

Welcome!
**Gender Expansive and
Transgender Preschoolers**

**Come in and find your
spot to sit.**

Match your paint sample to the
sample found on one seat-this
is your spot.

NO TALKING!

Gender Expansive and Transgender Preschoolers

Amy Alt, 4Cs

she/her/hers

Karen Russell CESA 2

she/her/hers

Finding your spot

How did you feel?

Did you have a place to sit?

Did you fit in?

Would you have liked to be able to talk?

Would you have liked help from others?

Why would we start with this?



Gender?

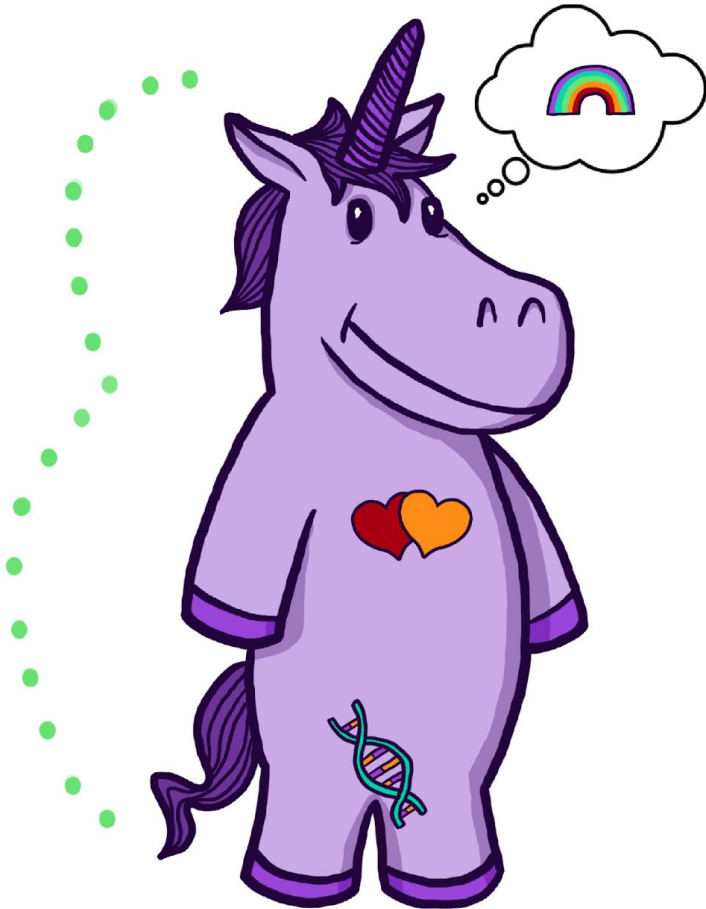
What do we mean by Gender?

How can this change?



*What does it mean when to be expansive,
transgender or gender fluid?*

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Gender Identity

-  Female/Woman/Girl
-  Male/Man/Boy
-  Other Gender(s)

Gender Expression

-  Feminine
-  Masculine
-  Other

Sex Assigned at Birth

-  Female
-  Male
-  Other/Intersex

Physically Attracted to

-  Women
-  Men
-  Other Gender(s)

Emotionally Attracted to

-  Women
-  Men
-  Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

A story for us to learn from

Ryland's story

<https://www.youtube.com/watch?v=yAHCqnux2fk>

Time to talk @ your table

What did you see,
hear?

How could you
use this video?

What surprised
you?

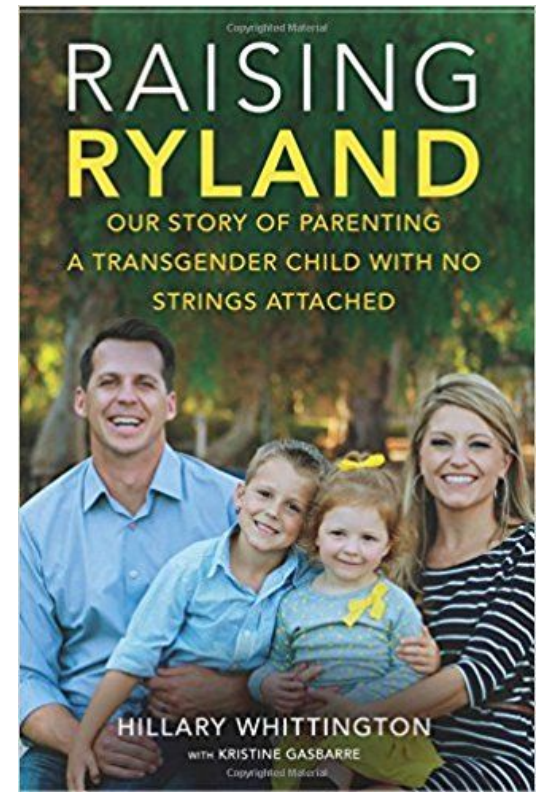
Would you feel
comfortable
sharing with
others?

