



AFFIRMING GENDER DIVERSITY

LESSON PLAN

Secondary grades

Students in Grades 7 to 12 in every province and territory



INTRODUCTION

The purpose of this teacher resource is to offer activities on the diversity of gender in Canada and around the world. By exploring the diversity of gender within Canadian society (both pre- and post-colonization) and in other cultures, teachers contribute to their students' awareness of diversity on many levels, and to their learning about the importance of diversity, equity, and inclusion. These activities provide an informative approach to this complex topic.

These activities can be triggering events for students, as they may know someone who identifies as other than cisgender or is struggling with their gender identity, or they may be questioning their own gender identity. Be sure to establish guidelines that make your classroom a safe and comfortable place to talk. To prepare properly and to gain insights on how to lead classroom discussions and activities on the topic, please make certain that you read pages 1 to 6 of the booklet entitled *Affirming Gender Diversity*. Remember always to review resources ahead of time, selecting which portions you may or may not use.

As teachers, you know your students best, and are the best-placed expert in your classroom to determine which issues you should stay away from, and which questions will generate rich dialogue and critical thinking. The goal of the classroom conversation is to focus on the diversity of gender, but for this to happen, students need to understand that gender diversity exists everywhere, and that prior to colonization, that diversity was reflected in most North American Indigenous societies. For more in-depth discussions on the diversity of gender, we recommend a number of reputable sources that are applicable to many grade levels. You can find these in the Other Resources section of this lesson plan, and in the Supporting Resources and the Additional Resources and Links sections of the booklet itself.

PURPOSE

The Canadian Teachers' Federation has developed the resource booklet *Affirming Gender Diversity* and this lesson plan to support teachers in raising awareness and addressing questions from students around the diversity of gender, as well as social concepts such as cisnormativity, cissexism, and transphobia. There exists a wide variety of genders beyond the boy/man – girl/woman binary. And although great strides have been made in Canada to improve the rights of those who experience, for example, feelings of attraction in all its forms beyond the heterosexual, those strides have yet to be made where gender identity and gender expression are concerned. In addition, youth are exposed to heteronormativity and cisnormativity from a wide range of sources. Representing diverse identities in the classroom can help to create safer and more inclusive communities for children and their families.

How to Talk to School Staff and Parents about Gender Identity

<https://rossieronline.usc.edu/blog/talking-about-students-and-gender/>

Use the term “personal” pronouns, instead of “preferred”.

Before You Begin

Students will have a range of knowledge levels and experiences with gender identity, gender expression, and attraction. Creating safer spaces to discuss diverse identities requires setting norms of participation. Be sure to establish classroom norms to remind your students that each of us has a responsibility to make sure that the classroom is a safe and respectful place to learn. Norms of participation could include:

- Speak respectfully.
- Respect everyone's privacy.
- Listen to other people's experiences. You are only the expert on your own experiences.
- If your words hurt someone, be willing to listen, apologize, and do better.

It is equally important to continue creating safer space throughout the school year. Displaying 2SLGBTQ+ supportive materials, including diverse books in your classroom library, responding to gender-biased statements from students and adults, and ensuring that your practices do not divide or stereotype students based on gender are a few ways to make the classroom a safer space.

It might happen that students decide to tell you that they identify as 2SLGBTQ+ during one of your lessons. It is a sign that they trust you. If that happens, here are some guidelines to help you be a supportive ally.

[When a Student Tells You They Identify as 2SLGBTQ+](#)

Activity 1: Activating Prior Knowledge

Objectives

- Identify students' prior knowledge and questions about gender and sexuality.
- Introduce the terms 2SLGBTQ+, Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Pansexual, Asexual, Gender Identity, Attraction, and Gender Expression.

