

# GRADE 6 IDENTITY

## TODAY'S OBJECTIVE

- Differentiate between gender identity, gender expression, and sexual orientation.
- Communicate respectfully about and with people of all gender identities, gender expressions, and sexual orientations.
- Recognize injustices and plan ways to denounce inequality.

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5-10 minutes
  - Activate Prior Knowledge/Engage
1. Begin lesson by establishing ground rules conducive towards a “safer” space.
  2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
  3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

## CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

## TEACHER NOTES:WHAT IS A STEREOTYPE?

- Estimated Time: 10 minutes
  - ELL & SpEd Strategy: Visual Prompt
1. Refer to the Every Body graphic to define gender identity.
  2. Ask students what a stereotype is. If needed, provide the definition, “an assumption about a person based on how they look or how they act.”
  3. Explain that assumptions based on gender and sexuality can seem normal or harmless; however, assumptions can hurt people by making them feel left out or abnormal.

## TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

4. Divide students into groups of 4 or 5. Ask students to use the markers and poster board to create a list of stereotypes related to gender identity. Prompt students by asking: “What are some assumptions and expectations about boys and girls? For example, things they can and cannot do (e.g. girls cannot play sports, boys cannot wear dresses, etc.)
5. After the brainstorming session, ask groups to present their brainstorms. Write down the main ideas or reoccurring stereotypes.
6. Ask students to reflect on how these stereotypes are limiting, harmful, and untrue.
7. Once every group has presented, explain how many of the stereotypes that are brainstormed are examples of different types of discrimination related to gender identity and expression (See slides 8-10 for talking points). Reference the Every Body graphic to define Gender Expression, as needed.

## TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

Once every group has presented, explain how many of the stereotypes that were brainstormed are examples of different types of discrimination related to gender identity and expression.

- a. Tell the class that gender discrimination is causing harm or fearing someone based on their actual or perceived gender.
- b. Further elaborate on this by using some of the stereotypes that were brought up by students and relating them to the harm they cause. For example, if a student raises a stereotype related to the idea that boys can't cry or display emotion, highlight the fact that that hurts boys by not allowing them to say how they are feeling.
- c. Explain that the first step of preventing harmful stereotyping or discrimination is understanding that gender is more like a range or spectrum instead of the two distinct choices of boy or girl. The way someone feels about their gender doesn't always align or match up with what we see on the outside.

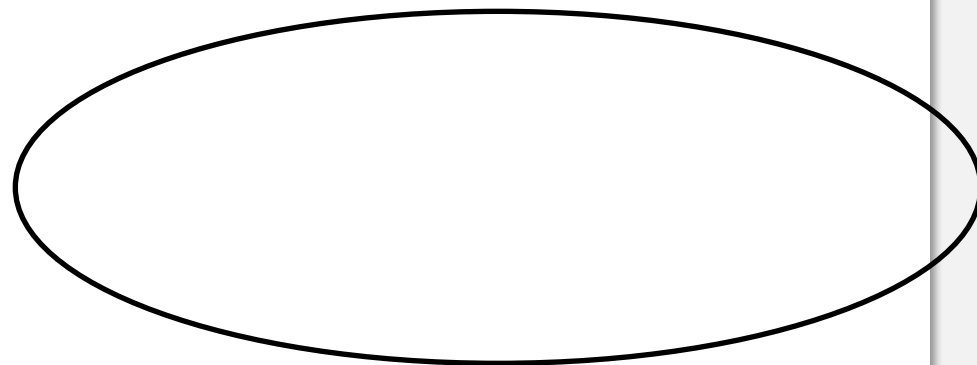
## TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

- d. Elaborate on the concept as a gender spectrum and the separation of gender and sex by introducing the “Every Body” infographic. Have a different student read aloud each category to the class. For this lesson, focus on the categories dealing with biological sex and gender rather than sexual orientation, as this section will be addressed more thoroughly in the sexual orientation lesson. Ask students to try to define the various terms on the infographic, and give them help when necessary.
  - i. Gender identity (boy, girl, non-binary) - gender identity is the gender we consider ourselves to be. Many people consider themselves to be boys or girls, while non-binary people do not think of themselves as either a boy or a girl. Reinforce that it is ok to identify as a boy, a girl, or non-binary, and that people of all genders should be treated with respect.

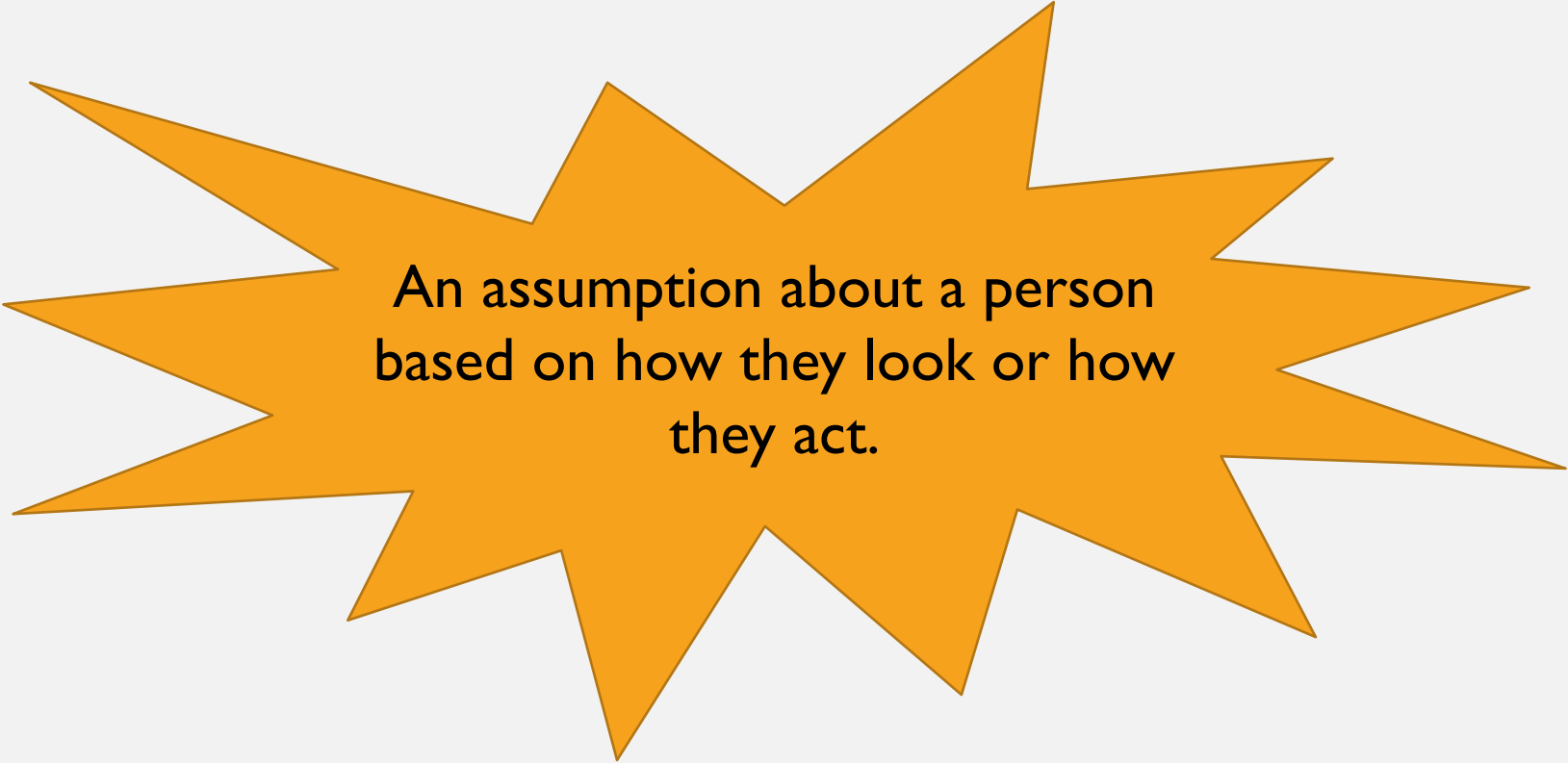


## TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

- ii. Biological sex - sex assigned at birth according to genitalia - Explain that when someone is born, a doctor looks at them and decides what sex they are. Usually if a doctor sees a penis they will say the baby is male, if they see a vagina they will say the baby is female, and if they see that the baby's genitalia don't quite look like either, they'll say the baby is intersex. Explain that although people usually assume that people with a penis are boys and people with a vagina are girls, sex does NOT always match with gender identity (i.e. someone with a penis might identify as a girl).
- iii. Gender expression - this is how people present their gender - This could be expressed through the way they look, dress, their interests, etc. Emphasize that it is important not to make assumptions! For instance, someone wearing a dress might not be a girl, and not only girls wear dresses!
- iv. Explain that pronouns are words like he, she and they. Explain that you should use the pronoun that a person wants you to use for them (he, she, they/them) and that if you are unsure, the best way to figure out someone's pronoun is to ask!



