

Agoura High School Freshman Seminar

Gender Identity and Sexual Orientation

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Models of Pride Conference - October 2018 (ModelsOfPride.org)

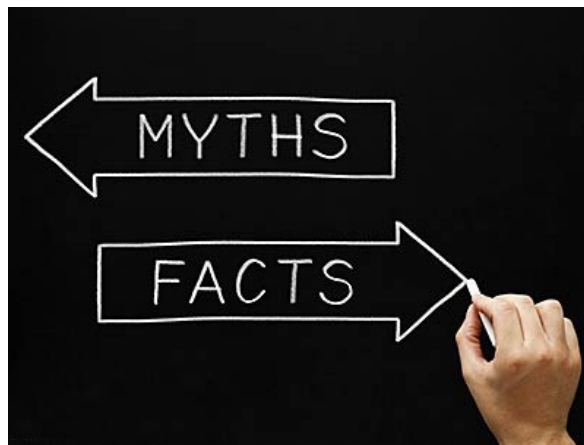
Student Instructions:

1. Read & study Part I in this document, jotting down questions you have.
You can send those questions to your instructor.
2. Watch 60 Minutes: Switching Teams
3. Answer the questions after viewing the video.
4. Read & study Part II: Student Questions and Answers, jotting down questions you have. You can send those questions to your instructor.
5. Write a reflection, journal entry, reaction, a page of free-writing or other response to Part II.
6. Read & study Part III/IV: Gender Identity & Sexual Orientation Exercises.
Fill out the charts for James, Felice, Geoffrey, and Cameron
Write responses to each of the case studies: 3rd Grade Boy,
Middle School Transgender Girl, and High School Transgender Boy.
7. Read & study Part IV: Laws.
8. Do the California LGBT Laws matching exercise.
9. For the whole LGBT project, write a reflection, journal entry, reaction, free-writing or other response, and include the following:
something new you learned
something that surprised you
something you will do differently because of what you learned.
Optional: new questions that occur to you
Optional: comments designed to help improve this instruction

INTRODUCTION

Why are we learning about sexual orientation and gender identity?

- * These topics are part of the Freshman Seminar curriculum, established by the Las Virgenes Unified School District.
- * Schools are required by California state law to teach these topics.
- * Lots of misinformation is passed-around about these topics; we want you to know the facts.
- * Misinformation about gender identity and sexual orientation can lead to confusion, anxiety, social difficulties, depression and death.
- * The misinformation can provide reasons for some students to belittle, criticize, bully, or attack other students.
- * The law requires that we use instruction to dispel myths that can make affected students miserable and can cause them to have difficulty learning and can cause some to stop attending school.



INTRODUCTION

Is there any special language?

note: an addendum, titled LGBTQ Terminology, provides a more complete review of vocabulary for this topic.

Binary - Something that can be broken into two categories is binary. You can remember what binary means if you know that bi- means two. Black and white are often set up as a binary, as are light and dark and good and evil.

LGBTQ - Refers to Lesbian, Gay, Bisexual, Transgender, and Q can represent Queer or Questioning

Non-binary (referring to gender identity) - A non-binary person is someone who does not identify as exclusively a man or a woman. Someone who is non-binary might feel like a mix of genders, or like they have no gender at all.

Puberty - Puberty is the time in life when a boy or girl becomes sexually mature. It is a process that usually happens in girls between the ages of 7 and 14 (average is 10½) and for boys between ages 9 and 14 (average is 11½). It causes physical changes, and affects boys and girls differently.

<<https://www.dukehealth.org/blog/when-puberty-too-early>> (2014)

Transgender - Refers to a person whose sense of personal identity and gender does not correspond with their gender assigned at birth.

Cisgender - Cisgender is a word used to describe gender identity and refers to people whose sense of personal identity and gender corresponds with their gender assigned at birth. *Straight*, on the other hand, is used to describe sexual orientation. Being cisgender isn't the same thing as being straight, but they can overlap: people can be both cisgender and straight or cisgender and gay.

Biological Gender - This is a social concept, not biological, so we use the term "gender assigned at birth."

note: *Sex* is a word that refers both to gender and sexual activity. For clarity, we will use *gender* when not referring to sexual activity

INTRODUCTION

How do adolescents learn about sexual orientation and gender identity?

- * Some parents talk to their children about these issues near the onset of puberty.
- * Some parents choose to answer their children's questions about sexual orientation and gender identity as they arise.
- * Some parents choose not to talk about these issues at any time.

Some children and adolescents learn about these issues:

- * through conversation with their parents or other family members
- * by watching the behavior and attitudes of others, including adolescents, parents and other adults
- * by talking to their friends and other adolescents,
- * by talking to other trusted adults,
- * by looking at online information,
- * through social media.



All students should know the facts about sexual orientation and gender identity.

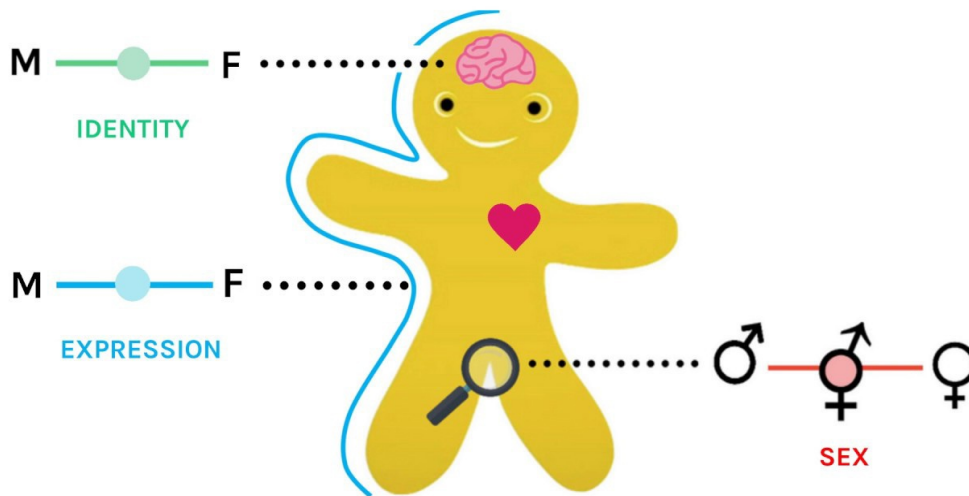
INTRODUCTION

What are we learning about sexual orientation and gender identity?

We will learn through a variety of means, first through direct instruction about:

- gender assigned at birth (biological gender)
- gender identity
- gender expression
- sexual orientation

and then by studying a chart called “The Genderbread Person.”



INTRODUCTION

How are we learning about sexual orientation and gender identity?

Through student questions and answers:

1. Isn't being male or female just biology?
2. Can a boy choose to be a girl and a girl choose to be a boy?
3. Are transgender people gay?
4. How many genders are there?
5. How many transgender students are there at Agoura High School?
6. What gender are non-binary people?
7. Do transgender people ever change their minds?
8. Why do people (less than one percent) choose to de-transition?
9. Can a girl who is sexually attracted to other girls decide not to be lesbian?
10. And can a boy who doesn't want to be gay become straight?
11. Why do some people decide not to admit that they're gay or lesbian, bisexual or transgender?
12. Why do some of us dislike gay, lesbian, bisexual and transgender people?
13. What is it like to be gay, lesbian or bisexual at Agoura High School?
14. What is it like to be transgender or non-binary in today's world?
15. Why is a transgender girl (assigned male at birth) allowed to use the boys' bathroom?
16. Can a transgender girl (assigned male at birth) use the girls' locker room?
17. At school dances, are boys allowed to slow dance with boys and girls with girls?

