

**GRADE 7
IDENTITY**

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
 - Activate Prior Knowledge/Engage
1. Begin lesson by reviewing ground rules conducive towards a “safer” space.
 2. Allow for an opportunity to add or modify ground rules as you begin a new lesson.

CREATING A SAFE SPACE

What are the ground rules or guidelines that we agreed on for when we have hard conversations about sensitive topics?

Do these still work? Would anyone like to make any changes or adjustments?

TODAY'S OBJECTIVES

- Differentiate between and explain terms of gender and gender roles
- Communicate respectfully with and about people of all gender identities and sexual orientation
- Develop a plan to promote dignity and respect

WORD BANK

- Gender
- Gender Identity
- Sexual Orientation
- Gender Expression
- Gender Roles

Teacher Notes: Review Respect

Estimated Time: 5

Teacher will engage students in a review of respect. Focus on respecting the beliefs of all others.

RESPECT

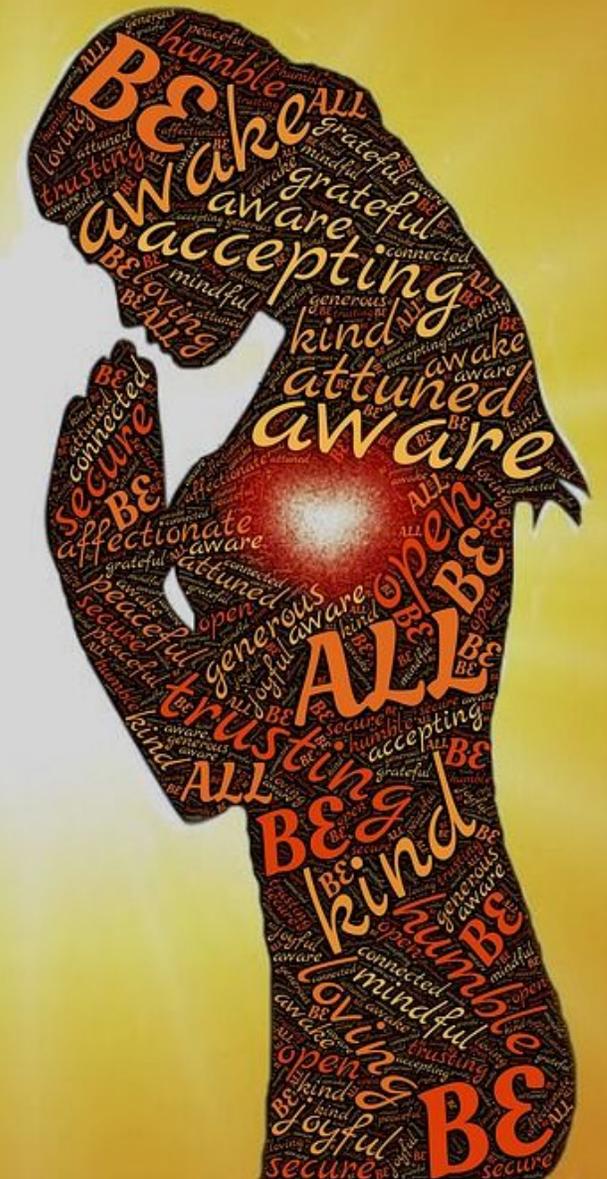
:admiration for someone or something that you believe has good ideas or qualities (Cambridge)

:the polite attitude shown toward someone or something that you consider important (Cambridge)

:to show regard or consideration for (dictionary.com)

:courteous regard for people's feelings (vocabulary.com)

YOU SHOULD ALWAYS TRY TO
BE THE KIND OF PERSON THAT
YOU AND OTHERS RESPECT.



Teacher Notes: Stereotyping

Estimated Time: 10-15 minutes

- Teacher facilitates discussion of Stereotyping
 - How can we define stereotype?
- Separate students into 5 equal groups and give each group one Stereotyping worksheet.
- Students will work in groups to answer all questions.
- Each group elects one person to share out their stereotyping scenario and the group's response.
- Allow for other students to comment or ask clarifying questions of the presenters.

Teacher Notes: Stereotyping Worksheet & Scenarios

Name _____ Date _____

Define STEREOTYPE: _____

Examples of Stereotypes-- In the left column, list examples of different stereotypes that you may know or have heard.

