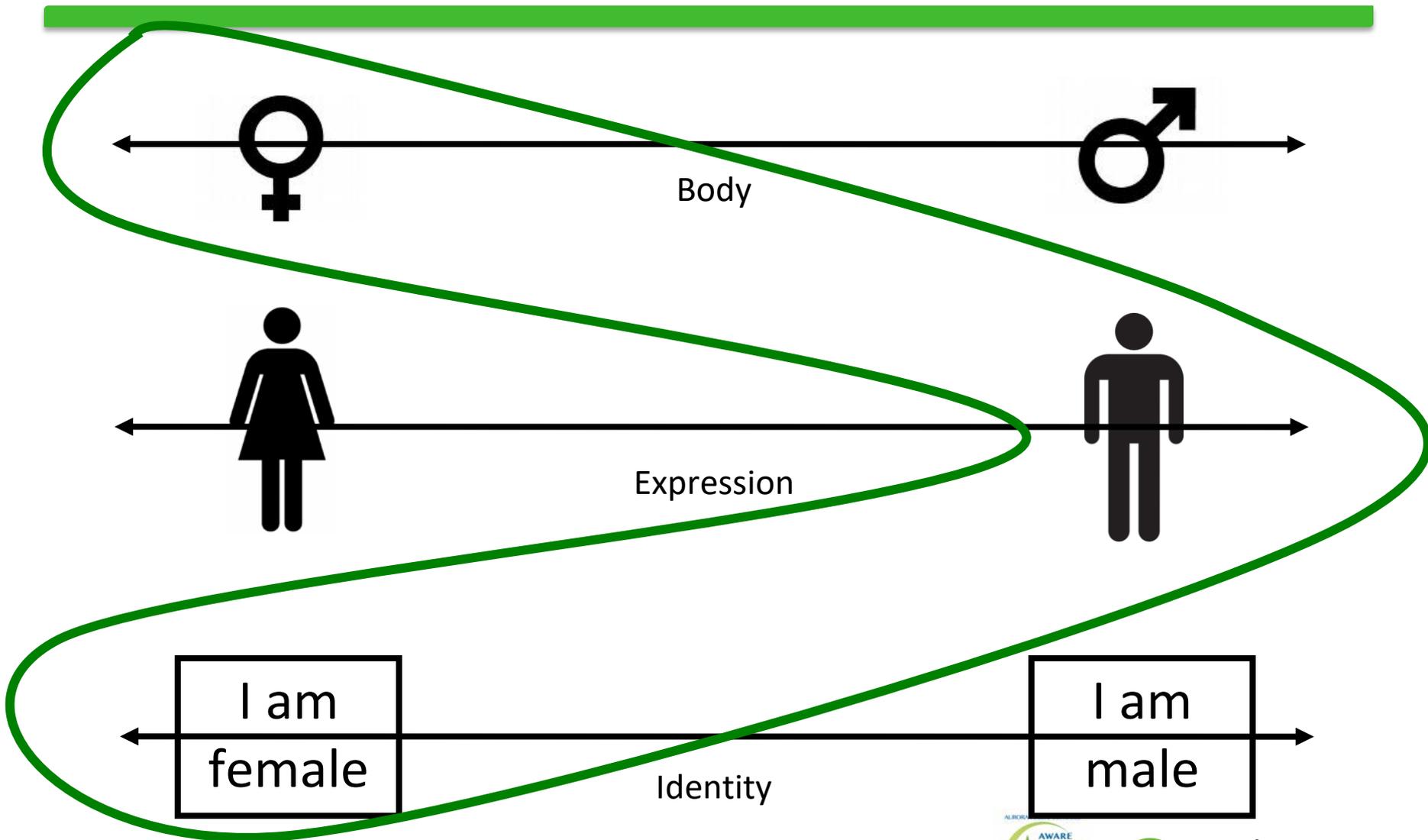
- How do these dimensions work together?

