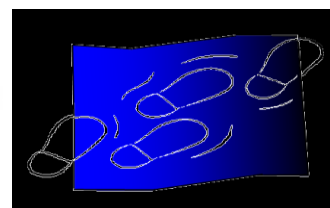


LSS Pathfinder



Gender Identity

2016-17

There are all kinds of gender identities represented in our Winnipeg School Division community, from cisgender, to transgender, to Two-Spirit and many more. By providing resources that reflect the diversity of students' gender identities, and support the ways students express their identity, educators can create an atmosphere of inclusion and acceptance in their classrooms and schools. This pathfinder includes a wide variety of professional resources for educators celebrating gender identity, encouraging tolerance, openness, and self-expression.

To borrow these resources, book at the Library Resource Centre Online Catalogue, email inquiries to wsslibrary@wsd1.org, visit the LRC, or call 204-788-0203 (VOIP: 101343). We are located at Library Support Services in the Prince Charles Education Resource Centre at 1075 Wellington Avenue.

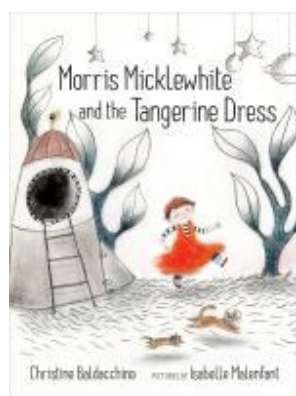
SEARCH TERMS:

Keywords: gender identity, transgender youth, body image.

Subject Headings: gender identity, transgender, body image, transsexual, transgenderism, gender expression, transgender people.

BOOKS FOR STUDENTS

Picture Books, Fiction, Non-Fiction



E BAL (also available as a downloadable [ebook](#))

Baldacchino, Christine. [Morris Micklewhite and the tangerine dress](#).

Toronto: Groundwood Books, 2014.

Morris is a little boy who loves using his imagination. Most of all, Morris loves wearing the tangerine dress in his classroom's dress-up center. The children in Morris's class don't understand. Dresses, they say, are for girls. And Morris certainly isn't welcome in the spaceship some of his classmates are building. Astronauts, they say, don't wear dresses. Feeling all alone. Morris builds his own spaceship and takes two of his classmates on the greatest adventure ever.



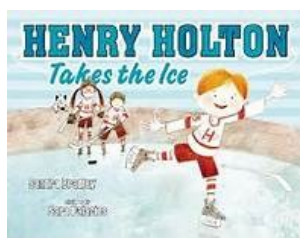
E BHA

Bhatia, Niki. [Pink is just a color and so is blue](#). North Charleston, SC: CreateSpace, 2012.

You're a boy who likes pink, or a girl who likes blue? Great! You're a boy who plays with dolls, or a girl who plays pirates? Awesome. Inspired by a vision of a world where children feel free to explore and be themselves, this happy book encourages freedom of personal expression, unconnected with gender roles.

E BRA

Bradley, Sandra. [Henry Holton takes the ice](#). New York: Dial Books for Young Readers, 2015.



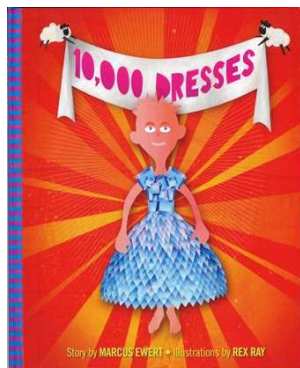
Henry Holton's whole family is hockey mad. Everyone, that is, except Henry. When he holds a hockey stick, Henry becomes a menace to the game--and an embarrassment to his sports-minded family. It's not until he sees his first ice dancing performance that Henry realizes there's something he can do on the ice that "doesn't" involve boarding and body checking. But first he has to convince his hockey-obsessed family to let him follow his own path.

E COY

Coyle, Carmela LaVigna. [Do princesses wear hiking boots?](#) Flagstaff, AZ.: Rising Moon, 2003.



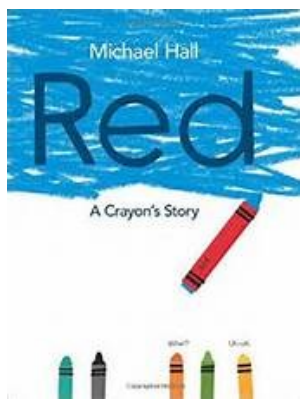
What's it like to be a real princess? An energetic, spirited little girl wonders if princesses can climb trees, ride bikes, and eat the crusts of their bread. Her mom assures her that being a princess has more to do with who we are inside, and that her daughter is one already.



E EWE

Ewert, Marcus. [10,000 dresses](#). New York: Seven Stories Press, 2008.

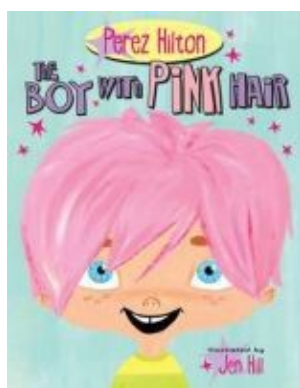
Bailey dreams every night of the most beautiful, magical dresses but when she tries to share her dreams with her family, they don't want to listen. They just see Bailey's outsides and to them, Bailey is a boy. Bailey meets a friend who understands and helps make Bailey's dreams come true. An uplifting story about a gender variant child told from inside.



E HAL

Hall, Michael. [*Red: A crayon's story*](#). New York: Greenwillow Books, an imprint of HarperCollins Publishers, [2015].

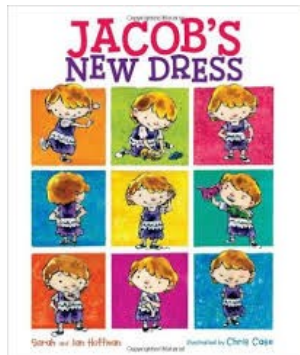
Red's factory-applied label clearly says that he is red, but despite the best efforts of his teacher, fellow crayons and art supplies, and family members, he cannot seem to do anything right until a new friend offers a fresh perspective.



E HIL

Hilton, Perez. [*The boy with pink hair*](#). New York: Celebra Children's Books, c2011

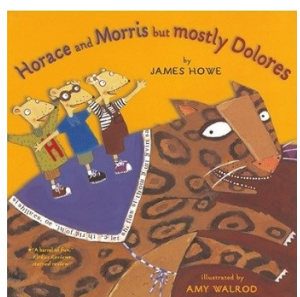
Life is not easy being a boy born with pink hair. Adults stare, other children giggle, and some kids are just mean. But when you have a best friend who appreciates your uniqueness and parents who are loving and supportive, you can do just about anything.



E HOF (also available as a downloadable [ebook](#))

Hoffman, Sarah. [*Jacob's new dress*](#). Chicago: Albert Whitman, 2014.

