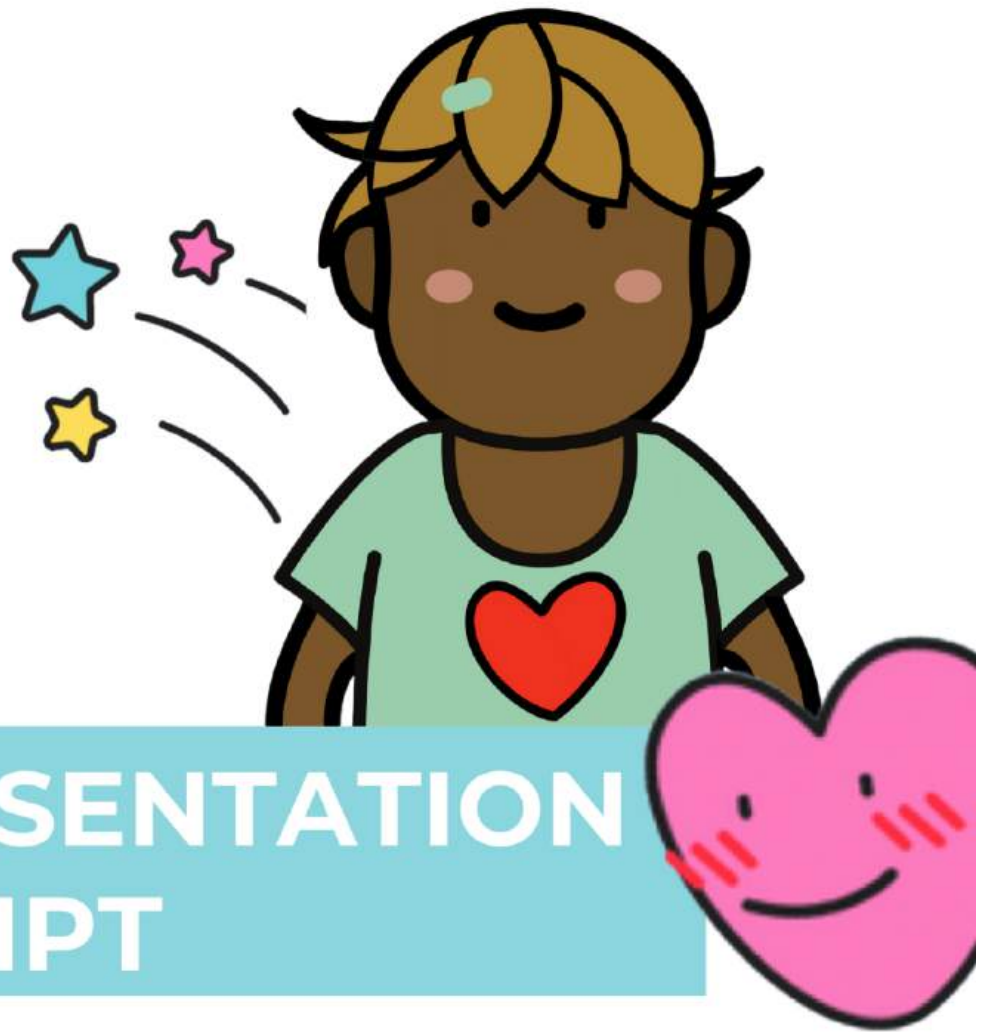


2024



PRESENTATION SCRIPT

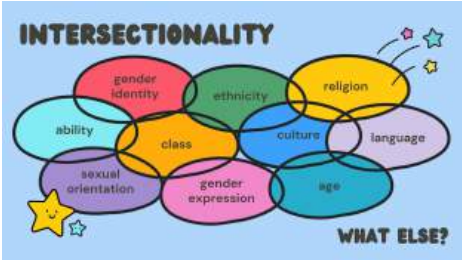
★ RAINBOW KIDS ★

RAINBOW KIDS

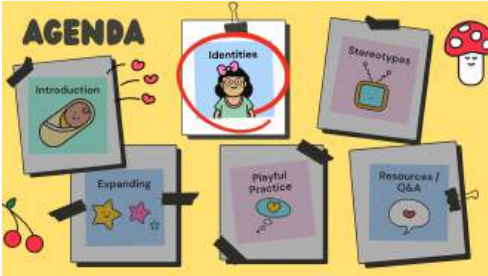
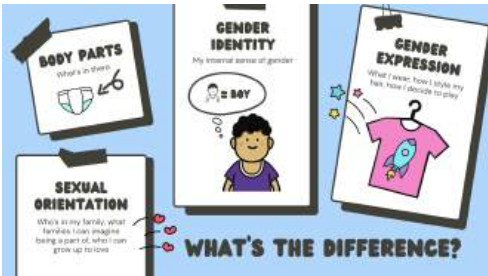
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Slide	Learning Goal / Talking Points	Slide Content
	Title Slide <i>(music plays)</i>	 A title slide for 'RAINBOW KIDS' featuring the title in large, colorful, bubbly letters. Below the title, it says 'a project of' followed by a small logo and the text 'Community Equity Collaborative'. The slide is decorated with a rainbow, stars, and hearts on a yellow background.
FACILITATOR 1 FACILITATOR 2 Approx 30 seconds	I understand who is leading this training (organizations and individuals). - Name, pronouns, and a bit about yourself Facilitator 1: [YOUR NAME], I use [YOUR PRONOUNS]. [Brief description of yourself and your background]. Facilitator 2: [YOUR NAME], I use [YOUR PRONOUNS]. [Brief description of yourself and your background].	 A slide titled 'YOUR FACILITATORS' showing two photos of the facilitators. On the left is Azisa Todd, identified as (they/them) from The San Mateo County Pride Center. On the right is Nathanael Flynn, identified as (he/him or they/them) from Gender Justice in Early Childhood. The slide is decorated with a heart and a small drawing of a person.
FACILITATOR 1	Here is an overview of today's training: - First, we will go through a brief introduction about what to expect. - Then we will discuss identities, focusing on gender and love, and how we can create age appropriate ways to support having conversations about them. - We will also look at the messages and biases children receive from the world around them - Next, we will talk about how to create a more expansive and inclusive environment - Then, we will practice together on using pronouns and telling stories that welcome a diversity of genders and roles into our children's lives - Finally, we will wrap up with some resources	 An agenda slide titled 'AGENDA' showing a flow of topics: Introduction, Identities, Stereotypes, Expanding, Playful Practice, and Resources / Q&A. Each topic is represented by a small icon or drawing on a card, connected by arrows. The slide is decorated with a heart, a star, and a small drawing of a person.

