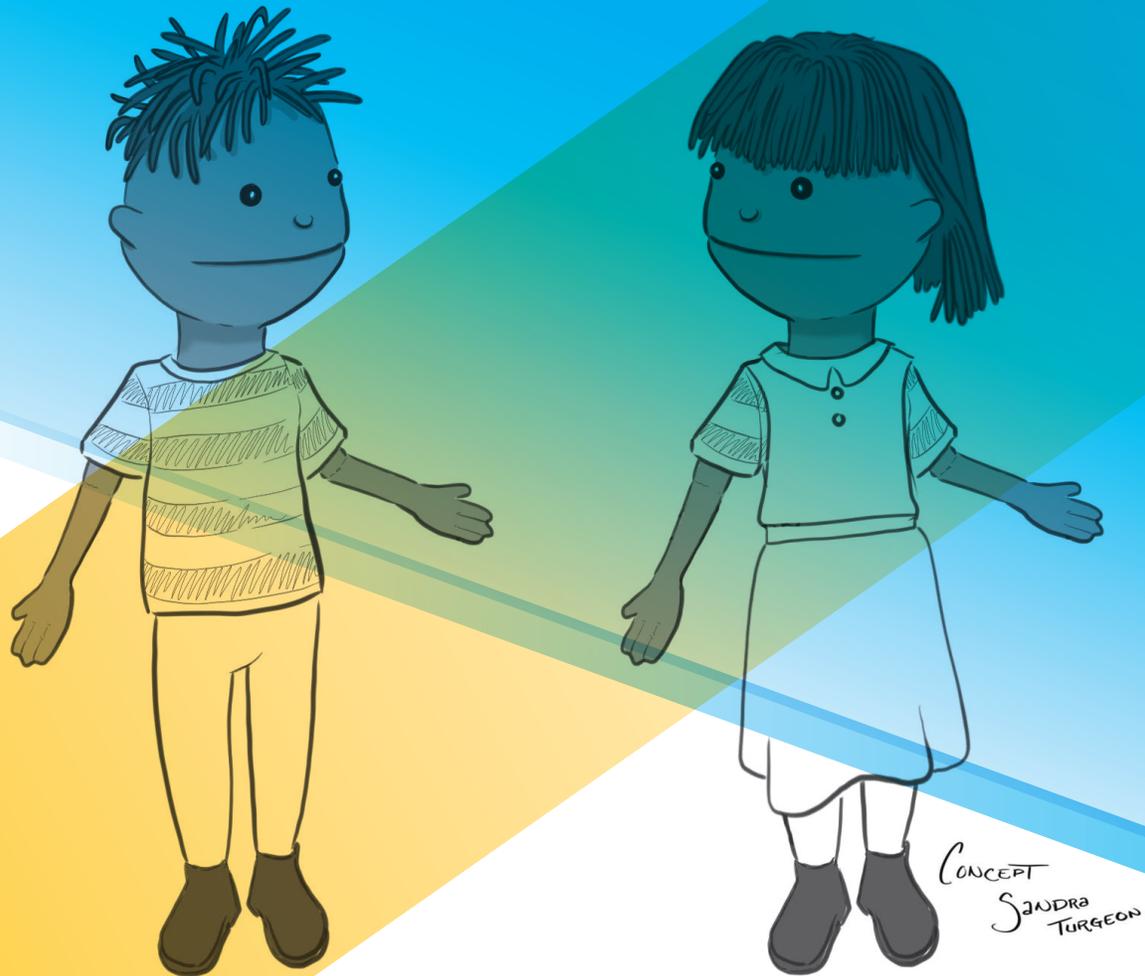


SUPPORTING CHILDREN'S AWARENESS DURING EARLY
CHILDHOOD TO EXPLORE, UNDERSTAND AND ACCEPT
GENDER DIVERSITY, GENDER IDENTITY
AND **GENDER EXPRESSION**



Jasmin Roy
Sophie Desmarais
FOUNDATION

Creators of a caring environment

INTRODUCTION

This booklet is a tool for parents to support students better explore, understand and accept gender diversity, trans and non-binary gender identities and expressions. However, the booklet's content is not intended for making diagnoses. It provides helpful, general information on gender concepts and gender expression, how gender identity develops in children aged 2 to 7 years old, as well as sections on cognitive, emotional and social development related to gender identity and expression. This booklet is designed to provide support for discussion and games to address your child's questions about their gender identity and gender expression.