## WHAT IS A STEREOTYPE?



An assumption about a person  
based on how they look or how  
they act.

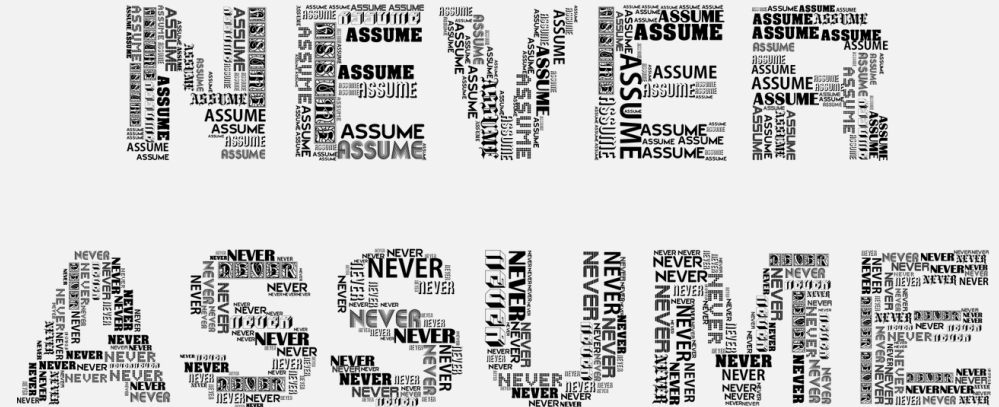
# ASSUMPTIONS

Assumptions can feel normal  
or harmless.

Assumptions can hurt people  
by making them feel...

Left out

Abnormal



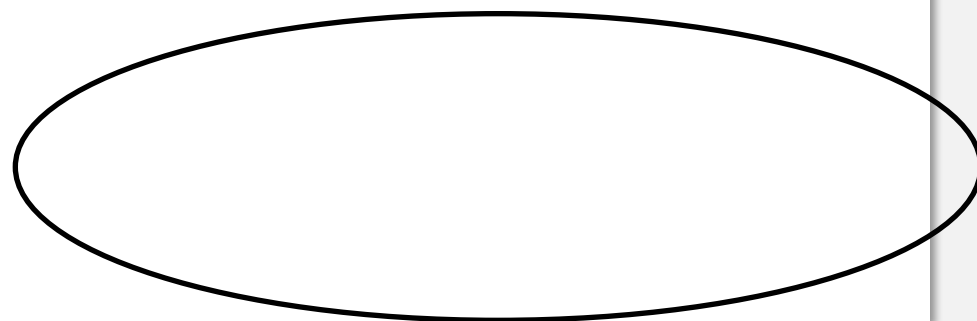
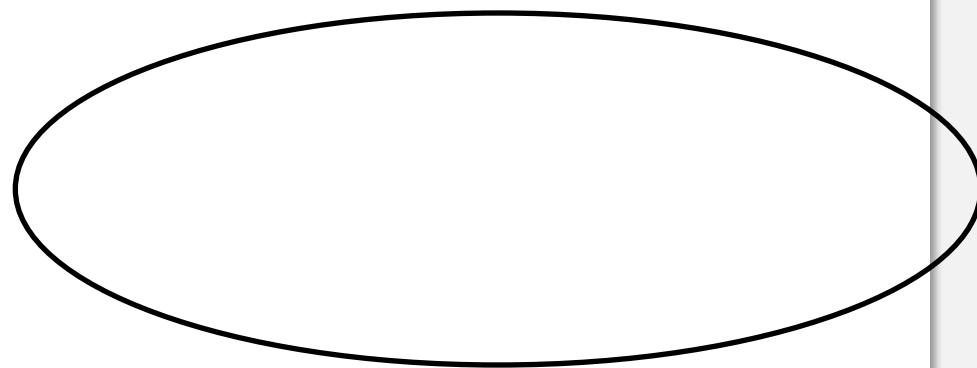
## WHAT ARE SOME ASSUMPTIONS AND EXPECTATIONS ABOUT BOYS AND GIRLS?



## WHAT ARE SOME ASSUMPTIONS AND EXPECTATIONS ABOUT BOYS AND GIRLS?

- In groups of 4-5, create a list of stereotypes related to gender identity.
- Be prepared to share out to the group.

## GROUP SHARE OUT GENDER IDENTITY STEREOTYPES





## TEACHER NOTES: HARMFUL STEREOTYPES

- Estimated Time: 15 minutes
- 1. Provide the Harmful Stereotypes handout and ask students to complete the first two questions. Be sure to emphasize that students leave their names off the paper to ensure anonymity. Advise students to provide examples which do not involve other students in the classroom. Ask students to draw from their own personal experiences.
- 2. Have students pass the papers to the front then shuffle and redistribute the papers, making sure each student gets a new sheet.
- 3. Have students fill out the last two questions by responding the first student's answer.

# HARMFUL STEREOTYPES

## Harmful Stereotypes Worksheet

**PERSON ONE** will complete the first two questions *without writing their name*, and then pass their answers to the front of the class. **PERSON TWO** will complete the last two questions, responding to person one's answers.

I. Brainstorm a time in which you felt hurt by someone who treated you unfairly based on a stereotype related to your gender. If you can't think of a personal one, think of something you saw on TV or in a movie.

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II. How did the experience make you/them feel? How do you think you/they should have been treated?

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## Remember:

- No names on your paper!
- Draw from personal experience.
- Do not involve other students in the classroom.

# SWITCH: HARMFUL STEREOTYPES

III.

How is your classmate's experience of gender discrimination similar to the one you described? How is it different?

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IV.

What do you think can be done to stop scenarios like the one your classmate described? What do you think you could do if you saw their situation happening?

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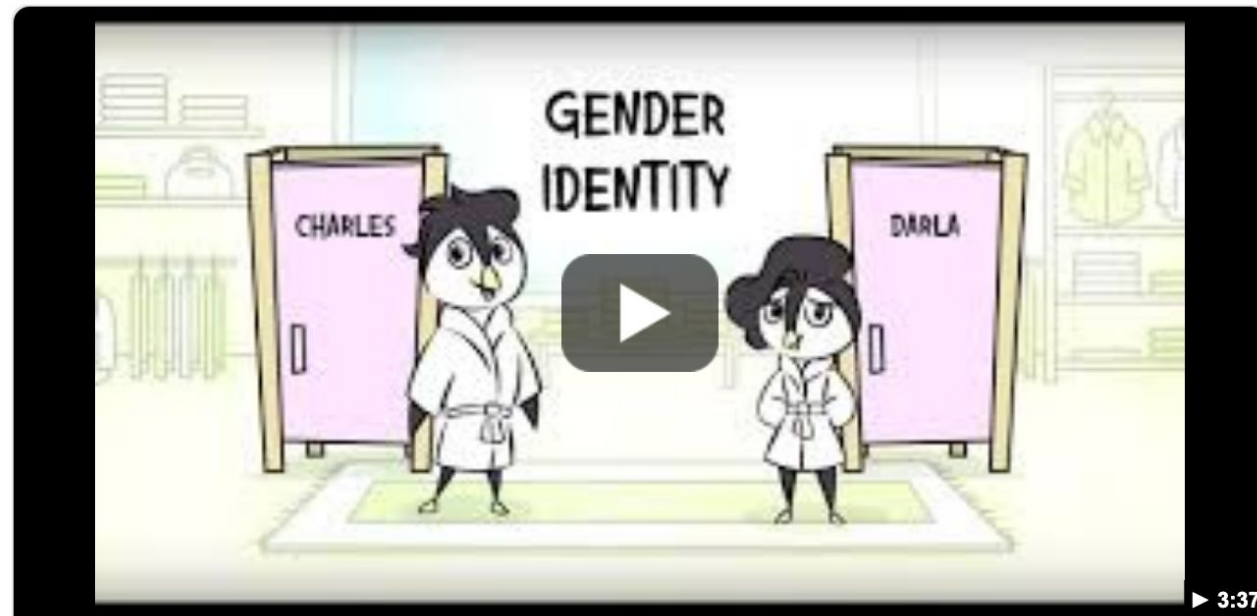
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Fill out the last 2 questions by responding to the 1<sup>st</sup> student's answers.