# “Cisgender” and “Genderqueer” Added to Merriam-Webster’s Dictionary

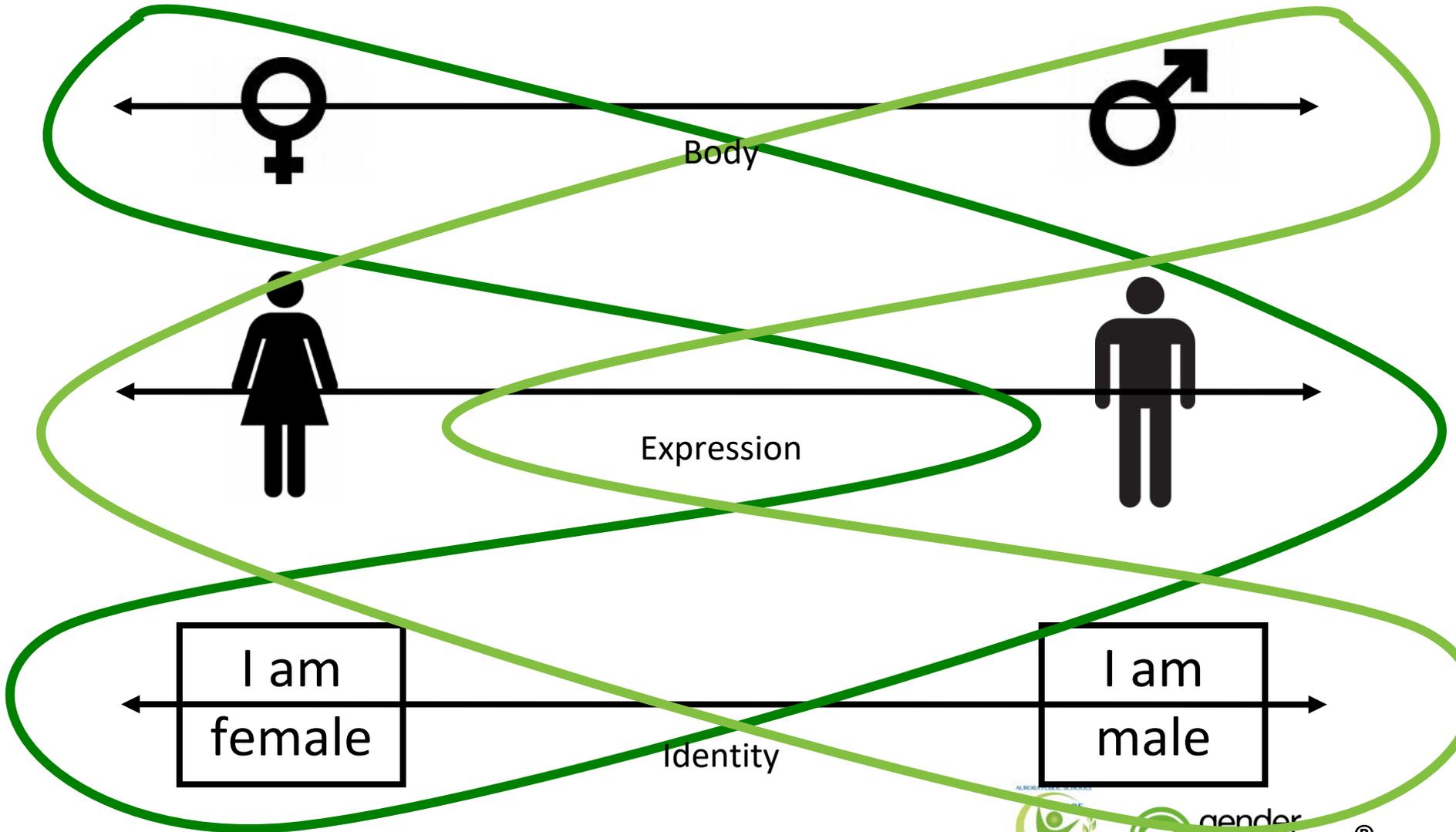
By Beth Sherouse April 21, 2016



# Tomboy



# What is the experience of these two students?



I am a

boy!!!!

I am a

girl!!!!

# Children who are Transgender

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*“Every day she would come home, go upstairs, change into a skirt or dress, and then come back downstairs and start reading or doing her homework. She wasn’t playing; it was like she was putting her slippers on.”*

*-Mother of a daughter who is transgender*

# Transgender Children

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- Persistent
- Consistent
- Insistent!

Persistent, Consistent & **INSISTENT!!!**



A transgender teen reflects on his experiences of gender growing up...

Quite simply,  
students who  
identify as  
transgender are  
**not making it up.**

# It Might Be Years Before TG/NB Youth Discuss It

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**Average Age of Self  
Realization**

**2nd Gr.**

7.9

**Average Age of  
Disclosure**

**10th Gr.**

15.5

Savage & Lagerstrom (2015)

© 2007-17 Gender Spectrum®





**80%** of trans\* students felt unsafe at school because of their gender expression

The Gender, Violence, and Resource Access Survey found that



**50%** of trans\* people have been raped or assaulted by a romantic partner

# Health and Mental Health Outcomes for Youth who are Transgender

**58.7%** of gender non-conforming students experienced verbal harassment in the past year because of their gender expression, compared to 11% of their peers

**49%** of trans\* people reported physical abuse in a 2007 survey

**30%** of trans women have been incarcerated

**41%** of trans\* people have attempted suicide



Trans women have a **1 in 12** chance of being murdered



...or a **1 in 8** chance for a trans woman of color

Related to how they are treated. Are they affirmed or rejected by their families, by their schools, by their communities?