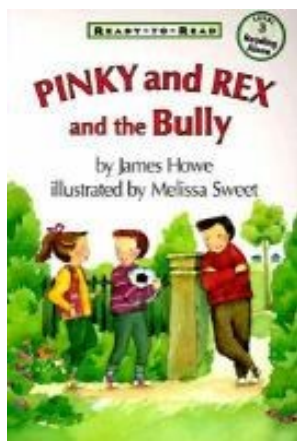
Jacob loves to wear dresses at home, where he can be anything he wants to be. Can Jacob wear a dress to school, where some kids say he can't wear "girl clothes"? This heartwarming story speaks to the unique challenges faced by boys who don't identify with traditional gender roles.



E HOW

Howe, James. [*Horace and Morris but mostly Dolores*](#). New York: Atheneum Books for Young Readers, 1999.

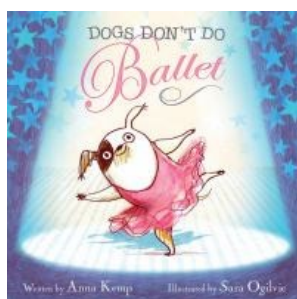
Horace, Morris, and Dolores do everything together and are the best of friends! But one day Horace and Morris join the Mega-Mice (no girls allowed), and Dolores joins the Cheese Puffs (no boys allowed). Is this the end? Or will Horace and Morris but mostly Dolores find a way to save the day -- and their friendship?



E HOW

Howe, James. [*Pinky and Rex and the bully*](#). New York: Aladdin Paperbacks, 1996.

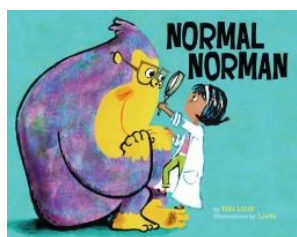
Pinky's favorite color is pink, and his best friend, Rex, is a girl. Kevin, the third-grade bully, says that makes Pinky a sissy. Deep down, Pinky thinks Kevin is wrong, but he's still worried. Does Pinky have to give up his favorite things, and worse, does he have to give up his best friend?



E KEM

Kemp, Anna. [*Dogs don't do ballet*](#). New York: Simon & Schuster Books for Young Readers, 2010.

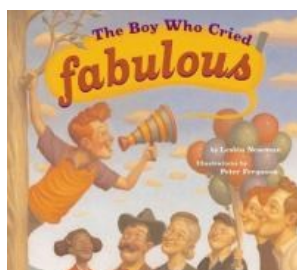
Dogs are loveable, but everyone knows they can't dance! Biff the dog gets his chance to prove that he can be a ballet dancer, when the prima ballerina trips and falls.



E LAZ

Lazar, Tara. [*Normal Norman*](#). New York: Sterling Children's Books, 2016.

To help us understand what "normal" is, a scientist introduces Norman the orangutan, who is exceedingly normal in every way, until he says and does some things that are very not normal.



E NEW

Newman, Lesléa. [*The boy who cried fabulous*](#). Berkeley, CA: Tricycle Press, 2004.

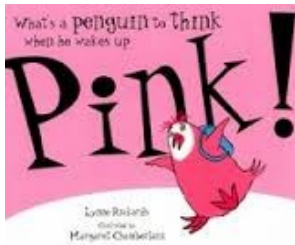
Roger is a boy who simply can't stop smelling the roses. Can you blame him? Through his eyes the world is a wonder not to be rushed by. But his parents have an entirely different view, and they expect Roger to see things the way they do.



E PAR

Parr, Todd. [*It's okay to be different*](#). New York: Little, Brown, 2009.

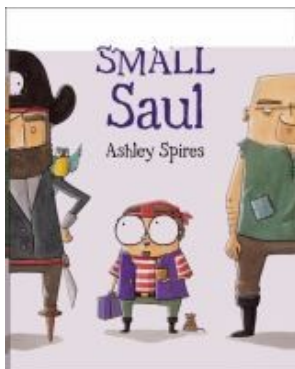
Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence.



E RIC

Rickards, Lynne. [*Pink!*](#) Edinburgh: Birlinn, 2013.

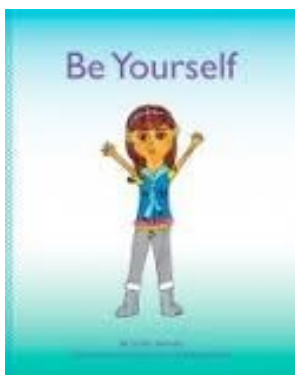
What does it feel like to be the only pink penguin in a black and white penguin world? Patrick feels very different, and he gets teased at school. One day Patrick swims away to join a flock of flamingos. He's heard they're pink like him. But he soon realizes that flamingos don't eat the food he loves, and they don't swim like him. He returns home determined to be himself, ready to be welcomed by his loving family.



E SPI (also available as a downloadable read-along [ebook](#))

Spires, Ashley. [*Small Saul*](#). Toronto: Kids Can Press, 2011.

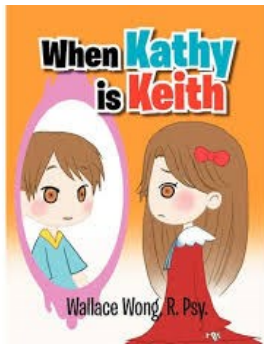
Small Saul learned at Pirate College that pirates only care about three things: their ship, being tough and lots and lots of treasure. Can Small Saul show these ruffians that despite his gentle spirit, he's worth his weight in gold? With treasure chests of laughs, Small Saul's high-seas adventure is a light-hearted celebration of individuality, perseverance and being true to one's self.



E SWI

Swirsky, Jackie. [*Be yourself*](#). Winnipeg, MB: Jackie Swirsky, 2015.

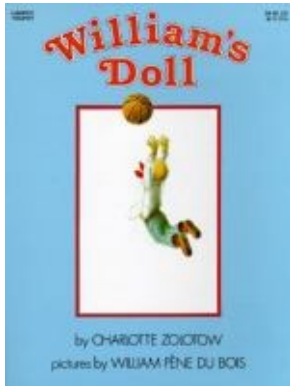
This book features a gender creative child as the main character and teaches a message of acceptance. It empowers children to be proud of themselves just as they are and be accepting of all people no matter what their style.



E WON

Wong, Wallace. [*When Kathy is Keith*](#). Bloomington, IN: Xlibris, 2011.

This manga-style illustrated picture book tells the story of Kathy, who feels like a boy on the inside but looks like any other little girl. Worse, no one believes her when she tells them who she really is.



E ZOL

Zolotow, Charlotte. [*William's doll*](#). New York: HarperCollins, 1972.

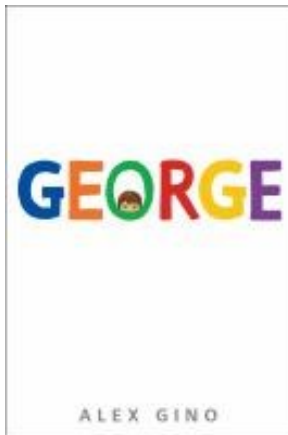
William wanted a doll, much to his father's dismay; but when Grandma comes to visit she presents William with a doll, saying that now he will have an opportunity to practice being a good father.