## TEACHER NOTES:VIDEOS

- Estimated Time: 5 minutes
- 1. Show the videos.
- 2. Ask students to try to define some of the terms that were used.
- 3. Expressing Myself My Way:  
[https://www.google.com/search?q=expressing+myself+my+way&rlz=1C1GCEU\\_enUS823US824&oq=expressing+myself+my+way&aqs=chrome..69i57j0.6529j1j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=expressing+myself+my+way&rlz=1C1GCEU_enUS823US824&oq=expressing+myself+my+way&aqs=chrome..69i57j0.6529j1j7&sourceid=chrome&ie=UTF-8)
- 4. Love has no labels: <https://www.youtube.com/watch?v=PnDgZuG1hHs>

## VIDEO – EXPRESSING MYSELF. MY WAY



Expressing Myself. My Way. - YouTube

YouTube · AMAZE Ora

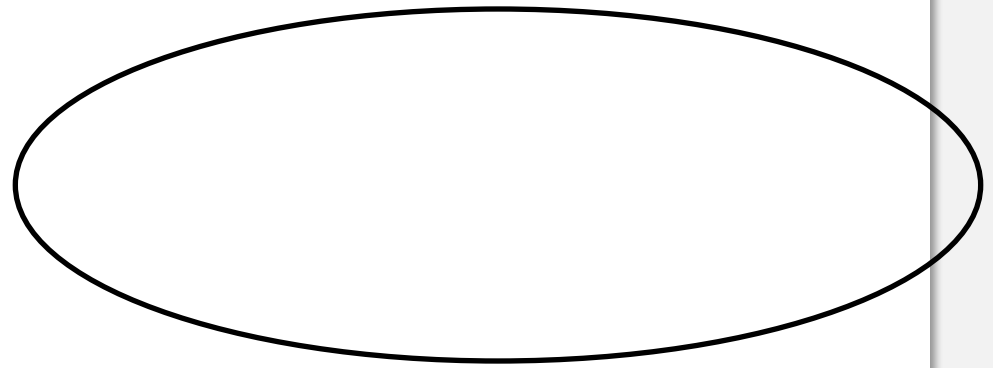
# VIDEO – LOVE HAS NO LABELS



[#LoveHasNoLabels](#)

Love Has No Labels | Diversity & Inclusion | Ad Council

LET'S DEFINE SOME TERMS FROM THE  
VIDEO...





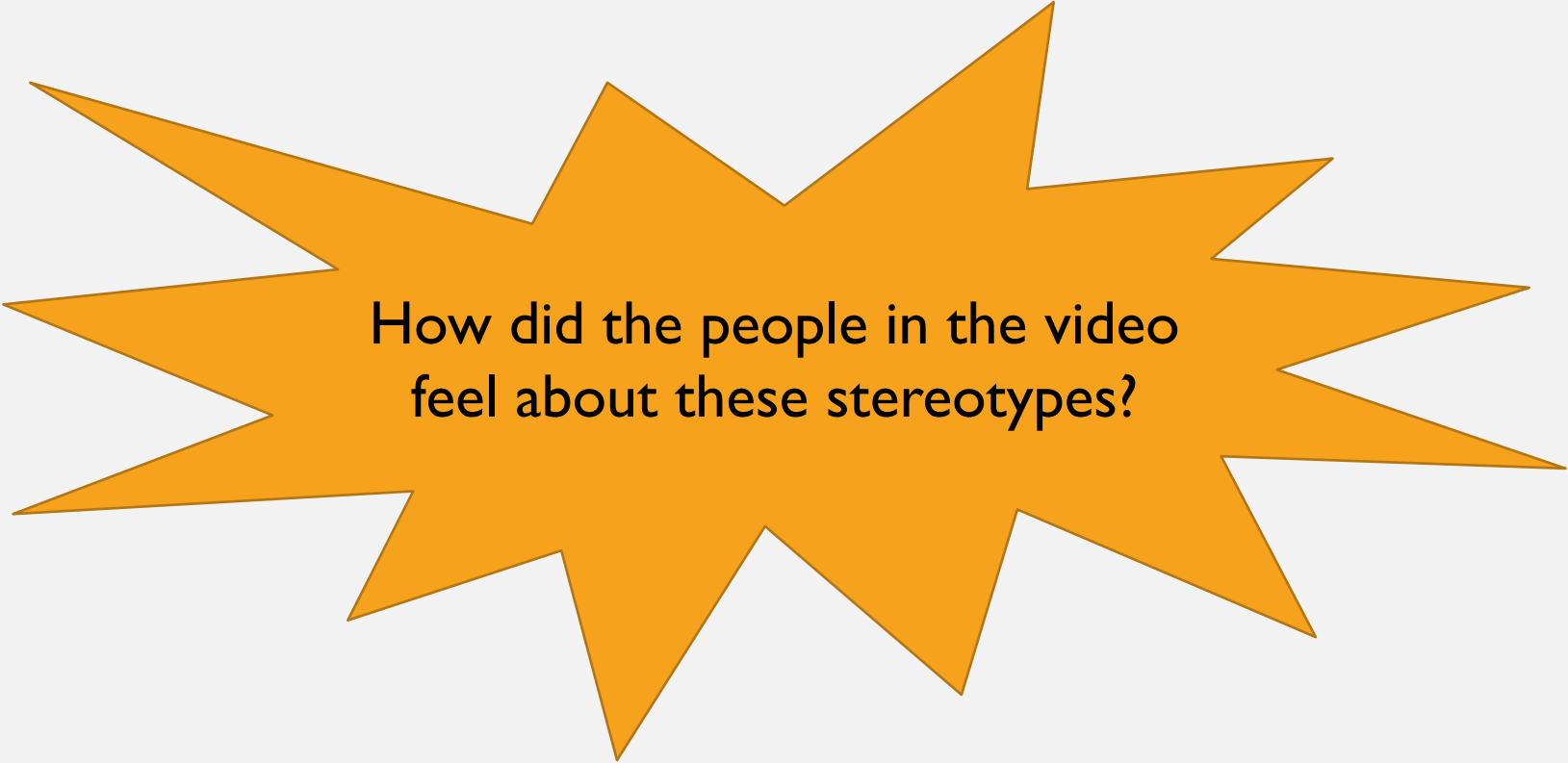
## TEACHER NOTES: STEREOTYPES - SEXUALITY

- Estimated Time: 15 minutes
- 1. Ask students to brainstorm and write down some stereotypes related to sexuality. Encourage them to come up with at least 3. (Ex. Girls with short hair are lesbians, if my friend tells me they are gay it means they like me, boys who are feminine are gay, bisexuality doesn't exist.)
- 2. Have students share out some of their stereotypes with the class. As the stereotypes are shared, encourage students to reflect on the negative feelings that people in the video expressed experiencing, and ask them to think about the role stereotypes play in creating these feelings.