Example: All teenagers are rebels.	Group

Now, in the right column, go back through your list and identify if the stereotype is based on: Gender, Race, Culture, or Group

Stereotyping Scenario -- One person in the group read the scenario out loud. Then discuss and answer the following questions.

Boys' Locker Room Before gym class, the 7th grade boys all walk into the locker room to change into their uniforms. Javier does not like changing at the same time as the other boys because he is smaller than them and he knows the other boys have started puberty. Their voices are deeper and some of them even have hair on their face and armpits. Javier hangs out in the gym for a couple minutes and waits for most of the boys to finish before he goes into the locker room. When Javier has finished changing and comes back to the gym, the class has already started and all the students are working out. A group of boys standing near the door, say to Javier, "Hey slow poke! Maybe you should go [workout](#) with the girls!" What should Javier do? What could you do if you heard the group of boys who yelled at Javier?

Football: Tessa is one of two girls on the boys football team in 7th grade. She arrives at school on game day to find the term "Tessa Tomboy Sucks" written on her locker. The 7th grade team captain, Omar, is walking down the hall high-fiving the other football players. Omar is ready to high-five Tessa when he reads the slur on her locker. What should Omar do? What should Tessa do?

STEREOTYPE



What is a stereotype?

What is an example of a stereotype?

Stereotypes are often unfairly based on Gender, Race, Culture, or Groups (such as people who are athletic)

STEREOTYPE Worksheet

Working in a group of 2-3 list any stereotypes that you may know or have heard.

Then, label each stereotype based on whether it is based on Gender, Race, Culture, or Group.

How do stereotypes make people feel?

Are stereotypes always negative?

Generalization vs Stereotype

Generalization:

A broad statement about a group that may or may not apply to individual members of that group

Generalizations help us to understand the world and make sense of different groups of people.

Stereotype:

An oversimplified standardized image of a person or group

Stereotypes are based on generalizations, however they often limit one person to being something that they may not.

What is the big difference between a generalization and a stereotype?

An Example:

People who play sports are not very smart.

Have you heard this before?

Can this sometimes be a true statement?

Is this always a true statement?

The only way to avoid stereotyping is to be thoughtful, avoid being judgmental, and be open to differences or things that aren't as they appear.

Teacher Notes: Gender Roles

Estimated Time: 10 Minutes

- With a partner, students will sort certain qualities, job, or characteristics based on whether they are traditionally viewed as male/female/masculine/feminine.
- Teacher facilitates discussion of gender roles.

Are the words/topics below MALE or FEMALE?

PINK HOMEMAKER SCIENTIST
PASSIVE DOCTOR LOGICAL
STRONG NURSE BREADWINNER WEAK
AGGRESSIVE BLUE TEACHER
EMOTIONAL

Gender Roles ARE Stereotypes

How do gender roles affect relationships?