A Few Ideas

- Use the [Intro to Gender and Sexuality: Matching](#) worksheet to help students identify which terms they already know or can figure out. When students have matched the terms to their definitions, use the [Answer Key](#) to go over the definitions.
- Use a KWL chart to identify what students already know and want to know about gender and sexuality, and what they have learned by the end of the lesson.
- Place the terms 2SLGBTQ+, Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Pansexual, Asexual, Gender Identity, Attraction, and Gender Expression on pieces of paper on classroom walls. Provide students with markers or bingo dabbers to mark the terms they are already familiar with. Go over the terms, giving extra attention to terms students are least familiar with.

Intro to Gender and Sexuality: Matching

Draw a line between the term and its definition:

Term	Definition
Asexual	A person who experiences attraction to people of the same gender. This term may be used by individuals of a diversity of genders, or may refer specifically to men who are attracted to other men.
Gender Identity	Someone who does not experience sexual attraction or an intrinsic desire to have sexual relationships (or the adjective describing a person as such).
Transgender	Refers to a person whose chromosomal, hormonal, or anatomical sex characteristics fall outside the conventional classifications of male or female.
Questioning	A person who does not identify, either fully or in part, with the gender associated with the sex assigned to them at birth. It is often used as an umbrella term to represent a wide range of gender identities and may be called simply 'trans' for short.
Gay	A person's internal and individual experience of gender. It is not necessarily visible to others and it may or may not align with what society expects based on assigned sex. A person's relationship to their own gender is not always fixed and can change over time.
Pansexual	An umbrella term for the process of reconciling: 1) All the feelings you have within yourself about how you experience your attraction and/or gender, 2) The language you have available to you to describe those feelings, and 3) Your sense of how this will impact your interactions with others in your social context.
Intersex	A person whose choice of sexual or romantic partner is not limited by the other person's sex, gender identity, or gender expression.

Intro to Gender and Sexuality: Matching – Answer Key

- **2SLGBTQ+:** Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer + (and others, including, but not limited to, Questioning, Intersex, Pansexual, Asexual).
- **Gender Identity:** A person's internal and individual experience of gender. It is not necessarily visible to others and it may or may not align with what society expects based on assigned sex. A person's relationship to their own gender is not always fixed and can change over time.
- **Attraction:** Often referred to as a sexual orientation, attraction describes a person's potential for emotional, spiritual, intellectual, intimate, romantic, and/or sexual interest in other people and may form the basis for aspects of one's identity and/or behaviour.
- **Gender Expression:** The way gender is presented and communicated to the world through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of body characteristics and behaviours.
- **Two-Spirit:** An English umbrella term to reflect and restore Indigenous traditions forcefully suppressed by colonization, honouring the fluid and diverse nature of gender and attraction and its connection to community and spirituality. It is used by some Indigenous people rather than, or in addition to, identifying as LGBTQ+.
- **Lesbian:** A person who identifies as a woman and experiences attraction to people of the same gender.
- **Gay:** A person who experiences attraction to people of the same gender. This term may be used by individuals of a diversity of genders or may refer specifically to men who are attracted to other men.
- **Bisexual:** A person who experiences attraction to both people of their own gender and people of gender different from their own.
- **Transgender:** A person who does not identify, either fully or in part, with the gender associated with the sex assigned to them at birth. It is often used as an umbrella term to represent a wide range of gender identities and may be called simply 'trans' for short.
- **Queer:** This term has been reclaimed by some communities as a term of pride and affirmation of diversity. It can be used to encompass a broad spectrum of identities related to sex, gender, and attraction or by an individual to reflect the interrelatedness of these aspects of their identity.
- **Questioning:** An umbrella term for the process of reconciling: 1) All the feelings you have within yourself about how you experience your attraction and/or gender, 2) The language you have available to you to describe those feelings, and 3) Your sense of how this will impact your interactions with others in your social context.