	and about 30 minutes of Q&A	
FACILITATOR 1 45 seconds	I understand the learning goals for this training. - Above all else, the primary goal is to learn, educate, and think about the messages children receive about gender, love and family. - This training will highlight both inclusive and not-so inclusive examples of gender and love, while providing the opportunity to reflect on what we are told, and what we can unlearn - Challenging these messages can be difficult, so we want to help you all grasp the basic grounding language to support you when conversations about gender and diverse families occur with your children	
FACILITATOR 1 1 min	I understand how to engage during this training. - We love audience participation, and though our abilities to interact with you are limited here, there will be plenty of opportunities to engage throughout the training. - BRIEF PAUSE - We will also offer time to pause and reflect on some of the concepts and scenarios we'll share. - BRIEF PAUSE - We also invite you to pause the video at any time, discuss with others if you're able, and reflect on any of the content covered! - And finally, we want to let you know that all of the resources and organizations mentioned throughout this training will be shared through a QR code provided at the end of this presentation - BRIEF PAUSE	

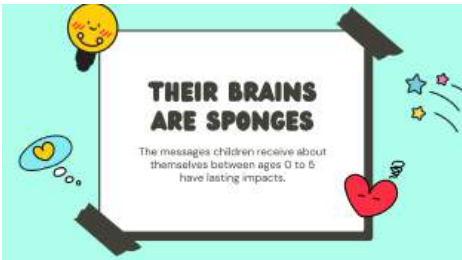
FACILITATOR 2 1 min (minus poll)	I understand why this training is relevant to all families of young children • We created this training thinking about all families because all of us are navigating gender and love and relationships - our own and other people's. • All of us are in a world where LGBTQ+ people exist and deserve to be treated well. • This is a 101 training, and focused on why and how to start having conversations with young children about diversity as it pertains to gender, love, and families. • And we want to specifically welcome participants who are or have LGBTQ+ family members, if that's you or if that's someone you love.	
FACILITATOR 1 1 min	I recognize the intersectionality of people's identities and experiences (including certain privileged identities) • We will talk in a bit about how communities develop their own constructions of gender and sexuality. Right now, I would like to talk about intersectionality • Yes, there is an LGBTQ+ community, but even within the community, we have experiences and identities that make us unique! • Intersectionality was coined by Kimberle Crenshaw to highlight how aspects of who we are, like our age, dis/ability status, and more influence the privileges and disadvantages we face ◦ Example: three LGBTQ youth are at school. However, one is Black, one is Asian, and one is White. They hold an overlapping experience in their LGBTQ+ identities but may experience oppression and racism differently because of their racial/ethnic backgrounds • Diversity should be celebrated and honored, while also being considerate of not everyone holding the same privileges as others.	

	• Even though we as presenters may not see your faces, we know that everyone in this space is uniquely themselves! And that's a beautiful thing	
FACILITATOR 2 1 min 15 sec	This topic is personal and can feel both simple and complex. • We want to take a moment to recognize that talking about gender and sexual orientation with young children can feel really personal and may feel complex. • So many of us grew up with negative messages about LGBTQ+ people in the media or culture. You may have also grown up with negative messages from your family, your religious community, your school community, and more. • Or with families and communities who didn't talk about these topics with us when we were young. So often, topics like bias and identity are seen as "adult" or "mature" topics. The assumption is that being silent about these topics is protective, but the silence we experienced has an impact. • It may have left us not knowing what to say now. • It can also mean that we took in those negative messages in our society because they were the only ones available, and we need some time to recognize that those messages are inside us, even if we don't agree with them. • In this way, the silence around gender diversity and sexual orientation with young children perpetuates and even exacerbates the bias in the world. • We need to find ways to talk about these topics in age-appropriate ways. Throughout this training, we'll be working on that. • One example to start with is sexual orientation: an age-appropriate way of talking about this is focused on families and love. What can families look like? In children's home, community, and in their play? Who can a child imagine themselves to be/become? • We want you to leave this training feeling like you	

	have the knowledge and autonomy to make choices about how you engage with children in your lives around these topics, and to be thoughtful about the ways you support a child's understanding of themselves and their community."	
FACILITATOR 2 45 sec	I understand the goals of the presenters in terms of supporting young children. - We want to empower you with information and reflection tools, so you can nurture and support the children in your life to safely explore who they are and who is in their world - And to recognize them as the narrators of their own experiences. In other words, while you have influence on the children in your lives, they know who they are at this moment and are building their own understandings of their experiences.	
FACILITATOR 1	Now we are going to talk about identities, specifically focusing on gender and love!	
FACILITATOR 1 3 min 15 sec	I understand the differences between anatomy, gender identity, gender expression, and sexual orientation as it relates to the preschool years. - We all have these components of who we are - our bodies, our identities, how we express ourselves, and who we love. - There is this cultural narrative that each of these things are linked in a very prescribed way. If we can know what your genitals are, then we know how you identify - We label this as your sex assigned at birth (anatomy, chromosomes, etc) - The cultural narrative around this then creates assumptions about what you'll like to play with or	

	do and how you'll want to dress, and, when you're growing up, who you will love. ○ Ex: If you have a vulva, you'll identify as a girl, you'll want long hair and dresses and dolls, and you'll grow up to love men. ● And that can be true for so many people! ● But, the idea that anything different than this is not okay or just doesn't exist is where bias against LGBTQ+ people starts and damage is done. ○ The implication that anything outside of the binary male/female categorization is viewed as the "abnormal" leads to folks being viewed as less than. And that's not safe nor affirming. ● So, we want to be clear that while these are all aspects of being a human, there is diversity within each aspect that we don't want to ignore or vilify, and each aspect is not inherently linked. ○ You love who you love ○ You like what you like ○ You are who you are ○ And you have the body you have ● You deserve acceptance, understanding, support, and community however you are and so do children.	
FACILITATOR 2 2 min 45 sec	I understand that gender is part of children's experience/development from an early age. ● Young children are learning about gender and love and families. Whether or not we're intentionally talking about it, gender and relationships are visible to children. And, children have their own sense of self and are forming ideas about who people can be. While their own sexual orientation comes later, their sense of their gender and what's possible starts now. ○ For example, by the time they're turning one, most children can show us that they're	 The illustrations show three stages of a child's development: 12 MONTHS: A child is shown with a thought bubble containing icons of a girl and a boy, with the text 'Can categorize by gender'. 2 YEARS: A child is shown with a thought bubble containing icons of a girl and a boy, with the text 'Recognizes gender stereotypes'. 2.5 YEARS: A child is shown with a thought bubble containing the text '= BOY', with the text 'Knows their own gender'.

