



GENDER PLAYLIST:
BEGINNER

INTRODUCTION

This playlist will provide a further understanding of patriarchy and anti-transgender bias as systems of oppression and their intersection with education. It will also build the basics of feminist curricula and pedagogies that can be used to promote gender transformative education. Building from the work of transformative justice and intersectionality, this playlist will guide you through applied strategies for engaging with students and colleagues around gender-based topics.

Through these eight modules, each of which will take about 90 minutes, you will engage in a curated experience that builds upon critical knowledge; provides opportunities for reflection and self work; offers resources to engage in interpersonal and group work; and provides scaffolding to address organizational and systemic change.

In each module, we have included some global resources. While these are not exhaustive, you should peruse resources from regions of familiarity or interest to you, as gender and sexuality identities are steeped in cultural contexts.

The following modules have been intentionally developed and organized to guide learners through a developmental sequence, building your knowledge as you move from Module 1 to Module 8. By moving through the modules and respective resources in order, you will engage deeply with curated opportunities to build upon your knowledge as you progress through the playlist.

ORIENTATION

To access the resources, click on the underlined text within the modules and the resource will open in a new tab. At the end of each module, there are reflections, activities, and challenges that serve as natural pauses to process your learning and consider how to apply these new insights to your practice. We encourage you to use a journal to keep track of your reflections and responses, so that you have a record of your learning through this playlist.

If you are new to this work, you might start by doing this **activity**.

This playlist includes resources related to trauma, violence, and discrimination. We encourage you to take care of yourself while engaging in these resources. If you need additional support, we have listed Harvard resources in the final module.

As you engage with this playlist, be mindful that we cannot expect closure. True anti-oppressive work is a lifelong process, grounded in a commitment to lifelong learning. This playlist merely serves as a thoughtful entry into the work and we highly recommend that you continue to share these resources with your communities and sustain your commitment to this work through the suggestions in Module 8.

CREDITS

This playlist was curated by Arushi Mittal (Ed.M. 2020) & Kimm Topping (Ed.M. 2020).

As feminist and gender-inclusive educators ourselves, we are constantly working to challenge ourselves and the institutions around us. We hope you enjoy engaging in this playlist as much as we did creating it. And that you will continue to seek solutions to the beautifully complex challenges of social justice and transformation.

To learn more about Arushi and Kimm, click [here](#).

Because this playlist is a pilot, we would truly appreciate your feedback to improve this tool and ensure that these learning experiences are intentional and useful to our community. Once you complete this playlist, please provide your feedback [here](#).

MODULE 1: I AM IN THE FIELD OF EDUCATION. WHY SHOULD I CARE ABOUT GENDER?

Gender dynamics influence all educational spaces.

MODULE 2: GETTING READY & BUILDING BASIC VOCABULARY

In this module, we'll develop a common language that will carry us throughout the playlist. Being an expert in vocabulary isn't necessary to be compassionate, but it's helpful to have a foundation and to lead with curiosity.

MODULE 3: IT'S ALL CONNECTED

Liberation must include all of us. Here, we explore how systems of oppression overlap with one another according to Kimberlé Crenshaw's concept of intersectionality.

MODULE 4: MOVING BEYOND THE GENDER BINARY

How can we be inclusive of transgender, non-binary, and all gender expansive people? This module will expand our perspectives on gender identity and expression.

MODULE 5: TAKING ACTION

We will begin to explore concrete strategies for supporting students of all genders.

MODULE 6: APPLYING POLICIES ON GENDER

What policies exist around the world? What role do educators play in creating, maintaining, and supporting gender-inclusive policies?

MODULE 7: APPLYING PEDAGOGY & CURRICULA

In this final module, we will take away tools for uplifting gender-inclusive, transformative education through pedagogy and curricula.

MODULE 8: SUSTAINING

Because anti-oppressive work requires continuous learning, this module provides connections and additional resources to dig deeper, learn more, and engage with this work in community.



ROAD MAP

“Feminism insists on methods of thought and action that urge us to think about things together that appear to be separate, and to disaggregate things that appear to naturally belong together.”

— ANGELA Y. DAVIS,

FREEDOM IS A CONSTANT STRUGGLE (2016)

AS YOU PREPARE TO ENGAGE WITH THIS PLAYLIST, TAKE A MOMENT TO REFLECT AND NAME YOUR **WHY**.

