Gender Identity and Gender Inclusivity: Lesson Plan for Virginia and U.S. Government

Kristina Lee
Virginia Commonwealth University, leeh4@vcu.edu

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Aligns with VA SOL GOVT.1: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) planning inquiries by synthesizing information from diverse primary and secondary sources;
- b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;
- c) comparing and contrasting historical, cultural, economic, and political perspectives;
- d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
- e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;
- f) explaining how cause-and-effect relationships impact political and economic events;
- g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
- h) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
- i) applying civic virtues and democratic principles to make collaborative decisions; and
- j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

Scholars Compass Resource: Gender-Inclusive Library Workgroup Report

Opening Statement from the Gender-Inclusive Workgroup Report:

“The Gender-Inclusive Workgroup explored how VCU Libraries can better serve trans and gender-nonconforming users and staff. The group’s recommendations cover library spaces, staff, systems, services, and culture. Key recommendations include highlighting existing all-gender restrooms; building more gender-inclusive restrooms; expanding availability of menstrual products and disposal bins; continuing support for name-of-use changes in library systems; minimizing display of legal name in library systems; offering ongoing staff training in gender-inclusive language and customer service; and encouraging staff to share pronouns. The workgroup also recommends pursuing a culture of shared learning and inclusive thinking, with a reminder that gender identity is one facet of multiple intersecting identities for people in the VCU community.”
Opening Activity for Students

Compare and contrast the language used in the Equal Educational Opportunities and Non-discriminatory policies surrounding gender for Richmond Public Schools and VCU.


Articles for Discussion

Review and discuss the article on Creating an Anti-bias Learning Environment
Lead students in a discussion about the importance and identification of personal pronouns utilizing the website: My Pronouns.org

Student Project

Using the Gender-Inclusive Library Workgroup Report as inspiration, in groups, have students choose an area in their school or community that should be redesigned to be more gender-inclusive. Encourage them to use Appendix A as a resource for appropriate and inclusive language. The news articles below may be examined for issues surrounding gender-inclusivity both positively and negatively.

Richmond Public Schools

Richmond Public Schools Implement Gender Neutral Graduation Robes

https://www.pressreader.com/usa/richmond-times-dispatch/20190604/281505047710918


Chesterfield

https://wtvr.com/2017/03/05/transgender-teen-at-town-hall-just-dont-assume-anymore/

VA School

Virginia High School Teacher Fired for Refusing to Use Transgender Student's New Pronouns

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