FIC CRO

Cronn-Mills, Kirstin. [*Beautiful music for ugly children*](#). Woodbury, Minn.: Flux, 2012.

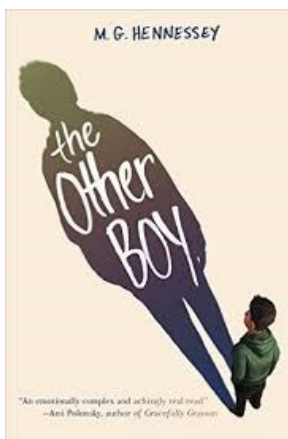
Gabe Williams is a guy with big summer plans. He's got a job as a radio DJ, following in the footsteps of his mentor, and he wants to move far away after graduation. He's also hoping his best friend Paige will fall in love with him—she's smart, she's hot, and she tolerates his music habit. He couldn't ask for more. His only problem? The rest of the world has known him as Elizabeth for the last eighteen years. This is the story of how Gabe learns to be a guy so he can leave Elizabeth behind.



FIC GIN (also available as a downloadable [e-audiobook](#))

Gino, Alex. [George](#). New York: Scholastic Press, 2015.

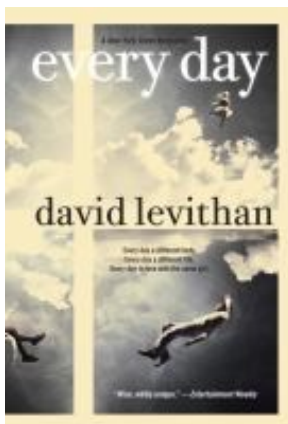
Knowing herself to be a girl despite her outwardly male appearance, George is denied a female role in the class play before teaming up with a friend to reveal her true self.



FIC HEN

Hennessey, M. G. [The other boy](#). New York: HarperCollins, 2016.

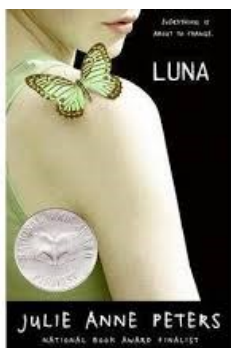
Twelve-year-old Shane Woods is just a regular boy. He loves pitching for his baseball team, working on his graphic novel, and hanging out with his best friend, Josh. But Shane is keeping something private, something that might make a difference to his friends and teammates, even Josh. And when a classmate threatens to reveal his secret, Shane's whole world comes crashing down. It will take a lot of courage for Shane to ignore the hate and show the world that he's still the same boy he was before. And in the end, those who stand beside him may surprise everyone, including Shane.



FIC LEV

Levithan, David. [Every day](#). New York: Alfred A. Knopf, 2012.

Every morning A wakes in a different person's body, in a different person's life, learning over the years to never get too attached, until he wakes up in the body of Justin and falls in love with Justin's girlfriend, Rhiannon.



FIC PET

Peters, Julie Anne. [*Luna: A novel*](#). New York: Little, Brown, 2006.

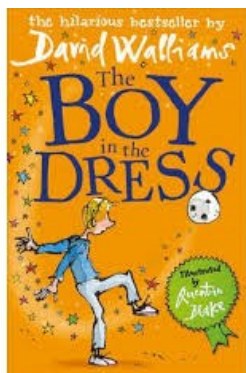
Liam, Regan's brother, has always known he was a girl. Regan's kept his secret for many years, and been the protective sister. But now Liam is ready to come out in the open as Luna, and to live life as a young woman. How can Liam/Luna transition? Can Regan let go of the brother she loves, and can she truly accept Luna?



FIC POL

Polonsky, Ami. [*Gracefully Grayson*](#). Los Angeles; New York: Hyperion, [2014].

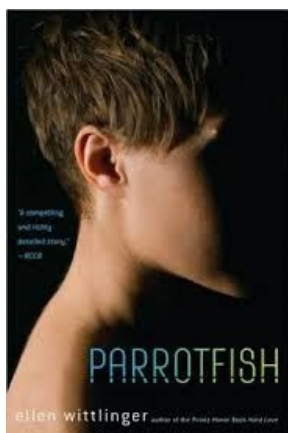
Alone at home, twelve-year-old Grayson Sender glows, immersed in beautiful thoughts and dreams. But at school, Grayson grasps at shadows, determined to fly under the radar. Because Grayson has been holding onto a secret for what seems like forever: "he" is a girl on the inside, stuck in the wrong gender's body.



FIC WAL

Walliams, David. [*The boy in the dress*](#). New York: Children's Book Press, c2014.

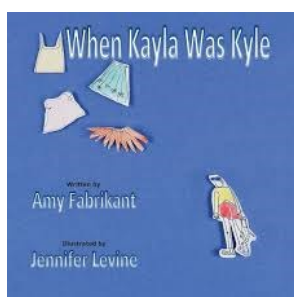
Soccer star Dennis hides the truth about his enthusiasm for fashion until his friend Lisa encourages him to dress in drag at school and embrace the persona of "Denise," a gag that has unexpected consequences.



FIC WIT

Wittlinger, Ellen. [Parrotfish](#). New York: Simon & Schuster BFYR, 2011.

For as long as she can remember Angela has not experienced herself as a girl. She wants to stand in line with the rowdy boys at school, and has no interest in the girly things her younger sister loves. She lets people call her a tomboy, but she knows that isn't true: tomboys are still girls underneath and underneath, she is a guy. Angela chooses a new name, Grady, to reflect this truth. It's time to live as Grady and be himself.



J 305.3 FAB

Fabrikant, Amy. [When Kayla was Kyle](#). Lakewood, CA: Avid Readers Publishing Group, 2013.

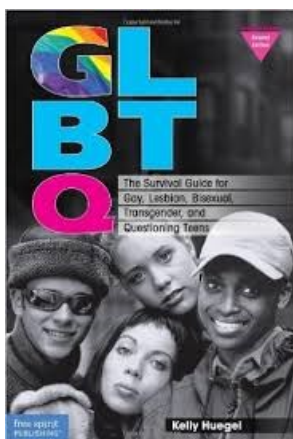
Kyle doesn't understand why the other kids at school call him names. He looks like other boys, but doesn't feel like them. Can Kyle find the words to share his feelings about his gender -- and can his parents help him to transition into the girl he was born to be?



J 305.3 PRI

Prince, Liz. [Tomboy: A graphic memoir](#). San Francisco, California: Zest Books, 2014.

Stepping away from female stereotyped behaviour throughout her early years and failing to gain acceptance on the boys' baseball team, Liz learns to embrace her own views on gender as she comes of age, in an anecdotal graphic novel memoir.