INTRODUCTION

What is the approach?

- Direct instruction about gender assigned at birth (biological gender), gender identity, gender expression, and sexual orientation
- Questions and Answers from current freshman students and from 10 years of presentations to students about gender identity and sexual orientation
- Exercises looking at characteristics of individuals to identify their gender assigned at birth (biological gender), gender identity, gender expression, and sexual orientation
- Case studies of situations in schools: an elementary school boy, a middle school transgender girl, a high school transgender boy
- A listing of the laws related to gender identity and sexual orientation
- A listing of the resources available to LGBTQ students and parents of LGBTQ youth
- And by answering your questions in an online forum



PART I - Gender Identity and Sexual Orientation

note: these categories are not binary, each of us exists somewhere between the extremes for each category.

- biological gender (gender assigned at birth)
- gender identity
- gender expression
- sexual orientation



A. Gender assigned at birth (biological gender) - sex chromosomes

Gender (male/female) is a social construct, not medical or scientific; gender is really the gender label assigned at birth. Chromosomes, hormones, secondary sex characteristics, genitalia and sex organs are variable, not binary. Our society has chosen to use *male and female* in order to simplify gender biology which is extremely complex.

Gender assigned at birth (biological gender) is determined by genes on chromosomes and is expressed in many ways:

- sex chromosomes,
- secondary sex characteristics
- hormones
- genitalia (penis/vagina)
- gonads or sex organs (ovaries/testicles).



A. Gender assigned at birth (biological gender) - Sex Chromosomes:

sex chromosomes

- Most individuals have two sex chromosomes we call the variants X and Y.
- Two X chromosomes are often found in individuals who have vaginas and ovaries;
- One X chromosome and one Y chromosome are often found in individuals who have penises and testicles.
- A person may be born with mosaic genetics, so that some cells have XX chromosomes and some of them have XY.
- Some individuals have three sex chromosomes, XXY chromosomes or XYY chromosomes.
- The sex chromosomes are not binary, male/female, they are much more variable.

Gender assigned at birth (biological gender) is not binary, not just male or female: individuals have a range of characteristics which are more or less male, more or less female.



A. Gender assigned at birth (biological gender) - secondary sex characteristics

secondary sex characteristics

The secondary sex characteristics include

- vocal pitch
- amount and location of body hair
- musculature
- hip width
- presence of sexual organs (ovaries, testicles)
- presence of genitalia (uterus and vagina, penis)

Some women have narrow hips, low voices, strong musculature, more masculine hair growth, all stereotypically male characteristics.

And some men have wide hips, high voices, less strong musculature, less masculine hair growth, all stereotypically female characteristics.

Maleness and femaleness are not binary. Each of us has some characteristics of both.

Secondary Sex Characteristics At Puberty

Male	Female
Voice becomes much lower	Breasts grow, nipples enlarge
Hair starts to grow on chest, face, under arms and in the pubic area	Hair develops under arms and in the pubic area
Body becomes more muscular	Hips become wider
Penis becomes larger	Uterus and vagina become larger
Testicles start to produce sperm	Ovaries start to release eggs and menstruation begins

Gender assigned at birth (biological gender) - secondary sex characteristics are not binary, not just male or female: individuals have a range of characteristics which are more or less male, more or less female.

A. Gender assigned at birth (biological gender) - hormones

hormones

Some men have smaller than normal amounts of male hormone (testosterone) and larger amounts of female hormone (estrogen).

Some women have smaller than normal amounts of estrogen (and other female hormones) and larger amounts of testosterone.

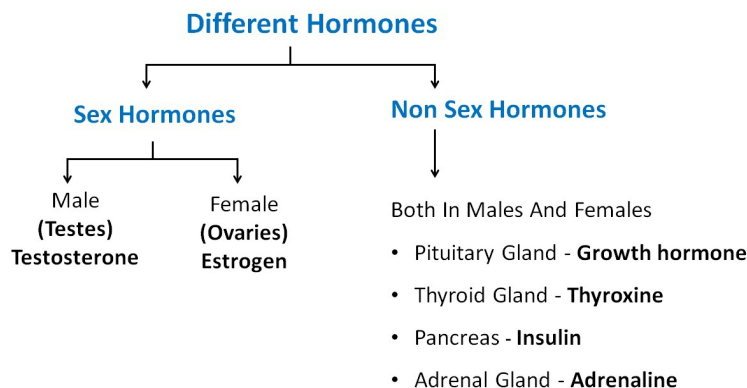
You may have heard of the Olympic athlete who naturally produces testosterone in the same range as males; the IOC is currently debating whether she can compete as a female.

Hormone production is variable, not binary.

The sex hormone types:

- Androgens - regulates the development and maintenance of male reproductive system and secondary sex characteristics.
- Estrogens - development and regulation of the female reproductive system and secondary sex characteristics.
- Progesterones - maintain pregnancy

Gender assigned at birth (biological gender) - hormone production is not binary, not just male or female: individuals have a range of characteristics which are more or less male, more or less female.



A. Gender assigned at birth (biological gender) - genitalia and gonads

genitalia and gonads

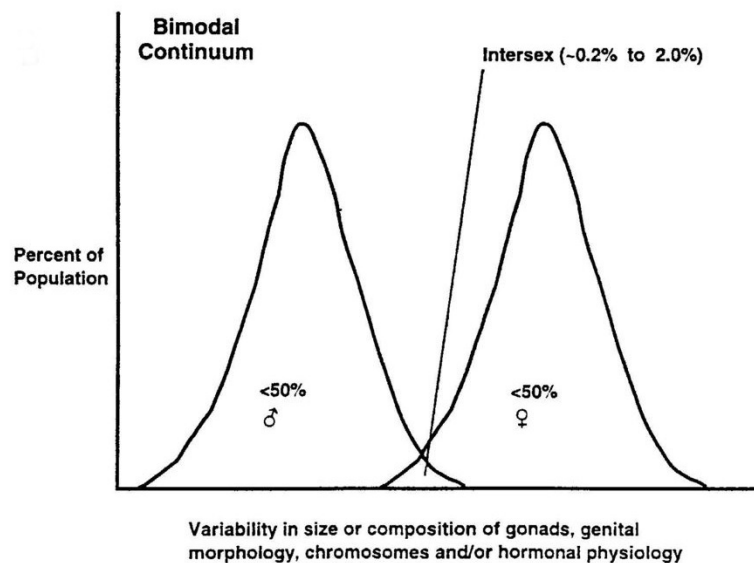
Even the presence or absence of genitalia (vagina/penis) and gonads (ovaries/testicles) can be variable.

About one in one-thousand births results in an individual with atypical genitalia, both a penis and a vagina or other sex anatomy variations, or hormonal variations. These individuals are called intersex. Medical experts disagree about the definition of intersex because the range of conditions is variable.

