



**WASHOE COUNTY SCHOOL DISTRICT  
SEXUALITY, HEALTH, AND RESPONSIBILITY EDUCATION (S.H.A.R.E.)  
ADVISORY COMMITTEE MEETING**

Wednesday, August 21, 2019 at 5:30 p.m.  
WCSD Administration Building  
425 East 9th Street, Board Room  
Reno, Nevada 89512

## **AGENDA**

### **1. OPENING ITEMS**

- 1.01 Call to Order – 5:30 p.m., WCSD Administration Building, 425 East 9th Street, Board Room, Reno, Nevada 89512
- 1.02 Roll Call

### **2. DISCUSSION, PRESENTATION, AND ACTION ITEMS** – Please note regarding public comment: any individual may address the public body concerning any action item listed below. A completed "Citizen's Right to Speak" card must be submitted to the public body at the meeting. During the discussion of the action item, the Chair will invite the individual to come forward to speak. Individuals are limited to three minutes per item.

- 2.01 **ACTION TO ADOPT THE AGENDA** - Please Note: Items on this agenda may be taken out of order; the public body may combine two or more agenda items for consideration; and the public body may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. **The meeting will end at the conclusion of all items on the agenda, or the Chair will not entertain any new agenda items under Section 2 of this agenda at or near 8:00 PM. At or near 8:00 PM, the Chair will move to Section 3 of this agenda. Any items under Section 2 of this agenda not considered will automatically move to the next S.H.A.R.E. agenda.** (For Possible Action)
- 2.02 Discussion and Possible Action to Select a Committee Chair from the current membership of the Sexuality, Health and Responsibility Education (S.H.A.R.E.) Advisory Committee for a term ending June 30, 2020: Lydia DeFlorio, Dariah Scott, Kelly Roper, Ashley Wade, Brent Brooks, Sara Kiser, Sylvia Gonzalez, Cassi Levesque, Andrea Thompson (For Possible Action)
- 2.03 Discussion and Possible Action to Select a Committee Vice-Chair from the current membership of the Sexuality, Health and Responsibility Education (S.H.A.R.E.) Advisory Committee for a term ending June 30, 2020: Lydia DeFlorio, Dariah Scott, Kelly Roper, Ashley Wade, Brent Brooks, Sara Kiser, Sylvia Gonzalez, Cassi Levesque, Andrea Thompson (For Possible Action)
- 2.04 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from April 10, 2019 (For Possible Action)
- 2.05 Presentation and Discussion of a proposed process and time line in which committee members can share documents for consideration by the committee during committee meetings in regards to an agenda item. Committee members

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will be provided with a time frame for which to provide documents (For Discussion Only)

- 2.06 Discussion and Possible Action of the Proposed Sexuality, Health, and Responsibility Education (S.H.A.R.E.) High School Curriculum as directed by the Board of Trustees on June 4, 2019 to send draft Lesson Topic, Understanding Sexual Orientation and Gender Identity, back to the S.H.A.R.E Advisory Committee for additional review by the committee. Discussion may include review and revisions of Lesson Plans and Accompanying PowerPoint Presentation Materials, and the concepts proposed to include the meaning of gender, gender identity, and sexual orientation: components of sexual orientation; and gender expectations. Possible Action to Either Recommend Adoption by the WCSD Board of Trustees or Recommend Revisions to the S.H.A.R.E. Coordinator (For Possible Action)

### 3. CLOSING ITEMS

- 3.01 Announcement of Next Meeting: September 11, 2019, 5:30 p.m. at WCSD Central Administration Building, 425 East 9th Street, Board Room, Reno, Nevada 89512
- 3.02 Public Comment - Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A "Citizen's Request to Speak" card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section. All persons are limited to three minutes per item. In accordance with Open Meeting Law and on the advice of legal counsel, the public body is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment which are not already on the agenda. The public body may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, or amounting to personal attacks or interfering with the rights of other speakers. Correspondence or written materials submitted for public comment by the general public shall be attached to the minutes of the meeting.
- 3.03 Adjourn Meeting

Forum Restrictions and Orderly Conduct of Business: The S.H.A.R.E. Advisory Committee conducts the business of the Washoe County School District during its meetings. The presiding officer may order the removal of any person whose statement or other conduct disrupts the orderly, efficient or safe conduct of the meeting. Warnings against disruptive comments or behavior may or may not be given prior to removal. The viewpoint of a speaker will not be restricted, but reasonable restrictions may be imposed upon the time, place and manner of speech. Irrelevant and unduly repetitious statements and personal attacks which antagonize or incite others are examples of speech that may be reasonably limited.