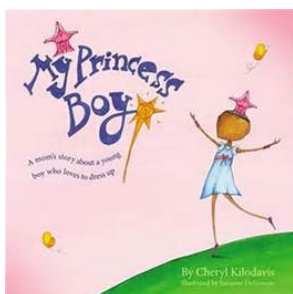


J 306.76 HUE

Huegel, Kelly. [*GLBTQ: The survival guide for gay, lesbian, bisexual, transgender and questioning teens*](#). Golden Valley MN: Free Spirit Publishing, 2011.

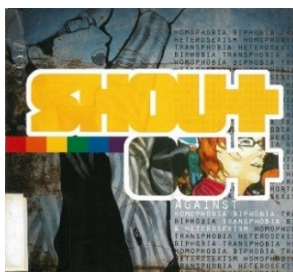
Discovering that you might be gay, lesbian, bisexual, or transgender is a big revelation. Accepting it is a process full of questions, challenges, worries, and fears. This book provides the answers, insight, and support queer or questioning teens need, putting to rest myths and stereotypes about what it means to be GLBTQ.

J 306.76 KIL



Kilodavis, Cheryl. [*My princess boy: A mom's story about a boy who loves to dress up*](#). New York: Aladdin, 2009.

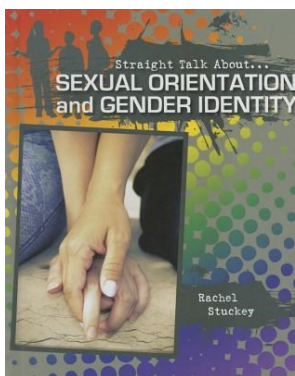
A nonfiction picture book about acceptance. With words and illustrations even the youngest of children can understand, My Princess Boy tells the tale of a four-year-old boy who happily expresses his authentic self by dressing up in dresses, and enjoying traditional girl things such as jewelry and anything pink or sparkly. The book is from a mom's point of view, sharing both good and bad observations and experiences with friends and family, at school and in shopping stores.



J 306.76 LAG

Lagartera, Reece. [*Shout out against homophobia, biphobia, transphobia & heterosexism*](#). Winnipeg, MB: Rainbow Resource Centre, 2009.

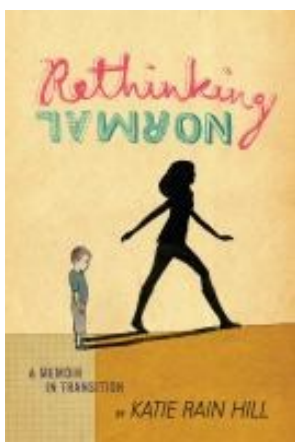
Resources to help teens cope with accepting their sexual orientation and/or gender identity.



J 306.76 STU

Stuckey, Rachel. [*Sexual orientation and gender identity*](#). New York: Crabtree Pub. Co, 2015.

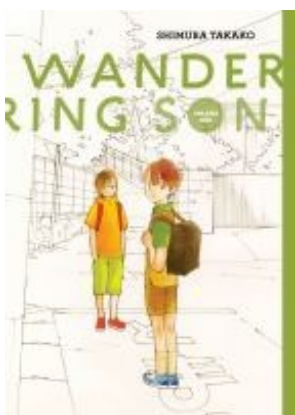
This title gives young people a better understanding of sexual orientation, gender identity, and the LGBTQ community. Personal testimonials shed light on the difficulties individuals face coming out and dispel myths of gender stereotypes.



J 306.768 HIL

Hill, Katie Rain. [*Rethinking normal: A memoir in transition*](#). New York: Simon & Schuster Books for Young People, 2014.

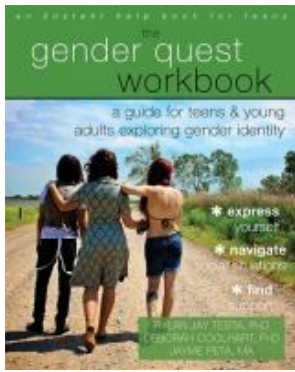
In this first-person account, Katie reflects on her pain-filled childhood and the events leading up to the life-changing decision to undergo gender reassignment as a teenager. She reveals the unique challenges she faced while unlearning how to be a boy and shares what it was like to navigate the dating world and experience heartbreak for the first time in a body that matched her gender identity. This is a coming-of-age story about transcending physical appearances and redefining the parameters of "normalcy" to embody one's true self.



J 306.768 SHI

Takako, Shimura. [*Wandering son: Volume one*](#). Seattle, WA: Fantagraphics Books, 2012.

Fifth graders Shuichii and his new friend Yoshino have happy homes, loving families, and are well liked by their classmates. But they share a secret that further complicates the already-complicated verge of puberty: Shuichi is a boy who wants to be a girl, and Yoshino is a girl who wants to be a boy.



J 306.768 TES

Testa, Rylan Jay. [*The gender quest workbook: A guide for teens & young adults exploring gender identity*](#). Oakland, California: New Harbinger Publications, Inc., 2015.

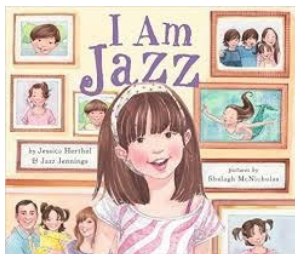
This one-of-a-kind, comprehensive workbook will help teens navigate their gender identity and expression at home, in school, and with peers.



J 306.768092 AND

Andrews, Arin. [*Some assembly required: The not-so-secret life a transgender teen*](#). New York: Simon & Schuster for Young Readers, 2014.

Seventeen-year-old Arin details the journey that led him to make the life-transforming decision to undergo gender reassignment as a high school junior. In his captivatingly witty, honest voice, Arin reveals the challenges he faced as a girl, the humiliation and anger he felt after getting kicked out of his private school, and all the changes-both mental and physical-he experienced once his transition began.



J 306.768092 HER

Herthel, Jessica. [*I am Jazz!*](#) New York: Dial for Young Readers, 2014.

From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. This confused her family, until they took her to a doctor who said that Jazz was transgender and that she was born that way. Jazz's story is based on her real-life experience and she tells it in a simple, clear way.

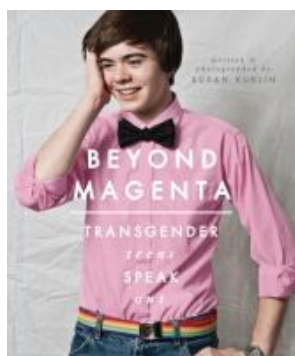


J 306.768092 JEN (also available as a downloadable [ebook](#))

Jennings, Jazz. [Being Jazz: My life as a \(transgender\) teen](#). New York: Crown, 2016.

Teen activist and trailblazer Jazz Jennings--named one of "The 25 most influential teens" of the year by Time--shares her very public transgender journey, as she inspires people to accept the differences in others while they embrace their own truths.