This number, 1/1000, is variable, depending on the definition of *intersex*.

The presence or absence of genitalia and gonads is not binary.

Gender assigned at birth (biological gender) (genitalia and gonads) is not binary, not just male or female: individuals have a range of characteristics which are more or less male, more or less female.



B. Gender Identity

Definition: Gender identity is a personal conception of oneself as male or female, or both or neither. This is how you recognize who you are in your brain.

Gender identity often coincides with gender identity assigned at birth (biological gender), but not always:

- Some individuals do not experience being male or female.
- Some individuals experience being both male and female.
- Some individuals, identified as males at birth, experience themselves as females.
- Some individuals, identified as females at birth, experience themselves as males.
- Some individuals don't have a fixed gender identity: it varies from time to time.

Gender identity is not binary, not just male or female, and doesn't always reflect gender assigned at birth (biological gender). Individuals have a range of conceptions of self which are more or less male, more or less female, neither, or both.

note: Gender identity is not related to sexual orientation.

note: We refer to people based on their gender identity:

a transgender boy (assigned girl at birth) is male

a transgender girl (assigned boy at birth) is a female.



C. Gender Expression

Definition: Gender expression is how people publicly express or present their gender through behavior, mannerisms, interests, and appearance (hair, make-up, clothing, etc.) We label gender expression as feminine or masculine. Someone whose gender expression is neither masculine nor feminine is labeled *gender non-conforming*.

Not all individuals dress and act to reflect their gender assigned at birth:

- Some boys dress and/or act like stereotypical girls (feminine).
- Some girls dress and/or act like stereotypical boys (masculine).
- Some individuals present themselves in ways that aren't feminine or masculine or are both.
- Some masculine men like to dress-up in women's clothes sometimes.
- Many girls like to wear stereotypical boy's clothing and act like boys.
- Some boys like less-masculine fashion, and some wear make-up.
- A girl who dresses as a "tomboy" can also dress in a stereotypically feminine manner at a dance.

Gender expression is not binary: appearance and behavior can be non-masculine and/or non-feminine. Gender expression is not connected to gender assigned at birth or gender identity. And gender expression can be variable.



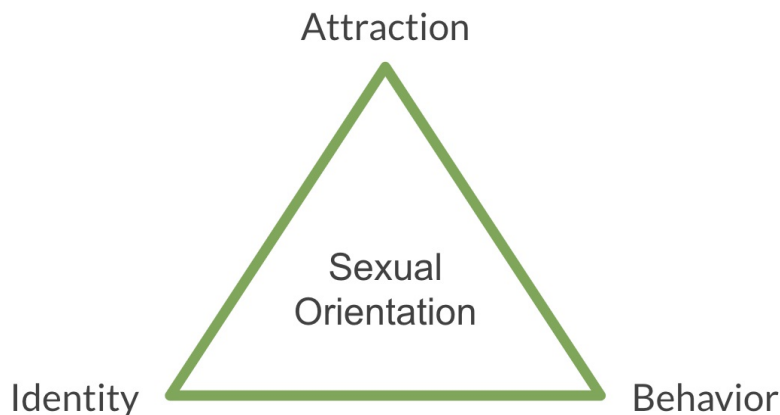
D. Sexual Orientation

Definition: Sexual orientation refers to sexual attraction, whether male, female, both or neither: heterosexual (straight), homosexual (gay), bisexual (both genders), pansexual (any gender) or asexual (no sexual attractions). There are other sexualities: demi-sexual and queer.

- Some people are sexually attracted only to girls.
- Some people are sexually attracted only to boys.
- Some people are sexually attracted to girls, boys or other genders.
- Some boys are sexually attracted to only to boys.
- Some girls are sexually attracted to only girls.
- Some boys and girls don't experience sexual attraction.
- Some boys and girls only experience sexual attraction after a long-term, trusting friendship develops.

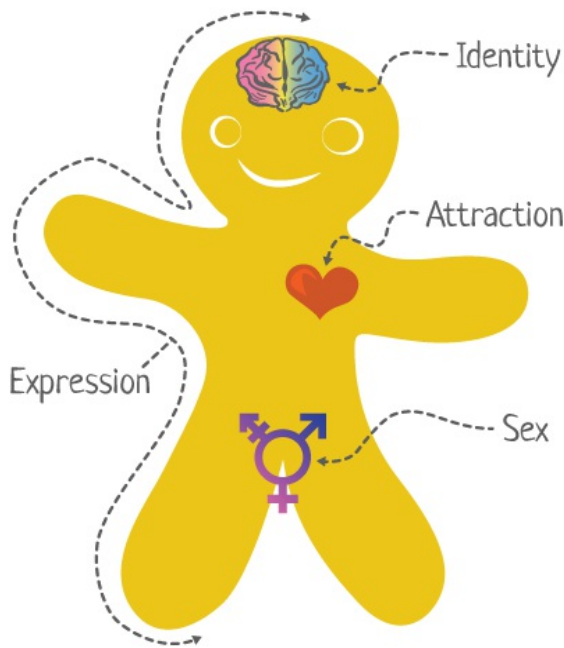
Sexual orientation is not binary: we can be sexually attracted to boys, girls, other genders, all genders, or to nobody. Sexual orientation is not related to gender assigned at birth, gender identity, or gender expression. We cannot change to whom we are attracted.

note: Finding someone aesthetically attractive is not sexual attraction.



Study and understand this chart which summarizes the information you just learned. Do you have any questions?

The Genderbread Person v3.2 by its pronounced METROsexual.com



Assignment: Watch *60 Minutes: Switching Teams*

This is a 12-minute video about Schuyler Bailar, a Harvard University swimmer who had the country's fastest girls' breaststroke times as a high school senior, but who entered Harvard while transitioning to become a man. During the video you will follow this transgender student on his journey. The website also includes a printed script.

URL: <https://www.cbsnews.com/news/60-minutes-harvard-transgender-swimmer-schuyler-bailar/>

After watching, answer these questions about *60 Minutes: Switching Teams* -

1. At the onset of puberty, Schuyler Bailar said, "That's not something I want, and I don't really know why, but I just know I don't want that" about what physical characteristic?
2. What two diseases did Schuyler Bailar have that kept her from attending Harvard University for her first year?
3. What does the National Collegiate Athletic Association (NCAA) require of transgender men (female assigned at birth) who want to participate as women in athletic competition?
4. Why did Schuyler Bailar want to swim on the women's team after his transition?
5. Fill in the following chart for Schuyler Bailar while at Harvard?
gender identity _____
gender expression _____
gender assigned at birth (biological gender) _____
sexual orientation _____
6. Schuyler Bailar, a transgender man, may consider becoming pregnant and giving birth to a child. How is this possible?