- **Intersex:** Refers to a person whose chromosomal, hormonal, or anatomical sex characteristics fall outside the conventional classifications of male or female.
(Source: [Supporting Your Intersex Child | egale.ca](#))
- **Asexual:** Someone who does not experience sexual attraction or an intrinsic desire to have sexual relationships (or the adjective describing a person as such).
(Source: [General FAQ | The Asexual Visibility and Education Network | asexuality.org](#))
- **Pansexual:** A person whose choice of sexual or romantic partner is not limited by the other person's sex, gender identity, or gender expression.
(Source: [LGBTQ2 Terminology – Glossary and Common Acronyms | Canada.ca](#))

Activity 2: Responding to Text

Objective

- Help students recognize examples of diverse identities held by public figures and/or fictional characters.

A Few Ideas

- Article analysis of [Stop Using Phony Science to Justify Transphobia – Scientific American Blog Network](#) and/or [LGBTQ Stars Who Have Come Out In 2019 \(So Far\)](#)
- TBS Canada: [What Does LGBTQ2+ Mean?](#)
- [WIN \(Wonder, Infer, Notice\) Analysis](#) and discussion of [Storytelling in \(Digital\) Residence](#): Ivan Coyote
 - Suggested discussion question: What do you hear that relates to Ivan’s assigned sex at birth, gender, gender expression?
- Poetry analysis: [Rae Spoon, “Ghost of a Boy”](#), [Music Video](#)
 - Suggested discussion question: what does this song say about gender and being non-binary?
- Ivan Coyote
 - [No Bikini – what does “boyhood” mean to Robin?](#)
 - [Hair Today, Part 1](#)
 - [Hair Today, Part 2](#) – What elements of gender expression does Ivan discuss? In what ways does gender expression affect Ivan’s interactions with other people/ways others interpret Ivan’s identity?

WIN Analysis (Wonder, Infer, Notice)

Title of text: _____

What did you WONDER?	
What did you INFER?	
What did you NOTICE?	

Activity 3: Profiles of Queer Icons

Objective

- Help students become familiar with the accomplishments of prominent 2SLGBTQ+ figures.

A Few Ideas

- Have students brainstorm a list of prominent 2SLGBTQ+ figures they are aware of.
- Invite local 2SLGBTQ+ figures to discuss their work and accomplishments. Have students prepare questions for a Q & A session.
- Have students prepare presentations discussing how 2SLGBTQ+ identities inform the work of a public figure or celebrity of their choice. Consider the following resources to help students identify 2SLGBTQ+ figures for their presentations:
 - Music: [15 Queer Black Music Artists Who Are Proudly Living Their Truth | HuffPost](#)
 - Art: [Famous LGBT Artists | The Art Story](#)
 - Politics:
 - Canada: [Canada, Meet Your New LGBTQ2 MPs | Xtra Magazine](#), [30 years after Canada's first MP came out, LGBT politicians still face challenges | CBC News](#)
 - US: [10 Queer Politicians That Inspire Us \(gayswithkids.com\)](#)
 - Worldwide: [Pride Month: 8 inspiring LGBTQI politicians | World Economic Forum \(weforum.org\)](#)
 - Sports: [At least 185 out LGBTQ athletes were at Tokyo Summer Olympics, more than triple the number in Rio – Outsports](#)

Activity 4: Identifying Stereotypes

Objectives

- Introduce the topic of gender stereotypes by brainstorming a list of stereotypes students are aware of.
- Help students identify overall themes in gender stereotypes that point to how femininity and masculinity are framed in our culture.
- Encourage critical thinking about these stereotypes.

A Few Ideas

“Act Like a Boy/Act Like a Girl” activity (Source: The Manitoba Teachers’ Society Teacher-Led Learning Team):

Divide the class into two groups. Provide each group with a large piece of flipchart paper and markers.

Explain the following scenario to the groups:

“Two aliens have crash-landed on Earth and need our help to disguise themselves as humans. One wants to fit in as a girl, and one wants to fit in as a boy. Group 1 will brainstorm a list of ways our alien friend can act like a human girl. Group 2 will brainstorm a list of ways to fit in as a boy.”