# WHAT ARE SOME STEREOTYPES RELATED TO SEXUALITY?

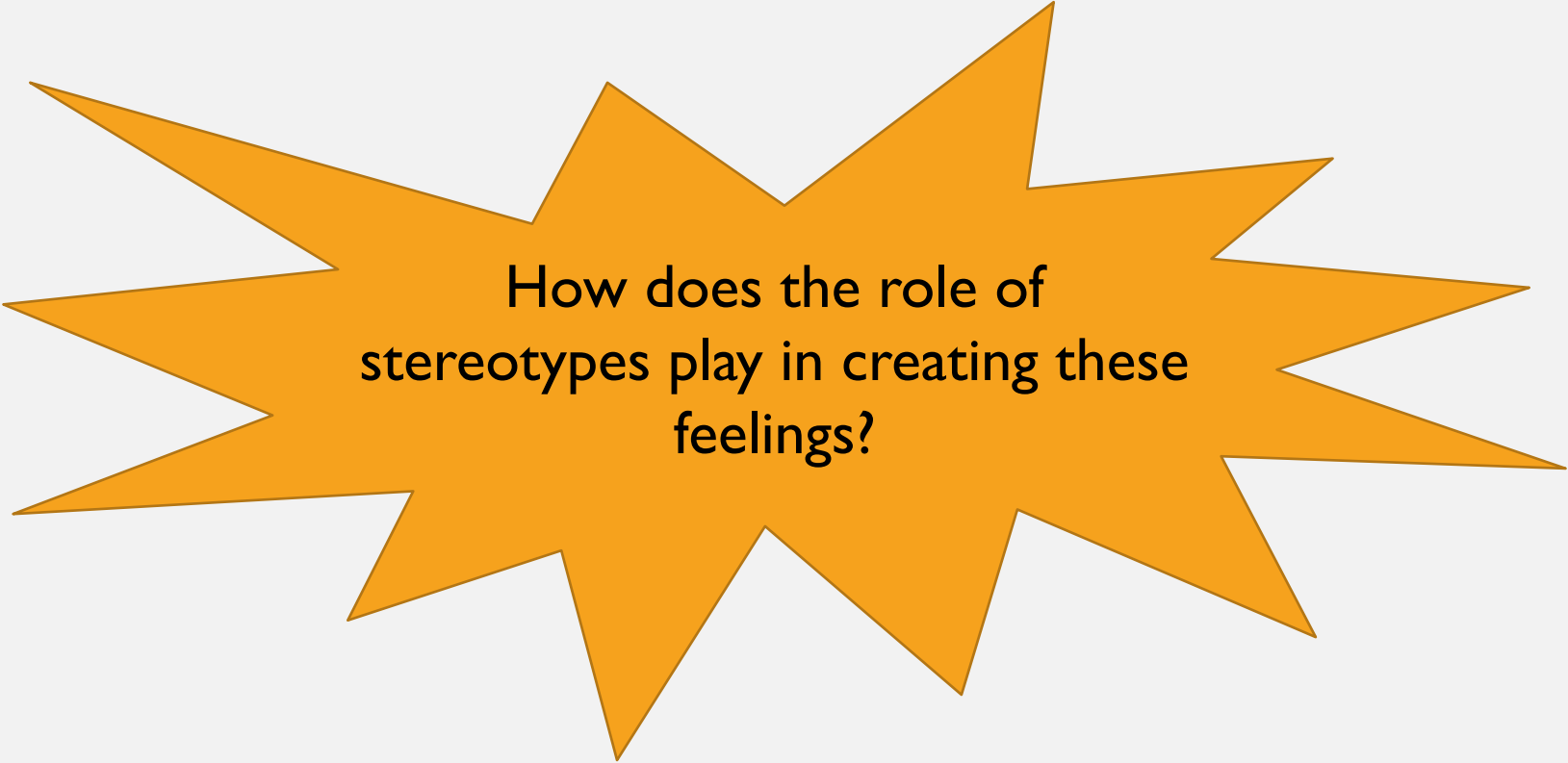


## GROUP SHARE OUT STEREOTYPES RELATED TO SEXUALITY

A large, multi-pointed orange starburst shape with a black outline, centered on the page. It contains the text 'How did the people in the video feel about these stereotypes?'.

How did the people in the video  
feel about these stereotypes?

## GROUP SHARE OUT STEREOTYPES RELATED TO SEXUALITY

A large, multi-pointed orange starburst shape with a black outline, centered on the page. It has approximately 12 points of varying lengths, creating a dynamic, star-like effect.

How does the role of  
stereotypes play in creating these  
feelings?

## TEACHER NOTES: SCENARIOS - SEXUALITY

- Estimated Time: 15 minutes
- 1. Divide the class into smaller groups. Hand out one of the provided scenarios to each group.
- 2. Ask students to discuss their respective scenarios in groups and come up with a possible solution.
- 3. Ask one student from each group to read the scenario and one student to read out the solution.
- 4. Once each group has shared their solution, reiterate the messages on slide 30.

## TEACHER NOTES: SCENARIOS – SEXUALITY (CONT.)

Once every group has shared their solution, reiterate the following messages:

- a. Homophobia and other forms of discrimination keep happening when they are not challenged.
  - b. Challenging things together is easier and makes more of a difference.
  - c. Small challenges can make a big difference in the long term if everyone participates.
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- d. Make sure you have an adult in your life with whom you can feel safe disclosing these feelings. A guidance counsellor, a teacher, a coach, or another family member, for example.
  - e. Make students are aware of the resources available for them in your city, for instance, phone or text helplines, educational websites, drop in centres, etc. Resources for

# SCENARIOS

## Read the scenario.

### Rachel and her friends

Rachel and Sasha are having a sleepover at their friend Anna's house. They are looking through magazines when Anna says:

'Ewwwww! You're joking! I used to like her, I didn't know that she was like that!'

Rachel and Sasha hover over her shoulder to see what she's talking about. In the magazine there's an interview with a famous Hollywood actress who all of the girls like. Next to a picture of the actress is a caption quoting her: 'I've experimented with both men and women and, yes, I see myself as bisexual.'

'No way!' says Sasha, 'Her? Really?'

'I guess that's who Lindsey and Jemma are copying then. Imagine it – gross!'" says Anna.

Lindsey and Jemma are two girls in their grade who have been best friends for years. Recently going around that they're actually going out with each other and a boy in their grade says that to other behind the school. Rachel has heard a group of boys in their year shout things at them like 'dykes'.

Sasha and Anna keep gossiping and don't seem to notice that Rachel isn't saying anything. Rachel is uncomfortable and annoyed with her friends. She's thinking that it's not that fair – who cares if I'm going out with each other? Or who the actress sleeps with? Lots of people are gay or lesbian or bi, so why does it matter? What should Rachel do?

### Jenna's Aunt Mary

Jenna has been thinking about her sexuality for a while now. She has spoken about it a little bit with her guidance counselor but hasn't told anyone else.

One night, Jenna and her family are getting ready for a family reunion. They have invited over several of their relatives and Jenna is helping her mom in the kitchen.

Jenna asks her mom which family members are coming over, and her mom says a few names. Jenna can't help but notice that her Aunt Mary has not been invited.

"What about Aunt Mary?" says Jenna. Her mom pauses and gives her a serious look. She sighs and says that Jenna is old enough to know now: Aunt Mary is a lesbian and has been living with her girlfriend for the last five years.

Jenna's mom looks really upset. 'That sort of thing isn't right Jenna, and I'm not having it – living with another woman for God's sake! I wouldn't be exposing you to that nonsense. She knows the family doesn't approve of her and she just goes right ahead and does it anyway.'

Jenna feels ashamed and sad. Even though her guidance counselor has supported her in coming out to her friends and family, her mother's feelings about her aunt being a lesbian have made her feel really scared to come out or speak to anyone about her identity.

What should Jenna do?

He lives quite far out of town and his friends have already gotten off the bus before he can get on. He is sitting next to him and two other students, Craig and Josh, who are sitting in the seats in front of him.

Josh is talking about their math teacher and how unfair it was of him to assign so much work to them.

Josh says, "I know" says Josh, "It's totally gay that he would do that".

Josh is using that word in this way. Dylan is not gay himself, but he grew up in a family where being gay is nothing to be ashamed of and that using the word gay as an insult is wrong.

Josh is using words like "gay, poof" and so on, making Dylan feel increasingly worse.