# Beyond the Binary

# Gender , Culture, and Non-binary Identities

Aayahkwew (Cree)

Mahu vahine (Tahiti)

Akava'ine (Cook Islands Māori)

Mahu wahine (Hawaii)

Ashtime (Ethiopia)

Mangaiko (Congo)

Bakla (Tagalog)

Mashoga (Kenya)

Calalai/ Calabai (Sulawesi)

Muxe (Mexico)

Fa'afafine (Samoa)

Nyahs (Malaysia)

Fakaleiti (Tonga)

onón:wat (Kanien'keha/Mohawk)

Femminielli (Naples)

Sipiniq (Inuktitut)

Guevedoche (Dominican Republic)

Sworn virgins (Balkans)

Hijra (Persian)

Tomboy (Philippines)

Ia (Te Reo Maori)

Travestis (Brazil)

Kathoey (Thai)

Two Spirit (Native American)

Khanit (Oman)

Waria (Indonesia)

Kothis (India/Pakistan)

Whakawahine (New Zealand

Kwolu-aatmwol (Papua New Guinea)

Māori)

Lakin on (Philippines)

Xanith (Oman)

**Mawita'jik Puoinaq**  
 Suicide Prevention, Intervention and Education for Two-Spirited People  
 A Gathering of Two-Spirited People!  
 A Gathering of Gay, Lesbian, Bisexual and Transgendered L'nuk aq Wolastoqiyik!  
 A Gathering of Spiritually Powerful People!

Thursday, 1 September to Sunday, 4 September, 2011  
 Concord College, Concordville, PA

Registration is limited.  
 All travel costs and accommodations provided by the Mawita'jik Puoinaq.

Information:  
 The Mawita'jik Two-Spirit Alliance  
 Phone: (610) 492-8213 or 1-800-345-4255 Toll-free  
 Email: [twospiritalliance@gmail.com](mailto:twospiritalliance@gmail.com)  
 Facebook: [Mawita'jik Puoinaq](https://www.facebook.com/Mawita'jik-Puoinaq)