WHAT HAS BROUGHT YOU TO THIS PLAYLIST?

WHAT ARE YOUR GOALS AS YOU MOVE THROUGH THE MODULES?

WHAT CHANGE ARE YOU HOPING TO CREATE? PERSONALLY, PROFESSIONALLY, AND STRUCTURALLY?

AS YOU CONTINUE THROUGH THE FOLLOWING MODULES, YOU WILL HAVE OPPORTUNITIES TO REVISIT, REFINE, AND RECOMMIT TO YOUR WHY.

**OPENING REFLECTION: WHAT'S YOUR
WHY?**

AS WE CURATED THIS PLAYLIST, WE ALIGNED THE MODULES AND RESOURCES WITH THE FOLLOWING DEIB OUTCOME AREAS:

KNOWLEDGE: GAIN A FUNCTIONAL UNDERSTANDING OF KEY CONCEPTS AND TERMS RELATED TO DIVERSITY, EQUITY, INCLUSION AND BELONGING.

REFLECTIVE AND DEVELOPMENTAL SELF-WORK: DEMONSTRATE AWARENESS, COMFORT, AND SKILL AT CONSISTENTLY SELF-IDENTIFYING AND REFLECTING ON IDENTITY, POSITIONALITY, AND POWER OVER TIME.

INTERPERSONAL AND GROUP WORK: GAIN CAPACITY TO COMMUNICATE, COLLABORATE, DIALOGUE, FACILITATE AND INTERVENE (IN REAL TIME) WITH OTHER PEOPLE, ACROSS SOCIAL IDENTITY DIFFERENCES.

ORGANIZATIONAL AND SYSTEMS WORK: BUILD CAPACITY TO IDENTIFY AND ANALYZE SYSTEMS (HISTORICAL, ORGANIZATIONAL, POLITICAL, GLOBAL) OF POWER AND THEIR INFLUENCE ON THE EVERYDAY EXPERIENCES OF INDIVIDUALS IN OUR SOCIETY.

DEIB OUTCOMES

FOR A FULL LIST OF DEIB OUTCOMES, CLICK [HERE](#).

RECOGNIZING THAT THIS PLAYLIST IS MEANT TO BE A PERSONALIZED EXPERIENCE, COMPARE OUR FOUR DEIB OUTCOMES WITH **YOUR WHY** AND **YOUR GOALS**?

IF YOU WOULD LIKE TO INTEGRATE THESE DEIB OUTCOMES INTO YOUR PERSONAL PURPOSE FOR THIS PLAYLIST, TAKE A MOMENT TO REVISE YOUR WHY AND YOUR GOALS.

AS YOU NAVIGATE THE FOLLOWING MODULES, THESE GOALS WILL SERVE AS TOUCH POINTS FOR YOUR LEARNING.

WHY + DEIB OUTCOMES

MODULE 1: I AM IN THE FIELD OF EDUCATION. WHY SHOULD I CARE ABOUT GENDER?

Gender dynamics influence all educational spaces.

1. UNDERSTANDING PATRIARCHY, POWER AND GENDER IN THE 21ST CENTURY

"For international development scholar Ananya Roy, nowhere is free of gender bias, and here she identifies where it occurs, how we defend it, and why it must be stopped within a generation."

2. THE U.S. TEACHING SYSTEM IS GETTING BIGGER, AND MORE FEMALE

"Women now make up a larger share of educators than they have in decades." (2019)

USE THE **FOUR I'S OF OPPRESSION** FRAMEWORK TO REFLECT ON YOUR OBSERVATIONS AND EXPERIENCES WITH PATRIARCHY AND SEXISM.

HOW DO THESE SYSTEMS SHOW UP IN EDUCATIONAL CONTEXTS?

HOW HAS YOUR OWN IDENTITY INFLUENCED YOUR ROLE AS AN EDUCATOR?

IF YOUR WORK IS FOCUSED OUTSIDE THE UNITED STATES, DO A QUICK GOOGLE SEARCH ON THE GENDER DISTRIBUTION OF TEACHERS IN YOUR COUNTRY.

WHAT IS YOUR EXPERIENCE OF AND UNDERSTANDING OF FEMINISM, PATRIARCHY, AND GENDER IDENTITY?