Jazz' story is also told in [Jazz MerGirl: The true story of Jazz Jennings, a transgender girl born in a boy's body](#) (grades 9 and up).

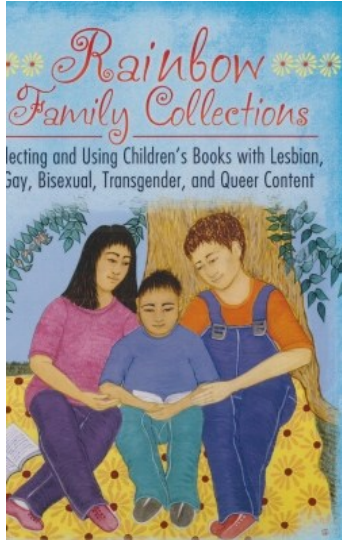


J 306.7680922 KUK (also available as a downloadable [ebook](#))

Kuklin, Susan. [Beyond magenta: Transgender teens speak out](#). Somerville, MA: Candlewick Press, [2014].

Meet six transgender and gender-neutral young adults. Their journeys to self-acceptance are recorded in their own words, and through family photos and portraits.

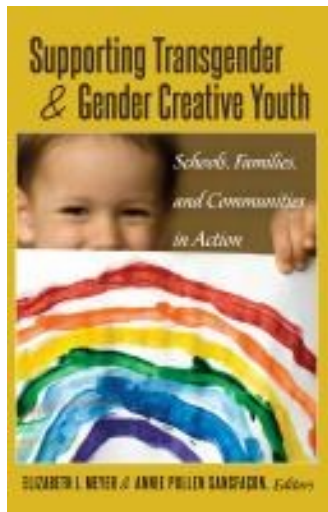
BOOKS FOR EDUCATORS



028.1624 NAI

Naidoo, Jamie Campbell. [*Rainbow family collections: Selecting and using children's books with lesbian, gay, bisexual, transgender, and queer content*](#). Santa Barbara, CA: Libraries Unlimited, 2012.

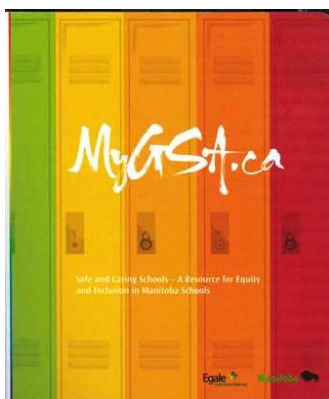
Provides an extensive list of resources for educators, librarians, and Rainbow Families highlighting LGBTQ children's literature, professional agencies, parenting materials, and online booklists



305.3 SUP

[*Supporting transgender and gender creative youth: Schools, families, and communities in action*](#). New York: Peter Lang, 2014.

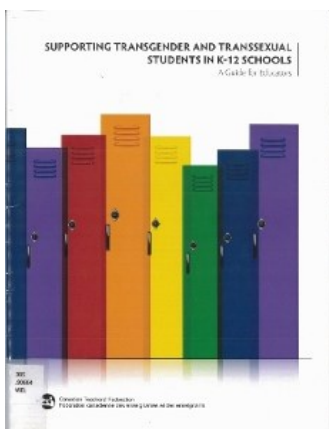
Brings together cutting edge research, social action methods, and theory on the topic of supporting transgender youth and gender creative children. Chapters specifically address issues and challenges in education, social work, medicine, and counseling as well as recommendations that are relevant for parents, families, practitioners, and educators alike.



305.90664 SAF

[*Safe and caring schools: A resource for equity and inclusion in Manitoba schools*](#). Toronto: Egale Canada Human Rights Trust; Winnipeg: Manitoba Education, 2011.

Resource is intended to support students, teachers, administrators develop and maintain safe, caring and inclusive learning environments. This resource provides valuable information and strategies that will help Manitoba schools become safer and more inclusive from the perspective of diversity of sexual orientation and gender identity.



305.90664 WEL

Wells, Kristopher. [*Supporting transgender and transsexual students in K-12 schools: A guide for educators*](#). Ontario: Canadian Teachers' Federations, 2012.

A guidebook intended to increase professional knowledge, understanding and sensitivity around transgender and transsexual students who research indicates are amongst the most at-risk groups of students for bullying, discrimination, and violence in our schools today.

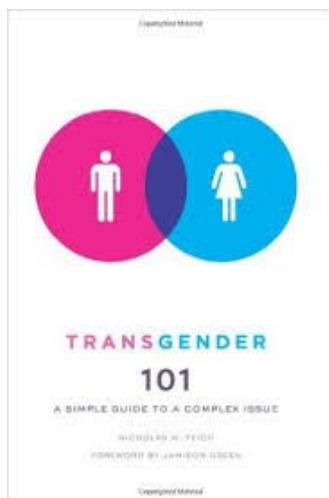
GROWING INTO
RESILIENCE
Sexual and Gender Minority Youth in Canada



306.76 GRA

Grace, André P. and Kristopher Wells. [*Growing into resilience: Sexual and gender minority youth in Canada*](#). Toronto; Buffalo; London: University of Toronto Press, 2015.

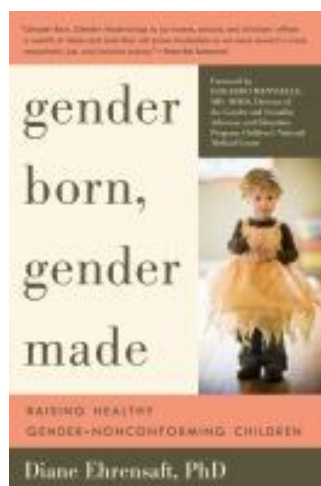
Both a resource for those professionally engaged in work with sexual and gender minorities and a comprehensive text for use in courses on working with vulnerable youth populations, Growing into Resilience is a timely and transdisciplinary book.



306.76 TEI

Teich, Nicholas M. [*Transgender 101: A simple guide to a complex issue*](#). New York: Columbia University Press, 2012.

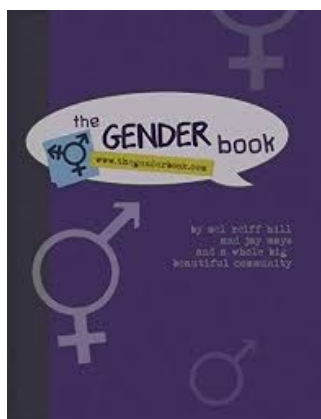
This well-rounded resource combines an accessible portrait of transgenderism with a rich history of transgender life and its unique experiences of discrimination. Featuring men who become women, women who become men, and those who live in between and beyond traditional classifications, this book is written for students, professionals, friends, and family members.



306.76083 EHR

Ehrensaft, Diane. [*Gender born, gender made: Raising healthy gender-nonconforming children*](#). New York: Experiment, 2011.