Josh is well, but he wants them to know that using these words is harmful and wrong.

## Propose a solution.

**GROUP SHARE OUT:  
SCENARIOS & SOLUTIONS**



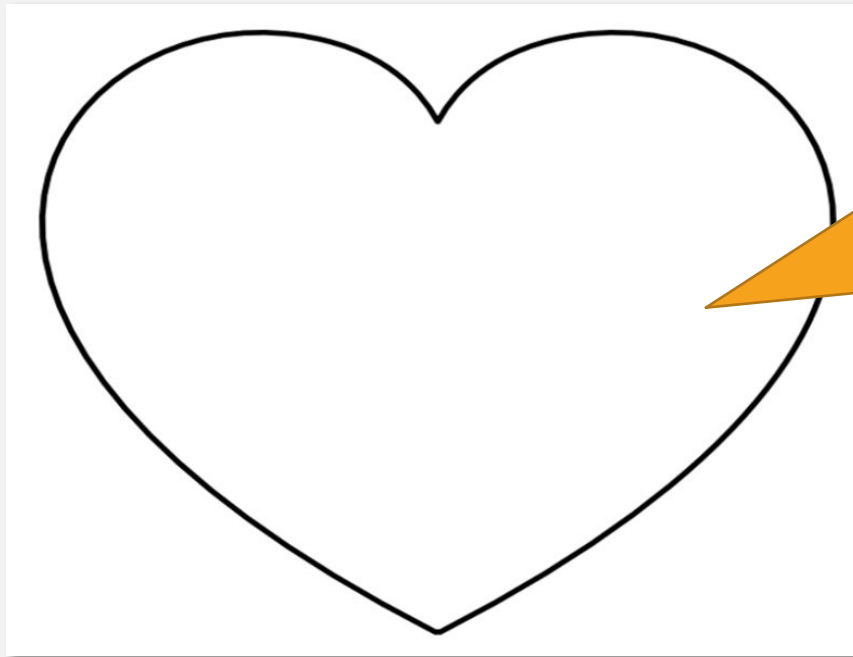
## TEACHER NOTES: HEART

- Estimated Time: 10 minutes
- 1. Provide each student with a heart.
- 2. Ask them to write down ways in which they could challenge homophobia when they come across it.
- 3. Emphasize that it could be a small action that they feel they would be able to do in their everyday lives.
- 4. Have students cut out and decorate their hearts as they wish, then put them up around the classroom in an area that is visible.
- 5. Examples are available on slide 33.

## TEACHER NOTES: HEART (CONT.)

- Thinking before using homophobic language
- Challenging a friend if they call something 'gay'
- Not laughing at homophobic jokes
- Attending a pride rally
- Being an ally to someone who identifies as LGBT by showing support and acceptance like others did in the video

## HEART: CHALLENGING HOMOPHOBIA



What are some small ways you can challenge homophobia in your everyday life?

# HOMEWORK

## Gender Match Game!

Match each term to its correct definition by drawing a line

- |                      |   |
|----------------------|---|
| 1. Gender Identity   | 1. Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth  |
| 2. Transgender       | 2. A person who does not think of themselves as either a boy or a girl  |
| 3. Cisgender         | 3. A person whose gender identity does not match the sex that was given to them at birth  |
| 4. Gender Expression | 4. How a person feels about and relates to their gender identity  |
| 5. Pronouns          | 5. A person whose gender identity matches with the sex that was given to them at birth  |
| 6. Biological Sex    | 6. Words used to refer to someone (e.g. him, her, they)   |
| 7. Transphobia       | 7. How a person presents their gender on the outside, such as through their choice of clothes or the way they act   |
| 8. Non-binary        | 8. The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not. |

## Sexuality Match Game!

Match each term to its correct definition by drawing a line

- |                       |  |
|-----------------------|--|
| 1. Homophobia         | 1. A person who likes both people of their own and other genders (ex. a boy who likes both boys and girls)         |
| 2. Straight           | 2. A word used to describe emotional and physical attraction towards other people (i.e. who you like)              |
| 3. Bisexual           | 3. Being mean to or fearing someone who identifies as a lesbian or gay   |
| 4. Pansexual          | 4. A person who likes people of all genders  |
| 5. Gay/lesbian        | 5. A person who likes people of the same gender as themselves (ex. a girl who likes girls or a boy who likes boys) |
| 6. Sexual Orientation | 6. A person who is not sexually attracted to anyone  |
| 7. Asexual            | 7. A person who only likes people of a different gender than their own (ex. a girl who only likes boys)            |

## BIBLIOGRAPHY

- “IGS-E6a: Introducing Gender Identity.” *Sexuality Education Toolkit*, ACCM, 2018, <https://sexedtoolkit.com/lesson-plans/elementary-school-identity-gender-stereotypes-roles-social-norms/igs-e6a-introducing-gender-identity/>. (Accessed September 11, 2019)
- “IGS-E6b: Sexuality, Stereotypes and Social Norms.” *Sexuality Education Toolkit*, ACCM, 2018, <https://sexedtoolkit.com/lesson-plans/elementary-school-identity-gender-stereotypes-roles-social-norms/igs-e6b-sexuality-stereotypes-social-norms/>. (Accessed September 11, 2019)
- “Two Men Talking.” *Giving And Receiving Design Feedback - People Talking*, Seek PNG, [www.seekpng.com/ipng/u2e6o0a9a9q8r5i1\\_giving-and-receiving-design-feedback-people-talking/](http://www.seekpng.com/ipng/u2e6o0a9a9q8r5i1_giving-and-receiving-design-feedback-people-talking/). (Accessed September 30, 2019)

## **Gender Match Game!**

Match each term to its correct definition by drawing a line

- |                      |   |
|----------------------|---|
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| 5. Pronouns          | 5. A person whose gender identity matches with the sex that was given to them at birth  |
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| 8. Non-binary        | 8. The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not. |

# **Sexuality Match Game!**

Match each term to its correct definition by drawing a line

- |                       |  |
|-----------------------|--|
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| 4. Pansexual          | 4. A person who likes people of all genders  |
| 5. Gay/lesbian        | 5. A person who likes people of the same gender as themselves (ex. a girl who likes girls or a boy who likes boys) |
| 6. Sexual Orientation | 6. A person who is not sexually attracted to anyone  |
| 7. Asexual            | 7. A person who only likes people of a different gender than their own (ex. a girl who only likes boys)            |



