

## All I Want to be is Me by Phyllis Rothblatt

**Grade:** 3rd grade

### OVERVIEW

"All I Want To Be Is Me" is a children's book reflecting the diverse ways that young children experience and express their gender. The book gives voice to the feelings of children who don't fit into narrow gender stereotypes, and who just want to be free to be themselves. This book is a celebration of all children being who they are, and is a positive reflection of children, wherever they experience themselves on the gender spectrum.

### OBJECTIVES

**By the end of the lesson, students will:**

- Describe ways that gender roles vary between characters

### STANDARDS

- **Washington State Sexual Health Standard:** Describe that gender roles can vary considerably. (H1.Se5.3a)
- **Washington State Sexual Health Standard:** Understand importance of treating others with respect regarding gender identity. (H1.Se5.3b)

### TIME

**One 25-35 minute lesson**

### RESOURCES / MATERIALS NEEDED

- All I Want to Be Is Me by Phyllis Rothblatt

### VOCABULARY

Define key words for discussion:

- **Acceptance:** Being supportive, kind or friendly to others. Accepting other people and their differences.
- **Compassion:** Being a good friend to someone when that person needs it. Awareness and kindness for other's feelings/emotions/experience.
- **Gender identity:** A person's internal, deeply felt sense of being either man, woman, boy or girl or another gender.
- **Gender Role:** Cultural ways of how men and women are "supposed" to act.

- **Stereotype:** To believe unfairly that all people with a particular characteristic are the same. For example, only girls can like flowers.

## CLASSROOM PROCEDURE

**Ground rules: Ground rules:** Introduce or review classroom rules in order to create a safe place for students to discuss the book. Consider using the ground rules listed below:

- Respect other people in the class
- One person speaks at a time
- Everyone has the “right to pass” if someone doesn’t want to talk
- Everyone will have a chance to speak

### **Introduction: Differences**

Post and discuss the vocabulary words for this lesson. Emphasize gender roles and stereotypes. Explain to students that you are going to read a story about people who take pride in who they are even when others might wonder about whether they are a boy or a girl or others may think they should look different, or act differently.

### **Opening activity:**

Ask students as think-pair-share if they can think of a time when someone was made fun of for being different or not fitting in.

## Read Aloud

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### Read Aloud

1. Introduce the book, All I Want to be is Me .
  - I am going to read you a story and I want you to think about each of the characters and how they are feeling about being different from others. Each page is from a different person. Listen to how they describe themselves.
  - Notice how each page has the same lines...listen for that too.
  - After reading the book, ask students:
  - In what ways were the people different from what other people expected?
  - What was the same message on each page?
  - What do those last two lines mean?

### Things to consider

- Play the song from the website [www.alliwanttobeisme.com](http://www.alliwanttobeisme.com)
- Copy the last page of the book or simply have students follow the directions and draw themselves doing what makes them themselves.

## ADDITIONAL RESOURCES

### **Teaching Tolerance: Gender Diversity Lessons**

<http://www.tolerance.org/>

Keywords: gender, equity, bullying, lessons, diversity

### **Gender Spectrum**

[www.genderspectrum.org](http://www.genderspectrum.org)