	thinking about gender and making categories for the groups they see. For example, 12 month olds might say or sign “Daddy” about everyone they think of as a man, similar to how they might call every four legged creature “dog.” We’ve also seen gender awareness in studies of younger infant’s attention to images. ○ By two, we’ll see children’s play start to reflect ideas about gender in their home culture. So, in my cultural context, that can mean pointing to pictures of kids with short hair in books and saying “boy,” or giving a truck to a boy to play with, or choosing only to only play with dolls. ○ By 2 and ½ years old, children will share about who they are. You can probably picture a child this age saying, “I’m a big girl!” or loving to wear a color or texture of clothing, or being uncomfortable in certain kinds of clothing. Those are all aspects of sharing about who they are and what they like. ○ I also know kids this age who are clear that they are not the gender we assumed they are. I know children who started telling people they trust they are a boy not a girl or a girl not a boy as soon as they could talk. ○ We’ll also see young children not identifying with binary gender at this age. This can look a number of different ways, including focusing on their name, like saying “I’m Rowan” if asked if they’re a boy or a girl, or focusing on being a kid, or getting really into playing an animal character and talking about being that animal as an alternative to talking about gender. ● While these examples are some of the ways very young children express themselves, we also know that all children are different and developing in their own ways. How are your children expressing themselves? How are you able to connect with their ideas about gender? ● Over the next few years, children will often have a lot to show us or say about how they are	
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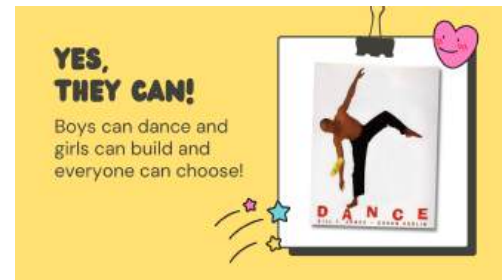
	understanding gender, family, and love. Personally, it's been a long time since I walked by a classroom of preschoolers without someone asking me if I'm a boy or a girl. And I can think of so many examples of children telling me "we're getting married" or creating a family game. These are some examples of how children bring up age appropriate ideas about LGBT identities. - Unfortunately, we can also see the beginnings of gender and sexual orientation bias in children's play at this age. I'm guessing you can think of a time when a child said something like, "boys can't be dancers" or "no girls allowed." We also see children self-censoring their play and playmates, particularly when they're playing in groups, and limiting what they have access to and who they get to know. - Fortunately, though children may sound very convinced about their ideas, in my teaching, I've seen how often they're truly open to learning and changing.	
FACILITATOR 2 35 sec	I realize that the early years are a critical time for brain development. The messages my children receive about themselves during this period can change their lives. - You may have heard this metaphor that children's brains are sponges, soaking everything in. You've probably experienced their growth and ability to learn first hand. - There are so many amazing things going on, and we know that young children observe, categorize, and make meaning from their experiences. We also know that they look to the trusted people in their lives to help them understand and interpret those experiences. <i>[Next Slide]</i> - So when a child does say "boys can't be dancers," we can help them understand that anyone can dance. By ensuring they have access to seeing men dance, reading books like <i>Dance!</i> by Bill T. Jones, and talking about movement or having dance parties, we can help boys access the motor development, joy, and	

connection that comes from dancing.

- And, we help all kids accept and include the boys who are drawn to dancing.
- This is a small example of what we know about bias and discrimination: children see and replicate the biases in their culture, unless someone is there to help them reflect, think, and do different things.
- We can be there and help them think about and challenge unfair ideas.

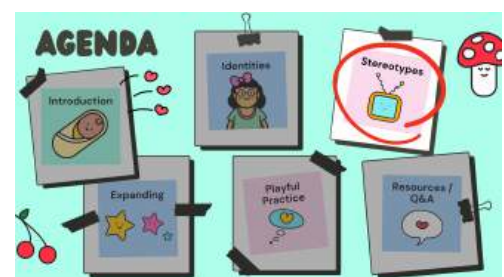
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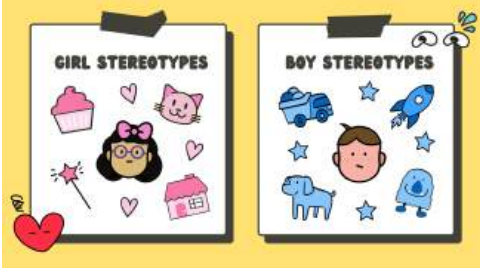
- And, there are consequences if we stay silent. Children learn that adults accept stereotypes, and that they should too. Silence can even create fear - for children, it can seem like a topic is so dangerous that adults can't even talk about it.
- We also know that silence has a profound impact on children's sense of themselves, particularly if who they are is what adults aren't talking about. One example of this comes from the 2015 US Trans Survey by the National Center for Trans Equality, the most recently published study of transgender people by transgender people. Of over 27,000 respondents, 60% began to feel their gender was different from their assigned gender by age 10, but only 5% started to tell others. Think about the fear, shame, and isolation those 95% of children were living with for so long.
- We cannot decide who children are but we can support and influence how they feel about themselves and other people.



FACILITATOR
1

Let's look at the stereotypes that surround young children every day



FACILITATOR 1 1 min 30 sec	I recognize the existence/dominance of culturally-based binaries around gender norms for small children. • If we know there is a need to have inclusive & expensive conversations about gender as adults, it is also important that we begin those conversations with young children • Let's think about what examples our children are influenced by at an early age • Facilitator 1: <i>[pause for a minute to allow invisible audience to reflect]</i> • We often hear nowadays conversations about getting rid of the gender binary, but what is that? • Binaries are what we call when two things are in opposition to one another. For example: cats vs. dogs, princes vs. princesses. And within these binaries, we have specific characteristics, beliefs, norms, etc that are associated with those specific binaries. • For a long time, gender has been considered a binary: girls vs. boys • We see this show up in gender norms, or actions, beliefs, and cultural understandings of how we define gender. For example, to affirm girlhood, we give our daughters unicorns, dolls, houses etc. And to affirm boyhood, we give our sons blue items, toy trucks, and action figures. • We gender EVERYTHING, which is not inherently wrong, but we also have to consider some examples of absurd "gendering"	
FACILITATOR 1 1 min 45 sec	I recognize the absurdity of gendered objects/products kids see in the world • Take a minute to look at these products ○ What are these objects? What do you initially observe? ■ Facilitator 1: <i>ask invisible audience to reflect alone OR if you're with a family or friend, discuss together</i>	

	- What items are for girls vs. boys and how do we know this? [pause] - Pickles, earplugs, and wipes are objects we wouldn't think to gender, but we do. And it's absurd to us as adults, right? - When we think about how much young children are learning, we know they're taking in these cultural norms and these influences on a daily basis (like these products). - Despite how absurd they are, the reality is they have become so embedded into society that it's become the norm. And the most strongest example of gendered products is in kids toys (transition to next slide)	
FACILITATOR 1 2 min 30 sec	I understand that gender messages children receive (e.g. through toys) are part of the systems and cultural norms that <i>people</i> created - we have to actively recognize and challenge these assumptions. We need to unlearn as adults. - When merging concepts of gender norms, the most common way people normalize this binary for children is through early childhood toys - On the left side, we see toys like baby carriages, makeup, and house sets. All of these toys attribute to girl stereotypical gender norms of caring about physical appearance and domestic roles - On the right side, we see toys for boys like pirate ships, t-rexes, etc that attribute to boys emphasizing violence and aggression - When we normalize these toys as "girls" and "boys" toys, we are also telling children that in order to inform their gender, these are the skills they must learn and perform starting at an early age. - But for kids who are exploring their identity, for example their gender, this may be a confusing notion. The assumption that there are only two	