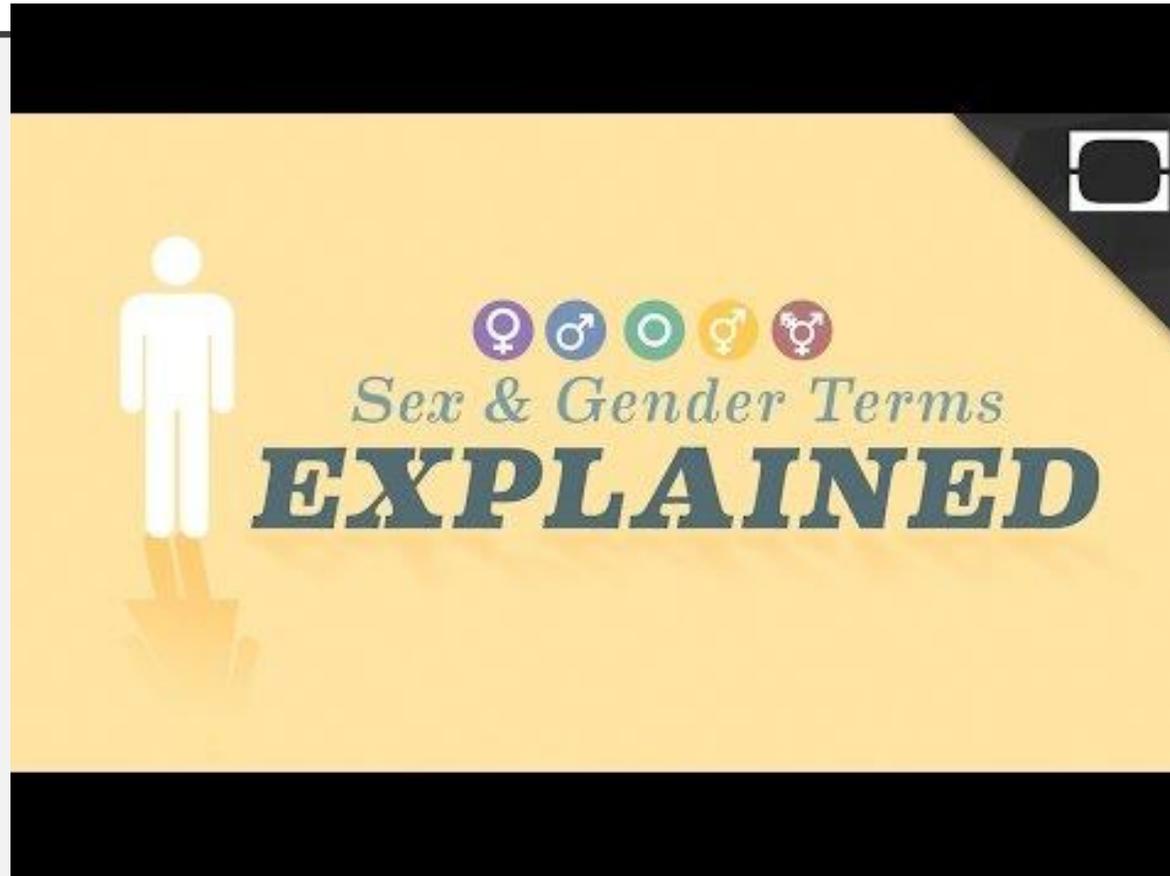
How are gender roles influenced by friends, family, and media?

Teacher Notes: Gender

Estimated Time: 15-20 Minutes

- Watch video.
- Students work individually on gender match game after the video
- Students check work with others to define all gender terms
- Teacher facilitates “Question Box” Discussion
 - Each student anonymously writes down one question they might have about gender/sex and places it into a box.
 - Teacher draws a question and leads discussion about the question.
- Teacher shows The Genderbread Person
 - Demonstrates that gender expression is a combination of many components on a spectrum and can be fixed or fluid.

Gender Terms & Matching

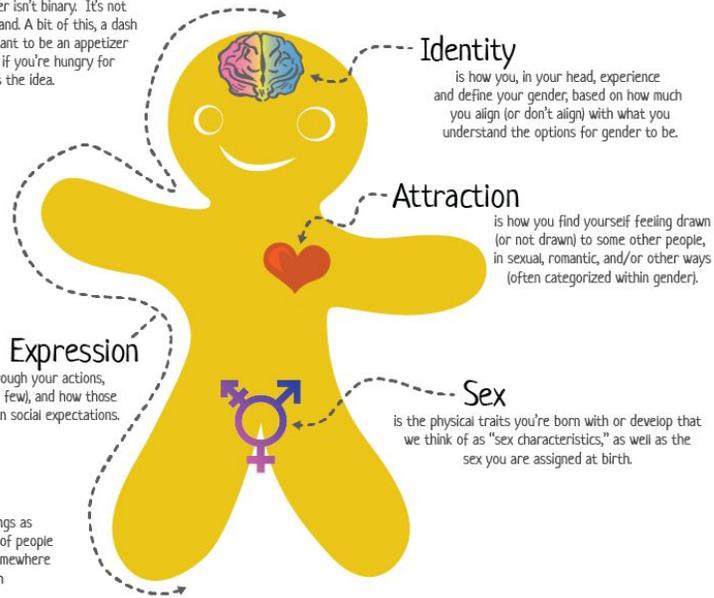


Follow along on the gender match game worksheet while watching the video. Match the term from the left with its definition on the right.

The Genderbread Person

by its pronounced **METROsexual** com

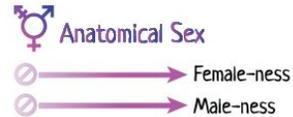
Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



personality traits, jobs, hobbies, likes, dislikes, roles, expectations
common GENDER IDENTITY things

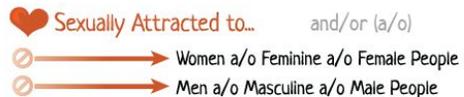
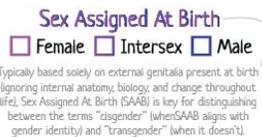


style, grooming, clothing, mannerisms, affect, appearance, hair, make-up
common GENDER EXPRESSION things



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch
common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation



Teacher Notes:

The Genderbread Person is a tool that can help one to understand their own gender identity, gender expression, sexual attraction, and romantic attraction.