We-Wa, a Zuni two-spirit, weaving - Click To E



TWOSPIRITS



*Dance to the Berdache, by George Catlin.*

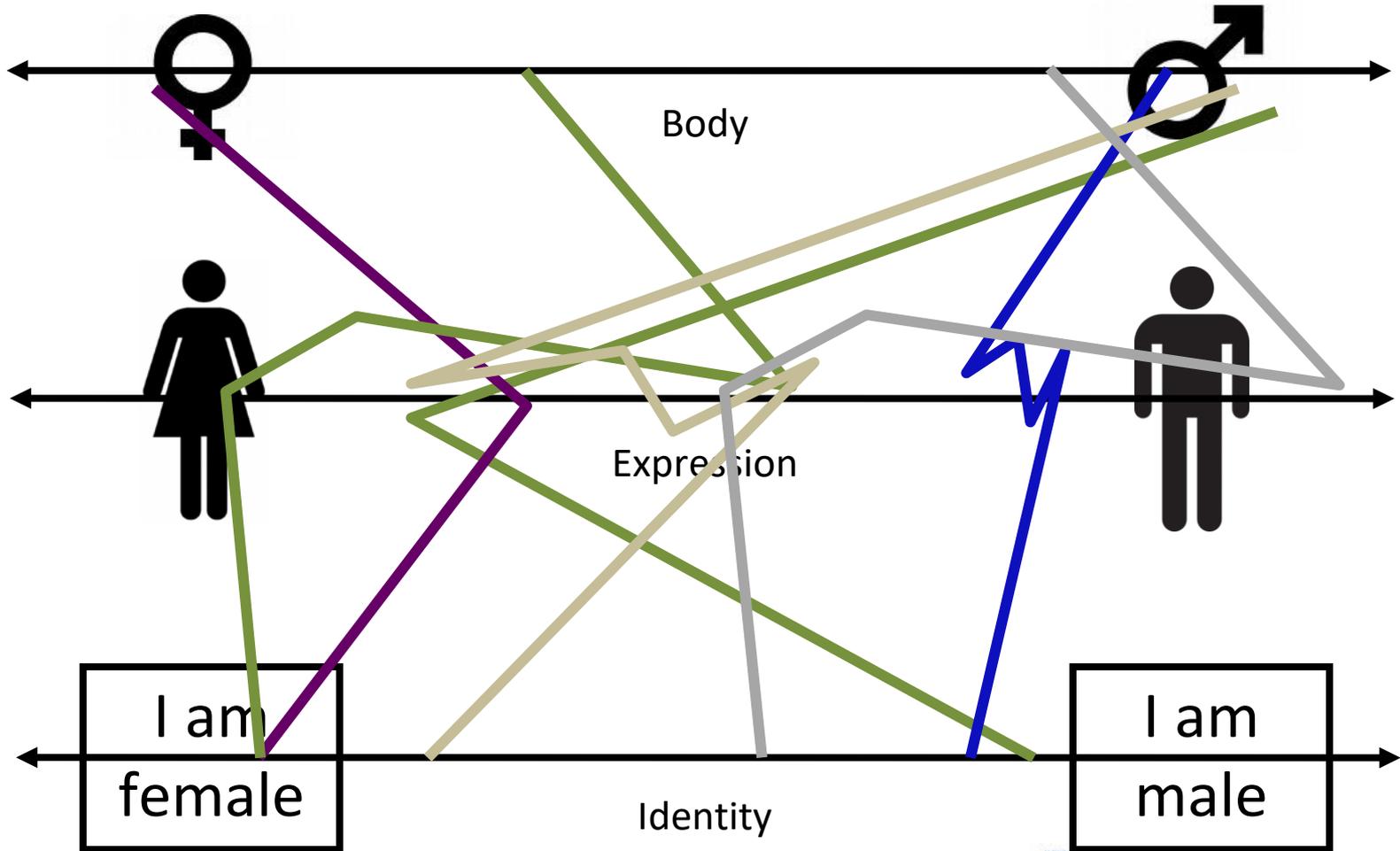


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# Non-binary Genders



# Pluto and the Language of Gender

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# We started here...