WHAT HAS SHAPED YOUR VIEWS? HOW HAVE THESE TOPICS SHOWN UP IN YOUR WORK AS AN EDUCATOR?

WHAT DO YOU HOPE TO GAIN FROM OR CHALLENGE YOURSELF ON DURING THE COURSE OF THIS PLAYLIST?

ACTIVITY & REFLECTION

MODULE 2: GETTING READY & BUILDING BASIC VOCABULARY

In this module, we'll develop a common language that will carry us throughout the playlist. Being an expert in vocabulary isn't necessary to be compassionate, but it's helpful to have a foundation and to lead with curiosity.

1. LGBTQIA RESOURCE CENTER GLOSSARY

This list includes some key terms that relate to the LGBTQ community.

2. GENDER IDENTITY 101: GENDER, SEX AND HIERARCHIES OF POWER

"In a culture that is at the same time working to break gender norms (Jaden Smith being named the face of Louis Vuitton's SS16 womenswear, Caitlyn Jenner, David Bowie, Janet Mock) and yet hold them captive (the backlash Smith received) we are diving into the ways in which we actually talk about gender in hopes of educating and evolving your discussions."

REVIEW THE **GENDER UNICORN.**

HOW DOES YOUR OWN GENDER, SEXUAL, AND ROMANTIC IDENTITY MAP ONTO THE GENDER UNICORN AND GLOSSARY OF TERMS?

RESEARCH ONE TERM THAT IS NEW TO YOU AND TRY TO FIND A FIRST-PERSON ACCOUNT OF THEIR EXPERIENCE VIA A VIDEO OR OTHER ONLINE NARRATIVE.

HAVE YOU CONSIDERED YOUR GENDER IDENTITY AND SEXUAL ORIENTATION AS DISTINCT IDENTITIES BEFORE? WHAT DOES THIS ACTIVITY BRING UP FOR YOU?

ACTIVITY & REFLECTION



MODULE 3: IT'S ALL CONNECTED

Liberation must include all of us. Here, we explore how systems of oppression overlap with one another according to Kimberlé Crenshaw's concept of intersectionality.

1. KIMBERLÉ CRENSHAW: THE URGE FOR INTERSECTIONALITY

In the TED talk, Kimberlé Crenshaw uses the term "intersectionality" i.e., if you're standing in the path of multiple forms of exclusion, you're likely to get hit by both.

2. IT GETS MORE COMPLEX

"When Kimberlé Crenshaw coined the term 30 years ago, it was a relatively obscure legal concept. Then it went viral."

3. THE CASE FOR GLOBAL FEMINISM- DO YOU KNOW WHO MAKES YOUR CLOTHES?

"Girl power' charity T-shirts made at exploitative Bangladeshi factory: Over 100 workers claim to have been sacked after protesting about low wages at factory that makes 'girl power' T-shirts"

4. GLOBAL RESOURCES

- **[Where is Ethnicity? Intersectionality in the Chinese Feminist Movement](#)**
- **[Young Fem Voices: Dalit Woman Speaks](#)** (India)

COMPLETE THE IDENTITY WHEEL EXERCISE.

HOW DO YOUR IDENTITIES INTERSECT WITH ONE ANOTHER? FOR EXAMPLE, DO ANY OF YOUR IDENTITIES AFFORD YOU MORE PRIVILEGE IN PARTICULAR SPACES?

IN THE CONTEXT OF YOUR REGION OR CULTURE, WHAT ARE SOME OF THE MOST MARGINALIZED INTERSECTIONAL IDENTITIES?

ACTIVITY & REFLECTION



AT THIS POINT, TAKE SOME TIME TO REVISIT YOUR WHY.

REMINDE YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW HAS YOUR LEARNING THUS FAR HELPED YOU REFINE YOUR GOALS FOR YOUR LEARNING?

WHAT HAS CHANGED REGARDING YOUR UNDERSTANDING OF THE PERSONAL, INTERPERSONAL, AND STRUCTURAL CHANGES YOU ARE HOPING TO CREATE?

**REFLECTION: REVISIT AND REFINE
YOUR WHY**

MODULE 4: MOVING BEYOND THE GENDER BINARY

How can we be inclusive of transgender, non-binary, and all gender expansive people? This module will expand our perspectives on gender identity and expression.