	categories of gender as that's what gets replicated and reinforced in society may not be affirming to them • Additionally, for kids who aren't exploring their gender identity, not interacting with gendered toys may send a message to them that they are not the norm, viewed outside of the box, and this could be harmful. • Rather than reinforcing gendered toys, we want to give children the freedom to choose items that make them happy. ◦ Doing so supports the unlearning of gender binaries, social constructions of set genders, and highlights the freedom for children to explore what is good for them	
FACILITATOR 1 2 min	I recognize the existence/dominance of culturally-based norms around sexual orientation (defined in preschool years as types of families / who we love) • <i>[Read quote]</i> • This quote is lovely because it really summarizes why we are all here today: we acknowledge that we hold a significant influence over our children's identities. And that construction of being a girl or a boy is not necessarily biological but constructed by everyday society, interactions, actions, etc. • Whether it be how we talk about gender roles, or what society tells our children, it's important to support children who are and aren't exploring their identity by giving them the freedom and having the knowledge to have discussions when the time comes <i>[Next Slide]</i> • It's important for children to see representation in the world around them when it comes to love and families, too. ◦ Unfortunately, most media and marketing tends to be limited to heterosexual love (think of your favorite children's movie) ■ The Princess and the Frog, Cinderella,	

	The Incredibles ○ This slide shows what children could see when they shop for dollhouse families. Toy companies typically sell family sets that include one mom, one dad, one girl and one boy, all of the same ethnicity ○ Until companies carry more diverse toys, we can mix and match dollhouse dolls to widen our kids' understanding of what kinds of families exist in our world ○ We also acknowledge that representation also starts within our own families! We acknowledge that many families don't solely look this way, so we have to think about expanding our children's outlook and embracing room to appreciate inclusivity.	
FACILITATOR 2	● Next, we will talk about creating a more expansive, inclusive environment.	
FACILITATOR 2 3 min	I understand that I can take action to interrupt the bias in our culture ● So, instead of staying silent and letting cultural norms, stereotyped toys, or marketing be the main tools children have to understand the diversity in the world, what do we want instead. ● We have influence over children's experiences - where do you go as a family? What does this give children access to? When you go there, how do you help them interpret what's happening? ● This also extends into who do you know? Personal relationships have a big influence on what children understand about the world. We encourage you to reflect on what relationships you're supporting in your child's life. ● We also want to keep in mind that relationships	

take time. Particularly for young children, one-time events or experiences often highlight and reinforce the idea that this is different and not normal, making it seem extra separate and reinforcing bias.

- We also have so much influence over what we talk about and when and how we share information about the diversity in the world. As well as what we do or say when they are expressing stereotypes or bias.

[Next Slide]

- So, how can we go about having those conversations? I use a few different strategies.
 - Making sure you're calm and matter-of-fact, but somewhat pared down. For example, starting by saying, "There are lots of different ways to be a family." Children will ask their own questions when they're ready and that will help you know what else they're trying to understand.
 - Using language that you've heard kids use for themselves or their families. For example, *[Facilitator 2: give personal anecdote about accepting and affirming language when talking about each other with young children]*
 - It's so important that we offer them vocabulary about identity. As Johnathan Van Ness shared in their 2022 Netflix series, they were 30 before they heard a word for who they are. How do you build a strong sense of self if you feel like you're something that can't even be named? How are you ready to accept your friend's identity if you haven't heard of it before?
 - Encourage conversation - share your observations and ask your child questions, answer their questions, and let them know when you don't know something and learn about them together.
 - While I'm focusing on spoken language in this slide, I also want to mention that children may use other ways to communicate, like sign or a communication board, but that these tools



	can also be adapted to have inclusive signs or images. - Which strategies I use is dependent on the child's own growth and development. Connecting with where a child is at is so important. <i>[Facilitator 2: feel free to modify to fit your experiences better]</i> - It's also dependent on context. I used different strategies when something hard happens, like during a conflict between children, and then when we're reading a book together. <i>[Facilitator 2: feel free to modify to fit your experiences better]</i>	
FACILITATOR 1 2 min	I have seen examples of marketing that portrays children in a non-gendered (or gender-neutral) way. - Instead of opting for gendered marketing, we want to encourage non-gendered examples of toys and clothes - It's important to show diversity to highlight that children should be able to play and explore their own understandings of gender norms - Examples include children using ironing boards, playing with toy trucks, embracing their chef talents - Overall, the images here serve to highlight that young kids can be AND do whatever they want! And we should embrace the things they like rather than assume they like toys because society tells us it's correlated to their gender ■ <i>[don't read] ex: using ironing boards, girls playing with building objects etc (also non-gendered clothing)</i> - Target has been working on eliminating gendered toy aisles to help reduce gender stereotypes. Recently, California passed a law in 2021 that requires large retail stores to provide gender neutral toy sections! - Of course, these decisions don't come without complaints. Some people say that	

	creating gender-neutral aisles erases the skills that girls and boys should build at an early age. But, the response to that is, if that's the case, then we must encourage our children to have the freedom of choice. To make conscious and supportive decisions about what they enjoy in order to develop their sense of identity. Watching our kids explore what they like and don't like is a BEAUTIFUL process! Let's continue to watch them blossom.	
FACILITATOR 1 3 min	I recognize that the Western cultural norms and language around gender have changed over time and differ from other non-Western cultural norms - When we talk about gender identity and gender expression, we also should be aware of how non-western cultures develop their own norms - On the right, we see an <i>Ihamana</i> (Ee-ha-ma-na) individual from the traditional Zuni culture. Ihamana (Ee-ha-ma-na) people are “male bodied” folks who take on ceremonial roles of the women in their community. - On the left side we see a picture of President FDR as a child, dressed in traditional clothes for proper pictures and with long hair. Most people would not recognize him upon first appearance and may assume he was a girl based on his gender expression - A key takeaway here is that diverse cultures hold diverse notions of gender, and that Western cultural is not necessarily the “norm” AND that constructions of gender norms have shifted over time - We see overlaps and shifts; ex: Wendy from Peter Pan wore a blue dress even though society tells us that blue indicates boys - Based on how society shifts and changes the mass-consumed understanding of gender, gender norms, and gender expression - Also want to name that when we think of non-western communities, we assume they are	

	a community of the past. And that's simply not true so long as the culture is passed down by communities. It should actually be encouraged to show children diverse understandings of gender to support visibility, inclusion, and intersectionality	
FACILITATOR 2 Approx 1 min 30 seconds to set up 1st scenario + debrief 1 min 30 sec	I learn how to talk to my children in a way that normalizes diversity about different kinds of families. - So, let's take some time to practice these strategies, or use some of your own! - In just a moment, I'll share a scenario and then ask you to think about what you could say in response. <i>Scenario: A small group of 3 children choose a small corner of the yard, a little bit away from the other children in your class. They quickly settle into a family game they often play, where each of them pretends to be part of a cat family that lives at school.</i> <i>After a few minutes, Nia, another child in the class, approaches the pretend family, asking, "Can I play too?" You overhear a child say, "You can be the baby." Nia's body tenses, and she responds, "No. I don't want to be a baby. I want to be the mommy." This child responds, "You can't be the mommy, I'm the mommy. You can only have one mommy in a family." You can see that both children are getting frustrated, and decide to support their conversation. What might you say?</i> - I'll give you a moment to think about this scenario - is it something that comes up in your classroom or community? Is it something your families ask you for support with? Whether it's new or familiar, what might you say in response? [pause] - If you're watching this on your own, you can	 SCENARIO 1: PLAYING "FAMILY" How children explore through play what it means to be a "family" and how adults can respond.  SCENARIO: PLAYING "FAMILY" "I want to be the mommy." "You can't be the mommy. I'm the mommy. You can only have one mommy in a family." WHAT MIGHT YOU SAY?  SCENARIO: PLAYING "FAMILY" Aren't we lucky? You CAN have families with two mommies.  SCENARIO: PLAYING "FAMILY" Aren't we lucky? You CAN have families with two mommies. Do you remember Aisha and Andres? They're both Nia's mommy. You could both be mommies like they are!

pause the video if you want a little more time.