PART II - Student Questions & Answers

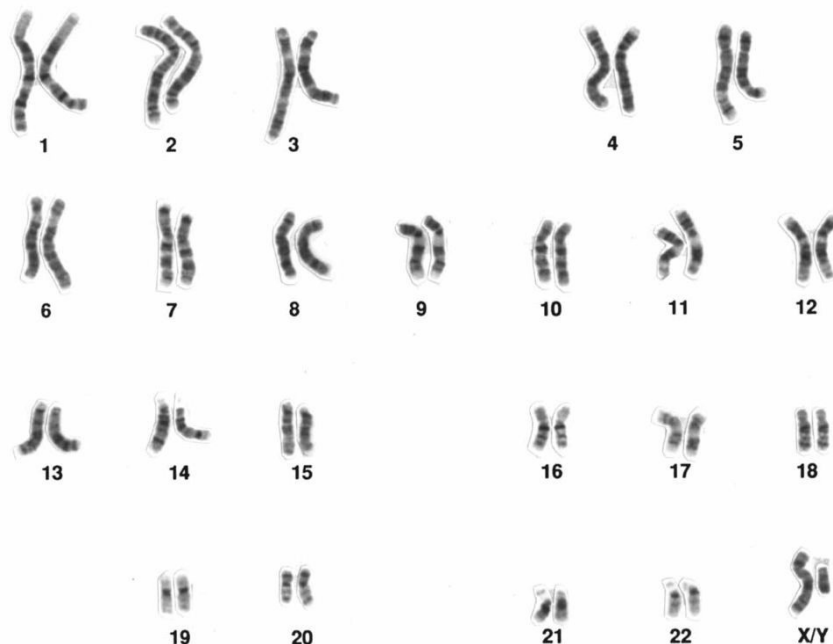
1. Isn't being male or female just biology?
2. Can a boy choose to be a girl and a girl choose to be a boy?
3. Are transgender people gay?
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6. What gender are non-binary people?
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8. Why do people (less than one percent) choose to de-transition?
9. Can a girl who is sexually attracted to other girls decide not to be lesbian?
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1. Isn't being male or female just biology?

No. Some people who are assigned male at birth present themselves as female, and some of them have a female gender identity. Some people who are assigned female at birth present themselves as male, and some of them have a male gender identity. Some non-binary individuals don't present themselves as male or female. Gender is the interaction of gender biology, gender expression and gender identity.

Examples:

- Sam's sex assigned at birth was male. Sam presents herself as female and knows herself to have a female identity. This is how she feels in her brain.
- Jamie's sex assigned at birth was female. Jamie presents himself as male and knows himself to have a male identity. This is how he feels in his brain.

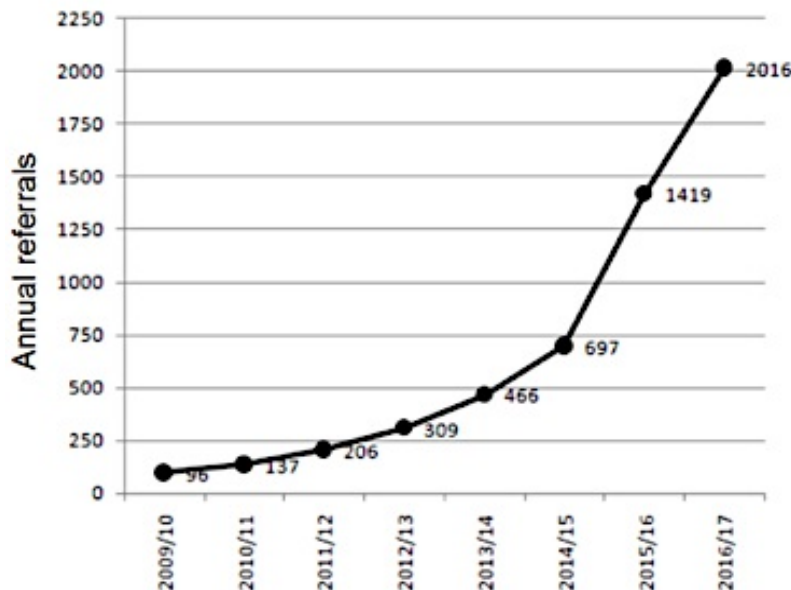


2. Can a boy choose to be a girl and a girl choose to be a boy?

No. Gender identity is part of our make-up, not a decision we make. Most transgender youth go through a period of deep depression during the time when they reject their transgender gender identity which is innate.



This rejection causes the depression which is eventually relieved, once they accept their status as transgender individuals. Some people think that transgender people have decided to be transgender. What happens is quite different: a transgender person comes to accept being transgender: this is not a changing of identity, it is an acceptance of true identity.



Referrals for transgender patients at a single clinic: the Tavistock Gender Identity Clinic, Britain

3. Are transgender people gay?

No. Sexual orientation and gender identity are not related. Sexual orientation refers only to our attractions and has little to do with gender identity, gender expression or gender biology. When referring to transgender individuals, we always use the pronoun referring to a transgender individual's gender identity, not their gender assigned at birth (biological gender).

- A transgender boy (assigned female at birth) can be:
attracted to girls - he (or they*) is straight
attracted to boys - he (or they) is gay.
- A transgender girl (assigned male at birth) can be:
attracted to girls - she (or they) is lesbian
attracted to boys - she (or they) is straight.

Please study these last two sentences above until you clearly understand them.

* some transgender individuals prefer to use *they* as a pronoun instead of *he* or *she*.

note: If you are interested in learning about proper use of gender pronouns, watch the following YouTube video:
<https://www.youtube.com/watch?v=YjsKdpmwLzg>.

- Don't make assumptions about a transgender person's sexual orientation.
- Gender identity is different than sexual orientation.
- Sexual orientation is about who we're attracted to.
- Gender identity is about our own personal sense of being a man or a woman, or outside that gender binary.
- Transgender people can be gay, lesbian, bisexual, queer or straight.

4. How many genders are there?

If we ask this question to a group of “experts” on gender identity, we will hear several different answers: two (male/female), three (male/female/nonbinary), four (male/female/transgender), etc. Gender study is a field undergoing rapid change:

- Agender - a person who has no gender
- Bigender - a person who feels part male and part female (both)
- Cisgender - a person whose gender matches the gender assigned at birth
- Genderfluid - a person whose gender changes from time to time
- Genderqueer/Non-binary - a person who does not exclusively identify as male or female; gender identity is individual and may change over time
- Transgender - a person whose gender identity does not match the gender assigned at birth (biological gender)

note: to learn about respectful pronoun use, look at the following website:

<https://transequality.org/issues/resources/understanding-non-binary-people-how-to-be-respectful-and-supportive>

The California Department of Motor Vehicles recognizes three genders: male, female, and non-binary.



GENDER CATEGORY REQUEST



This form is not a name change form. The name used on this form must be your true full name at the time the gender category request is made. Additional name change information and privacy information is listed on the back of the form. Please print in blue or black ink.