Allow 5-10 minutes to brainstorm lists. Each group should appoint a reporter to share their list with the class. When both groups have shared their lists, ask them to re-examine these lists and come up with a one-sentence summary of what being a girl or being a boy in our culture means. Discuss patterns/possible meanings in their lists. For example, if group 1 listed things like “be skinny” or “wear makeup,” does this mean girls/women are expected to be pretty and not take up literal and figurative space? If group 2 listed things like “play sports” or “don’t cry,” does this mean we expect boys/men to be strong and unemotional?

Activity 5: Responding to Text

Objective

- Help students to understand the impacts of gender stereotypes.

A Few Ideas

- Have students complete the [Anticipation Guide](#) before and after reading [“These Are the Surprising Effects of Gender Stereotyping”](#) by JR Thorpe.
- Use the [WIN Analysis](#) sheet to discuss the following texts:
 - Jean Kilbourne: [The dangerous ways ads see women | Jean Kilbourne | TEDxLafayetteCollege – YouTube](#)
 - [Office of the High Commissioner of Human Rights | The harms of gender stereotyping](#)

Anticipation Guide

Before reading the article “These Are the Surprising Effects of Gender Stereotyping” by JR Thorpe, respond to the following statements by checking “Agree”, “Disagree”, or “Not Sure”. Respond to the statements again after reading to see if your ideas have changed.

	Before Reading	After Reading
Children are affected by gender stereotypes at a very young age.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure
Boys are expected to be strong and confident.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure
Girls are expected to be polite and submissive.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure
Dress codes are unfairly biased against girls.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure
Stereotypes harm people of all genders.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure
Stereotypes affect mental health but not physical health.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure
Gender stereotypes are only common in North America.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not Sure

WIN Analysis (Wonder, Infer, Notice)

Media piece _____

What did you WONDER?	
What did you INFER?	
What did you NOTICE?	

Activity 6: Media Analysis

Objectives

- Help students develop critical awareness of stereotypes in media.
- Help students build agency through challenging gender stereotypes.

A Few Ideas

- Select one or more pieces of media (could be a magazine, website, TV show, movie, commercial, comic, etc.). Have students use the [Gender Stereotypes: Media Analysis](#) chart to keep a tally of how often they see stereotypical characteristics applied to men and to women. Students will use the [WIN Analysis](#) sheet to record any thoughts or questions that come up as they analyze the media images they have chosen.
- Extension: Have students redesign a piece of media they believe is problematic. Students may use the same piece of media they used for activity 3 or select another.

Suggested Final Products:

- Website (Squarespace.com, Weebly.com)
- Magazine ad
- Magazine cover ([free online magazine cover maker – Canva](#))
- Movie trailer
- Comic

Gender Stereotypes: Media Analysis

Select one or more pieces of media (could be a magazine, website, TV show, movie, commercial, comic, etc.). Use the chart below to keep a tally of how often you see stereotypical characteristics applied to men and to women. Use the [WIN Analysis](#) sheet to record any thoughts or questions that come up as you analyze the media images you have chosen.

Title of media: _____

	Women	Men
1. Dominant body language		
2. Submissive body language		
3. Sexualized images		
4. Aggressive behaviour		
5. Nurturing/caretaking behaviour		
6. Domestic roles		
7. Leadership roles		
8. Other stereotype(s) (specify):		

WIN Analysis (Wonder, Infer, Notice)

Media piece: _____

What did you WONDER?	
What did you INFER?	
What did you NOTICE?	

Activity 7: Exploring the Presence of Gender Diversity around the World

Objectives

- Acquaint students with the presence of gender diversity throughout history and around the world.
- Help students understand the roles that gender-diverse people played and their status in their communities.
- Help students understand what Two-Spirit means and the roles that Two-Spirit people played among Indigenous communities on Turtle Island.
- Help students understand the impact of European colonization on current notions of gender.