## Gender identity

- boy
- girl
- non-binary



## Sexual Orientation

- homosexual
- heterosexual
- bisexual
- pansexual



## Biological Sex

- male
- female
- intersex



## Gender Expression

- appearance
- pronoun





## Gender identity

- boy
- girl
- non-binary



## Sexual Orientation

- homosexual
- heterosexual
- bisexual
- pansexual



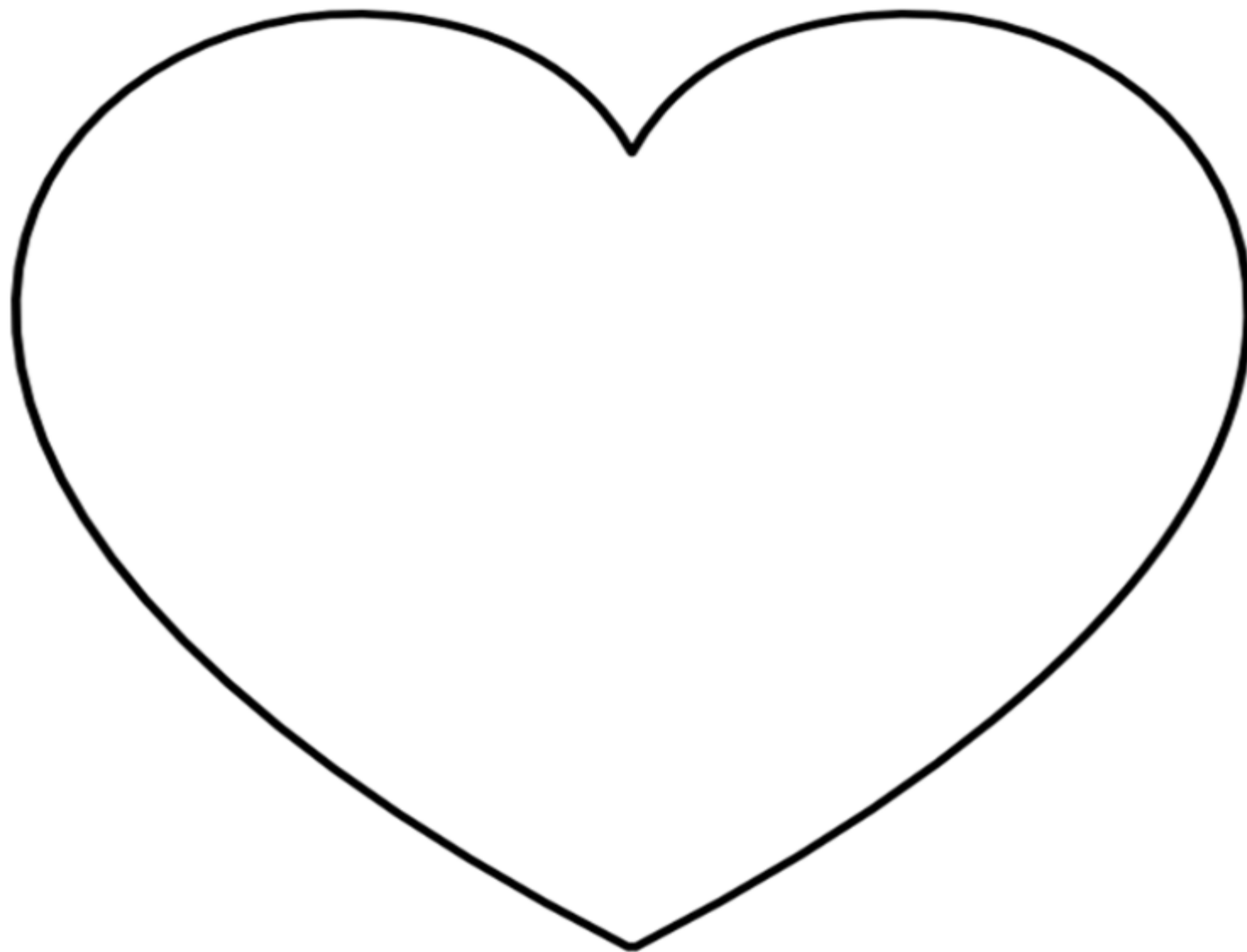
## Biological Sex

- male
- female
- intersex



## Gender Expression

- appearance
- pronoun



## Harmful Stereotypes Worksheet

**PERSON ONE** will complete the first two questions *without writing their name*, and then pass their answers to the front of the class. **PERSON TWO** will complete the last two questions, responding to person one's answers.

Brainstorm a time in which you felt hurt by someone who treated you unfairly based on a stereotype related to your gender. If you can't think of a personal one, think of something you saw on TV or in a movie.

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How did the experience make you/them feel? How do you think you/they should have been treated?

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**SWITCH!**

How is your classmate's experience of gender discrimination similar to the one you described? How is it different?

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What do you think can be done to stop scenarios like the one your classmate described? What do you think you could do if you saw their situation happening?

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## Gender Match Game Answer Key

1. Gender Identity: (4) How a person feels about and relates to their gender identity
2. Transgender: (3) A person whose gender identity does not match the sex that was given to them at birth
3. Cisgender: (5) A person whose gender identity matches with the sex that was given to them at birth
4. Gender Expression: (7) How a person presents their gender on the outside, such as through their choice of clothes or the way they act
5. Pronouns: (6) Words used to refer to someone (e.g. him, her, they, them)
6. Biological Sex: (8) The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not.  
**Note: Intersex refers to people who are born with reproductive or sexual anatomy which does not fit with typical definitions of male or female.**
7. Transphobia: (1) Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth
8. Non-binary: (2) A person who does not think of themselves as either a boy or a girl.  
**Note: There are many other words that people who don't identify as either a boy or a girl use, such as genderqueer, agender, bigender, and gender fluid.**

## Scenarios – Cut out each square and distribute

### Rachel and her friends

Rachel and Sasha are having a sleepover at their friend Anna's house. They are looking through magazines when Anna says:

'Ewww! You're joking! I used to like her, I didn't know that she was like that!'

Rachel and Sasha hover over her shoulder to see what she's talking about. In the magazine there's an interview with a famous Hollywood actress who all of the girls like. Next to a picture of the actress is a caption quoting her: 'I've experimented with both men and women and, yes, I see myself as bisexual.'

'No way!' says Sasha, 'Her? Really?'

'I guess that's who Lindsey and Jemma are copying then. Imagine it – gross!'" says Anna.

Lindsey and Jemma are two girls in their grade who have been best friends for years. Recently there's been a rumor going around that they're actually going out with each other and a boy in their grade says that he saw them kissing each other behind the school. Rachel has heard a group of boys in their year shout things at them like: 'lezzy weirdos' and 'dykes'.

Sasha and Anna keep gossiping and don't seem to notice that Rachel isn't saying anything. Rachel is feeling uncomfortable and annoyed with her friends. She's thinking that it's not that fair – who cares if Lindsey and Jemma are going out with each other? Or who the actress sleeps with? Lots of people are gay or lesbian or bi or whatever, who cares?

What should Rachel do?

### Dylan on the bus

Dylan is on the bus home from school. He lives quite far out of town and his friends have already gotten off the bus before him. The bus is nearly empty except for him and two other students, Craig and Josh, who are sitting in the seats in front of Dylan.

Dylan overhears Craig and Josh talking about their math teacher and how unfair it was of him to assign so much work over the holidays.

"It's so unfair!" says Craig, "None of the other teachers did". "I know" says Josh, "It's totally gay that he would do that".

"Sooooo gay!" says Craig.

Dylan feels uncomfortable with Craig and Josh using that word in this way. Dylan is not gay himself, but he grew up in a household with two dads, and knows that being gay is nothing to be ashamed of and that using the word gay as an insult is hurtful and wrong.

Craig and Josh continue to use derogatory names like "gay, poof" and so on, making Dylan feel increasingly worse.

Dylan doesn't know Craig and Josh very well, but he wants them to know that using these words is harmful and wrong.

What should Dylan do?

## **Jenna's Aunt Mary**

Jenna has been thinking about her sexuality for a while now. She has spoken about it a little bit with her guidance counsellor but hasn't told anyone else.

One night, Jenna and her family are getting ready for a family reunion. They have invited over several of their relatives and Jenna is helping her mom in the kitchen.

Jenna asks her mom which family members are coming over, and her mom says a few names. Jenna can't help but notice that her Aunt Mary has not been invited.

"What about Aunt Mary?" says Jenna. Her mom pauses and gives her a serious look. She sighs and says that Jenna is old enough to know now: Aunt Mary is a lesbian and has been living with her girlfriend for the last five years.

Jenna's mom looks really upset. 'That sort of thing isn't right Jenna, and I'm not having it – living with another woman for God's sake! I wouldn't be exposing you to that nonsense. She knows the family doesn't approve of her and she just goes right ahead and does it anyway.'

Jenna feels ashamed and sad. Even though her guidance counsellor has supported her in coming out to her friends and family, her mother's feelings about her aunt being a lesbian have made her feel really scared to come out or speak to anyone about her identity.

What should Jenna do?

## **Katie in gym class**

Katie's friend Nicole recently told her that she thinks she might be a lesbian. Nicole tells this to Katie right before they start their first year of grade 8.

Katie was happy that her friend felt comfortable telling her, and told her that she wouldn't share it with anyone else until Nicole felt comfortable coming out to everyone.

When Katie and Nicole return to school, however, they're placed in different classes, and their friendship fades a little bit. Even though Katie was supportive of Nicole's decision to come out, the two of them drift apart.

One day, a popular girl in Katie's class comes over and tells her that she heard a rumor that Nicole is gay. "Have you heard that Nicole is gay? Gross! Good thing you two aren't friends anymore".

Katie says nothing but feels bad for her friend and wonders how everyone found out about Nicole's sexuality.