SECTION 1 — APPLICANT INFORMATION (True full name required, no “nicknames” or aliases pursuant to California Code of Regulations §15.06)

NAME (FIRST, MIDDLE, LAST, SUFFIX)

DATE OF BIRTH (MM,DD,YYYY)

CA DRIVER LICENSE/IDENTIFICATION CARD NUMBER

MAILING ADDRESS

CITY

STATE

ZIP CODE

RESIDENCE ADDRESS (IF DIFFERENT FROM MAILING ADDRESS)

CITY

STATE

ZIP CODE

I request the gender category on my California Driver License/Identification card to read:

- Male (M) Female (F) Nonbinary (X)

SECTION 2 — CERTIFICATION

I certify under penalty of law that this gender category request is for the purpose of ensuring my driver license/identification card accurately reflects my gender identity and is not for any fraudulent or other unlawful purpose. I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

SIGNATURE OF APPLICANT

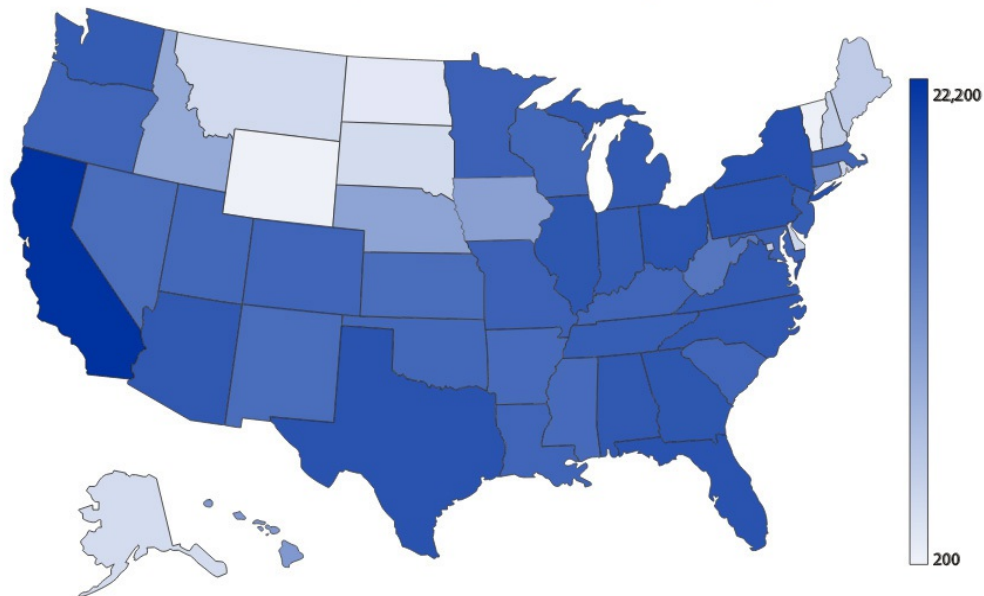
DATE (MM/DD/YYYY)

X

5. How many transgender students are there at Agoura High School?

In California, recent research suggests that non-binary/transgender individuals are about 1.5% of the population. Agoura High School has about 1900 students; therefore, $1.5\% \times 1900 = 28.5$. Of course, this is just an average which can vary from school to school. Also, many transgender individuals in high school are just beginning to discover their gender identity and don't consider themselves transgender yet. And some transgender individuals have decided that transitioning from one gender to another in high school has a high risk, and they have decided to transition after graduation. At Agoura High School we have about ten, out (transitioning), transgender students, but we have not counted them, so this is a guess.

Figure 3. Estimated Number of Youth (13 to 17) That Would Identify as Transgender in the United States

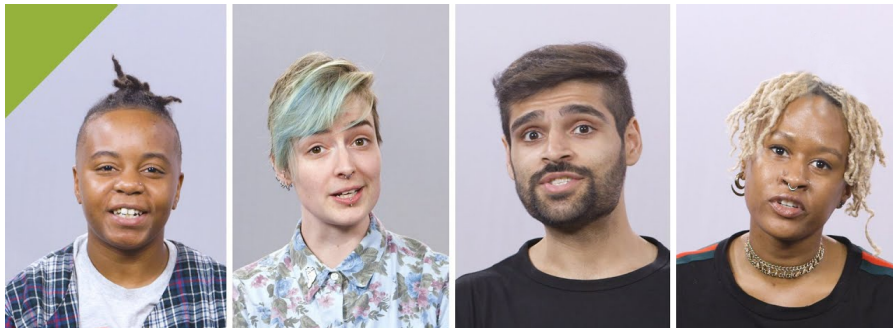


January, 2017
[ster.com/transgender-youth-in-america-williams](http://www.steamregister.com/transgender-youth-in-america-williams)

<https://steamregister.com/transgender-youth-in-america-williams>

6. What gender are non-binary people?

Gender non-binary refers to a spectrum of individuals who don't think of themselves as exclusively male or female. Non-binary can include transgender individuals but not necessarily individuals whose gender identity is different from their gender assigned at birth. Calling this diversity of gender identity a spectrum means that some individuals think of themselves as not completely male, and others think of themselves as not completely female. Some think of themselves as both male and female, and others think of themselves as neither male nor female.



7. Do transgender people ever change their minds?

For transgender adolescents who have reached the earliest stages of puberty, the odds are very low that they will change their minds. A large study of transgender adolescents from the Netherlands found that only 1.9 percent of those who hit puberty and started puberty blockers* decided to stop treatment.

These hormone blockers are used to postpone the onset of puberty during adolescence. This allows adolescents to postpone their decision about transitioning. Those assigned male at birth on hormone blockers don't develop facial hair which is painful and expensive to remove once they start their transition. And those assigned female at birth don't develop breasts or a period, and they avoid the other changes that happen during puberty. Hormone blockers significantly reduce the medical problems associated with transitioning for transgender individuals.

About 0.5% of adult transgender people regret their transition. Out of 6793 transgender people in the 2015 longitudinal study (4432 trans women and 2361 trans men), 0.6% of trans women and 0.3% of trans men experienced regret. Only 2 trans men and 5 trans women had true regret, and those people regretted the way they were treated, not the change itself.

(from: James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). The Report of the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality.

Available research:

https://journals.lww.com/prsgo/Fulltext/2018/08001/Abstract__A_Survey_Study_of_Surgeons__Experience.266.aspx

<https://www.ncbi.nlm.nih.gov/pubmed/29463477>

<https://www.ncbi.nlm.nih.gov/pubmed/10097806>

<https://www.ncbi.nlm.nih.gov/pubmed/11564029>

Online overview (DrZPhd): <https://drzphd.com/dr-z-phd-live-videos/how-many-people-actually-de-transition>

* puberty blockers are medicines that prevent puberty from happening. They work by blocking the hormones — testosterone and estrogen — that lead to puberty-related changes in your body. This stops things like periods and breast growth, or voice-deepening and facial hair growth.

8. Why do people (less than one percent) choose to de-transition?

(adapted from Dr. Z PhD - <https://drzphd.com/dr-z-phd-live-videos/how-many-people-actually-de-transition>)

Many people confuse gender identity with gender expression.

- Gender non-conformity refers to the extent to which people's gender identity, gender roles, self expression differs from social, cultural norms.
- Gender dysphoria is discomfort caused by incongruity between one's gender (sense of identity) and the sex assigned at birth.

Some gender non-conforming people experience dysphoria, but that is very, very rare because most gender-non-conforming people are comfortable with their assigned sex at birth. What they are really not comfortable with is socially constructed norms of gender, and they express themselves in ways that are more related to who they are versus the social norms.

example: Many effeminate men are just effeminate; that's their gender expression. There is no need to transition to female if they're simply effeminate but comfortable in their body and comfortable in their gender. It's the gender expression that needs exploration, not gender identity. Some people confuse effeminate masculinity with transgender identity.