Members of the public wishing to request supporting materials for this meeting or who are disabled and require special accommodations at the meeting should contact Rochelle Proctor, S.H.A.R.E. Administrator. Ms. Proctor can be contacted in writing by email at [RProctor@washoeschools.net](mailto:RProctor@washoeschools.net), at PO Box 30425, Reno, Nevada 89520-3425 or by telephone at 775-861-4476.

This agenda and supporting materials, as indicated, have been posted at the following locations:

[www.washoeschools.net](http://www.washoeschools.net) (with supporting materials)

[www.boarddocs.com/nv/washoe/board.nsf/public](http://www.boarddocs.com/nv/washoe/board.nsf/public) (with supporting materials)

State of Nevada website (notice.nv.gov)

WCSD Central Administrative Building

Washoe County Administration Building

Washoe County Courthouse

Reno City Hall

Sparks City Hall

Sparks Library

Pyramid Lake Paiute Tribe Administration Building

Reno Sparks Indian Colony Administrative Office

**Meeting Minutes of the  
Sexuality, Health, and Responsibility Education (SHARE)  
Advisory Committee of the  
Washoe County School District Board of Trustees**

**April 10, 2019**

**1. OPENING ITEMS**

**1.1 CALL TO ORDER**

The meeting of the SHARE Advisory Committee was called to order at 5:31p.m. at the WCSD Administration Building, 425 East 9th Street, Board Room, Reno, Nevada 89512.

**1.2 ROLL CALL**

Chair Claudia Bessette, and Members Kelly Roper, Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Sara Kiser, and Brent Brooks were present. Members Dariah Scott and Victoria Lokke were absent. Rochelle Proctor, WCSD SHARE Committee Liaison, and staff were also present.

**2. DISCUSSION, PRESENTATION AND ACTION ITEMS**

**2.1 ACTION TO ADOPT THE AGENDA**

There was no discussion.

**On motion by Kelly Roper, second by Sara Kiser, the S.H.A.R.E. Advisory Committee approved the agenda as presented** (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Sara Kiser, Kelly Roper, Brent Brooks, Nay: 0) Final Resolution: 7-0, Motion Carries.

**2.2 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from January 30, 2019**

There was no discussion.

**On a motion by Tiffany Hoffman, second by Lydia DeFlorio, the S.H.A.R.E. Advisory Committee approved the minutes of the January 30, 2019 meeting of the S.H.A.R.E. Advisory committee** (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Sara Kiser, Kelly Roper, Brent Brooks, Nay: 0) Final Resolution: 7-0, Motion Carries.

**2.03 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from February 20, 2019**

There was no discussion.

**On a motion by L. DeFlorio, second by Tiffany Hoffman the S.H.A.R.E. Advisory Committee approved the minutes of the February 20, 2019 meeting of the S.H.A.R.E. Advisory committee** (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Sara Kiser, Kelly Roper, Brent Brooks, Nay: 0) Final Resolution: 7-0, Motion Carries.

#### **2.04 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from March 13, 2019**

There was no discussion.

**On a motion by Tiffany Hoffman, second by Kelly Roper, the S.H.A.R.E. Advisory Committee approved the minutes of the March 13, 2019 meeting of the S.H.A.R.E. Advisory committee** (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Sara Kiser, Kelly Roper, Brent Brooks, Nay: 0) Final Resolution: 7-0, Motion Carries.