1. BACK TO SCHOOL FOR NON-BINARY YOUTH

"As kids across the country go back to school, the Human Rights Campaign joined Emma and Zean as they discussed issues transgender and non-binary kids go through at school, and how teachers and administrators can create a better environment for all students."

2. TRANS AND NATIVE: MEET THE INDIGENOUS DOCTOR GIVING THEM HOPE

"What is it like to provide trans care on an Indigenous reserve that serves 2,400 people in central Alberta? For this Two-Spirit Cree doctor, it's more than his job. Dr. Makokis created a unique approach to transgender care, combining Indigenous and Western teachings."

3. TRANSGENDER RIGHTS: HOW SUPPORTIVE IS YOUR COUNTRY?

This article explores transgender rights around the world.

ACTIVITY: EXPLORE A MAP OF GENDER DIVERSE CULTURES (GLOBAL) AND ORAL HISTORY WEBSITE (NEW YORK).

REFLECTION: ANSWER ALL THAT FEELS USEFUL FOR YOU AT THIS POINT IN TIME:

A) REFLECT ON YOUR INTERACTIONS WITH NON-BINARY PEOPLE, IF ANY. IF YOU HAVEN'T, VISIT WWW.QUEERUNDEFINED.COM. TO EXPLORE HOW PEOPLE DEFINE NON-BINARY.

B) WERE THERE ANY STEREOTYPES OR PAST MESSAGES THAT CAME UP FOR YOU WHILE WATCHING THE VIDEOS?

C) IMAGINE YOU'RE AN ELEMENTARY SCHOOL TEACHER AND YOU ARE SUPPORTING A NON-BINARY STUDENT WHO USES THEY/THEM PRONOUNS. WHAT QUESTIONS OR CONCERNS WOULD YOU HAVE ABOUT SUPPORTING THIS STUDENT?

ACTIVITY & REFLECTION

MODULE 5: TAKING ACTION

We will begin to explore concrete strategies for supporting students of all genders.

1. WHAT WE MEAN WHEN WE SAY TOXIC MASCULINITY

"As a consumer of news and a classroom teacher, how can I help my students make sense of the current news cycle? The term "toxic masculinity" can be useful vocabulary for these conversations."

2. 7 THINGS MY LOVED ONES GOT RIGHT WHEN I CAME OUT AS NONBINARY

Someone who identifies as non-binary shares the things that they're loved on did to help them feel supported, affirmed, and loved.

EXPLORE THE RESPECT EFFECT APP.

ACTIVITY



AS YOU ARE NEARING THE END OF THIS PLAYLIST, HOW MIGHT YOU REVISE AND RECOMMIT TO YOUR WHY?

BASED ON YOUR ENGAGEMENT WITH THE MODULES SO FAR, REMIND YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW HAS YOUR LEARNING THUS FAR HELPED YOU REFINE THE CHANGE THAT YOU ARE HOPING TO CREATE?

**REFLECTION: RECOMMIT TO
YOUR WHY**

MODULE 6: POLICIES ON GENDER

What policies exist around the world? What role do educators play in creating, maintaining, and supporting gender-inclusive policies?

1. UN SDG4: **ENSURE INCLUSIVE & QUALITY EDUCATION FOR ALL**

This report shares global outcome expectations for gender equity in education.

2. GENDER INCLUSIVE SCHOOL POLICY BUILDER

This resource created by Gender Inclusive Schools provides tools for building gender-inclusive policies.

READ ABOUT GENDER-INCLUSIVE POLICIES FOR ONE STATE ON THE [“STATES WITH POLICY GUIDANCE FOR TRANSGENDER AND GENDER DIVERSE STUDENTS”](#) MAP.

HOW DOES THIS POLICY RELATE TO THE POLICIES YOU’VE ENCOUNTERED IN YOUR PREVIOUS WORK?

IS IT SIMILAR OR DIFFERENT?

ALTERNATIVELY, GOOGLE POLICIES FOR YOUR COUNTRY AND BUILD AN UNDERSTANDING OF HOW THE POLICIES ADDRESS OR DO NOT ADDRESS YOUR LEARNING ABOUT GENDER AND PATRIARCHY.

ACTIVITY



MODULE 7: PEDAGOGY & CURRICULA

In this final module, we will take away tools for uplifting gender-inclusive, transformative education through pedagogy and curricula.