Those who transition do so for one of two reasons: physical/psychological trauma or social rejection.

1. Nobody jumps into surgery; that is something that is crazy to do. The public fails to understand that transitioning takes time (years in most cases), and each person checks at every step along the way to find out how far they want to go. The process of transitioning varies from person to person. If the trauma is overwhelming, transitioning may be stopped at any time.
2. A small percentage of people who de-transition do so for societal reasons: social stigma, lack of access to medical care, lack of resources, discrimination, and lack of support. In these situations, the transition just becomes too much to tolerate. People who cannot afford surgery that is needed to pass as the new gender are misgendered again and again and again, and this becomes too much to bear.

9. Can a girl who is sexually attracted to other girls decide not to be lesbian?

Yes. Sexual orientation is about sexual attraction. Just because a girl is attracted only to other girls doesn't mean that she must be a lesbian. She can decide not to act on her attractions, but she cannot choose not to be attracted.

People who reject their sexual attractions, often have depression. Many individuals who have accepted their sexual orientation resolve that depression and live happy lives. This may be very difficult in some families and in some cultures.

Family rejection is why, in Los Angeles County, among about 8,900 homeless youth (12-24) who live on the streets, currently 40% of them are LGBTQ. The number of homeless LGBTQ youth is about 3,560 in LA County.



10. And can a boy who doesn't want to be gay become straight?

No. A boy can reject his homosexual attractions, but the major studies about this subject tell us that he cannot get rid of them. Such a person can pretend to be straight or bisexual, can develop sexual relationships with women, and can live life as a heterosexual man, but he probably cannot rid himself of his attraction to men.



11. Why do some people decide not to admit that they're gay or lesbian or transgender?

The question itself is pejorative: the word *admit* suggests that they have done something wrong. A better word might be *assert* or *proclaim*. When individuals refuse to accept their own homosexuality or non-binary gender identity, they work hard to reject something basic in their make-up.

Some organizations (Exodus International is an example) created reparative therapy (also called conversion therapy) to help these people to stop being gay. This is a discredited approach which seeks to get rid of a homosexual's same-sex desires. Among both youth and adults, this practice leads to depression, anxiety, drug use, homelessness, and suicide. To date, California, Colorado, Connecticut, Delaware, Hawaii, Illinois, Maine, Maryland, Massachusetts, Nevada, New Hampshire, New Jersey, New Mexico, New York, Oregon, Rhode Island, Vermont, Washington, the District of Columbia, and Puerto Rico all have laws or regulations protecting youth from this harmful practice. The therapy doesn't work, and patients continue to have same-sex attractions, and the therapy often leads to dire consequences: self-hatred, feelings of failure, depression, and suicide. We can change our behavior, but we can't change our attractions.



12. Why do some of us dislike gay, lesbian, and transgender people?

Homophobia is culturally produced fear of or prejudice against homosexuals that sometimes manifests itself in legal restrictions or, in extreme cases, bullying or even violence against homosexuals (sometimes called “gay bashing”).

Homophobia is not present in all cultures and seems to have been created during the Middle Ages. In the past, cultures have characterized male homosexuals as mentally ill, promiscuous, lonely, insecure, and likely to be child molesters, while lesbians have been described as aggressive and hostile toward men. These attitudes are learned at home and in the local community, but they quickly disappear as straight individuals get to know real homosexuals, lesbians, bisexuals and transgender people.

According to research done at Agoura High School, these attitudes are in decline and are held by fewer than 15% of the student population.



13. What is it like to be gay or lesbian at Agoura High School?

According to surveys at AHS in 2006, 2011, and 2013, about 6% of the student population is LGBT or questioning their sexuality or gender identity. Of that number, most reported not feeling safe at school. About 12% of those surveyed seven years ago felt that school wasn't safe for gay and lesbian students.

About half of the gay, lesbians, and bisexuals are “closeted;” that is, they choose not to let other students know that they're gay. Fewer and fewer LGBTQ students at AHS report finding life difficult, but actual studies have not been done since 2013 to confirm this sense of increased acceptance. Physical attacks still happen. Many students still hear gay epithets every day. Because of the lack of recent research, we don't know how much school climate has improved for LGBTQ students at Agoura High School.



14. What is it like to be transgender or non-binary in today's world?

Transgender individuals suffer discrimination socially and in the working world. Many trans people have medical problems associated with body dysphoria, taking hormones and body reassignment surgeries. Trans people can have trouble getting medical help and trouble using bathrooms. They have three times the jobless numbers as cisgender individuals (a term used to describe a person whose gender identity matches gender assigned at birth). Suicide rates among transgender people are six times that of cisgender people. However, for trans people, living life honestly in their gender identity is far more fulfilling and less depressing than living life dishonestly.



15. Why is a transgender girl (assigned male at birth) allowed to use the boys' bathroom?

In the State of California, AB1266 sets standards for transgender student rights: “A pupil shall be permitted to...use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.” So, a transgender boy (assigned female at birth) is considered a boy in all respects, and a transgender girl (assigned male at birth) is considered a girl in all respects. If anyone is uncomfortable using a bathroom also used by a transgender student, that person should use the gender-neutral bathroom available in every school in California.



16. Can a transgender girl (assigned male at birth) use the girls' locker room?

Yes. She is a girl. In practice, often a separate area in the locker room will be set aside for the transgender person to change clothes, if necessary. And anyone who is uncomfortable with the situation has the right to use an alternate changing area.

Opponents to California AB1266 have claimed that boys will pretend to be transgender in order to get into the girls' bathroom or locker room. LAUSD has been keeping records of these kinds of complaints, and boys do not go through the difficulties associated with being transgender in order to use the girls' bathroom or locker room. It hasn't happened.



17. At school dances, are boys allowed to slow dance with boys, and girls with girls?

Yes. There are no separate restrictions for same sex couples. Any behaviors inappropriate for opposite sex couples are also inappropriate for same sex couples.



PART III Gender Identity and Sexual Orientation Exercises

- James
- Felice
- Geoffrey
- Cameron

There are good reasons for doing the following exercises. Remember that gender assigned at birth (biological gender), gender identity, gender expression, and sexual orientation are unrelated to each other. Individuals can have any combination of the associated traits. None of these traits is binary, and they are not related to one another:

- not all masculine men are straight
- not all feminine women are straight
- not all butch women are lesbian
- not all effeminate men are gay
- not all neat, smart, well-dressed men are gay
- not all men who like to wear women's clothes are gay

Read about each of the following four individuals and fill in the blanks before looking at the discussion at the bottom of each exercise. Remember that a transgender girl was assigned male at birth, and a transgender boy is was assigned female at birth.

Gender Identity and Sexual Orientation Exercise:

JAMES

James was assigned male at birth, lives as a man, is sexually attracted to women, is married to a woman, with whom he has a 3-year-old child, and he says, “I feel like a lesbian in a male body.”



Gender assigned at birth (biological gender): _____

Gender Identity: _____

Gender Expression: _____

Sexual Orientation: _____

James is a person who lives as a man but considers himself to be female. He was assigned male at birth, presents himself as male, is attracted to women, but has female gender identity, so James is a lesbian.