What did you
already know?

A story for us to learn from

Ryland's story

<https://www.youtube.com/watch?v=yAHCqnux2fk>



Terminology

To help us learn the every changing terminology of the LBGTQ+ community let's play:

Kahoot!

Thank you to Stephanie Budge, PhD
Gender Expansion Conference
Edgewood Conference October 2016

Why the use of case studies?

The premise of the case method is that by analyzing real life scenarios based on actual events we can practice applying theoretical ideas to on-the-ground professional practice (Darling-Hammond 2006)

The case method allows us to practice stepping through a process of considering a range of perspectives and angles, to practice seeing the full complexity of everyday classroom situations; and, as a result, to reflect on the perspectives, angles, and complexities we might not see in the chaos of our day-to-day work lives. (Case Studies on Diversity and Social Justice Education, Gorski, Pothini 2014)

Why the use of case studies?

“It is our intention, and indeed our hope, that our book will create this kind of deeper reflection about equity, diversity, and social justice concerns in schools and, by doing so, encourage readers to consider how they might ensure that *all* students have the opportunity to excel – that *all* students will have equitable access to the best possible education we can provide.” (Case Studies on Diversity and Social Justice Education, Gorski, Pothini 2014)

These conversations should be challenging, hard and may stir up a wide range of emotions.

Please take care of yourself and each other.

Implicit Bias

Kirwan Institute for the study of Race & Ethnicity

Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

Implicit Bias

Kirwan Institute for the study of Race & Ethnicity

A Few Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

Time together with a case study

*At each table you have a case study that you will spend 25 minutes with-all tables have the same study

*Use the guiding questions to help organize your discussions

*Think about 1-2 key take aways or “ah ha” moments

*Then we will share your key concept with the larger group

Your time starts now ...



Time to share with the large group:

- *What were your big take aways as a group?
- *What surprised you?
- *How do you feel you would have handled this?
- *What supports could help you in this scenario?
- *Any systems thoughts?

Resources:

Let's look at some books

Moms speaking about their children:

https://www.youtube.com/watch?v=k_IGK7d5HbA

Dad's speaking about their children:

https://www.youtube.com/watch?v=rI7RLbt_OOE

How to be an ally!

*Think about Gender-what do you see within the environments you control? Anything you could shift, change or do differently?

*Continue to educate yourself-reading, professional learning opportunities

*Be aware of legislation, rules, policies that are proposed or in place

How to be an ally!

- Listen to what children are telling you and respect words, pronouns and language that is used to communicate their identity
- Be patient -lots of preschoolers show some fluidity in gender
- There is no “right or wrong” way to transition—this is an individual choice and with preschoolers families/caregivers must be involved

How to be an ally!

- *Share your own pronouns with others
- *Address jokes and comments when they occur
- *Provide bathroom space that is safe and excepting for all
- *Practice what you can say/do when situations arise

Time for practice

“Johnny can’t wear a pink hat/play with barbies-
he’s a boy and only girls wear pink/play with
those”

Time for practice

“Johnny can’t wear a pink hat/play with barbies-
he’s a boy and only girls wear pink/play with those”

HHHMMM, that is interesting what you just said. I wonder why we think only girls can wear pink/play with Barbies. Do you have any ideas why we might think that?

What if in this classroom we don’t follow those rules-what if here we say anyone can wear what they like and play with what we like? What if we can always support each other?

Time for practice

“Boys and girls it’s time to come to the rug for circle time”

“Hey guys look at this”

Time for practice

“Boys and girls it’s time to come to the rug for circle time”

“Hey guys look at this”

“Preschoolers it’s time to come to the rug for circle time”

“Hey scholars, look at this”

Time for practice

On your intake forms, after name there are 2 boxes: Male/Female or Boy/Girl

Time for practice

On your intake forms, after name there are 2 boxes: Male/Female or Boy/Girl

What if it simply stated: Gender _____

This allows for self identification if someone would prefer to share their gender or their child's gender beyond the Binary

What have we forgotten to talk about?



One of the beautiful things about human existence is how powerful we are when we come together.



THANK YOU for your time and energy
today!

Karen Russell-she/her/hers

Early Childhood PST @ CESA 2

karen.russell@cesa2.org

608.228.4827

Amy Alt-she/her/hers

Early Childhood Trainer & Consultant

amy.alt@4-c.org

608.216.7038