A Few Ideas

1. Ask students to discuss gender as defined in current Western culture. In pairs, have them brainstorm gender identities, roles and expectations, status differences, etc. Have pairs share their thoughts as you record them on a board or chart paper for reference. Distribute the [Gender Diversity around the World – Note-Taking](#) sheet and ask students to complete it as they watch a selection of short videos that discuss gender diversity in different cultures around the world:

Gender Spectrum’s production entitled: [Understanding Gender: Narratives of Hijras in Bangladesh](#), and France Villarta’s Ted Talk: [The gender-fluid history of the Philippines](#)

As they view the videos, students can find answers to the following questions:

How is gender defined in each culture? How does that definition differ from Western ideas about gender?

What roles did gender-diverse people play in their communities and how were they perceived in pre-colonial times?

How did colonialism impact these communities’ beliefs about gender and how they viewed gender-diverse people?

What is happening or needs to happen for these people to reclaim their heritage?

2. Have students explore [A Map of Gender-Diverse Cultures](#) (Independent Lens | PBS) and identify the names and geographical locations where gender-diverse people lived. Divide students into small groups and ask them to select a community they would like to research. Ask students to find out the following information for their selected community:

How is gender defined in each culture? How does that definition differ from Western culture?

What roles did gender-diverse people play in their communities and how were they perceived in pre-colonial times?

How did colonialism impact the communities' beliefs about gender and how they perceived gender-diverse people?

What is happening or needs to happen for these people to reclaim their heritage?

3. Introduce students to Two-Spirit people on Turtle Island and discuss the roles Two-Spirit people played in their communities, the ways they were revered, and how Indigenous communities understood gender in non-binary ways. Ask students to complete the [Anticipation Guide](#) for [What Is Two-Spirit Identity?](#) and then watch the video and check their answers.

[Video: What Is Two-Spirit Identity?](#)

Once corrected, ask students to share their reflections with partners and then share their thoughts with the entire class.

Have students watch the selection of videos linked below. Ask them to work in small groups to generate a list of what they already know about Two-Spirit people and questions that they hope to find answers to in the video selection.

[Ma-Nee Chacaby talks about Two-Spirit identities](#)

[Journey of Indigenous Gender Identity](#)

[Two Spirits, One Voice](#)

Students may record their responses on the pre-viewing section of the [Anticipation Guide](#).

[Video Response](#) sheet

Have students watch the video(s) and record the information on the remaining section of the activity sheet. Once completed, each group can share the questions they generated earlier and any answers they discovered in the videos as well as new information. You can check their responses for accuracy.

4. **Social Action Project:** Theme: *Affirming Gender Diversity Is an Act of Decolonization*
Invite students to share their thoughts about the presence of gender diversity in different cultures and how affirming that diversity is an act of decolonization. The students can write a blog or a school newspaper article, or create a video. Have them outline the steps they will take to help decolonize their spaces by promoting an understanding of gender diversity.

Gender Diversity around the World – Note-Taking

Western World's Understanding Gender:

Pre-Colonial Beliefs about Gender:

Impact of Colonization:

Impact on Western World:

Impact on Other Cultures:

Anticipation Guide for Video: What Is Two-Spirit Identity?

1. Before you view the video, read each statement and decide if you think it is true or false. While viewing the video, check to see if you anticipated correctly. If you learn that a statement is false, write down the true answer.

BEFORE		AFTER
True or False	2. The term "Two-Spirit" refers to the gender and sexual diversity of Indigenous people on Turtle Island.	True or False
True or False	2. Two-Spirit is a term that is used in both Indigenous and non-Indigenous communities.	True or False
True or False	3. The term Two-Spirit was coined by an Elder at a Canadian conference.	True or False
True or False	4. The idea that there are multiple genders is a new concept for Indigenous communities	True or False
True or False	5. The term "Berdache" was an offensive term used by European explorers to refer to Two-Spirit people.	True or False
True or False	6. Two-Spirit people traditionally had a low status in their communities.	True or False
True or False	7. European explorers considered Two-Spirit people to be wise and gifted.	True or False
True or False	8. Colonial ideas about gender have disappeared in both Indigenous and non-Indigenous communities.	True or False
True or False	9. "Two-Spirit" youth are at low risk for suicide.	True or False
True or False	10. Reclaiming the Two-Spirit identity can foster a stronger connection to culture, traditions, and community.	True or False