Female

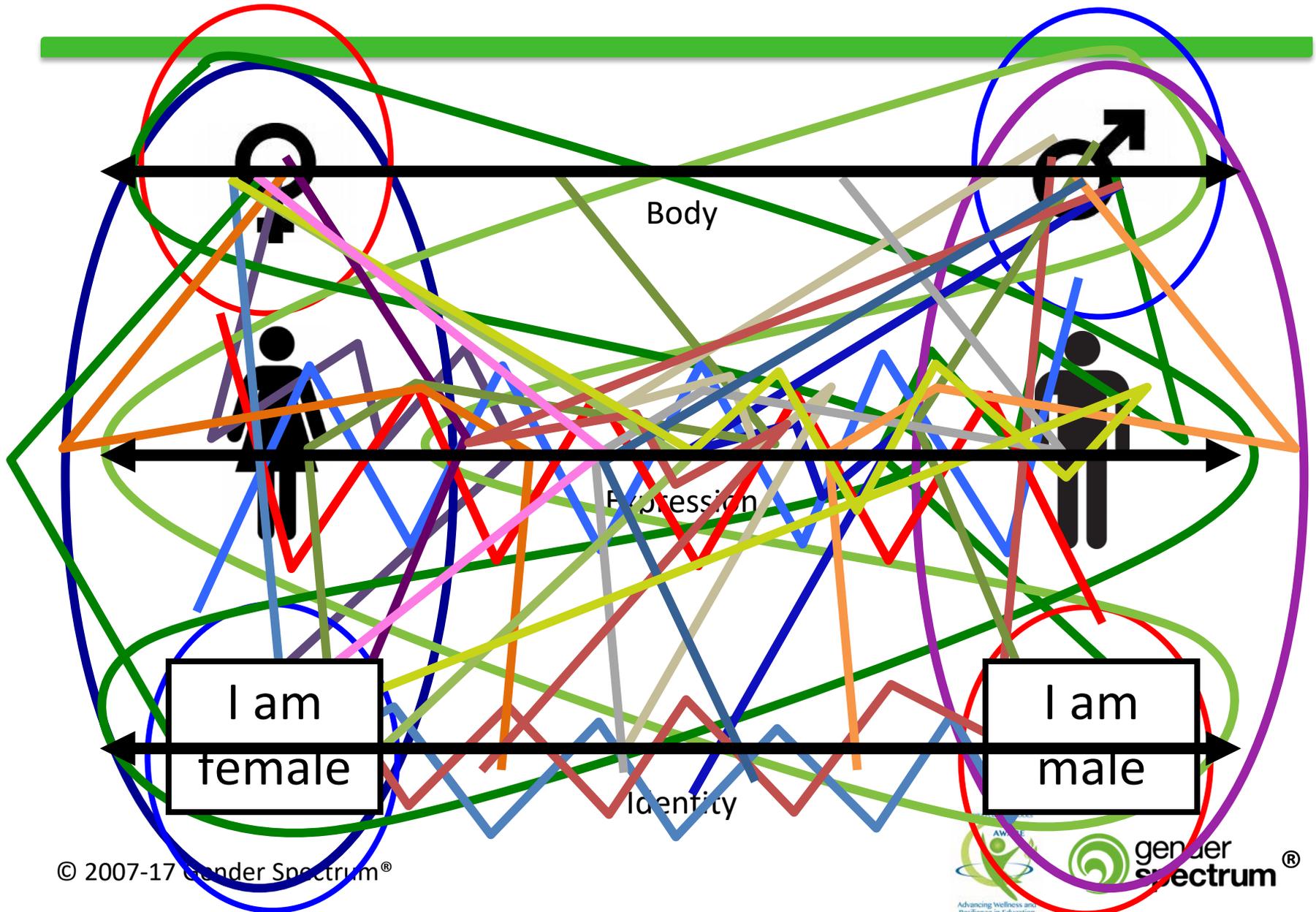


Male

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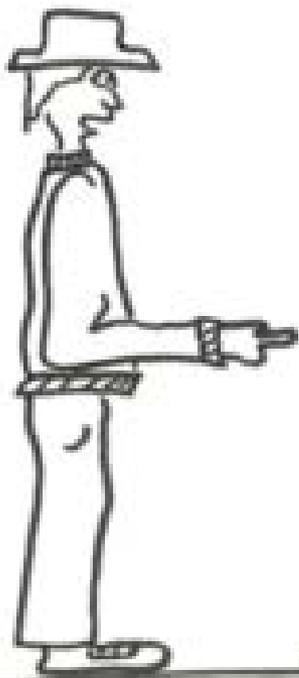
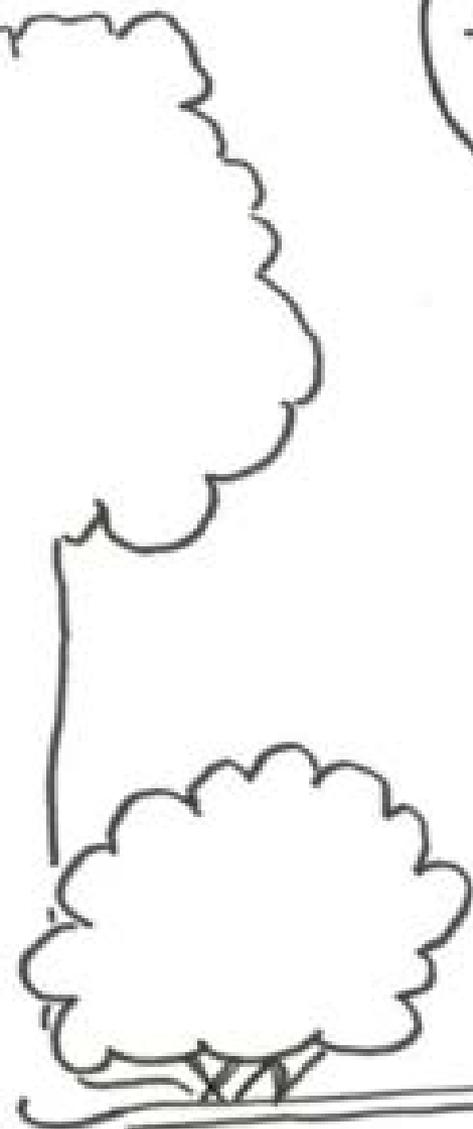
# ...and ended here

# Complex, but not complicated...

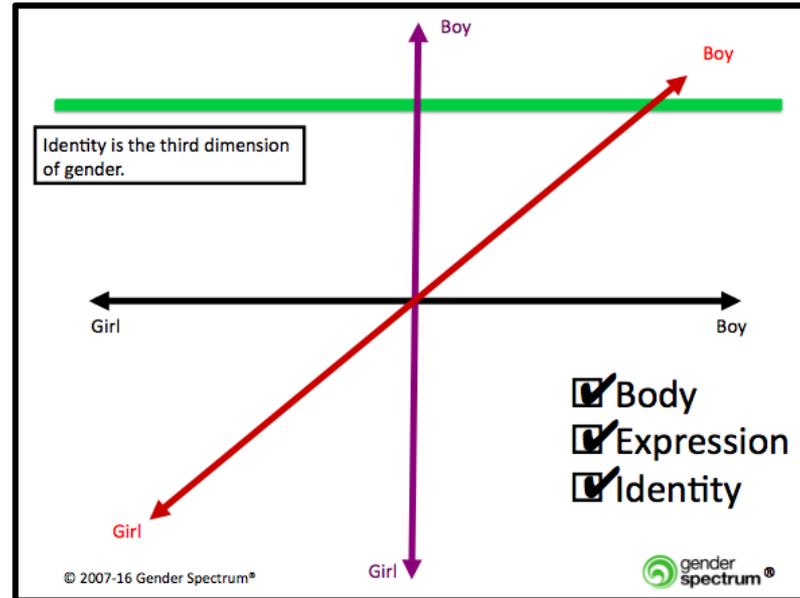


Is it a boy  
or a girl?