#### **2.05 Presentation and Discussion of the Proposed Sexuality, Health, and Responsibility Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson Three and the concepts proposed to include Responsible Use of Technology; and proposed inclusion of three videos: Teen Voices: Sexting, Relationships, and Risks <https://youtu.be/IZwVT6WnPOY> , Internet Danger-Everyone Knows Sarah <https://youtu.be/ThxmqXMBpoM> , #ThinkTwice-Your Digital Footprint Matters <https://youtu.be/9eSxZPu4oqQ> ; and Possible Action to Either Recommend Adoption by the WCSD Board of Trustees or Recommend Revisions to the S.H.A.R.E. Coordinator**

Rochelle Proctor, S.H.A.R.E. Coordinator, discussed the three videos as described in the title. The remaining content of Draft Lesson Three, not including the videos, was approved during the January 30, 2019 meeting of the S.H.A.R.E. Advisory committee.

Member Roper made the comment that she liked the videos and that they were very thoughtful.

Member Bessette made the comment that she liked the students speaking in the sexting video and that it was very powerful.

**On motion by Kelly Roper, second by Ashley Sonderfan, the S.H.A.R.E. Advisory Committee forwarded Draft Lesson Three of the high school S.H.A.R.E. Curriculum with the inclusion of three videos: Teen Voices: Sexting, Relationships, and Risks, Internet Danger-Everyone Knows Sarah,**

**and #ThinkTwice-Your Digital Footprint Matters to the Board of Trustees for consideration of approval.** (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Sara Kiser, Kelly Roper, Brent Brooks, Nay: 0) Final Resolution: 7-0, Motion Carries.

- 2.06 **Presentation and Discussion of the Proposed Sexuality, Health, and Responsibility Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson Six and the concepts proposed to include defining consent, coercion, and incapacitation; and the proposed inclusion of two videos: "2 Minutes Will Change the Way You Think About Consent" <https://www.youtube.com/watch?v=laMtr-rUEmY> and "Pitch Perfect 2 Trailer-Ellen Show Version" (2:10-2:27) <https://www.youtube.com/watch?v=KBwOYQd21TY>; and Possible Action to Either Recommend Adoption by the WCSD Board of Trustees or Recommend Revisions to the S.H.A.R.E. Coordinator**

Rochelle Proctor, S.H.A.R.E. Coordinator, discussed proposed videos from lesson six (Content of Lesson six was approved 3/13 with the exception of the two videos) with a review of the Powerpoint presentation that will be used by teachers. The teacher will have the conversation, probing for discussion with students regarding consent, going over the definition, and having healthy communication around it.

Member Hoffman asked if there is a teacher talking point about revoking consent. Ms. Proctor responded, referencing the previously approved "Tea Consent Video" and asked member Hoffman if she was suggesting a specific point in the teacher discussion be added. Member Hoffman acknowledged she would like something added about revoking consent.

Member DeFlorio referenced the section of the lesson that read: "The smartest thing he can do is take her no as her answer. It doesn't matter how she said it, but he has to go with what she actually said." The Committee discussed changing the wording which is noted in the friendly amendment below.

Member Sonderfan asked for clarification on member DeFlorio's suggestion, asking if the bullet point wording be changed.

Rochelle Proctor, S.H.A.R.E. Coordinator, suggested adding that the teacher model what a clear and enthusiastic yes is.

There was a discussion between the members around the wording of the bullet point. Member Kiser suggested the following changes: Any signs of discomfort, physical or verbal should be read as no.

**Public Comment:**

- Ruth Salas spoke in favor of the proposed curriculum and suggested adding the points Freely Given, Reversible, Informed, Specific, and Enthusiastic to the definition of consent.

Member Roper asked if the points made by Ruth Salas have been discussed in past meetings. Chair Bessette responded that no language that concise has been discussed.

Member Brooks made motion to add language related to consent, approve the videos, and forward to Board of Trustees. The motion was seconded member Roper. Member Hoffman suggested the revised language mirror what was proposed by member Kiser. Member Kiser offered a friendly amendment to include the language: A clear and enthusiastic yes, any signs of discomfort should be read or interpreted as no. This friendly amendment was accepted by members Brooks and Roper.