While the term "sex" refers to biological aspects of femininity (e.g. vulva) and masculinity (e.g. penis), "gender" relates more to psychological and social aspects. Children assigned to the male sex at birth usually develop a sense of belonging to the male gender at about age 2. They are likely to feel comfortable with most of the behaviours our society associates with the male gender. For example, playing with trucks and dressing as a boy. The same is true for most girls, who will be more inclined to choose activities or objects defined by society as being feminine. Some children's gender identity does not match their assigned birth sex. In fact, children may identify with the opposite gender, with both genders, or with neither of these two genders (known as "non-binary," which means not belonging to any masculine or feminine binary category). Children may also explore one gender and then the other, which means that gender identity and exploration may be fluid and unique for each child. For example, a 3-year-old boy may, despite being aware of his assigned birth sex, show greater interest in objects or activities socially associated with girls. This does not necessarily mean that this child will want to become a girl or that his gender identity will not change.

However, this behaviour may crystallize, and once he is a teenager, then an adult, he may continue to identify with the female gender. Similarly, a 5-year-old girl may want to keep her hair long, but dress with clothes socially and culturally associated with the male gender. Gender identity and gender expression are increasingly perceived to be fluid and changing.



A FEW DEFINITIONS...

Gender nonconformity / Gender variant:

Anyone whose gender identity, role or expression differs from the cultural norm usually associated with their assigned birth sex (Thériault and Vadnais, 2017).

Transgender:

Anyone whose gender identity differs from their assigned birth sex (Thériault and Vadnais, 2017).

Gender dysphoria:

Suffering or discomfort caused by the difference between a person's gender identity or expression and their assigned birth sex (Fisk, 1974; Thériault and Vadnais, 2017).

Thériault and Vadnais (2017) suggest that it is normal for children to:

- **Explore their sexuality and gender identity;**
- **Be interested in toys and games traditionally associated with the opposite gender;**
- **Play dress up in clothing traditionally associated with the opposite sex.**

According to a recent study, higher proportions of transgender children may have suicidal thoughts or exhibit self-injurious behaviour compared with other children (De Vries et al., Amsterdam, 2011). It is therefore important to provide supportive environment with access to accurate information and education devoted acceptance of gender diversity and bullying prevention of sexist, transphobic and homophobic behavior. Support and educate children who are questioning their gender (whether it be transient, fluid or permanent) in their quest for identity, without rushing them. This support needs to be tailored to each stage of their gender identity development.



GENDER IDENTITY DEVELOPMENT STAGES ACCORDING TO KOHLBERG (1966):

- 1 > **Gender awareness:** 18-24 months
- 2 > **Gender identity:** 24 months-3 years
- 3 > **Gender stability:** 3-5 years
- 4 > **Gender constancy:** 5-6 years

Before gender awareness...

Self-concept is defined by the set of representations and perceptions of oneself. It answers the question: "Who am I?" Self-concept is often divided into two components, the "I" and the "Me". The "I" refers to the subjective self, whereas the "Me" refers to the objective self (Lewis, 1991). Development experts often refer to the objective self as the "I" or "I exist." This part of the child's self-concept, developed around 2 or 3 months, allows infants to understand that they are separate beings and distinct from other objects and people, which they can affect. For example, when a child touches a mobile, it moves. They therefore understand that they have an impact on their environment (Lewis, 1991). At this stage, children are not yet able to understand that they are a boy or a girl. They only understand that they are a separate entity.

STAGE 1: GENDER AWARENESS

Objective self-awareness, which mainly develops between 18 and 21 months, occurs when children understand that they are separate beings with specific characteristics. Children can therefore be placed into certain categories based on their sex, physical features or qualities and weaknesses (Lewis, 1991). Gender awareness develops during this period. Children understand that there is a male or female gender in most individuals. They are not able to identify with either gender.

Practical advice:

At this stage, it is not necessary to address the concept of gender with your child for educational purposes, as several authors suggest that the concept of gender is not well understood (Martin and Ruble, 2010). If a child shows an interest in gendered objects or situations, this is not because of their gendered aspect. For example, if a one-year-old prefers a pink ball rather than a blue ball, this is in no way related to the fact that blue is more associated with boys and pink with girls. Before two years old, your child has only acquired what experts call gender awareness. They understand that there is, for most individuals, a masculine and a feminine gender, without identifying with either of them.

STAGE 2: GENDER IDENTITY

From the age of 3, your child may identify with a sex, boy or girl (Fagot and Leinbach, 1993). Gender identity takes place during this period. Although children usually begin to identify with the gender that matches their assigned birth sex and develop an interest in objects and characteristics socially associated with this gender, children may also identify with a gender that differs from their assigned birth sex, or with boys AND girls, or simply neither (which is called non-binary, an identity that is outside the binary norms of masculine and feminine). Two-year-old children know that they are a boy or a girl, but unlike the previous stage of gender awareness, they also know that certain objects and characteristics are more associated with the masculine and feminine gender. For example, a 2-year-old girl knows she is a girl; she also knows that girls usually have long hair in our society, but she may consciously prefer to have short hair.

