



## Understanding & Supporting Transgender Youth

**Course Description:** Transgender and gender non-conforming youth face a hostile terrain in schools and communities. According to the 2007 GLSEN report titled *Harsh Realities: The Experiences of Transgender Youth in Our Nation's Schools*:

- Less than a fifth of transgender students said that school staff intervened most of the time or always when hearing homophobic remarks (16%) or negative remarks about someone's gender expression (11%)
- 2/3 of transgender students self unsafe in school because of their sexual orientation (69%) and how they expressed their gender (65%)
- Almost half of all transgender students reported skipping class at least once in the past month because they felt unsafe or uncomfortable

Transgender and gender non-conforming youth are often times ostracized from schools and communities. This class will provide an in-depth look at the experiences of transgender and gender non-conforming youth, gender identity, experiences of intersex/middlesex youth, ways schools and communities can be supportive of these youth and their families, and critical legal information when working with these students.

This course is based off of the books [The Transgender Child: A Handbook for Families and Professionals](#) by Stephanie Brill and [Transgender 101: A Simple Guide to a Complex Issue](#) by Nicholas Teich.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 10**

### Learning Objectives:

- Differentiate between gender identity, gender expression, and biological sex.
- Differentiate between gender and sexual orientation
- Describe the coming out process, experiences of transgender youth and gender non-conforming students, and resources available for students
- Evaluate strategies for creating a safer learning environment and school building for transgender and gender non-conforming students
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

### Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

**Course Outline:**

<b>Lesson Number</b>	<b>Lesson Description</b>	<b>Clock Hours</b>
<b>1</b>	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
<b>2</b>	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.85 Hours
<b>3</b>	<b>Is My Child Transgender?</b> – Participants will read from Chapter 1 of the book <i>The Transgender Child</i> and review the Genderbread Person. Participants will reflect on what they learned from the readings, and describe the gender binary, definitions of gender, gender identity, gender expression, sex, and sexual orientation.	0.85 Hours
<b>4</b>	<b>Coming Out</b> - Participants will read from <u>The Transgender Child on Developmental Stages of Transgender individuals</u> and from <u>Transgender 101</u> on the Coming Out Process. Participants will reflect on the coming out process of transgender persons vs LGB persons.	0.85 Hours
<b>5</b>	<b>Transition</b> - Participants will read about the transitioning process and steps youth take to begin/complete the process of transitioning. Participants will reflect on the transitioning process and other critical thinking questions presented in the discussion prompt.	0.85 Hours
<b>6</b>	<b>Intersex</b> - Participants will review materials about the experiences of intersex persons. Participants will reflect on the information presented to them	0.85 Hours
<b>7</b>	<b>Transgender Educators</b> - Participants will watch two videos on transgender educators and reflect on their experiences .	0.85 Hours
<b>8</b>	<b>The Educational System and Your Family</b> - Participants will read from <u>The Transgender Child</u> and examine educational issues that transgender youth and their families experience. Participants will then reflect on their own educational system.	0.85 Hours
<b>9</b>	<b>Transgender Youth and School Facilities</b> – In this lesson, participants will review GLSEN’s report <i>Separation and Stigma: Transgender Youth and School Facilities</i> which outlines how excluding transgender students from the school facilities that match their gender is not only unnecessary, but profoundly harmful.	0.85 Hours
<b>10</b>	<b>Creating a Trans Inclusive Classroom</b> - Participants examine several resources on ways to ensure their classroom is inclusive of transgender students. They will then answer questions on the course materials and their own experiences.	1.00 Hours
<b>11</b>	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	<b>TOTAL HOURS</b>	10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

3. **Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.