1. EXPLORE THE FOLLOWING:

- UN'S PEDAGOGICAL SUGGESTIONS
- DIVERSE CHILDREN'S BOOKS
- LESSON PLANS FOR PROMOTING GENDER INCLUSIVE AND TRANSFORMATIVE EDUCATION

FIND A BOOK, LESSON PLAN OR PEDAGOGY THAT YOU COULD UTILIZE IN AN EDUCATIONAL SPACE. REFLECT ON ANY QUESTIONS OR CONCERNS YOU MIGHT ENCOUNTER WHEN LEADING A LESSON PLAN OR BOOK DISCUSSION. WHAT RESOURCES CAN YOU USE TO SUPPORT YOUR AND A STUDENT'S LEARNING GOING FORWARD? IF YOUR CONTEXT IS NOT COVERED, HAVE CONVERSATIONS WITH EDUCATORS FROM YOUR REGION TO UNDERSTAND WHICH RESOURCES COULD BE RECALIBRATED FOR THEIR NEEDS.

ACTIVITIES

MODULE 8: SUSTAINING

Because anti-oppressive work requires continuous learning, this module provides connections and additional resources to dig deeper, learn more, and engage with this work in community.

1. CONNECT: HARVARD RESOURCES

The following organizations and resources at Harvard provide opportunities to connect with and learn about gender in community.

[Harvard Gender and Sexuality Caucus](#)

[Office of Sexual Assault Prevention & Response](#)

[QueerEd at HGSE](#)

[Office of BGLTQ Student Life at Harvard](#)

[Harvard Crimson coverage of Secret Court 100](#)

2. LEARN MORE: RESOURCE BANK + RECOMMENDED BOOKS

To learn more about gender equity and intersectional identities and experiences, consider exploring the other playlists and resources in our database. Also, take some time to explore the recommended book list by feminist scholars below.

RECOMMENDED BOOKS

Explore these works by feminist scholars to continue your learning.

AIN'T I A WOMAN: BLACK WOMEN AND FEMINISM | BELL HOOKS (2014)

BORDERLANDS LA FRONTERA: THE NEW MESTIZA | GLORIA E. ANZALDÚA (1987)

COLONIZE THIS! YOUNG WOMEN OF COLOR ON TODAY'S FEMINISM (NEW EDITION) | EDITED BY DAISY HERNÁNDEZ & BUSHRA REHMAN (2018)

FREEDOM IS A CONSTANT STRUGGLE | ANGELA Y. DAVIS (2016)

HOW WE GET FREE: BLACK FEMINISM & THE COMBAHEE RIVER COLLECTIVE | KEEANGA-YAMAHTTA TAYLOR (2017)

"KEEP THE DAMNED WOMEN OUT:" THE STRUGGLE FOR COEDUCATION | NANCY WEISS MALKIEL (2016)

MODERN HERSTORY: STORIES OF WOMEN AND NONBINARY PEOPLE REWRITING HISTORY | BLAIR IMANI (2018)

RETHINKING SEXISM, GENDER, AND SEXUALITY | RETHINKING SCHOOLS (2016)

THE PENGUIN ATLAS OF WOMEN IN THE WORLD: FOURTH EDITION | JONI SEAGER (2008)

WE DARE SAY LOVE: SUPPORTING ACHIEVEMENT IN THE EDUCATIONAL LIFE OF BLACK BOYS | NA'ILAH SUAD NASIR, JARVIS R. GIVENS & CHRISTOPHER P. CHATMON (2019)

WHEN THEY CALL YOU A TERRORIST: A BLACK LIVES MATTER MEMOIR | PATRISSE KHAN-CULLORS & ASHA BANDELE (2017)

WHY DOES PATRIARCHY PERSIST? | CAROL GILLIGAN AND NAOMI SNIDER (2018)

WHAT HAVE YOU LEARNED FROM THIS PLAYLIST?

WHAT CHALLENGED YOU AND WHAT SURPRISED YOU?

IDENTIFY ONE OR TWO RESOURCES THAT YOU WILL EXPLORE GOING FORWARD TO CONTINUE YOUR LEARNING ABOUT FEMINIST PEDAGOGY AND GENDER-INCLUSIVE EDUCATION.

FINAL REFLECTION