*Maybe.*



# Discussion



- What questions or comments do you have about these three dimensions of gender?
- Do they make sense to you?

# Toolkit



## Gender Inclusive Schools Toolkit

Creating a school that acknowledges and affirms the gender diversity of every student does not happen by accident. Through thoughtful and intentional practices, any institution can create gender inclusive conditions for all of its students. The following materials are designed to set a tone that demonstrates your commitment to making sure every student's gender is recognized and accepted. For additional resources, please visit our website at [www.genderspectrum.org](http://www.genderspectrum.org).



# Framework for Gender Inclusive Schools

## - Entry Points



### Framework for Gender Inclusive Schools

*When someone with the authority of a teacher describes the world and you're not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing*

--Adrienne Rich

#### Gender inclusive schools...

- Recognize that gender impacts all students
- Interrupt binary notions of gender
- Normalize gender diversity
- Question limited portrayals of gender
- Support students' self-reflection
- Teach empathy and respect

#### Entry Points

When focusing on the intentional development of gender inclusive school settings, it is helpful to think in terms of four discrete entry points: **Internal**, **Institutional**, **Interpersonal**, and **Instructional**. Depending on the context, any one of these may prove the best starting point for this work.

**Internal entry points** focus on educators' own understandings of gender. It involves reflection about how each person's experiences and beliefs about gender impact the work they do with students. Using tools such as *My Gender Journey*, this entry point is really a foundation of learning upon which teachers build their gender inclusive practices, in the process applying a lens of gender awareness to all they do in their classrooms.

**Institutional entry points** are structural steps that create a foundation for gender inclusive practices to take hold. Institutional entry points demonstrate to your community that the school/organization recognizes and honors gender diversity and actively works to reflect a more complex understanding about gender. Such approaches include:

- Policies/administrative regulations emphasizing gender as an area of diversity protected and supported by the school
- Systematic staff training that builds the capacity of teachers and other staff to honor the gender diversity of all students
- Student information systems allowing families to specify a child's gender marker, preferred name and pronouns
- Identified staff members functioning as leads around gender diversity work or issues
- Gender neutral restroom/facilities that provide options for privacy without stigmatizing any students
- Readily available written materials and information about gender diversity
- Signage/imagery celebrating gender diversity
- Procedures/forms that demonstrate a non-binary understanding of gender

**Interpersonal entry points** are the various ways in which individual interactions and communications are utilized to reinforce the school's commitment to gender inclusion. Supported by many of the structural

# Things Anyone Can Do Tomorrow



## 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\*
  - Celebrate Gender Expansive Youth\*
  - Think Outside the Boxes\*
  - Boy, Girl, Both, Neither\*
- 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
  - Female 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.

# Overview of Lessons



## **Scope and Sequence:** **Gender Inclusive Instruction**

### **Unit 1: Gender, Society, and Me:**

*What images do we receive about gender and where do they come from?*

Learning Goals: As is appropriate per grade level, students will reflect upon the gender messages and expectations they experience and identify some of the ways these are communicated to them. Ultimately, students will be encouraged to consider the complexity of their identities and the degree to which they are represented in the world around them.

### **Unit 2: Gender 101**

*What is gender?*

Learning Goals: In these lessons, students will become familiar with what gender is and all of the diverse ways that people can experience gender, with a focus on the three dimensions of identity, expression, and body, as is age appropriate. This unit will also include an introduction to the distinction between binary and spectrum frameworks, which incorporates a diversity of gender identities, including cisgender, transgender, and everything in between and beyond.

### **Unit 3: Gender Across the World**

*How is gender expressed in different kinds of ways across time and culture?*

Learning Goals: Students will be introduced to the idea that the way our society thinks about and defines gender are not the only ways that it can be understood. In this unit, students will learn about and engage with different societies, across geography, culture and time, and reflect on how societies can make sense of all the different manifestations of gender expression and identity.