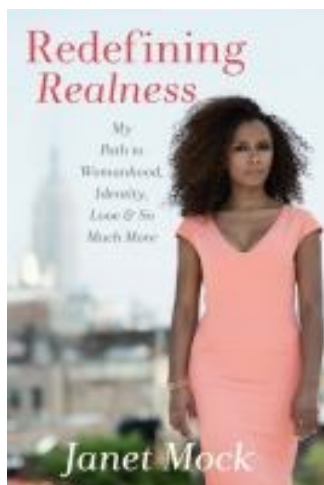
This comprehensive guidebook for parents and therapists of children who do not identify with or behave according to their biological gender draws on case histories of several children, each "gender creative" in his or her own way. The author offers concrete strategies for understanding and supporting children who experience confusion about their gender identities.



306.768 HIL

Hill, Mel Reiff. [*The gender book*](#). Houston, TX: Marshall House Press, 2013.

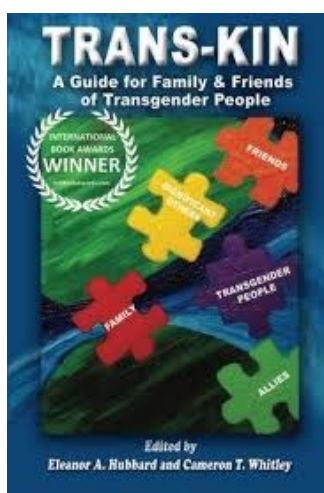
A fun, colorful, community-based resource that illustrates the beautiful diversity of gender - a gender 101 for everyone!



306.768 MOK

Mock, Janet. [*Redefining realness: My path to womanhood, identity, love & so much more*](#). New York: Atria Books, 2014.

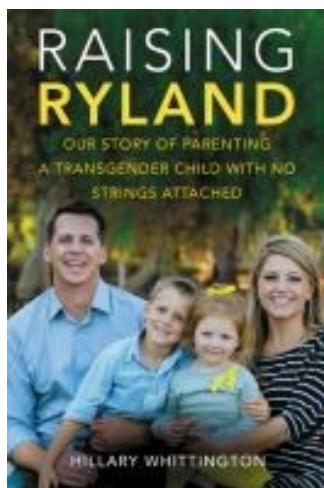
An extraordinary young woman recounts her coming-of-age as a transgender teen—a deeply personal and empowering portrait of self-revelation, adversity, and heroism.



306.768 TRA

[*Trans-kin: A guide for family & friends of transgender people*](#). Boulder, CO: Bolder Press, 2012.

A collection of stories from significant others, family members, friends and allies of transgender persons. Powerful, thought-provoking and enlightening, this collection will provide for the head and the heart of anyone who has ever loved a transgender person. This is also an essential read for allies of the transgender community and anyone who wishes to be an ally.



306.768 WHI

Whittington, Hillary. [*Raising Ryland: Our story of parenting a transgender child with no strings attached*](#). New York: William Morrow, an imprint of HarperCollins, 2015.

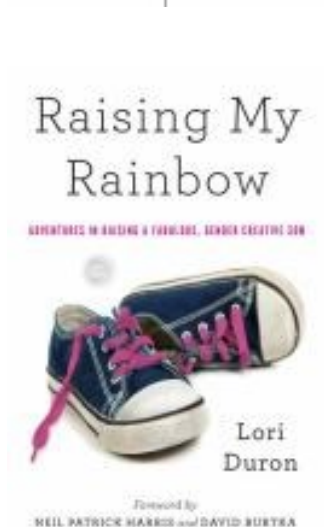
After they discovered their daughter Ryland was deaf at age one and needed cochlear implants, the Whittingtons spent nearly four years successfully teaching Ryland to speak. But once Ryland gained the power of speech, it was time to listen as Ryland insisted, "I am a boy!" Hillary and her husband Jeff made it their mission to support their child - no matter what.



306.768083 BRI

Brill, Stephanie and Rachel Pepper. [*The transgender child: A handbook for families and professionals*](#). San Francisco, CA: Cleiss Press, 2008.

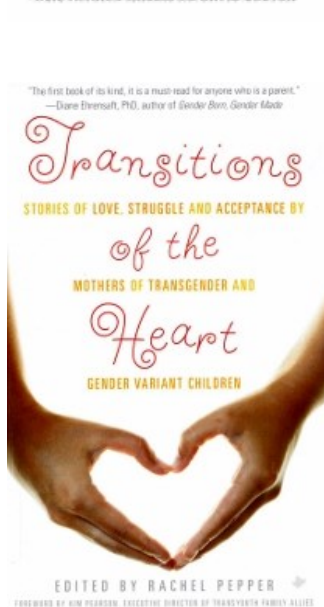
What do you do when your son insists on wearing a dress to school? Or when your toddler daughter's first sentence is that she's a boy? Covering developmental, legal, medical, and school issues, this is a comprehensive guidebook for the unique challenges that thousands of families face raising children who step outside of the pink or blue box



306.874 DUR

Duron, Lori. [*Raising my rainbow: Adventures in raising a fabulous, gender creative son*](#). New York: Broadway Books, 2013.

Based on her popular blog, Duron shares her family stories of raising a gender creative son, who does not want to be restricted to playing like a stereotypical boy.



306.874 TRA

[*Transitions of the heart: Stories of love, struggle and acceptance by mothers of transgender and gender variant children*](#). Berkeley, CA: Cleis Press, 2012.

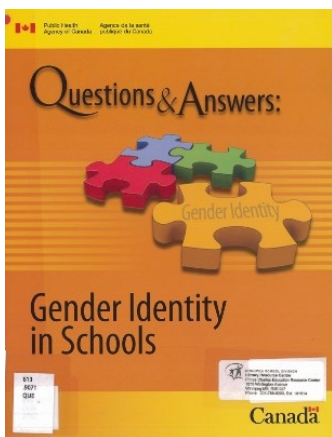
Mothers of transgender and gender variant children tell their stories. Often "transitioning" socially and emotionally alongside their children, parents have their own parallel process to work through, and few resources to depend on. The mothers' voices come from all walks of life, with children ranging in age from six to sixty.



373.15809711 HAS

Haskell, Rebecca. [*Get that freak: Homophobia and transphobia in high schools*](#). Halifax, N.S.: Fernwood Publisher, 2010.

Through interviews with recent high school graduates who identify as gay or transgender, the authors share stories of physical, verbal and emotional harassment and offer important insights into the negative outcomes that result from being bullied. Taking the lead from the youth, the authors make recommendations for challenging homophobic and transphobic bullying in high schools and for supporting students who experience this form of harassment.



613.9071 QUE

[*Questions & answers: Gender identity in schools = Questions & réponses : l'identité sexuelle à l'école*](#). Ottawa: Public Health Agency of Canada, 2011.

Prepared by the Public Health Agency of Canada, this document addresses the most commonly asked questions regarding the gender identity of youth in school settings. The goal of this resource is to assist educators, curriculum and program planners, school administrators, policy-makers and health professionals in the creation of supportive and healthy school environments for youth struggling with issues of gender identity.