- I wish we could hear your ideas, but, since we can't be there in person, here are some ideas we've heard from other audiences.

Aren't we lucky? You can have families with two mommies.

Do you remember Aisha and Andrea? They're both Nia's mommy. You could both be mommies like they are.

I wonder if you know, some families do have two mommies?

This is an opportunity to talk more about family diversity in your community. For example, saying something like, "I wonder if you're thinking about your family, where you do have one mommy. But families can look a lot of different ways. Some, like yours, have one mom. Others, like Nia's, have two moms - Aisha and Andrea. Some families have zero moms. They might have 2 dads or 1 dad or a grandma who takes care of everyone. And, in our play, we can create any family we want. I wonder what family the 4 of you want to make today?"

We need to respond when children share ideas that leave out others, such as "You can only have one mommy in a family." We know that just isn't true, even if it's what children are seeing in the world around them. In this situation, it's particularly important to support Nia, who's being told by another child that her family isn't real. But, even if Nia had a mom and a dad, all of the kids in this situation need support figuring out how to not simply recreate the cultural bias for heterosexual families.

For me, this is also a chance for self reflection about how my team and I are talking about family diversity with the children when there isn't a conflict.

[Facilitator 2: give short account of this shows up for you] Like [FACILITATOR 1'S NAME] said earlier, it's pervasive in marketing and media. So, it's important that we intentionally bring in books that feature family diversity, that we talk about family differences, like saying, "In your family, you have..." and that we give children permission to explore what they can imagine a family to be.



**FACILITATOR
2**

1 min

I recognize that gender conformity is harmful to all children, and especially harmful to children who don't fit the traditional mold.

I understand that interrupting binary thinking about gender opens up new worlds to my children

- As we talked about before, we are all navigating these pieces of
 - What our body is,
 - Who we know ourselves to be,
 - The balance between what we're drawn to and enjoy, in other words our self-expression, and how that self-expression is received by others or fits the context you're in,
 - And
 - The role of love in our lives, whether that's who is in our family, who we love now or, especially for our kids, who they will grow up to love.
- And, remembering that those aspects influence each other but don't cause each other.
- But, we also know there are all these stereotypes and cultural expectations and ideas that can feel like boxes we are put inside, for us as adults and for children too.
- We want to open up those boxes and offer ourselves and children more expansive and inclusive ways of understanding who we are and who other people can be.



FACILITATOR 2 1 min	I understand that our bodies are far more complex and diverse than implied by the labels/binaries “male” and “female” (including chromosomal variety beyond XX and XY) - Bodies is one way to start thinking about diversity within gender. I grew up with the idea that there are two options. It starts with chromosomes, they form in two ways, and each way creates specific hormones and reproductive systems. - But in reality, nature isn't that simple. - Intersexual is a term for when bodies don't fit into this binary. It's an umbrella term for a number of different ways this can happen. - Intersex people make up about 2% of the population, the same as red heads and lefties. - And intersex people can identify as female, male, or separate from the binary. - When I talk with children about bodies, I tend to talk about how we can make guesses about who someone is, and we often make those guesses based on their body, but that they are guesses and that the person knows who they are. We need to be ready to listen to them.	
FACILITATOR 2	I understand what it means to be transgender, cisgender, non-binary, etc. - Our bodies are important - But, gender identity is about who someone is. It holds more value and truth. - When I'm talking with someone, thinking about someone, teaching someone, etc. I want to be focused on who they are. - As [FACILITATOR 1'S NAME] shared, how we think and talk about gender varies over time and cultures. And, so many of us are also dealing with the historical legacies of colonialism. Part of that era of history was this European mission to bring the world into alignment with their vision of who and how people should be, a vision we know holds a lot of bias. One of the many	

	legacies of this time is that language for LGBTQ+ people is often pathologized, missing, or has needed to be recreated or reimagined. So, we might be using words for identity you haven't heard before, and there likely will be new ones in the future. • Right now, I hear a lot about how people can be cisgender - basically meaning that the first guess still generally fits them. It combines "cis," the scientific prefix for unchanged, with gender. • And Transgender - meaning that in some way the person does not fit that first guess, so they end up navigating some kind of change, also combining the scientific prefix for change, "trans," with gender. • And we know that people can be male, female, both or neither. Folks who identify with as either both or neither often also use the term "Non-binary" • As [FACILITATOR 1'S NAME] shared earlier, depending on the language we're speaking, cultural background, and context we're in. people can have even more words for themselves but those are the general groups in English, right now • And, we want to be thoughtful about fluidity - how all of us change over time, and that gender identity changes too. For some of us, it's the difference between going from being a girl to being a woman. Or how becoming a parent can change who we are. • For some of us, those changes, and what we choose to share about it, involve names, pronouns, or finding new ways to talk about who we are. Those changes don't invalidate our past or our present. • As we talk with and listen to children about identity, we don't need to lock them into any one identity or assume what their identity means for the future. We can welcome and support them right now.	
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FACILITATOR 1

45 sec to
set-up

1 min 15 sec
debrief

I learn about scenarios in which gender expansiveness creates feelings of safety/ acceptance, celebrates/normalizes diversity, and empowers children to claim ownership over their own bodies and choices

- So, let's take some time to practice again.
- Like last time, I'll share a scenario and then ask you to think about what you could say in response. This scenario is written from a parent's perspective, so we're inviting you to think about it both as if you were the parent and from the teacher perspective of how you could respond if a parent brought this story to you and asked for support.

Scenario: During your child's bedtime routine, you often take time to share about how your day went. Even though your four year old may not want to talk about his day at school right when he gets home, you often find that he has a lot to share when he's getting ready for bed. Most days, you hear about what he and his friends built with blocks or played outside. Today he says, "Today Ria said, 'I'm a boy. I don't want to be the mom in your game.' She got really mad at me when I said she wasn't a boy. Why did she say that?" How could you respond?

- I'll give you a moment to think about it. How might you respond to your own child? How might you respond if a parent brought you this story?

• **[pause]**

- If you're watching this on your own, you can pause the video if you want a little more time.