Although developmental psychology researchers have agreed for decades on the precise stages of identity development and gender expression, it is important to realize that many experts increasingly view gender, gender identity and gender expression as a continuum, rather than specific, rigid categories. For example, although most children identify with a gender at the gender identity stage, some children may not identify with a specific gender. For example, they may sometimes feel like a boy and sometimes like a girl. This identity may or may not change over time. Gender identity and expression are increasingly associated with the concept of "gender fluidity," which may be expressed in many different forms specific to each child and which may change over time.

Practical advice:

As we have seen, at this stage, your child may consciously adopt behaviour that is traditionally associated with the opposite sex. This does not necessarily mean that this behaviour will continue or that it will remain the same throughout their life. It is therefore important to help your child by asking questions about their gender identity or expression. For example: "Why do you like having short hair?" "How do you feel?" and "What do you need?" In the form of questions, this helps children with their gender development in a non-threatening way. Also, by speaking openly about their gender identity or expression, children will understand that this is not a negative or taboo subject and that they can talk about it.



STAGE 3: GENDER STABILITY

According to the experts, at this stage, your child understands that an individual's sex is a characteristic that will remain stable over time (Kohlberg, 1966, and Slaby and Frey, 1975). They can answer questions such as: "When you were little, were you a baby girl or a baby boy?" Or "When you grow up, will you be a mom or a dad?" At this stage, your child may be uncomfortable with these questions. Even if they know that they are a boy or a girl physically and are aware of behaviours associated with one or the other, they may desire to become a teenager or an adult of the opposite sex. It may therefore be difficult for children to accept that their gender does not change. For example, at this point, a little girl who wants to have a penis understands that it will probably not happen naturally. At this stage, your child has not yet acquired the last stage of gender identity development, gender constancy. To them, this means that the physical appearance of others often determines their gender or gender expression. For example, a person with a beard is a man because he has a beard, which may be incorrect. This person may not identify with men or women. For example, an individual may identify as not having a binary gender. They are therefore identified as "non-binary."

Practical advice:

Your child will definitely have questions about gender differences during this period. They may also begin to identify with a gender on a permanent basis and adopt stereotypical behaviour (e.g. walk, clothing worn, etc.). During this period, it is important to listen to and guide your child without being confrontational. Mostly importantly, they should understand that questions about gender and their sexuality can be approached with confidence. That it's OK to talk about it. It is also important to pay attention to your non-verbal cues (e.g. gestures, facial expressions). It is important not to hurt your child, consciously or unconsciously, or to give them the impression that they have disappointed you. Listen and ask questions. If they ask you for an opinion, be honest. For example, if you do not like your daughter to cut her hair and she asks you the question, you can say, "I prefer long hair, but it's your opinion and well-being that matter." Otherwise, "I like short hair. It suits you." It is important to let children take initiative and explore. Even if a child makes certain choices that displease adults or other children concerning his or her gender expression (e.g. pants or dress), it is important to reinforce the fact that a choice or an action (e.g. dressing alone) is useful for the child's development and sense of initiative. This prevents the child from feeling guilty.

Finally, during this period, it may be appropriate to do gender activities to illustrate physical differences and explore the many similarities, including lifestyle and ability to succeed at school by properly participating in classes. In this sense, being at the genital stage is the result of children's interest in the genitals. Realizing that these questions will eventually be raised, instead of being taken off-guard, an activity can be planned in advance.

STAGE 4: GENDER CONSTANCY

This last stage of gender development develops between 5 and 6 years old. Your child understands that regardless of physical appearance, a boy becomes a man and a girl becomes a woman. Although children develop gender stereotypes as young as 3 years old (e.g. moms cook, dads take out the garbage), only beginning from the development of gender constancy do children have a more complete understanding of their gender identity. As we have seen earlier, children will usually develop a gender that matches their assigned birth sex. Your child may identify with a gender that is the opposite of their assigned birth sex and this identity may persist beyond the gender concept stage. According to many studies, 25-30% of high school students define themselves as androgynous or bigender (Boldizar, 1991), that is, they identify themselves as feminine AND masculine. There are more and more gender studies and the idea that children may identify with the opposite gender of their assigned birth sex, both genders (androgynous) or neither of the two binary genders (non-binary) is now defined by the term “transgender.” An individual who identifies as having no binary gender (male or female) may be identified as non-binary. Some people's gender identity constantly changes in relation to their assigned birth sex. A fluid person may feel feminine, masculine, non-binary or bigender.