Gender expression is the outward appearance that we choose to show the rest of the world. It is a complete representation of one's biological sex, gender identity, and attraction.

Gender identity is how one feels about their own gender.

Biological sex is most often male or female. Sometimes, genetic irregularities occur in the chromosomes resulting in someone who is intersex.

Attraction can be broken down into two categories: Romantic attraction and Sexual Attraction.

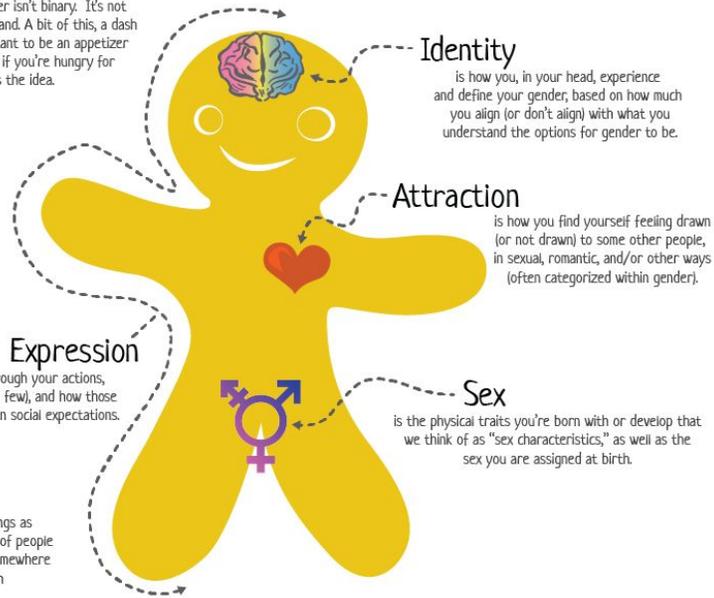
All of the attributes of Gender Expression have some component of both woman-ness and male-ness.

Students may often feel both confused and curious about Gender. Remind them that it is OK to not know at this stage of their life. If they have questions, then they can communicate openly with a trusted adult in their life, often their parents or guardians.

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We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊖ means a lack of what's on the right side

Gender Identity



personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

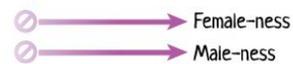
Gender Expression



style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

Anatomical Sex



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

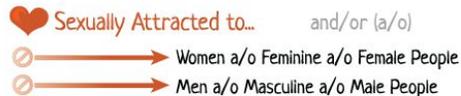
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Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth



Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life). Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).



The Genderbread Person is a tool that can help one to understand their own gender identity, gender expression, sexual attraction, and romantic attraction.

Question Box

On a scrap piece of paper, write down a question you might have about gender, identity, expression, sexual orientation, etc.

Do not write your name.

Promote Dignity & Respect for ALL

- Use correct pronouns
 - Don't know them, ASK!!!
- Avoid stereotypes
- Be an Ally
 - Use your gender privilege to support others
- Communicate

Deliberately misgendering someone by using the wrong pronouns is a refusal to respect and acknowledge these fundamentally important aspects of ourselves.

Intentionally misgendering someone is the same as telling someone they don't exist.

Bibliography

Killermann, Sam. "The Genderbread Person v4." *It's Pronounced Metrosexual*, Genderbread.org, 11 Dec. 2018, <https://www.itspronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/>. (Accessed October 9, 2019)

Sex & Gender Identity: An Intro- YouTube, Now This World, 27 July 2015, <https://www.youtube.com/watch?v=ago78PhUofl&feature=youtu.be>. (Accessed October 8, 2019)

Gender Match Game! Match each term to its correct definition
by drawing a line

1. Gender Identity
 2. Transgender
 3. Cisgender
 4. Gender Expression
 5. Pronouns
 6. Biological Sex
 7. Transphobia
 8. Non-binary
- A. Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth
 - B. A person who does not think of themselves as either a boy or a girl
 - C. A person whose gender identity does not match the sex that was given to them at birth
 - D. How a person feels about and relates to their gender identity
 - E. A person whose gender identity matches with the sex that was given to them at birth
 - F. Words used to refer to someone (e.g. him, her, they)
 - G. How a person presents their gender on the outside, such as through their choice of clothes or the way they act.
 - H. 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.

