

When Aidan Became a Brother

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Identities & Themes

- Gender diversity
- Bi/Multiracial identity or relationships
- Identity affirmation

Teacher Reflection Questions

1. How is your school and classroom set up to support transgender students and their families?
2. What might you need to consider before having conversations about gender with your students in this class?
3. Think of a time when you really cared about something so much that you wanted to make sure you got it right and worried about messing up. What did that feel like? What did you do to manage your worries?

Background Information for Teacher

Gender is experienced by people in many different ways. It is important for children to see different gender identities reflected positively in order to affirm each child's own identity and build respect across different identities. This creates empathy and understanding for gender diversity. This book provides an example of self-advocacy when it comes to gender identity. It also provides an example of the responsibility felt by a child as they become an older sibling and the consideration for the well-being of a new sibling.

This book focuses on the changes and preparation a family goes through when a new child enters the family. It also focuses on the transition of a transgender boy. To learn more about gender diversity and the difference between gender stereotypes, gender expression, and gender identity, please see the **Gender Diversity Primer**.

Anti-Bias Education Tenets

- Empathy & Understanding
- Healthy Complex Identities
- Respect Across Differences
- Notice, Name, & Reject Bias
- Responsiveness & Action

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

Read this to the students before reading the book:

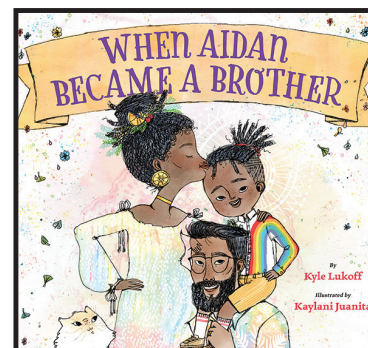
When Aidan was born, everyone thought he was a girl. When Aidan told his parents he felt more like a boy, they were responsive and fixed things in his life so they fit him better. Now, Aidan's parents are about to have another baby, and Aidan is very concerned with getting everything right for his new sibling. He shows he knows how to love and be a big brother through his preparations and considerations for the new baby.

Discussion Questions (essential questions bolded)

1. **How did Aidan and his parents know he was really a boy? What did Aidan's parents do after they realized this?**
2. Ask students if they have younger siblings and if they remember them being born. How did you feel? What did you do to prepare?
3. What did Aidan do to prepare for the baby? Why was Aidan worried?
4. What preparations did Aidan and his parents make in order to make sure they didn't misgender the baby and they could grow up to be whoever they are?
5. **How does Aidan advocate for himself and his identity? How do Aidan's parents do this, too?**
6. When Aidan and his dad were at the hardware store, the paint guy was confused. Why?
7. **The book says, "Maybe everything wouldn't be perfect for this baby. Maybe he would have to fix mistakes he didn't even know he was making. And maybe that was okay." When have you had to fix a mistake? What did you do? How did it feel before and after?**
8. When has someone made a mistake about you? What did you do? How did you respond?

Journal Prompts & Extension Activities

1. At the end of the story, it says, "Aidan knew how to love someone, and that was the most important part of being a brother." Choose an identity role you play in relation to others (sister, daughter, brother, son, friend, etc). Draw or write about how you show your love in this role.
2. Draw or write about a time when you tried to prepare for something and worried about whether or not it was good enough and others would like it.



Literacy Connections

- Realistic fiction
- Identify details in the text
- Identify theme or main message
- Describe characters/
Character development
- Character point of view
- Use illustrations/pictures/
photos to gain information
- Make predictions
- Make text connections (to
self, text, the world)
- Describe major plot events
- Sequence events