Later that day, in gym class, the one class Katie and Nicole share, the girls see each other in the change room. As Nicole walks in, all of the other girls begin to whisper and make a scene by dramatically covering up their bodies in front of her.

Nicole looks as if she is about to cry and storms out of the change room into the hallway.

Everyone but Katie begin to laugh and roll their eyes. The popular girls invite Katie to be on their team for volleyball in gym that day, but Katie is thinking about Nicole and feeling sad.

What should Katie do?

## Joe's dad

Joe's parents recently got a divorce. Joe's dad came out as gay, causing him and Joe's mom to split up. While it was stressful on the family, Joe and his mom are both happy that his dad can now be who he wants to be.

Joe has seen several therapists both with his parents and alone, and finally feels okay about the situation.

However, Joe has only told a few of his friends the real reason that his parents split up, and has kept it from all of the boys on his hockey team.

Even though Joe is okay with his dad being gay, he and his friends on the hockey team make gay jokes in the locker room all the time. Joe doesn't agree with the jokes, but feels making jokes like that is necessary for him to fit in with the rest of his team. Joe doesn't know how to tell his teammates about his dad, so he doesn't.

One day, after Joe's parents have been split up for a long time, Joe's dad starts dating another man. After Joe has met him several times, Joe's dad announces that he would like to bring his new partner to one of Joe's hockey games.

While Joe has no problem hanging out with his dad and his new boyfriend, he is nervous about bringing them into spaces where his friends might be, especially his friends on the hockey team.

Joe can tell that his dad wants to be a part of his life but doesn't know if his teammates will understand.

What should Joe do?



# Elementary 6: Identity, Gender Stereotypes and Roles, and Social Norms

## Lesson#1: Introducing Gender Identity

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### Aim/Rationale

Students will learn how to better understand the influence that gender roles, stereotypes and social norms have on their daily lives as well as establish respect for gender diversity and difference through recognizing their role in social equality.

#### Learning Content in Sexuality Education

- 1) Outlining the various impacts of stereotypes
  - a. social/gender norms
  - b. sexism and homophobia
- 2) Discussing the roles you can play in respecting sexual diversity and difference
  - a. Denouncing injustice/inequality
  - b. Equality as social value

#### Cross-Curricular Competencies

- 1) To exercise critical judgement
- 2) To construct their identity
- 3) To cooperate with others
- 4) To communicate appropriately

### Purpose

The purpose of this lesson is to instill in youth both the confidence and the appropriate language to discuss gender identity, develop critical intelligence with regard to culturally inherited stereotypes, as well as to better understand how to establish harmonious relationships by preventing discrimination related to gender and sexual diversity.

Youth at this age level are likely going through physical and emotional changes which may or may not align with how they perceive their gender identity, therefore it is important to ensure that students

have the correct language and resources to better explore these variations, as well as reduce harm by addressing bullying which targets students based on their gender.

Relevant to:

- Being aware of the sexualization of public space
- Respecting sexual diversity
- Promoting egalitarian relationships

## Lesson

### Materials

1. Markers
2. Poster Board
3. Projector
4. Every Body PDF
5. Worksheets
  - Gender Match Game
  - Harmful Stereotypes handout (double sided)

### Essential Questions

- What is the difference between biological sex and gender?
- What is the difference between gender identity and gender expression?
- How do gender stereotypes influence the way we go about our daily lives?
- How can we actively avoid and prevent harmful behaviours related to gender?

### Using Gender Inclusive Language

When discussing topics such as sexual identity with youth it is important to use accessible and inclusive language which does not reinforce the idea that heterosexuality is normal and expected or that there are only two genders. Heterosexual and cisgender (non-transgender) identities are often considered normal and the only identities valued in our society. Because of this, people are prone to using words that assume everyone is heterosexual and cisgender. An example of this would be assuming that female students will have a boyfriend while male students will have a girlfriend. A more inclusive approach would be to instead use the term “partner”, which does not assume the gender or sexual orientation of students or the people they date. This is something that is crucial when teaching as many sexual and gender minority youth face challenges throughout their life because of these harmful social norms. For more information about teaching inclusively, see: <http://sexted.org/inclusive-sex-ed-language/>

### Terms

- Gender Identity
- Gender Expression
- Transphobia

## Development/Teaching Methods [30 min]

1. Begin the lesson by establishing ground rules conducive towards a “safer” space. If the class already has these rules in place it might be beneficial to re-emphasize them now, to ensure that students feel comfortable sharing things that are of a more sensitive nature. Due to the sensitive nature of these topics, remind students to avoid speaking about the experiences of their fellow classmates. Consider letting students suggest rules or limits of their own for the class to be mindful of throughout the discussion.
2. Ask the class what a stereotype is. If necessary, use the definition: an assumption about a person based on how they look or how they act. Explain that assumptions based on gender or sexuality can seem normal or harmless; however, assumptions can hurt people by making them feel left out or abnormal.
  - a. Divide the students into groups of 4 or 5. Ask the students to use the markers and poster board to brainstorm some stereotypes related to gender identity.
  - b. Prompt the class by asking: What are some assumptions and expectations about boys and girls. For example, things they can and can't do (e.g. girls can't play sports, boys can't wear dresses)?
3. After the brainstorm session, ask each group to present their brainstorms. Write down the main ideas or reoccurring stereotypes that arise related to specific genders. Encourage the students to reflect on how these stereotypes are limiting, harmful and untrue.
4. Once every group has presented, explain how many of the stereotypes that were brainstormed are examples of different types of discrimination related to gender identity and expression.
  - a. Tell the class that gender discrimination is causing harm or fearing someone based on their actual or perceived gender.
  - b. Further elaborate on this by using some of the stereotypes that were brought up by students and relating them to the harm they cause. For example, if a student raises a stereotype related to the idea that boys can't cry or display emotion, highlight the fact that that hurts boys by not allowing them to say how they are feeling.
  - c. Explain that the first step of preventing harmful stereotyping or discrimination is understanding that gender is more like a range or spectrum instead of the two distinct choices of boy or girl. The way someone feels about their gender doesn't always align or match up with what we see on the outside.
  - d. Elaborate on the concept as a gender spectrum and the separation of gender and sex by introducing the “Every Body” infographic. Have a different student read aloud each category to the class. For this lesson, focus on the categories dealing with biological sex and gender rather than sexual orientation, as this section will be addressed more thoroughly in the sexual orientation lesson. Ask students to try to define the various terms on the infographic, and give them help when necessary.
    - i. Gender identity (boy, girl, non-binary) - gender identity is the gender we consider ourselves to be. Many people consider themselves to be boys or girls, while non-binary people do not think of themselves as either a boy or a girl. Reinforce that it is ok to identify as a boy, a girl, or non-binary, and that people of all genders should be treated with respect.

- ii. Biological sex - sex assigned at birth according to genitalia - Explain that when someone is born, a doctor looks at them and decides what sex they are. Usually if a doctor sees a penis they will say the baby is male, if they see a vagina they will say the baby is female, and if they see that the baby's genitalia don't quite look like either, they'll say the baby is intersex. Explain that although people usually assume that people with a penis are boys and people with a vagina are girls, sex does NOT always match with gender identity (i.e. someone with a penis might identify as a girl).
  - iii. Gender expression - this is how people present their gender - This could be expressed through the way they look, dress, their interests, etc. Emphasize that it is important not to make assumptions! For instance, someone wearing a dress might not be a girl, and not only girls wear dresses!
  - iv. Explain that pronouns are words like he, she and they. Explain that you should use the pronoun that a person wants you to use for them (he, she, they/them) and that if you are unsure, the best way to figure out someone's pronoun is to ask!
5. End the lesson by distributing the Harmful Stereotypes handout and explaining the instructions for this activity. Be sure to emphasize that students leave their names off of their paper to ensure anonymity. Also, advise students to provide examples which do not involve other students in the classroom, instead, have students come up with scenarios that draw from their own personal experiences.

## Culmination [15 min]

Have students fill out the first two questions on the Harmful Stereotypes handout. Once they have completed the handout, instruct students to pass their answers to the front. Shuffle the papers and redistribute them, making sure each student gets a new sheet. Have students fill out the last two questions, responding to the first student's answer. End with a brief discussion of interesting things students learned from this experience.