MULTIMEDIA

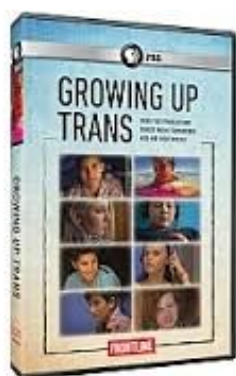
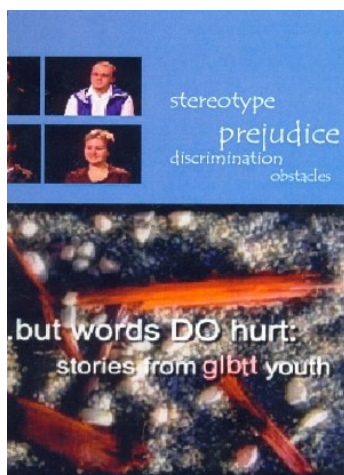
[but words do hurt: Stories from glbtt youth](#). Calgary, Alta.: Alberta Civil Liberties Research Centre, 2005. **DVD**

1 videodisc (30 min.) + 1 video user guide.

In this video, you will meet young people who identify as GLBTT (gay, lesbian, bisexual, transsexual and transgendered). They talk about identity issues, the media, coming out, their family, their experiences in school and their hopes for the future. Some of the biggest obstacles they face include discrimination and name-calling. These young people share their personal stories with the hope that their experiences will foster a greater understanding of the issues faced by GLBTT youth. Professionals who work with GLBTT youth, including a psychologist, a human rights lawyer, a teacher and a hate crimes police officer also talk about some of the issues faced by these youth.

Audience: Grades 9-12

[BOOKING # DVD1053](#)



[Growing up trans](#). [Alexandria, Virginia]: PBS Distribution, 2015. **DVD**

1 videodisc (90 min.).

A study of transgender children and the many struggles and choices that they face in their everyday lives.

Audience: Grades 7 and up

[BOOKING # DVD1819](#)

[*I am who I am: Sexual orientation awareness kit*](#). Shippagan, NB: Productions la différence, 2004. **DVD**

1 teacher's guide, 1 videodisc, 1 computer disk, 3 posters, 1 pamphlet, bookmarks.

Designed to assist teachers in group discussions of sexual orientation with students. It is aimed at promoting awareness and challenging preconceived ideas. A documentary video, some life experience accounts and guided discussions will provide students with a broader vision of sexual orientation. They will learn the difference between gender identity, sexual orientation and gender roles.

Audience: Grades 7 and up

[BOOKING # KIT1305](#)

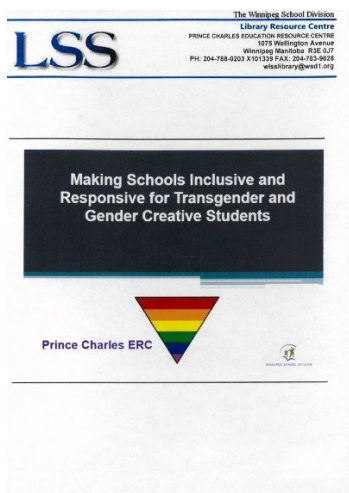
[*Making schools inclusive and responsive for transgender and gender creative students*](#). Winnipeg, Manitoba: Winnipeg School Division, 2015. **DVD**

1 videodisc (96 min.).

A presentation given by Winnipeg's Rainbow Resource Centre, to Winnipeg School Division staff on how to make schools more inclusive and supportive for transgender and gender creative students. Defines important terms like "transgender" and "two-spirit," and explains the difference between one's sex and one's gender. Explores the experience of growing up transgender (as described by a transgender person), and the experience their family, as well as the experiences of a family of a gender creative child. Though the information comes from many perspectives, the focus is on how to be more inclusive to transgender and gender creative children.

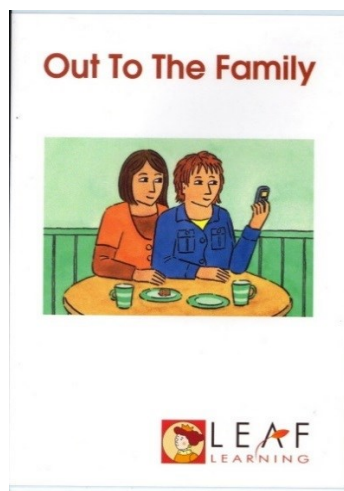
Audience: Teachers and administrators

[BOOKING # DVD1815](#)



[Out to the family](#). Leeds, UK: Leeds Animation Workshop; Toronto, ON: Kineticvideo.com [distributor], 2008. **DVD**

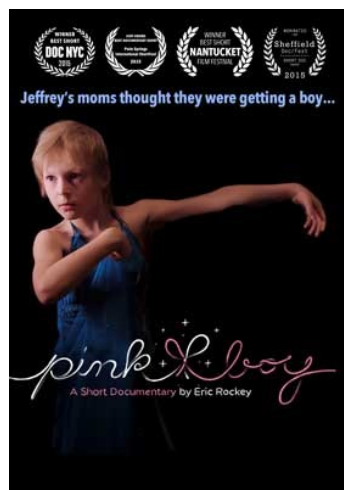
1 videodisc (15 min.)



As teenagers develop into adults, it is natural for them to question their sexuality. This can be extremely painful for some young people. If they are attracted to someone of their own sex, they may be very anxious that people will discriminate against them. Any worries about gender identity, which may be present from an early age, become even more disturbing as children enter their teens. Parents' support is vital for these young people, who are often lonely, isolated and afraid. This animated video shows six families, from a wide range of backgrounds, coming to terms with the developing sexual or gender identity of a son or daughter. It aims to help parents and others understand more about the issues facing their LGBT teenagers, and how best to help them. It shows how family acceptance and support can make all the difference for young people who may be at risk of serious - even life-threatening - social or mental health problems. Recommended by WSD Health Education Consultant.

Audience: Grades 9-12

[BOOKING # DVD1052](#)



[Pink Boy](#). San Francisco, CA. Video Project, 2015 **DVD**

1 videodisc (15 minutes)

A short documentary about a gender non-conforming boy growing up in a conservative area of rural Florida. Includes extended interviews with Jeffrey's moms and school principal.