2. Reflections: What did you notice? What do you wonder about?
What questions do you have?

Video Response

Video(s): _____

Prior to viewing the video(s)

1. What do we already know about Two-Spirit people?

2. What questions do we have?

After viewing the video(s):

3. What did we learn while watching? What were some answers to our questions?

Activity 8: Understanding Intersectionality

Objectives

- Help students understand what is meant by the term “intersectionality”.
- Help students understand that intersectionality is not about holding multiple identities, but about understanding how power operates through different systems of oppression to impact a person’s life.
- Help students understand that gender-diverse people can experience other forms of oppression in addition to cissexism.
- Help students understand the importance of using an intersectional approach when advocating for gender-diverse people.

A Few Ideas

1. Help students understand the difference between personal identity and social identity.

A person’s personal identity is based on their unique characteristics, talents, abilities, interests, and career choices and how they express themselves in the world.

Social identity is a person’s sense of who they are based on how they are categorized according to the social groups to which they belong – race, gender identity, sex assigned at birth, religion, class, etc. These are also known as social locations.

Invite students to explore the life of transgender actor and activist Laverne Cox. Have them read the resource materials: [Laverne Cox | MY HERO](#) and [About + Bio | Laverne Cox](#)

Then, ask them to do the Gallery Walk activity. Post a piece of chart paper in different areas of the learning space for each of the following questions and invite students in small groups to brainstorm answers (5–10 minutes) and record their thoughts related to each question:

Which aspects of her identity have had the greatest impact on how she sees herself?

Which aspects of her identity have had the greatest impact on how others see her?

How do her social identities impact her personal characteristics, qualities, etc.?

What has helped her to experience success?

What has caused the challenges she faces?

When groups return to their original piece of chart paper, ask each of them to share what was recorded about each of their questions.

2. Have students examine the Matrix of Oppression on the [Matrix of Oppression](#) Activity Sheet to become familiar with the various forms of oppression. Make sure that students also understand the

meaning of the following social justice terms: systems of oppression, privilege, marginalization, power, discrimination.

Resource: [Glossary of Terms: Race, Equity and Social Justice | icma.org](https://www.icma.org/glossary-of-terms-race-equity-and-social-justice)

Explain that systems of oppression can marginalize people, but also put them in a place of privilege. Students should also understand that people experience discrimination not because of their social identities, but because of the systems of oppression that marginalize them. For example, people experience barriers not because they are gender-diverse, but because of the cissexism/transphobia they face in our society.

Ask students to consider Laverne Cox or another public person of interest to them and determine which systems serve to put them in a place of privilege and which systems push them into the margins.

3. Students should understand that gender-diverse people can experience many different forms of discrimination because they live at the intersection of multiple systems of oppression.
 - Explore the concept of intersectionality and its beginnings in Black feminism by inviting students to watch some introductory videos:

[Intersectionality 101](#)

[The urgency of intersectionality | Kimberlé Crenshaw](#)

Have students complete the [Video Response](#) sheet individually while watching the videos. Then, have them form small groups to compare their answers. Have them post their remaining questions in the classroom as a focus for future discussions.

- Have students examine the intersections of oppression as described in the lived experiences shared in [Effective Allyship: A Transgender Take on Intersectionality | Ashlee Marie Preston | TEDxPasadena](#). Place chart paper in different areas of the learning space – one chart for each of the following example questions:

What does the speaker want us to know or understand?

What challenges does the speaker describe in this talk?

What caused these challenges?

What did you find interesting about the talk? What was new learning?

What questions would you like to ask the speaker?

Each group will move around the room at 10-minute intervals and record their thoughts on the chart paper. When they return to the chart where they started, they can share what has been recorded with the class.