Name _____ Date _____

Define STEREOTYPE: _____

Examples of Stereotypes -- In the left column, list examples of different stereotypes that you may know or have heard.

Example: All teenagers are rebels.	Group

Now, in the right column, go back through your list and identify if the stereotype is based on: Gender, Race, Culture, or Group

Stereotyping Scenario -- One person in the group read the scenario out loud. Then discuss and tell what you believe the characters should do.

Gender Match Game Answer Key

1. Gender Identity: (D) How a person feels about and relates to their gender identity
2. Transgender: (C) A person whose gender identity does not match the sex that was given to them at birth
3. Cisgender: (E) A person whose gender identity matches with the sex that was given to them at birth
4. Gender Expression: (G) How a person presents their gender on the outside, such as through their choice of clothes or the way they act
5. Pronouns: (F) Words used to refer to someone (e.g. him, her, they, them)
6. Biological Sex: (H) 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: (A) 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: (B) 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 scenario and distribute

Boys' Locker Room Before gym class, the 7th grade boys all walk into the locker room to change into their uniforms. Javier does not like changing at the same time as the other boys because he is smaller than them and he knows the other boys have started puberty. Their voices are deeper and some of them even have hair on their face and armpits. Javier hangs out in the gym for a couple minutes and waits for most of the boys to finish before he goes into the locker room. When Javier has finished changing and comes back to the gym, the class has already started and all the students are working out. A group of boys standing near the door, say to Javier, "Hey slow poke! Maybe you should go workout with the girls!" What should Javier do? What could you do if you heard the group of boys who yelled at Javier?

Hallway Shenanigans: Joey and Sean are walking in the hallway to 3rd period. As they pass the library they see Jacob a couple of classes down. Joey yells loudly down the hall, "Jacob, I'll see you at lunch, no homo though". Sean looks around and gages the reactions of his classmates. No one seems to be bothered at this expression. Sean is not gay himself, but he grew up in a household with two dads, and knows that being a homosexual is nothing to be ashamed of and that using the word is hurtful and wrong. What should Sean do?

Football: Tessa is one of two girls on the boys football team in 7th grade. She arrives at school on game day to find the term "Tessa Tomboy Sucks" written on her locker. The 7th grade team captain, Omar, is walking down the hall high-fiving the other football players. Omar is ready to high-five Tessa when he reads the slur on her locker. What should Omar do? What should Tessa do?

Fashion: After school one day, a group of girls is gathered looking at a bunch of fashion magazines. They are strategizing about what outfits they might wear to school for the next few days. Tasha is sitting near them, but she doesn't understand the big deal. She is happy in her sweatpants and t-shirt. When the other girls notice she isn't participating, they start making fun of her unfashionable outfit. She tries just shrugging her shoulders, but the other girls say, "Don't you know girls are SUPPOSED to care about clothes?" What should Tasha do?