**On motion by Brent Brooks, second by Kelly Roper, the S.H.A.R.E. Advisory Committee forward Draft Lesson Six of the high school S.H.A.R.E. Curriculum related to the concepts proposed to include defining consent, coercion, and incapacitation with the inclusion of two videos: "2 Minutes Will Change the Way You Think About Consent" and "Pitch Perfect 2 Trailer-Ellen Show Version" (2:10-2:27) to the Board of Trustees for consideration of approval with recommended changes to the curriculum as follows: the addition of language that consent must be freely given, is reversible, and should be enthusiastic, informed and specific with both words and behaviors matching, and that any signs of discomfort should be read or interpreted as no.**

(Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Sara Kiser, Kelly Roper, Brent Brooks, Nay: 0) Final Resolution: 7-0, Motion Carries.

### **3. CLOSING ITEMS**

#### **3.1 ANNOUNCEMENT OF NEXT MEETING**

The next meeting date and location of the SHARE Advisory Committee is to be determined.

#### **3.2 Public Comment:**

There was no public comment at this time.

#### **3.3 ADJOURN MEETING**

There being no more business, Chair Bessette adjourned the meeting at 6:14pm.

DRAFT



## Lesson Topic: Understanding Sexual Orientation & Gender

### Objectives:

- Explain the meanings of gender, gender identity, and sexual orientation.
- Describe the three components of sexual orientation (orientation, behavior and identity).
- Define different gender expectations in our culture.
- Identify where they receive messages about gender expectations. **Activities:**

Brainstorm the meanings of gender and sexual orientation and how they differ. Sexual orientation: myths and facts

Reflect on received messages regarding how people assigned “female” and “male” genders should act.

### Lesson: Part 1

#### Setting the ground rules about language:

Go to the flipchart sheet with “Use with Caution” written on it. Ask the class, “When you see a yellow sign out in the world-like by a construction site- what does that tend to mean?” Probe for “caution.” Say, “A lot of times people are taught certain language around sexual orientation that is offensive or wrong-and other times, there are words that are sometimes okay and sometimes not. So, there are times we must use caution before using them. Take down the bottom half of the chart and explain to the class that as we go along, it’s possible that some of these words or phrases will come up. If I hear one or use one, which is likely to happen as we go through the lesson, I will write it on our chart.

#### 1. Start the PowerPoint ▪ Slide 2: What is Sexual Orientation?

Brainstorm responses ○ Possible responses:

- Who you like
- Who you’re attracted to

### What is “Sexual Orientation”?

- Sexual orientation is about who you’re attracted to and who you feel drawn to romantically, emotionally, and sexually.
- Can include more than one gender
- Includes love: can know one’s orientation without necessarily doing something sexual with another person

- Slide 3: What are some names we have for sexual orientation categories?
  - For example, if someone is attracted only to people of a different sex, what might that person call themselves?" (Probe for "heterosexual;" chances are, you will hear "straight\*." Be sure to say, "Straight – or heterosexual" as you put "straight" up on the Use Caution language list). Ask for other ideas, which may include
    - Straight\*
    - Gay
    - Lesbian
    - Homosexual\*
    - Bi or Bisexual
    - Queer\*
    - Pansexual
    - Asexual

Once the list is up, click on PPT to show each term.



- Slide 3: What does each term mean?
  - Heterosexual – someone who is only attracted to people of a different gender
  - Lesbian or gay – someone who is only attracted to someone of their same gender
  - Bisexual – someone who may be attracted to people of their own gender AND to people of a different gender.

\*Note to the Teacher: If you choose to describe “pansexual,” or if a student has used that term, this would be the time to explain what it means – that bisexual technically means “two,” and pansexual means “many.” So people who are attracted to more than two genders – including transgender individuals – may use the term “pansexual” rather than “bisexual.”

- Queer\* – students often struggle with this one. It can be used in a number of ways: someone may feel like the other categories are too restrictive and don’t describe them accurately. Someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are.
- Asexual – If this term comes up, you would define it as someone who does not have feelings of sexual attraction. An asexual person can still fall in love with and be in relationships with other people, but these relationships do not include a sexual relationship.