Audience: Grades 10-12

[BOOKING # DVD1829](#)



[*Straightlaced: how gender's got us all tied up.*](#) Blooming Grove, NY.
New Day Films, 2009. **DVD**

1 DVD (67 minutes), 1 DVD-ROM interactive curriculum guide, 1 curriculum and resource guide (160 pages).

Meet 50 incredibly diverse students who take us on a powerful, intimate journey to see how popular pressures around gender and sexuality are shaping the lives of today's American teens ... Demonstrates how gender-based expectations are deeply intertwined with homophobia, and also are impacted by race, ethnicity and class. From girls confronting popular messages about culture and body image, to boys who are sexually active just to prove they aren't gay, STRAIGHTLACED reveals the toll that deeply-held stereotypes and rigid gender policing have on all of our lives, and offers both teens and adults a way out of anxiety, fear, and violence

Audience: Grades 10 and up

[**BOOKING # KIT1568**](#)

JOURNAL ARTICLES

- Bonifacio, H. J. and S. M. Rosenthal, "Gender variance and dysphoria in children and adolescents." *Pediatric Clinics of North America*, 62 (2015) 1001-1016. <http://gendercreativekids.ca/resources/gender-variance-and-dysphoria-in-children-and-adolescents/> Web. 17 January 2017.
- Brydum, Sunnive. "Not so elementary". *Advocate*, 1066 (2013) 11-12. *Academic Search Premier*. EbscoHost. Web. 17 January 2017.
- DePalma, Renee. "Choosing to lose our gender expertise: queering sex/gender in school settings". *Sex Education*, 13: 1 (2013) 1-15. *Academic Search Premier*. EbscoHost. 17 January 2017.
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- Erdely, Sabrina Rubin. "About a girl: Coy Mathis' fight to change gender". *Rolling Stone*, <http://www.rollingstone.com/culture/news/about-a-girl-coy-mathis-fight-to-change-change-gender-20131028> 28 October 2013. Web. 17 January 2017
- Gulli, Cathy. "Boys will be girls: inside the growing movement of families and experts embracing gender fluidity." *Maclean's*, 127: 2 (2014) 38-43. *Canadian Reference Centre*. EbscoHost. Web. 17 January 2017.
- Johnson, Danielle et al. "Parents of youth who identify as transgender: an exploratory study". *School Psychology Forum*, 8:1 (2014) 56-74. *Education Source*. Web. *Academic Search Premier*. EbscoHost. Web. 17 January 2017.
- Luecke, Julie C. "Working with transgender children and their classmates in pre-adolescence: just be supportive". *Journal of LGBT Youth*. 8:2 (2011) 116-156 *Education Source*. EbscoHost. Web. 17 January 2017.
- Kintner-Duffy, Victoria L. et al. "The changers and the changed": preparing early childhood teachers to work with lesbian, gay, bisexual and transgender families". *Journal of Early Childhood Teacher Education*. 33:3 (2012) 208-223. *Education Source*. EbscoHost. Web. 17 January 2017.
- Martino, Wayne. "An invaluable resource for supporting transgender, transsexual, and gender-nonconforming students in school communities: a review of supporting transgender and transsexual students in K-12 schools". *Journal of LGBT Youth*. 10: 1/2 (2013) 169-172. *ERIC*. EbscoHost. Web. 17 January 2017.
- Payne, Elizabeth and Melissa Smith. "The big freak out: educator fear in response to the presence of transgender elementary school students". *Journal of Homosexuality*. 61: 3 (2014) 399-418. *Academic Search Premier*. EbscoHost. Web. 17 January 2017.
- Savage, Todd A. and G. Thomas Schanding. "Creating and maintaining safe and responsive schools for lesbian, gay, bisexual, transgender and queer youths: introduction to the special issue". *Journal of School Violence*. 12:1 (2013) 1-6. *Education Source*. EbscoHost. Web. 17 January 2017.
- Silverrod, Nancy. "Gender transgression in books for children, teens, and caring adults: a bibliography." San Francisco Public Library. http://www.jotto.info/resources/ChildrenandTeens_Bib.pdf Web. 17 January 2017.

Related PATHFINDERS and WSD Resources



[Body Image Pathfinder](#). Winnipeg: Winnipeg School Division, Library Support Services, 2014.

Self-acceptance is key to developing a positive body image. Unrealistic media images can keep young people from valuing who they are, and make them strive for unhealthy body extremes. Resources in this pathfinder encourage students to become happy with who they are, and welcome the diversity of people around them.



[Inclusion Across the Rainbow Pathfinder](#). Winnipeg: Winnipeg School Division, Library Support Services, 2015.

Winnipeg School Division has adopted the Safe and Caring Policy to create an inclusive, supportive learning environment for all students and staff. The materials in the Inclusion Across the Rainbow pathfinder will enable educators to discover resources that will support them in learning about ways to create welcoming atmospheres in their classrooms and schools, as well as provide particular information for LGBTTQ students.

[Inclusion across the Rainbow](#): Winnipeg School Division Staff Portal. Includes teaching and learning resources to support WSD employees in implementing the Safe and Caring Schools Policy: Web. 17 Jan 2017.

Winnipeg School Division is committed to promoting the development of actions and attitudes that create a safe, caring learning environment in which our most vulnerable students feel welcomed and valued. On this page in the Staff Portal, there are teaching and learning resources, FAQs and links to WSD policies for Division staff:

Inclusion Across the Rainbow Resource Lists:

[Kindergarten to Grade 8 Library Resources](#)

[Grade 7 to 12 Library Resources](#)

[Community Resources](#)

Recommended resources for students of all ages promoting inclusion, acceptance, diversity, gender expression, and other themes supporting LGBTTQ students and families.

WEBSITES

Discrimination based on gender identity: Your rights, Your responsibilities; a guideline developed under The Human Rights Code. The Manitoba Human Rights Commission Public Education website. http://manitobahumanrights.ca/publications/guidelines/gender_identity.html 17 Jan 2017.

Gender Creative Kids/Enfants transgenres Canada. <http://gendercreativekids.ca/> 17 Jan 2017. Resources for gender creative children and youth, as well as supports for families, schools and communities.

Gender spectrum. <https://www.genderspectrum.org/> 17 Jan 2017. Create gender sensitive and inclusive environments for all children and teens.

GLSEN: Gay, Lesbian, Straight Education Network. <http://www.glsen.org/> 17 Jan 2017. Organization for students, parents and teachers that promotes positive changes in schools to make schools more inclusive for students of all gender identities and expressions.

MyGSA.ca <http://egale.ca/portfolio/mygsa/> 17 Jan 2017. Canada's website for safer and inclusive schools for the LGBTTTQ community.

Rainbow Resource Centre: serving Manitoba's Gay, Lesbian, Bisexual, Transgender and Two Spirit Communities. <http://www.rainbowresourcecentre.org/> 17 Jan 2017. Winnipeg's longstanding resource centre provides support for the LGBTTTQ community, including education services, outreach, political awareness and activism, and connection.

Welcoming Schools: a project of the Human Rights Campaign Foundation. <http://www.welcomingschools.org/> 17 Jan 2017. Provides a comprehensive approach to improving school climates with training, resources and lessons to enable schools to embrace family diversity, and include all families and students in gender expansive schools.

Winnipeg Transgender Support Group. <http://winnipegtransgendergroup.com/> 17 Jan 2017. Offers peer support and current information for anyone who wishes to explore issues of gender identity, expression, or transition in a welcoming, non-judgmental environment.