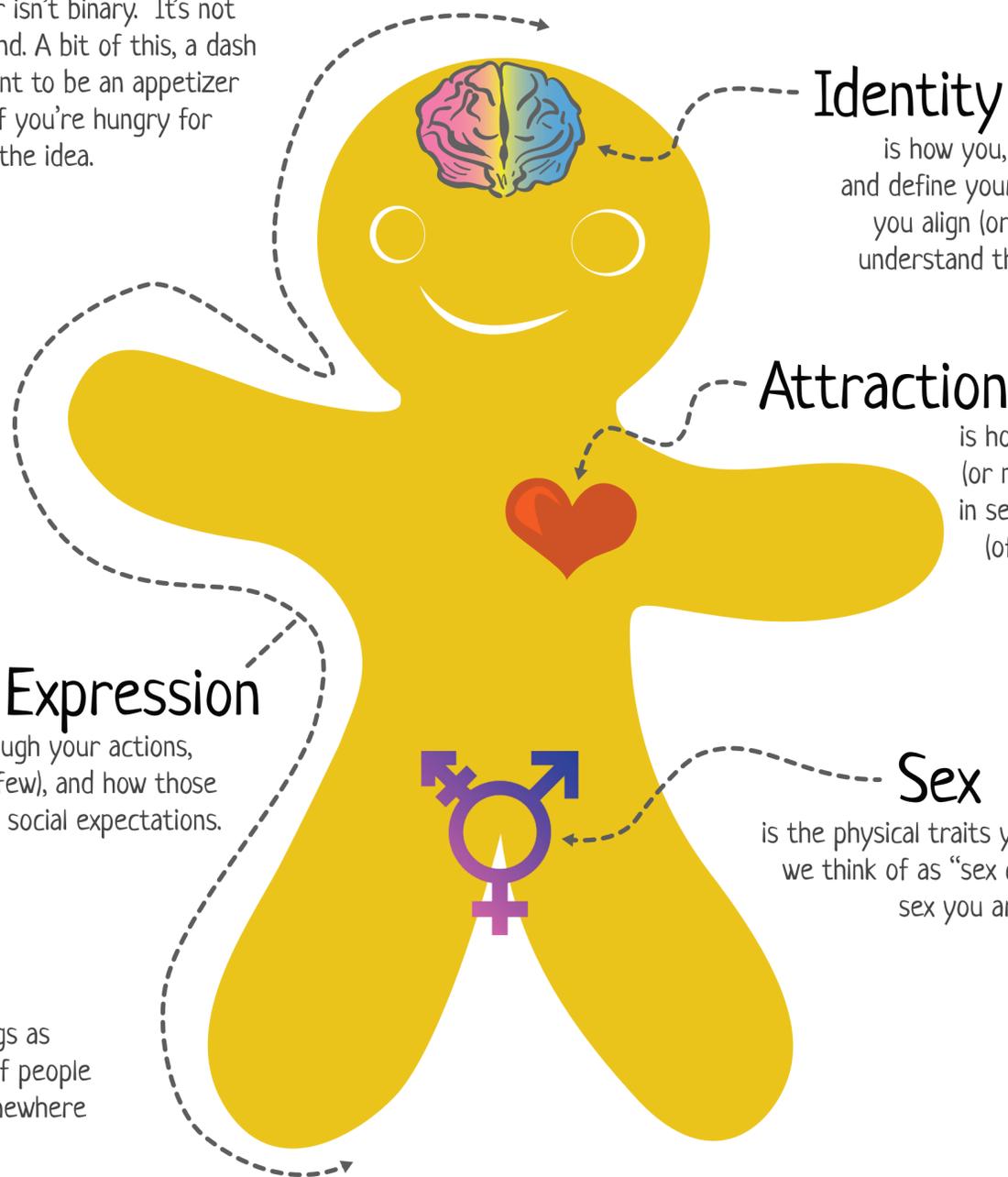
Science Test: The science teacher gave a really hard test, and several students feel badly about how they did. Jamal starts crying hard because he is worried he did badly and his parents will be mad at him. He knows he could have done better, and he feels so terrible that he just can't stop crying. In the hall on the way to lunch, several other students tell him they can't believe he's crying over something like that. Doesn't he know boys don't make a big deal over something silly like a science test? Doesn't he know that crying is for girls? What should Jamal do?

**Adapted from: Teaching Tolerance

The Genderbread Person

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Identity

is how you, in your head, experience and define your gender, based on how much you align (or don't align) with what you understand the options for gender to be.

Attraction

is how you find yourself feeling drawn (or not drawn) to some other people, in sexual, romantic, and/or other ways (often categorized within gender).

Expression

is how you present gender (through your actions, clothing, and demeanor, to name a few), and how those presentations are viewed based on social expectations.

Sex

is the physical traits you're born with or develop that we think of as "sex characteristics," as well as the sex you are assigned at birth.

We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊘ means a lack of what's on the right side

Gender Identity

- ⊘ → Woman-ness
- ⊘ → Man-ness

personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

Gender Expression

- ⊘ → Femininity
- ⊘ → Masculinity

style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

Anatomical Sex

- ⊘ → Female-ness
- ⊘ → Male-ness

body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth

- Female
- Intersex
- Male

Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

Sexually Attracted to... and/or (a/o)

- ⊘ → Women a/o Feminine a/o Female People
- ⊘ → Men a/o Masculine a/o Male People

Romantically Attracted to...

- ⊘ → Women a/o Feminine a/o Female People
- ⊘ → Men a/o Masculine a/o Male People