# Responding to Concerns - Scenarios



## Responding to Concerns: Teaching about Gender

### *Why should my child learn about gender at school?*

- School is a place where children are taught to respect one another and to learn to work together regardless of their differences. Learning about gender diversity is part of that work. Creating a more tolerant, inclusive, and accepting school environment teaches all children to recognize and resist stereotypes. We teach children to stand up for others, to resist bullying, and to work together.
- We also know that many children whose gender is seen as different than what is expected of them can face very difficult circumstances. Too often teasing, bullying, and violence are common experiences for a gender-expansive child. A growing number of school districts and states (17 as of 2014) specifically prohibit bullying and harassment of students based on gender expression or identity. Furthermore, various federal, state and municipal laws protect students from discrimination because of their gender. Proactive education and training to help students understand gender diversity more fully helps school districts meet those legal obligations while working to create a safer, more supportive learning environment for all students.

### *Isn't my child too young to be learning about gender?*

- Children are already learning about it. Messages about gender are everywhere, and children receive very clear messages about the "rules" for boys and girls, as well as the consequences for violating them. By learning about the diversity of gender, children have an opportunity to explore a greater range of interests, ideas, and activities. For all children, the pressure of "doing gender correctly," is greatly reduced, creating more space for them to discover new talents and interests.
- Whether in or out of school, children will encounter other children exhibiting wide ranges of gender expression. This is normal and, with a little reflection, we can all recognize it as something we encountered during our own childhoods. Tomboys or shy, sensitive boys are commonly recognized examples of children who buck societal expectations of gender expression. These children, and all children, deserve a safe, supportive learning environment in which they can thrive and empower themselves.

### *If you are talking about gender, aren't you discussing reproduction and sexuality?*

- The simple answer is "no." When we discuss gender, we talk about what people like to wear, the activities they engage in, and how they feel about themselves. This is not sexuality. Sexuality involves physical intimacy and attraction. Gender is about self-identity. Gender identity is a person's internal sense of where they fit on the gender spectrum. This includes all kids, "typically gendered or not"

# Bibliography



## Annotated Bibliography of Children's Books about Gender Diversity (See section at end of bibliography of books written by kids for kids)

**26 Fairmont Avenue** (series). DePaola, Tomie G.P. Putnam. 1999–2009.

DePaola recounts his childhood exploits, including dressing up as Snow White for Halloween and using his mother's lipstick to dress up as his favorite actress, Mae West. Ages 5 – 8

**10,000 Dresses.** Ewert, Marcus. Seven Stories Press. 2008.

Every night, Bailey dreams about magical dresses: dresses made of crystals and rainbows, dresses made of flowers, dresses made of windows. . . Unfortunately, when Bailey's awake, no one wants to hear about these beautiful dreams. Then Bailey meets Laurel, an older girl who is touched and inspired by Bailey's imagination and courage, and Bailey's dreams come true! Ages 5+

**The Adventures of Tulip, Birthday Wish Fairy.** Bergman, S. Bear. Flamingo Rampant. 2012.

Follow Tulip as he deals with the birthday wishes of all the nine-year-olds in North America. Tulip receives a wish from a child known as David who wishes to live as Daniela. He doesn't understand how to help, so he seeks the wise counsel of the Wish Fairy Captain. Ages 3 – 8

**All I Want To Be Is Me.** Rothblatt, Phyliss. CreateSpace Independent Publishing. 2011.

*All I Want To Be Is Me* reflects the diverse ways that young children experience and express their gender. The book gives voice to the feelings of children who don't fit into narrow gender stereotypes, and who just want to be free to be themselves. Visit [www.alliwanttobeisme.com](http://www.alliwanttobeisme.com) to learn more about how this book can be used by parents and teachers, and to hear the original song, "All I Want To Be Is Me", that goes along with the book. Ages 4+

**Amazing Grace.** Hoffman, Mary. Dial. 1991.

Grace loves stories, whether they're from books, movies, or the kind her grandmother tells. So when she gets a chance to play a part in Peter Pan, she knows exactly who she wants to be. Ages 4+