\* Note to the Teacher: Some students will add in “transgender,” mostly because they have seen the acronym, “LGBT.” Be sure to tell them that being transgender is not about sexual orientation or who we are attracted to, but it is about how we understand our gender.

For example someone may be male, or female, or transgender – and still have a sexual orientation.

- Slides 4-6: Explain the concepts of Orientation, Behavior, and Identify.

### **Sexual Orientation Has Three Parts To It**

- **Orientation – Who we’re attracted to**
- **Behavior – How we behave sexually**
- **Identity – What we call ourselves**

## In Most Cases, These “Match”

- If I'm attracted only to people of a different sex (Orientation)
- Chances are I'll only be sexual with people of a different sex (Behavior)
- Chances are I'll call myself “heterosexual” (Identity)

## But When They Don't Match...

- Identity “wins.”
- People have the right to call themselves whatever they wish – even if it may not make sense to others.

### Activity: Sexual Orientation-Myths/Facts

- There's a lot of talk in the media about people of all different sexual orientations. Some is true and a lot is incorrect information.
  - Pass out Myths and Facts (give students about 5 minutes to complete, then have them partner up and compare answers. Discuss student responses as a whole group.
  - Using the Teachers Myths and Facts Guide, go through each question and ask students to volunteer their answers and reasoning's. Have students make any corrections as answers are reviewed.

**INSTRUCTIONS:** Decide whether each of the statements is a myth or a fact, and circle the corresponding response.

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

FACT

2. Most know what their sexual orientation is by the time they are 13

MYTH

FACT

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

5. In a same-sex relationship, one person plays a “male” role, and the other plays a “female” role.

MYTH

FACT

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

FACT

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

FACT

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

#### MYTH

The answer here is really, “not necessarily.” Sometimes, a person will act in a way that fulfills stereotypes about a heterosexual, lesbian or gay, or bisexual person. But people act, speak, and dress in all different ways, regardless of their sexual orientation. They have many different kinds of families, jobs, and interests. So while someone may guess correctly that a person is a particular orientation, they could guess the same about someone with similar characteristics and be completely wrong. When in doubt, ask – or, better yet, wait for them to share with you who they are. We all have a right to decide when we want to share personal information about ourselves with others.

2. Most people know what their sexual orientation is by the time they are 13 years old.

#### MYTH

It's really different for everyone. Some people know from a very young age. Many children who do not end up identifying as heterosexual say they had a sense of being “different” growing up, but they didn't necessarily have the language to articulate it. Others are sure they are one orientation, and then come to discover later that they are not. Still, others know very well what orientation they are, but act in ways that will enable them to conceal it. This is particularly risky when it comes to safer sexual behaviors; if someone, for example, were to get pregnant or get someone pregnant in order to hide that they aren't heterosexual.

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

#### MYTH

The vast majority of lesbian, gay, bisexual, heterosexual and other people were raised by heterosexual parents or caregivers. Similarly, there are lesbian, gay, bisexual, and other parents and caregivers who raise heterosexual children. A parent or caregiver does not determine a child's orientation by how they behave with their child, by their own orientation, or by the activities their children do at home or out in the world. (For example, playing with dolls does not “make” a boy gay – he may be and he may not be, but his orientation was already determined before he started playing with those dolls.)

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

#### MYTH

Nope. You can change your BEHAVIORS, you can change your IDENTITY – but you can't

change your ORIENTATION, or how you feel. Feelings of attraction are discovered, not chosen. It isn't something a person can turn on and off like a light switch. We don't choose who we are attracted to. Now, sometimes we can discover new feelings of attraction – for example, always being attracted to one gender, and then finding someone or others of a different gender attractive later in life. That is different from sitting down and trying to change the way you feel – or from going to therapy or to church to try to influence your feelings. It doesn't work, and can end up doing real psychological and emotional harm.