Gender Identity and Sexual Orientation Exercise:

FELICE

Felice was assigned male at birth, presents herself as a female, identifies as a female and is attracted to women.



Gender assigned at birth (biological gender): _____

Gender Identity: _____

Gender Expression: _____

Sexual Orientation: _____

Felice is biologically male, has a female gender identity, presents herself as female, and is attracted to women, so Felice is also a lesbian.

Gender Identity and Sexual Orientation Exercise:

GEOFFREY

Geoffrey was assigned male at birth, is built like a lumberjack, has a beard, is attracted to women, and likes to wear women's clothes sometimes.



Gender assigned at birth (biological gender): _____

Gender Identity: _____

Gender Expression: _____

Sexual Orientation: _____

Geoffrey is very male, mostly presents himself as male, thinks of himself as a man, is attracted to women, so he is straight, but he like to dress up in women's clothes every once-in-awhile. He is a cross-dresser.

Gender Identity and Sexual Orientation Exercise:

CAMERON

Cameron was assigned male at birth, has less than 5% fat, wears his hair long, likes skinny jeans, uses clear nail polish on his nails, spends most of his paycheck on clothes and make-up, and is sometimes attracted to women, sometimes men.



Gender assigned at birth (biological gender): _____

Gender Identity: _____

Gender Expression: _____

Sexual Orientation: _____

Cameron is male, seems to think of himself as a man, presents himself as non-binary, and is bisexual.

PART IV. Case Studies:

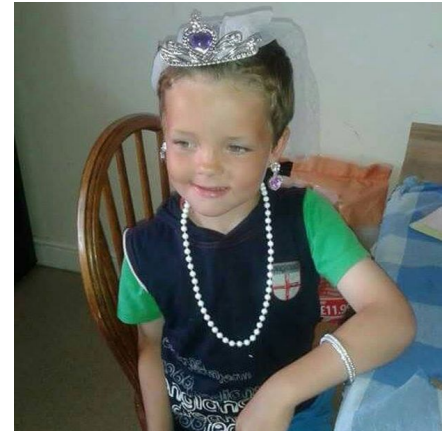
- 3rd Grade Boy
- Middle School Transgender Girl (assigned male at birth)
- High School Transgender Boy (assigned female at birth)

Schools have special responsibility to promote learning and protect the health of every student. Special challenges exist for a school's relationships with its transgender students. Think about each of these three case studies and write what you think should be done before reading the discussion at the bottom of each case study.

Case Studies:

3rd Grade Boy

Robert is a 3rd grade student who has been coming to school every day wearing clearly identifiable, stereotypically feminine accessories, such as a girl’s belt or girl’s shoes or jewelry. Robert is getting harassed by other students at school who are calling him names. Robert’s teacher is confused about how to handle the situation. What should the teacher say to Robert?



- Should she tell Robert to stop wearing stereotypically girls’ accessories?
- Should she tell Robert’s parents to check his clothing, daily?
- Should she talk to the whole class and ask the bullies to stop?
- Should she talk to those students bullying Robert about Bullying?
- Should she talk to the whole class about bullying?
- Should she punish the bullies?

your ideas:

Teacher Strategy	Benefits	Disadvantages
tell Robert to stop wearing women’s accessories	Robert may be bullied less, but that’s not likely	Robert is told he is not okay and becomes depressed, hates school
ask Robert’s parents to control what Robert wears to school	Robert may be bullied less, but that’s not likely	Robert’s parents may disapprove of him, making homelife difficult
punish the bullies	bullying stops happening when the teacher is around	bullying continues outside class, and the bullies are angry at him
talk to the whole class about the situation	Some students may support Robert and befriend him	his being different is now a big deal, making him self-conscious
teacher compliments Robert daily, saying, “nice jewelry, Robert” or “that color matches your eyes”	Other students begin to accept Robert’s choices and bullies see that the rest of the class approves	the effect takes several weeks to take-hold, and not all bullies will stop the bullying

Case Studies:

Middle School Transgender Girl

(assigned male at birth)

One day, a 7th grader, whose legal name is Christopher, announces, “Please call me Christine and use ‘she’ when referring to me.” The student’s teacher is unclear about what to do in this situation and brings up the issue with the Principal.

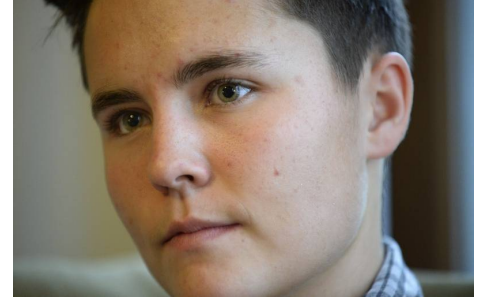
- What should the teacher say to the student?
- What name are the teachers and administrators required to use to refer to this student?
- Is it necessary for the principal or the teacher to contact the student’s parents?
- Under what circumstances should the student’s school records be changed to reflect her name?



your ideas:

California education law requires the following:

- the teacher must agree to Christopher’s request, no matter how it’s made
- the teacher must not call Christopher’s parents about his request
- the teacher must consult with counselors to have roll sheets and other documents changed to implement Christopher’s request.
- the school must not use Christopher’s new name and pronoun when contacting Christopher’s parents until Christopher agrees to tell them
- the school permanent records must not be changed to reflect the change until a court has issued a change of name document

Case Studies:**High School Transgender Boy
(assigned female at birth)**

Cameron identifies as transgender and would like to use the boy's restroom at his school. He presents as male and uses male pronouns. When he tries to use the boy's restroom, he is often harassed and taunted in the facility. School staff and students often tell him to use the girl's restroom. Fed-up with the harassment, he asks the principal for help.

How should staff address Cameron's situation?

What can teachers and other school staff do to ensure his safety, respecting him as a transgender student?

your ideas:

- By law, Cameron has the same rights as any other boy in school; he can use the boy's bathroom. The problem is the harassment from other students.
- Cameron can choose to use the gender-neutral or single user bathroom, but he should be able to use the boys bathroom without trouble, and telling him to use the gender-neutral bathroom would be disrespectful.
- Staff could accompany him to the bathroom, standing outside to monitor any harassment, until the harassment stops. In the Las Virgenes Unified School District, campus security aids already are often posted outside the multi-user bathrooms. They should be trained to deal with harassment of transgender students in the bathroom.
- Both boy's and girl's bathrooms have single-user stalls, so privacy should not be a concern for anyone. Any student who is uncomfortable having Cameron in the bathroom can access the gender-neutral bathroom.

V. Laws - Wikipedia on California LGBT Laws

(note: don't bother to memorize the bill numbers.)

This is a list; brief discussions will follow:

- SB54 (2009) The Marriage Recognition and Family Protection Act
- SB 1306 (2014)
- SB 1005 (2016) - Updates State laws to reflect SB1306
- AB9 (2012) - Seth's Law
- SB48 Fair, Accurate, Inclusive, and Respectful Education Act (FAIR) Education Act
- AB1266 (2013) School Success and Opportunity Act (gender equality, gender-neutral bathrooms, etc.)
- AB329 (2016) California Healthy Youth Act
- SB1172 (2012) Ban on Conversion Therapy

note: A proposed intersex surgery ban was rejected by a Senate committee on January 13, 2020



California LGBT Laws

SB54 (2009)

The Marriage Recognition and Family Protection Act

The law provides no label to be used in place of "marriage" to describe these relationships; they are not "domestic partnerships".[6] The resumption of same-sex marriage in California on June 28, 2013 effectively supersedes this law with respect to out-of-state same-sex marriages.