## Performance Objectives

By the end of this lesson, students will be able to:

- Identify and describe gender stereotypes in our society
- Identify the difference between biological sex, gender identity, and gender expression
- Identify the ways gender stereotypes influence our day to day lives
- Identify the ways gender stereotypes can be harmful
- Understand and realize the role they play in challenging situations of gender stereotyping

## Assessment Ideas

1. Have the students complete the "Match Game" handout and successfully identify the various definitions learned in class.

2. The next time a novel or film is presented in class have the students write a short reflection on how the characters' gender identities play a role in shaping their character development, do they challenge gender stereotypes or reinforce them?

## References

"The "Every Body" Tool." Teaching Sexual Health. Alberta Health Services, 2017. Web.

Aspects of the Stereotyping handout. "Understanding Stereotypes." Discovery Education Canada.

Discovery Communications, LLC, 2017. Web.



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# Elementary 6: Identity, Gender Stereotypes and Roles, and Social Norms

## Lesson#2: Sexuality, Stereotypes, and Social Norms

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### Aim/Rationale

Students will learn how to better understand the influence of societal norms on their understanding of sexuality as well as gain knowledge and respect for sexual diversity and difference through recognizing their role in social equality.

#### Learning Content in Sexuality Education

- 1) Outlining the various impacts of stereotypes
  - a. social/gender norms
  - b. sexism and homophobia
- 2) Discussing the role you can play in respecting sexual diversity and difference
  - a. Denouncing injustice/inequality
  - b. Equality as social value

#### Cross-Curricular Competencies

- 1) To exercise critical judgement
- 2) To construct their identity
- 3) To cooperate with others
- 4) To communicate appropriately

### Purpose

The purpose of this lesson is to instill in youth both the confidence and the appropriate language to discuss sexual identity, develop critical intelligence with regard to culturally inherited stereotypes, as well as to better understand how to establish harmonious relationships by preventing discrimination related to sexual diversity.

Youth at this age level are likely beginning to become more aware of their sexual identity, therefore it is important to ensure that students have the correct language and resources to better explore

their sexual identity, as well as to reduce harm by addressing bullying which targets students based on their sexuality.

Relevant to:

- Being aware of the sexualization of public space
- Respecting sexual diversity
- Promoting egalitarian relationships

## Lesson

Note: This lesson plan works best if it follows Lesson 1: Introducing Gender Identity, though it can be adapted to work on its own.

### Materials

- Projector
- Love is Love: Free to Be Me video: <https://www.youtube.com/watch?v=cXtsiWoMsxs>
- Scenario handout (1 per student)
- Heart shape handout (1 per student)
- Sexuality Match Game handout (1 per student)

### Essential Questions

- What is sexual orientation?
- What are some of the different sexual identities?
- How do sexuality-related stereotypes influence the way we go about our daily lives?
- How can we actively avoid and prevent harmful behaviours related to sexuality?

### Using Gender Inclusive Language

When discussing topics such as sexual identity with youth it is important to use accessible and inclusive language which does not reinforce the idea that heterosexuality is normal and expected or that there are only two genders. Heterosexual and cisgender (non-transgender) identities are often considered normal and the only identities valued in our society. Because of this, people are prone to using words that assume everyone is heterosexual and cisgender. An example of this would be assuming that female students will have a boyfriend while male students will have a girlfriend. A more inclusive approach would be to instead use the term “partner”, which does not assume the gender or sexual orientation of students or the people they date. This is something that is crucial when teaching as many sexual and gender minority youth face challenges throughout their life because of these harmful social norms. For more information about teaching inclusively, see: <http://sexted.org/inclusive-sex-ed-language/>

### Terms

- Sexual Identity
- Homophobia

## Development/Teaching Methods [45 min]

1. Begin the lesson by establishing ground rules conducive to a safer space. If the class already has these rules in place, re-emphasize them now to ensure that students feel comfortable sharing things that are of a more sensitive nature. Due to the sensitive nature of these topics, remind students to avoid speaking about the experiences of their fellow classmates. Consider letting students suggest rules or limits of their own for the class to be mindful of throughout the discussion. Having students keep themselves accountable is a plus!
2. Show Love is Love: Free to Be Me to the class.
3. Following the video, ask students to try to define some of the terms that were used. Emphasize that there are many other sexualities that exist, but that these are some of the more common ones. Start with these definitions:
  - a. Lesbian (women attracted to women)
  - b. Gay (men attracted to men)
  - c. Bisexual (attracted to both men and women)
  - d. Transgender (gender identity is different than sex given at birth. This is not a sexual orientation!)
  - e. Pansexual (attracted to all genders)
  - f. Asexual (attracted to nobody)
  - g. Homophobia (any violence or discrimination towards a person based on their sexuality)

Ask students to reflect on the gender portion of the lesson and how gender can be thought of as a spectrum. If needed, bring up the “Every Body” tool that was used in lesson one. Explain that sexuality is similar and is neither predictable nor linked to gender identity. While it is often assumed that boys like girls and girls like boys, these assumptions are harmful and exclude individuals who identify as lesbian, gay, bisexual, etc. Emphasize that different people identify with different terms emphasize that is okay and should be respected!

4. After this discussion, ask students to brainstorm and write down some stereotypes related to sexuality. Encourage them to come up with at least 3. (ex. girls with short hair are lesbians, if my friend tells me they are gay it means they like me, boys who are feminine are gay, bisexuality doesn’t exist, etc.)
5. Have students share some of their stereotypes with the class. As the stereotypes are shared, encourage students to reflect on the negative feelings that the people in the video expressed experiencing, and ask them to think about the role stereotypes play in creating these feelings.
6. Divide the class into smaller groups. Hand out one of the provided scenarios to each group. Ask the students to discuss their respective scenarios in groups and come up with a possible solution. Leave about 10 minutes for this brainstorm, then have each group assign a member to read their scenario aloud to the class and another member to share their solution.
7. Once every group has shared their solution, reiterate the following messages:
  - a. Homophobia and other forms of discrimination keep happening when they are not challenged.
  - b. Challenging things together is easier and makes more of a difference.
  - c. Small challenges can make a big difference in the long term if everyone participates.



- d. Make sure you have an adult in your life with whom you can feel safe disclosing these feelings. A guidance counsellor, a teacher, a coach, or another family member, for example.
- e. Make students are aware of the resources available for them in your city, for instance, phone or text helplines, educational websites, drop in centres, etc. Resources for Montréal can be found here: <http://sexedtoolkit.com/resources/lgbtq/>

### Culmination [15 min]

Hand out a paper heart to each student and ask them to write down ways in which they could challenge homophobia when they come across it. Emphasise that it could just be a small action that they feel they would be able to do in their everyday lives. Examples might be:

- Thinking before using homophobic language
- Challenging a friend if they call something 'gay'
- Not laughing at homophobic jokes
- Attending a pride rally
- Being an ally to someone who identifies as LGBT by showing support and acceptance like others did in the video

Have each student cut out and decorate their heart as they wish, then put them up in the classroom somewhere that is visible.

## Performance Objectives

By the end of this lesson, students will be able to:

- Identify and describe characteristics of sexual discrimination in our society
- Identify and understand different sexualities beyond heterosexuality
- Identify the ways stereotypes about sexual orientation influence our day to day lives
- Identify the ways stereotypes can be harmful
- Recognize their place in establishing social equality

## Assessment Ideas

1. Have the students complete the “Match Game” handout and successfully identify the various definitions learned in class.
2. Have students do a biography of or research on a prominent LGBT figure in contemporary history. It could be an activist, musician, or anyone who is in the media and identifies within the LGBT community. Some examples of figures that could be researched are: Harvey Milk, Ellen DeGeneres, Laverne Cox, Jason Collins, Ellen Page, Todrick Hall etc. Tell students to be creative with their project and stress that they choose someone who they can look up to, regardless of their own sexuality.

## Resources

LGBT Youth Animation. YouTube / LGBT Youth Animation. MiNDTV35, 26 July 2011. Web.



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