



**Book Title:** My Rainbow

**Written by:** Trinity and DeShanna Neal

**Illustrated by:** Art Twink

**Age Range:** 3-9

**Grades:** PreK-3rd

### Identities/Lived Experiences/Themes in This Book

- Feelings
- Standing up for self/others
- Identity affirmation
- Identity safety
- Black/African American
- Gender diversity
- Ability/Neurodiversity

### 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 inferences
- Make text connections (to self, text, the world)
- Describe characters/Character development
- Describe major plot events
- Sequence events

#### Anti-Bias Education

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

#### Social-Emotional Learning

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

**Background Information for Adults**

**Vocabulary:** autism, transgender, cisgender

**A note on autism:** For children who are autistic, this book offers a wonderful opportunity to see themselves positively reflected in children's literature as beautiful, creative, and thoughtful. For children who are not autistic, helping them understand autism is important because they can't always tell whether someone is on the autism spectrum by looking at them. Children don't need a long medical lecture. Give a brief explanation about why their friend might behave differently than they do, and a chance to ask questions.

*You could say: "Our brains all work a little differently from everyone else's. Autism is one example of how people's brains can work. You can't always tell if someone is autistic just by looking at them. People with autism might be brilliant at some things and also struggle at others. They might have a harder time with loud noises, bright lights, or strong-tasting foods than other people do. Additionally, they might need a little extra help from friends to get to know other people or to know what to do about how people around them are feeling. The important thing to remember, though, is that not all people with autism have the same traits. Autism is a spectrum, and people on the autistic spectrum are as diverse and unique as any of us."*

**A note on Trinity's transgender identity:** In the story, Trinity is a transgender girl with short hair who suddenly wants to have long hair after playing with her doll, who has long, curly hair. In a conversation with her Mom, Trinity acknowledges that it's okay for cisgender girls to have short hair, but feels that it's different for her as a transgender girl.

There is an important nuance to consider here. While the family in this story affirms Trinity's feelings and how she expresses what she needs to feel safer in her gender identity (ie, long hair), it is also important that children understand that this is unique to this character's experience and that transgender girls and women do not need to have long hair in order to legitimize their gender identity.

For more information about gender identity and how to navigate conversations with children, see the **Gender Diversity Primer**.

**Reflection Questions for Adults Reading This Book to Children**

1. How has neurodiversity shown up in your life? What conversations can you have with children that foster empathy, respect, and compassion for all the ways neurodiversity shows up in our society?
2. How has your understanding of gender grown and changed? What else do you still need to learn about to support gender diverse children in your life? What might you need to consider before having conversations about gender identity with the children in your life?
3. How is your childcare center, classroom, school, and/or school district set up to support transgender students and their families? (Consider language used on applications and forms, student handbooks, policies, bathrooms, etc.)

**Book Summary to Read to Children Before Reading the Book**

*The Neal house is full of warmth, sunshine, and love. One day during playtime, Trinity realizes that she wants hair like her dolls, long, flowing hair that helps show the world who she really is, a beautiful, Black, transgender girl. Wanting to support her, the family heads to the beauty supply shop to find just the right wig. But nothing feels quite right. Let's read to find out how Mom, with the help of her brother, creates something special—something bold and bright, just like Trinity.*

**Discussion Questions**  
(essential questions in **bold**)

1. **What are all the ways that Trinity is special and unique?**
2. **Why was having long hair so important to Trinity?**
  - a. **Why does Trinity say, "It's different for transgender girls. I need long hair." Do you think that all transgender girls need to have long hair?**  
(**Note:** There is an important nuance to consider here. While the family in this story affirms Trinity's feelings and how she expresses what she needs to feel safer in her gender identity (ie, long hair), it is also important that children understand that this is unique to this character's experience and that transgender girls and women do not need to have long hair in order to legitimize their gender identity.)

3. **Why couldn't Trinity wear a long wig?**
4. Why was Trinity crying when she saw herself in her rainbow wig?
  - a. Have you ever felt so happy that you cried (or wanted to cry)?
5. **How does the whole family come together to support Trinity in this story?**
  - a. When have people in your life come together to support you? When have you supported someone else?

### Journal Prompts and Extension Activities

1. **Write or Draw:** Trinity's mom and brother worked hard to find a creative solution to support Trinity, especially knowing that a long wig would bother Trinity because of her sensitivity to hair touching her neck. Write or draw about a time you had to work to solve a problem or help someone else, or a time when someone else supported you.
2. **"True Colors" Self-Portrait:** In the story, Trinity's mom says about her family, *"We are all a little different from one another. You're a beautiful rainbow, Trinity."* Ask children to think about what color(s) best represent them. Ask them to draw or paint themselves using colors and symbols that reflect how they feel inside, not just how they look outside. For example, a child who feels brave might use red, or someone who feels calm might choose blue. This encourages emotional expression and self-awareness.
3. **"Shine Like Your Rainbow" Mindfulness Activity:** This mindfulness activity will help children reflect quietly on who they are, how they shine, and how they feel when they are accepted and loved, just like Trinity. This activity builds self-awareness, confidence, and a sense of belonging.
  - Create a calm space for children to sit or lie down.
  - Dim the lights or play soft instrumental music (optional).
  - You may want to use a glitter "calm jar" or a rainbow scarf as a focus object.

#### Guided Mindfulness Script:

*"Close your eyes, or rest them softly on the floor. Let your body feel calm and still. Take a deep breath in... and let it go. Imagine a warm light above your head. It's glowing like a rainbow—red, orange, yellow, green, blue, purple. This rainbow light slowly comes down and wraps around you like a hug. It's soft, safe, and sparkly."*

*You feel proud of who you are. Maybe you like running fast. Or painting. Or playing pretend. Maybe you like short hair. Or long hair. Or a rainbow wig. You are shining, just like Trinity in the story.*

*Think about a time someone made you feel really loved, just for being YOU. What did it feel like in your heart? Breathe in that feeling. Hold it. Now, imagine you're sharing your rainbow light with someone else. You're showing kindness, listening, and letting them shine, too. Take one more big breath in...And when you're ready, open your eyes."*

**Post-Mindfulness Reflection (Optional):**

- What color did you imagine in your rainbow?
- How do you shine?
- What's something special about you that you're proud of?
- What does it feel like to be accepted?

**Extension Activities:**

- Have children draw their rainbow light and what's inside it (symbols of things they love, their personality, how they shine).
- Or let them write a short sentence: *"I shine when..."* or *"My rainbow means..."*

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book set, available here:**

[https://amazeworks.org/product/  
book-set-gender-identity/](https://amazeworks.org/product/book-set-gender-identity/)