I don't know why Ria said that because I'm not Ria. I do know that sometimes what you see isn't always how people feel. Ria told you something you didn't already know about who they are. We both thought of Ria as a girl but Ria's telling us something else right now. We need to listen when someone tells us about who they are.

Did you ask what Ria would like to be instead of a mommy?

Only Ria knows who Ria is.



SCENARIO 2: GENDER IDENTITY

How to discuss birth assignment versus gender with your child.



SCENARIO: GENDER IDENTITY

"Today Ria said, 'I'm a boy. She got really mad at me when I said she wasn't a boy. Why did she say that?'"

WHAT MIGHT YOU SAY?



SCENARIO: GENDER IDENTITY

Sometimes what you see isn't always how people feel.



SCENARIO: GENDER IDENTITY

Sometimes what you see isn't always how people feel.

Did you ask what Ria would like to be instead of a mommy?



SCENARIO: GENDER IDENTITY

Sometimes what you see isn't always how people feel.

You can be whoever you want to be.

Did you ask what Ria would like to be instead of a mommy?

	It is also so important that we are careful about protecting the child's privacy, and not outing a Transgender or Gender Creative child. Even though there is no medical intervention for young trans children's bodies, I still find it helpful to think of Trans identity as private medical information, because it helps me maintain appropriate, professional boundaries. Just like you wouldn't share what medication a child takes with another family, you need to be ready to say, "Just like I wouldn't share information about your child or your family without your permission, I can't share Ria's story at this time. Let's talk about how to support your child when they have questions about another child." You can <i>[next slide]</i>	
FACILITATOR 1 1 min	<i>[read quote]</i> - This quote by Catherine Wallace is so important to supporting the upbringing of our children and actually listening to them! When we start listening to them, and by listening I mean truly taking in their words, emotions, reactions, we instill an ongoing trust in that what they are saying is valuable - Listening to them will open the doors for continuous trust in listening as they get older.	 "Listen earnestly to anything your children want to tell you, no matter what. If you don't listen eagerly to the little stuff when they are little, they won't tell you the big stuff when they are big, because to them all of it has always been big stuff." CATHERINE WALLACE
FACILITATOR 1 1 min 30 sec	By understanding these concepts now, I build in protections for children as they grow and understand that kids will censor themselves if family acceptance/modeling is absent. - Why should we listen to our children? Because this affirms who they are - Many LGBTQ+ youth have experiences of not being listened to nor being affirmed by their immediate family. This is not only detrimental to their wellbeing, but also their health - From the 2022 Trevor Project national survey, we know that of the nearly 34,000 LGBTQ youth polled ages 13 to 24 across the United States that 14% attempted suicide and 45%	 THE POWER OF AFFIRMATION 9.5% of youth ages 13 to 17 in the U.S. identify as LGBTQ+ LGBTQ+ Youth Are at Risk In the past year, 14% attempted suicide 45% seriously considered suicide FAMILY ACCEPTANCE Protects against depression, substance abuse, suicide

seriously considered it in the past year.

- Family acceptance protects our children from mental health issues such as depression, anxiety, suicidal ideation, etc. When families accept their youth, these suicide attempts are cut in half.
 - Not only that, but it also reduces the likelihood of using substances as unhealthy coping behaviors
- Many of our youth are now identifying as LGBTQ and know other youth that use gender-neutral pronouns
- In fact, can you all guess what percentage of Generation Z (born 1997-2003) are LGBTQ according to a recent Gallup poll?
 - Facilitator pauses to let invisible audience guess
- 21% (or 1 in 5) of Gen Z are LGBTQ according to a 2022 Gallup Poll
- (Note: This percentage is likely higher: (1) the poll excluded youth born between 2003 and 2012 since they are not yet legal adults, and (2) members of Gen Z who have turned 18 since 2017 are twice as likely as older members of their generation to identify as LGBT.)
- There is a need to have these conversations early on because our youth are dynamic, challenging gendered cultural norms, and we should be prepared to support these conversations and build the language to affirm them
- Many people might be asking themselves, "Where do I even start?" Well, by being here, you're already off to a great start. Another way to get started is by learning about the LGBTQ+ resources. Here is a great example - This resource, Building Blocks for Breaking the Binary, created by friends, collaborators, and partners of the San Mateo County Pride Center in honor of Transgender Day of Remembrance, was made with the intention to spread resources about breaking the binary. As a reminder, this resource



	and many others will be shared at the end of this presentation! Quote from a parent: “it also keeps the relationship between child and family far more intact. It creates a sense of trust, safety and communication. And on the other end of things, if a family refuses to use a child's correct name or pronouns, it is a set up for not feeling heard, respected, loved or safe and can shut down communication creating real safety issues on a variety of levels.”	
FACILITATOR 2 2 min	I learn that a gender-expansive mindset creates feelings of safety/acceptance, celebrates/normalizes diversity, and empowers children to claim ownership over their own bodies and choices - And again, let's practice. - Like last time, I'll share a scenario and then ask you to think about what you could say or do in response. <i>Scenario: Dashiell, a child in your classroom, often comes into school later than most of the families. His parents often talk about what a struggle it is to get him dressed in the mornings, though he often gets messy and changes clothes at school, happily picking whatever he wants from the extra clothes bin you provide. One morning in particular sounds really tough, and Dashiell's dad is clearly still frustrated with Dashiell as he puts clothing back in the extra clothes bin and says goodbye.</i> <i>As Dashiell paints, you notice he seems to be intentionally getting paint on his school clothes when he doesn't realize you're watching him (not getting messy by accident.) As he finishes painting, he smiles and then asks to get changed. He picks the same unicorn shirt with reversible sequins and embroidered jeans his dad just returned to the extra clothes bin at drop off. He keeps petting the shirt and smiling the rest of the day. At pick up, his dad says, “He always has those shirt and jeans on at pick up. What's been happening at school?”</i> - I'll give you a moment to think about it.	   

- What might you say in response?

Past examples:

Dashiell got paint on his clothes when he was painting. We let everyone choose their clothes from the extra clothes bin. I notice Dashiell smiles a lot when he wears them.

Dashiell, your dad's thinking about the clothes you're wearing. I wonder what you like about these clothes?

You seem concerned about Dashiell's clothes and the process of getting dressed. I'd really like to get a chance to hear about your concerns and how it's going at home. Could we set up a time to chat?

I think about creating an affirming space - for the child and for the parent. I also think about not wanting to make assumptions about how the child or the adults are feeling. And, we know that a child's gender expression can be a sensitive topic for families - School may give the child a choice about their self expression that the parents aren't yet giving the child, but you don't want to assume that the parent doesn't want the child to have those options.

I also want to remind you that you might be creating a space for a child's sense of self to be heard for the first time. That is such a precious gift, and one that needs to be treated with care. As much as possible, ask the child for permission before sharing about what they do at school. In this story, that could look like finding a quiet moment to talk with Dashiell about his clothes - sharing about that smile and joy they bring him - and asking if he wants to talk with his parents about it. Can you help him have the conversation? Does he want you to have that conversation for him?