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

#### MYTH

Like in question number one, this is also a “not necessarily” answer. Most societies are stuck in a binary gender perspective – meaning that there needs to be a man figure and a woman figure in a relationship for it to work. As a result, people will look to a stereotypically “masculine” person to fulfill the “male” role in a same-gender relationship, and a “feminine” person to fulfill the “female” role. Now, in some relationships, people do express characteristics that may be judged by some to be either “masculine” or “feminine” – but gender doesn't necessarily determine this. For example, in a different-gender relationship, a female partner may support the family financially while her male partner is a stay-at-home dad and raises the children. In a lesbian relationship, one partner may make more money and the other may stay home and raise children. It is circumstance that causes these decisions to be made, not the desire to “be like a man” or “be like a woman”.

6. The majority of people in the world with HIV or AIDS are gay men.

#### MYTH

Approximately 37 million people around the world are living with HIV or AIDS. Women and children make up about half of those cases, and men make up the rest. The vast majority of people living with HIV around the world are women who contracted HIV from a male partner. Keep in mind, however, many people have same-sex behaviors but don't identify as gay or lesbian.

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

#### MYTH

The US Supreme Court decision granting the right for same-sex couples to marry throughout the US only applies to that. In many states, LGB people can still be discriminated against in the workplace, in housing and in medical settings. It was a huge decision relating to equal rights, but there is much work left to do to eliminate prejudice and stigma for LGB people.

### Go Back to Flipchart:

- Go over any terms that were added to the chart. Ask if any have been left off.

- If any derogatory terms have been given, explain to students that these are very derogatory and not to be used... (Could put up a red stop sign or a red light on a traffic signal).

## Lesson: Part 2:

Write the word "gender" on the board. ○ Ask, "What does gender mean?" In most cases, people will say, "it's whether you're a boy or a girl." After a few responses, ask, "How does someone determine whether you're a boy or girl?" There will likely be a range of responses, but most commonly they will get at "it's how you're born." Ask, "When you're born, how do they know what your gender is?" Probe for "by looking at the baby's genitals."

- Explain that there's a slight difference here – that when you look at the baby's genitals, all you're seeing is their external body parts.
- Based on what we see, we assign a name to describe that baby – we say, "it's a boy" or "it's a girl."
- This is called a person's biological sex (write the phrase "**biological sex**" up on the board to the left of the word gender). ○ "**Intersex**" people who are born with external genitals that don't match their internal organs. For example, someone who has a vulva but no uterus.
- Look in the mirror and see your body, what you see in the mirror – what we just discussed – is part of your biological sex. ○ Gender identity is how you see yourself based on those body parts.
  - Cisgender: a person's gender (how they feel on the inside) identity corresponds to the person's biological sex assigned at birth.
  - Transgender: a person's gender identity (how they feel on the inside) that does not correspond to the biological sex assigned at birth.

Slide 7:



## Gender Identity

- Is about who you ARE.
  - How you feel inside.
  - How you express your gender through clothing, behavior, and personal appearance.
  - It's a feeling that begins very early in life.
  - Not who you are attracted to.

### Activity: Scripts

Gender scripts are how people are expected to behave based on their biological sex.

- Have students work in small group ○ Pass out Gender Scripts activity sheet
- Have students list gender scripts heard about people of a different gender from your own. For right now, we're just going to talk about boys and girls.
- Have students share their responses with the group and write on board.
- Ask students ○ What do they notice about the list
- How did you know that these were the gender scripts growing up ○ From where/whom have you been receiving these scripts
- So far we've been talking about people who are assigned either male or female at birth and what they see on the outside (genitals) and what they feel on the inside, match. ○ Sometimes, however, the body parts are different from how a person feels on the inside. That person may call themselves 'transgender.' How might someone who identifies as transgender react to these scripts?" ○ Have students discuss Gender Scripts Activity:

Directions:

- From the time we are born, we receive messages about the way we are supposed to act, dress and speak based on the sex we are assigned at birth-just like we were provided a script and asked to follow it through our lives.
- In the space provided, please give examples of some of the messages you or people close to you have received about how we are supposed to behave based on whether a person was assigned male or female at birth.

ASSIGNED FEMALE

ASSIGNED MALE

Closing: Probe for questions or any clarifications that need to be addressed.