Practical advice:

Important: Even if your 6- or 7-year-old child identifies with the opposite gender, this does not mean that they will be transgender. Therefore, a supportive approach with questions and information is recommended. Throughout their early childhood, your child will go through periods in which they will seek confidence, autonomy and then pride (Erikson, 1980). In order not to undermine these various goals, it is important not to rush your child in their quest for identity. Your role is to be a guide, answer their questions and support their autonomy to develop a sense of self.

During periods of gender questioning, some children may be inclined to feel curious about their peers' bodies, for example, wanting to check if another child has a penis. It is important to always encourage and advocate respect for others based on the principles of personal boundaries: “It's Marc's body, not yours.”

DOs

- Ask and answer questions
- Give your child the freedom to choose
- Guide your child using games
- Promote acceptance
- Appreciate differences
- Encourage your child to explore
- Remind your child that they are loved and appreciated
- Remind children that they are always loved and appreciated

DON'Ts

- Punish your child for their gender-related decisions
- Impose gender-based activities
- Ignore negative attitudes towards gender or questions
- Discourage, shame or ridicule
- Insist that they be like everyone else
- Impose binary gender-based activities and impose rigid gender role stereotyping

This booklet does not present the full spectrum of gender and gender expression, as certain concepts are still being studied. Above all, it is recommended to use it selectively to promote your child's optimal development.



BIBLIOGRAPHICAL REFERENCES

Bee, H. et Boyd, D. (2011). *Les âges de la vie. Psychologie du développement humain*, 4^e édition, Montréal : Éditions du Renouveau Pédagogique inc.

De Vries, A. L. C., Doreleijers, T. A. H., Steensma, T. D., & Cohen-Kettenis, P. T. (2011). *Psychiatric comorbidity in gender dysphoric adolescents*. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 52(11), 1195-1202.

Fisk, N. (1974a). *Gender dysphoria syndrome: The conceptualization that liberalizes indications for total gender reorientation and implies a broadly based multi-dimensional rehabilitative regimen* [Editorial comment]. *Western Journal of Medicine*, 120, 386–391.

Kohlberg (1966). *A cognitive-developmental analysis of children's sex role concepts and attitudes*. In E. E. Maccoby (Ed.), *The development of sex differences* (pp. 82-172). Stanford, CA: Stanford University Press

Lawrence, A. (2003). *Factors associated with satisfaction of regret following male-to-female sex reassignment surgery*. *Archive of sexual behavior*, 32, 299-315.

Leinbach, M.D. et Fagot, B. (1993). *Infant Behavior and Development*, 16 (3)

Lewis, M. (1991). *Ways of knowing: Objective self-awareness of consciousness*. *Developmental Review*, 11, 231-243.

Martin, C. L., & Ruble, D. N. (2010). *Patterns of Gender Development*. *Annual Review of Psychology*, 61, 353–381.

Slaby, R. G. & Frey, K. S. (1975). *Development of gender constancy and selective attention to same-sex models*. *Child Development*, 46, 849-856.

Thériault, C. G et Vadnais, M. CHU Sainte-Justine, pédopsychiatrie (2017)

PARTENAIRES



CRÉDITS

ORIGINAL IDEA

Jasmin Roy

PROJECT LEADERSHIP AND COORDINATION

Jasmin Roy, President

Jasmin Roy Sophie Desmarais Foundation

Mylène Isabelle, Project Manager

Jasmin Roy Sophie Desmarais Foundation

SCENARIO RESEARCH AND WRITING

Jasmin Roy

Jean-Sébastien Bourré

WRITING OF THE TEACHERS', PARENTS' AND AWARENESS BOOKLETS

Marie-Claire Sancho, PhD student in Education,

MSc in Psychology and Professor

WRITING OF THE SOCIAL AND EMOTIONAL LEARNING BOOKLET

Jean-Sébastien Bourré, M.A.

CONSULTANTS

Kenneth Jeffers

Julien Leroux-Richardson, ATQ President

Marie-Claire Sancho, PhD student in Education,

MSc in Psychology and Professor

Jean-Sébastien Bourré, M.A.

VIDEO PRODUCTION

Mc2 Concept

ORIGINAL MUSIC

Stéphane Corbin

CAST

Jeanie Bourdages in the role of Alix

Anne Lalancette in the role of Julia / Julien (puppet)

Marcelle Hudon in the role of Annie (puppet)

Richard Lalancette in the role of Léo (puppet)

PUPPET DESIGN

Sandra Turgeon

TEACHING GUIDE GRAPHICS

Carlos Paya, Révolution Publicité et Design

LINGUISTIC REVISION OF TEACHING GUIDES

Jean-Sébastien Bourré

TRANSLATION

Communications McKelvey