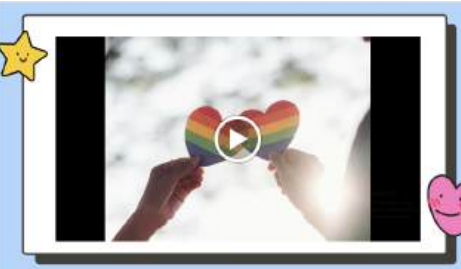
**FACILITATOR
2**

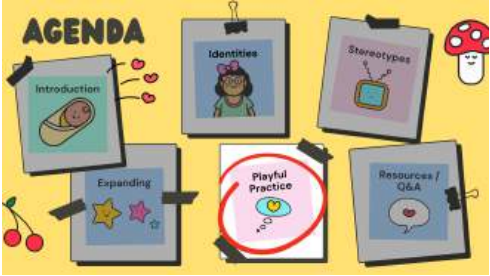
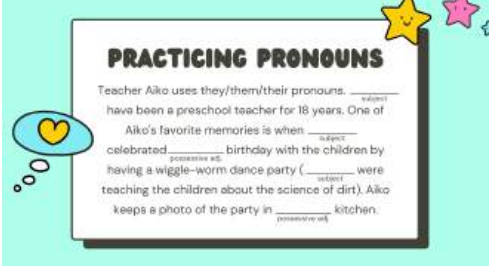
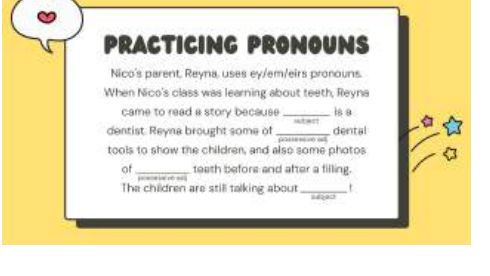
50 sec

I recognize that learning new things can be uncomfortable. While this may be overwhelming, I realize that this is a learning journey and others are out there to help me.

- So, we've just shared a lot of information with all of you. And we're not done, but we do want to take a moment, to take a breath and remember that this is a learning journey. We've all started where we started for lots of really valid reasons,



	and we all have more we can learn. - Some or all of this information may be really new for you, and learning new things can feel uncomfortable or overwhelming. Please remember that it is also a process and this information does become more familiar. - Or this may be exciting, or familiar but helpful, or something else entirely. - Thank you for taking this time to listen to us and each other. For being open to learning more, practicing new skills, and taking steps to create a safer world. - We know that the more we can create acceptance and support for LGBTQ+ young people, the healthier and happier they will be.	
FACILITATOR 1 45 sec PAUSE to PLAY VIDEO	I've learned that the LGBTQ community is a beautiful, inclusive, expansive space through which I can access amazing people We hope that all of you understand that the LGBTQ+ community is authentic, courageous, and resilient! And by attending this training, you all can practice and demonstrate these qualities with the children in your lives so they can feel affirmed overall. We are going to pause for a minute to give you a little time to absorb and reflect before we move onto the next part of the training. PAUSE to PLAY VIDEO (54 seconds)	  [Screen sharer: click on icon to play video]

FACILITATOR 1	Now let's practice some ways to work this new knowledge into your lives We've done so much work in expanding our knowledge and ideas about identities, stereotypes, and beyond! Let's keep this going!	
FACILITATOR 1 Approx 4-5 min	I recognize the existence of non-traditional pronouns and have begun to practice using pronouns that may be new to me - One huge way to make a difference in trans and gender diverse people's lives is to use their name and pronouns. - Pronouns are little words we use to refer to someone as an opportunity to make them feel known and supported. - And, it's another way trans, non-binary, and gender diverse people are creating language for ourselves or integrating meaning into words that we already use. - So you may hear words used in ways you were taught not to, like using they/them/theirs for a single person, either because it's their preference or because you don't know their preferences yet. - Or you may hear new pronouns, like ey, em, or eirs instead. Those are called neopronouns and they are another form of third person gender neutral language similar to they/them/theirs - It's okay to ask someone their pronouns when you meet them, and to offer your own. - When talking with young ones, you can ask, "What words do you want people to use when they talk about you?" and then offer some suggestions, "Some people want he, or she, or they, or just their name. What would you like?" - We understand it can be tricky to integrate new words or new word usage into your vocabulary. So we recommend you practice	  

[Next Slide]

- And here's your chance to practice with us, mad libs style. So I'll give you a few moments to read the slide over, then let's read it together.
- Even though we won't be able to hear each other, I really encourage you to say it out loud with me. It makes a difference.
- So go ahead and start reading if you haven't already *[pause]*
- Ready? *[Read slide slowly, accentuating the pronouns as you get to them]*

Teacher Aiko uses **they/them/theirs** pronouns. **They** have been a preschool teacher for 18 years. One of Aiko's favorite memories is when **they** celebrated **their** birthday with the children by having a wiggle-worm dance party (**they** were teaching the children about the science of dirt). Aiko keeps a photo of the party in **their** kitchen.

- If you're able, you can take a picture of the slide if you want to use it to practice again.
- How did that feel?

[Next Slide]

- And here's another one. Again, I'll give you a few moments to read the slide over, then let's read it out loud together.
- Go ahead and start reading if you haven't already *[pause]*
- Ready? *[Read slide slowly, accentuating the pronouns as you get to them]*

Nico's parent, Reyna, uses **ey/em/eirs** pronouns. When Nico's class was learning about teeth, Reyna came to read a story because **ey** is a dentist. Reyna brought some of **eir** dental tools to show the children, and also some photos of **eir** teeth before

	<i>and after a filling. The children are still talking about <u>em</u>!</i> • Again, if you're able, you can take a picture of the slide if you want to practice later or spend some time later practicing. • Another great way to keep practicing is practicewithpronouns.com. It's a website that's well named, because it let's you practice using diverse pronouns. Again, it's practicewithpronouns.com.	
FACILITATOR 2 1 min 30 sec	I have practiced challenging gender norms and heteronormativity in my child's life when reading/telling stories. • Stories are an incredible way to share ideas with children. Stories can come to us in movies, books, ticktock videos, all kinds of places. • But, as we talked about before, a lot of published stories can have their downsides. <i>Good Night, Good Night Construction Site</i> is the favorite book of so many toddlers, but all the trucks have "he" pronouns. Fairytales have been loved by children for generations, but so many of them feature girls being victims, boys putting themselves in danger, and love that's only between a man and a woman. • Fortunately, we have the power to change what stories are told. For example, I always change the pronouns of the trucks when we read the book. • We can choose books and videos that have gender diverse or gender expansive characters, feature different families, and tell stories about love in inclusive ways. We will provide additional recommendations and resources. • The more it's clear there's a market for these stories, the more writers will write them and publishers/producers will publish them. And, we can create our own stories.	 THE POWER OF STORIES What kind of world do we convey through the stories we tell our children?

[Next slide]

- There will always be times when the story we want told just isn't out there yet, and it can be fun to make up a story.
- Here's an example of one we made up:

A prince was captured by a dragon who took the prince to her lair.