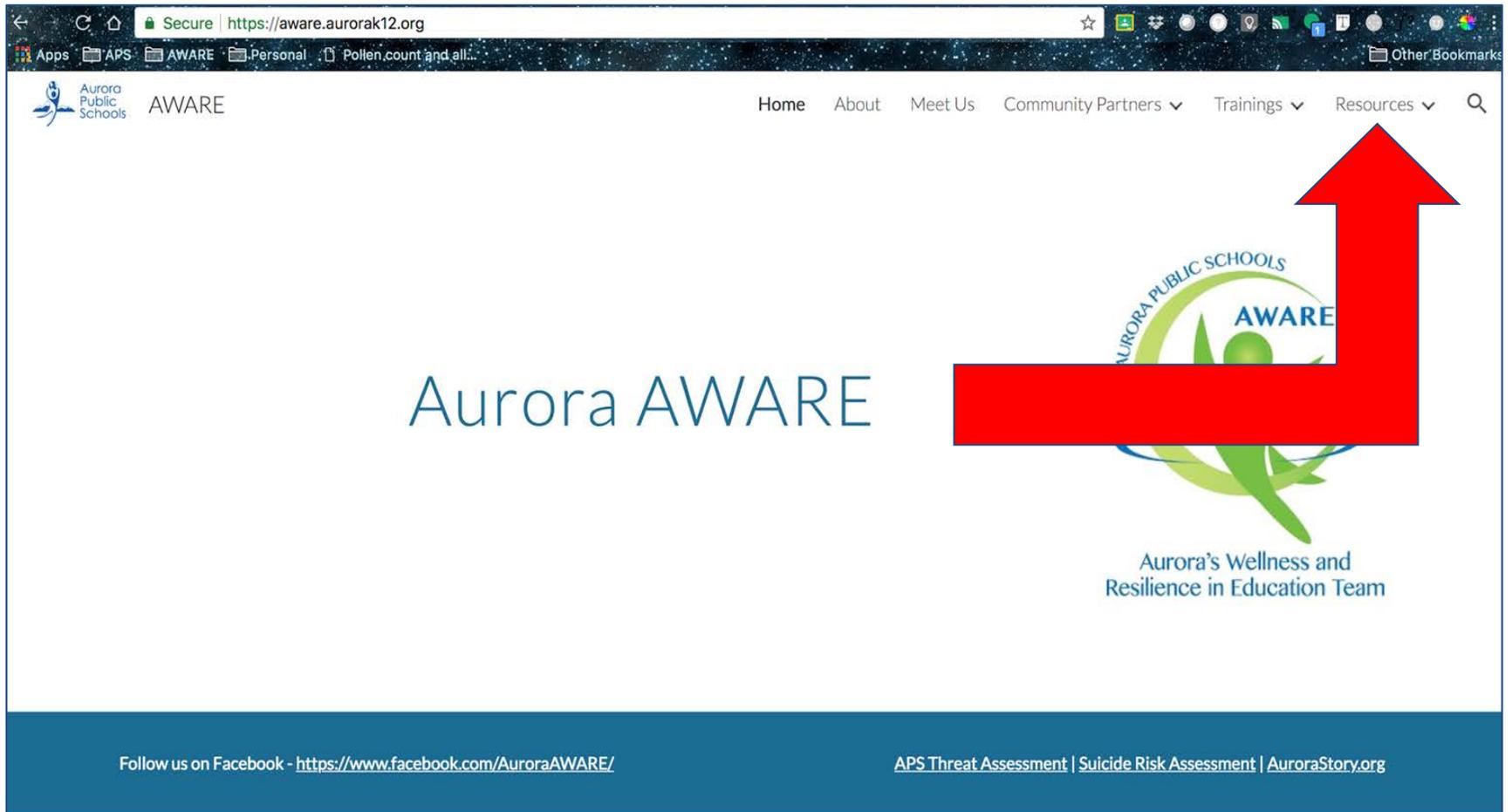
**Are You a Boy or a Girl?** Jimenez, Karleen Pendelton. Distributed by Two Lives Publishing. 2006.

Black and white photo illustrations accompany the story of a girl who follows her own interests, despite the comments of others. Ages 4 – 8

**Avocado Baby.** Burningham, John. HarperCollins. 1982.

The Hargraves, a kind but scrawny family, want their new baby to grow up big and strong. But the tiny genderless kiddo will hardly eat a thing. One day, Mrs. Hargraves finds an avocado in the fruit bowl, and the infant gobbles it up. But then, the strangest things begin to happen as the baby develops superhuman strength. Ages 3 - 7

# AWARE.AUORAK12.ORG



The screenshot shows a web browser displaying the homepage of <https://aware.aurorak12.org>. The browser's address bar shows the URL and a "Secure" indicator. The website header includes the Aurora Public Schools logo and the text "AWARE". A navigation menu contains links for "Home", "About", "Meet Us", "Community Partners", "Trainings", and "Resources". The main content area features the text "Aurora AWARE" and a logo for "Aurora's Wellness and Resilience in Education Team". A large red arrow points from the bottom right towards the "Resources" link in the navigation menu. The footer contains social media information and links to "APS Threat Assessment", "Suicide Risk Assessment", and "AuroraStory.org".

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