SB 1306 (2014)

Same Sex Marriage - Repeals marriage only between man and woman statute.

Marriage is a personal relation arising out of a civil contract between two persons, to which the consent of the parties capable of making that contract is necessary. The bill also eliminates the use of *husband* and *wife*, replacing both with *spouse*.

SB 1005 (2016) -

Updates State laws to reflect SB1306, same-sex marriage.

Intersex surgery ban rejected by a Senate committee on January 13, 2020

AB9 (2012)

Seth's Law (addendum to the Safe Place to Learn Act)

Seth's Law focuses on protecting students who are bullied based on their actual or perceived sexual orientation and gender identity/gender expression, as well as race, ethnicity, nationality, gender, disability, and religion.

SB48 (2011)

Fair, Accurate, Inclusive, and Respectful Education Act (FAIR) Education Act

The FAIR Education Act compels the inclusion of the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people into educational textbooks and the social studies curricula in California public schools.

AB1266 (2013)

School Success and Opportunity Act

(gender equity, gender-neutral bathrooms, etc.)

SECTION 1. Section 221.5 (f) of the Education Code:

note: this is only the fifth of five provisions in the bill ; the first five promote gender equality.

A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his, her, or their gender identity, irrespective of the gender listed on the pupil's records. Policies created as a result of AB1266, "the bathroom bill"

(from CSBA: Final Guidance AB1266, Addendum available):

- Upon request, districts should allow any student wanting privacy to use an alternate facility (e.g., restroom, locker room) not used or occupied by other students.
- Upon request, districts should allow a student to use the gender-specific facility consistent with his, her or their gender identity.
- Upon request, districts should ensure that staff uses the name and pronoun preferred by a transgender or gender nonconforming student.
- Upon request, districts should prepare data systems to list a transgender or gender nonconforming student by his, her or their preferred name and gender.
- Upon request, districts should allow students to participate in athletics according to their gender identity in a manner that is consistent with the CIF bylaws.

AB329 (2016)

California Healthy Youth Act

Requires school districts throughout the state to provide students with comprehensive sexual health education, along with information about HIV prevention, at least once in high school and once in middle school.

SB1172 (2012)

Conversion therapy

Prohibits a mental health provider, as defined, from engaging in sexual orientation change efforts.

EXERCISE: California LGBT Laws

Match the law listed in the first block with the description found in the second block. Mark the letter of the definition next to the law it matches. Refer to the previous pages if you need help.

- AB1266 (2013) School Success and Opportunity Act (gender-neutral bathrooms, etc.)
- AB329 (2016) California Healthy Youth Act
- AB9 (2012) Seth's Law (addendum to the Safe Place to Learn Act)
- SB 1005 (2016) - Updates State laws to reflect SB1306
- SB 1306 (2014) Same Sex Marriage
- SB1172 (2012) Conversion therapy
- SB48 (2011) Fair, Accurate, Inclusive, and Respectful Education Act (FAIR) Education Act
- SB54 (2009) The Marriage Recognition and Family Protection Act

I. Prohibits a mental health provider from engaging in sexual orientation change efforts.

I. This law provides no label to be used in place of "marriage" to describe these relationships; they are not "domestic partnerships".[6] The resumption of same-sex marriage in California on June 28, 2013 effectively supersedes this law with respect to out-of-state same-sex marriages.

I. Marriage is a personal relation arising out of a civil contract between two persons, to which the consent of the parties capable of making that contract is necessary. The bill also eliminates the use of *husband* and *wife*, replacing both with *spouse*.

I. This law focuses on protecting students who are bullied based on their actual or perceived sexual orientation and gender identity/gender expression, as well as race, ethnicity, nationality, gender, disability, and religion.

I. This act compels the inclusion of the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people into educational textbooks and the social studies curricula in California public schools.

I. A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his, her or their gender identity, irrespective of the gender listed on the pupil's records.

I. Requires school districts throughout the state to provide students with comprehensive sexual health education, along with information about HIV prevention, at least once in high school and once in middle school.

IV. Resources

1. Local Resources for LGBTQ youth and their families

FFLUID (formerly Simi Valley chapter of PFLAG)

Support group for parents and their LGBT youth meetings on the third Thursday of every month at 7:00 p.m. <http://fffluid.org>

PFLAG Oak Park/Conejo Valley

For parents of LGBTQ youth - meetings on second Mondays, 7:30 to 9pm in Oak Park, Church of the Epiphany 5450 Churchwood drive - 818-991-4797 ext. 27

Rainbow Umbrella

Activities LGBT & gender non-conforming youth, 13 to 23. Friday evenings at the Community Resource Center, 2471 Portola Rd Unit 100, Ventura, facilitated by coordinator Grace Stephenson

Trans* Ventura

A support group for parents of Transgender youth on the third Saturday of each month. To join this group call Sharon 805-603-0722

Gay-Straight Alliance Clubs

CHS Club meets every _____ at lunch in _____

Marmonte GSA

A coalition of eight GSA Clubs: AHS, CHS, MHS, NPHS, OPHS, TOHS, Viewpoint, and WHS. This group helps to produce the annual St. Patrick's Day "Under the Rainbow" Dance (in it's 12th year)

LA LGBT Center

Today the Center's nearly 800 employees provide services for more LGBT people than any other organization in the world, offering programs, services, and global advocacy that span four broad categories: Health, Social Services and Housing, Culture and Education, Leadership and Advocacy.

Local Events: (subject to caronavirus-related cancellations)

Conejo Valley Pride Festival - September 2021

2020 St. Patrick's Day "Under the Rainbow" Dance - rescheduled, September or October

2021 St. Patrick's Day "Under the Rainbow" Dance - March, 2021

LA Gay Pride Festival - Sunday, June 14th, 2020

2. Online Resources for LGBTQ youth and their families

For all LGBTQ youth:

Gay, Lesbian & Straight Education Network (GLSEN)
GSA Network
Safe Schools Coalition
The Trevor Project

For transgender youth:

National Center for Transgender Equality (NCTE)
Sylvia Rivera Law Project
Transgender Law Center
Transgender Legal Defense & Education Fund

3. State and National Resources for LGBTQ youth and their families

ACLU of Southern Calif. - 1313 W. 8th St., Los Angeles, Tel: 213.977.9500
www.aclusocal.org

Equality Calif. - 202 W 1st Street, Suite 3-0130, Los Angeles, 323-848-9801
<http://www.eqca.org>

Gay, Lesbian, Straight Education Network (GLSEN) - www.glsen.org

Genders & Sexualities Alliance Network (GSA Network) -
www.gsanetwork.org

Gender Spectrum - www.genderspectrum.org

Transforming Families (LA Children's Hospital) -
www.transformingfamily.org

Transgender Law Center - 415-865- 0176 www.transgenderlawcenter.org

Freshman Seminar

Gender Identity and Sexual Orientation

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THE END