"Oh, however am I going to escape this mess?" the prince cried.

Suddenly, a knight in shining armor rode into the lair on his white horse and scared the dragon away.

"My hero!" the prince said.

And they lived happily ever after.

[Next slide]

And here's another one:

Sunny the snail was an adventurous snail. They spent their day in a lush garden filled with flowers, vegetables and shady trees. Sometimes Sunny would sit near the side of a mossy stone when the days were hot so they could keep themselves cool and protected. Other days, Sunny would creep out from their little spot near the rock and slime their way as high as they could along the smooth branches of the apple tree to take a peek around. Sunny liked seeing things from a different perspective.

- Who could you tell stories about? What stories do you think are missing from your child's life?
- For more ideas to help you get started making up stories, we offer a guide from Gender Justice in Early Childhood in the handout.



FACILITATOR

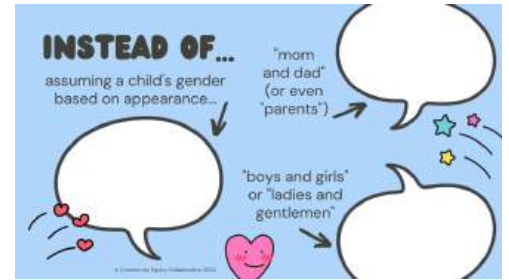
I have begun to practice gender-neutral language that does not assume gender based on

2

appearance.

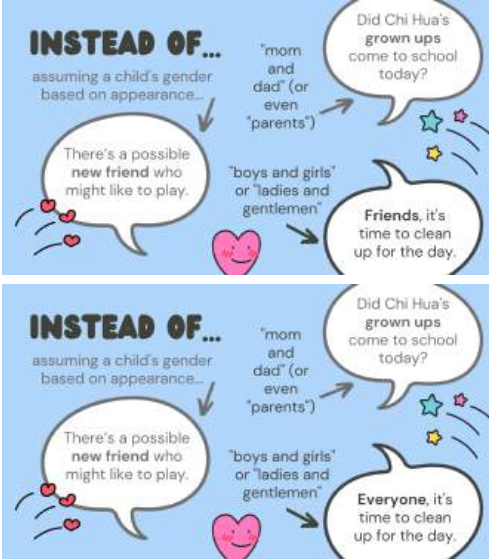
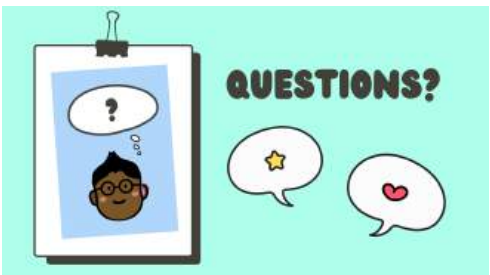
1 min
15 sec

- Another way we can start to make a little more room for each other is by using more gender-neutral language.
- I'm going to invite you to think about possible responses as I read the slide to you.
- With each different bubble, I'll make a suggestion and give you a moment to think about your idea.
- For the first one, you're at the park and coming up with ideas to help your child find a playmate. Instead of assuming a child's gender based on appearance, and saying "maybe the boy in the sandbox would like you play" you could say:
- *[Read slide bubble]*
- Instead of "mom and dad" we could say:
- *[Same format]*
- And instead of address a crowd as "boys and girl" or "ladies and gentlemen" we could say:
- *[Same format]*
- *I'm sure you all came up with some great ideas too!*



[additional slides with blanks are in the presentation to allow for interaction]



		 INSTEAD OF... assuming a child's gender based on appearance... There's a possible new friend who might like to play. "mom and dad" (or even "parents") "boys and girls" or "ladies and gentlemen" Did Chi Hua's grown ups come to school today? Friends, it's time to clean up for the day. INSTEAD OF... assuming a child's gender based on appearance... There's a possible new friend who might like to play. "mom and dad" (or even "parents") "boys and girls" or "ladies and gentlemen" Did Chi Hua's grown ups come to school today? Everyone, it's time to clean up for the day.
FACILITATOR 1	You made it! This brings us to the end of Part 1 of the Rainbow Kids training. We will begin Part 2 answering common questions from parents, caregivers, educators and others who want to support and engage young children as they explore who they are and who is in their world.	 AGENDA Introduction Identities Stereotypes Expanding Playful Practice Q&A / Resources
FACILITATOR 1 introduce	Q&A: 30 minutes Participant question: <i>My gender-expansive child identifies as a boy and loves to dance, but I'm hesitant to sign him up for dance classes at a local studio. The dance studios in our area seem strictly binary, so that when they do include boys they're forced to dress in traditional male costumes. At home, my child loves to dance in skirts and dresses with ribbons and sparkles. Do I sign him up for dance class and hope for the best? Should I screen possible dance studios to see who would be open to gender-expansive uniforms and</i>	 QUESTIONS?

costumes? Or do I just keep him dancing at home?

Compiled Questions

- 1) How do we navigate these conversations with family members/relatives that aren't accepting and/or understanding?
 - a) Note: emphasize non-family members (ex: clergy, etc) that debunk generalizations about groups/communities that aren't LGBTQ+ affirming
- 2) How do we navigate conversations of gender inclusive classrooms with parents who don't understand/ don't agree with these topics?
 - a) Personal vs. professional vs. stranger conversations
- 3) What are strategies on how to create gender inclusive classrooms for all?
- 4) What are some ways we can incorporate this type of content into our daily lives for parents and story/learning time for educators?
- 5) What are helpful tips/tricks for parents/educators on how to support kids when they come out? Especially those at a younger age?
- 6) Any resources/tips to talk about these topics with the latinx/spanish speaking community?-
BEING COVERED IN LATER HALF

FACILITATOR 1

I know where to begin to look for resources for further engagement/learning ([Draft Resources](#))

- Gender Justice in Early Childhood offers resources and can provide support for children and families, teachers, and communities - you can reach out via the web site.
- There are also support groups for parents and families of trans and gender expansive kids formed in their communities, for example TransFamilies of Silicon Valley is one place to look.
- We also encourage folks to scan the QR code you see here. It will take you to the Rainbow Kids resources webpage which includes all of



	the resources and organizations referenced during this training as well as info sheets and links to LGBTQ+ inclusive websites, articles, media and more! • Our goal is to support you all in your journey of learning. Thank you for sharing your time with us and working towards making the world more inclusive!	
FACILITATOR 1	This is a brief intended use statement from CEC for legal purposes. Intended Use: Rainbow Kids is designed to provide age-appropriate information for parents, caregivers, educators, and community members who engage with young children. This content is not intended to be delivered directly to young children. Rainbow Kids content and materials are copyrighted by Community Equity Collaborative. This content cannot be altered or reproduced in any way that misrepresents its primary objectives, themes, or messages. Community Equity Collaborative is not liable for any responses individuals or organizations may encounter as a result of distributing these materials. For inclusive resources for story time or screen time for kids, please visit our website at Rainbow Kids Resources. <i>[No need to read the whole statement, just show the slide at the end of the presentation.]</i>	