- Put each of the quotes on the [Quotes about Intersectionality](#) sheet on chart paper and place them in different areas of the learning space. You might also consider using an online platform such as Jamboard. Ask the class to walk around the space and read each quote. After 10–15 minutes, ask them to choose the quote that they like the most and stand beside it. If other students have chosen the same quote, ask them to form a group and discuss the following questions:

What do you think this quote means?

Why did you choose it?

How might it inform your advocacy?

Then, invite each group to share the results of their discussions with the whole class. It is important for students to understand that intersectionality is not about holding multiple identities. It is about understanding how power operates through different systems of oppression to impact a person's life.

- Social Action Project:** An Intersectional Approach to Advocacy

"There is no such thing as a single-issue struggle because we don't live single-issue lives." ~Audre Lorde

In small groups, students will create a campaign to educate others about the importance of using an intersectional approach when advocating for gender-diverse people. Through their campaign, they have to illustrate their understanding of Audre Lorde's quote and explain how they would put it into practice at school or in the community.

The students might decide to create:

- a PSA media broadcast
- a video
- a presentation to staff/other students at school

Matrix of Oppression

1. Examine and reflect on the following matrix.

Social Identity Categories	Privileged or Dominant Social Groups	Marginalized or Disadvantaged Groups	Systems of Oppression
Sexual Identity	Heterosexual	Gay, Bi, Pan	Heterosexism
Gender Identity	Cisgender	Gender-Diverse	Cissexism
Race	White	People of Colour	Racism
Class	Upper or Wealthy	Low Socio-economic Status	Classism
Ability	Able-bodied	Disabled	Ableism
Assigned Sex	Assigned Cisgender Male at Birth (AMAB)	Intersex or Assigned Cisgender Female at Birth (AFAB)	Sexism/Patriarchy
Colonial Status	Non-Indigenous	Indigenous	Colonialism
Gender Expression	Gender-Conforming	Gender Non-conforming	Cissexism

2. Examine the life of the public figure you have chosen.

Which social identities does this person hold?

Which systems of oppression confer status and keep them in a place of privilege?

Which systems of oppression create barriers and push them to the margins?

How might their experience of privilege impact how they experience oppression? And vice versa?

Video Response

Video(s): _____

Prior to viewing the video(s)

1. What do we already know about intersectionality?

2. What questions do we have?

After viewing the video(s):

3. What did we learn while watching? What were some answers to our questions?

Quotes about Intersectionality

The purpose of intersectionality is to dismantle oppression, not simply to talk about the complexities of identities. It is about identifying the myriad ways individuals are made vulnerable because they face multiple systems of oppression. It is about understanding that the ways different systems interact can produce unique experiences of oppression.

Intersectionality also points to the reality that we can experience both privilege and marginalization because of the systems of oppression that intersect in our lives.

Quotes

1. "Intersectionality draws attention to invisibilities that exist in feminism, in anti-racism, in class politics; so, obviously, it takes a lot of work to consistently challenge ourselves to be attentive to aspects of power that we don't ourselves experience." (Kimberlé Crenshaw)
2. "Intersectionality is not easy. It's not as though the existing frameworks that we have – from our culture, our politics, or our law – automatically lead people to being conversant and literate in intersectionality." (Kimberlé Crenshaw)
3. "Understanding the interconnected nature of oppression will help us realize the interconnected nature of liberation." (Aditi Mayer)
4. "Plenty of people choose not to assume that the prism [of intersectionality] necessarily demands anything in particular of them." (Kimberlé Crenshaw)
5. "If we aren't intersectional, some of us – the most vulnerable – will fall through the cracks." (Kimberlé Crenshaw)
6. "Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there." (Kimberlé Crenshaw)
7. "It's basically a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality, or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts." (Kimberlé Crenshaw)
8. "So when racial justice doesn't have a critique of patriarchy and homophobia, the particular way that racism is experienced and exacerbated by heterosexism, classism, etc. falls outside of our political organizing. It means that significant numbers of people in our communities aren't being served by social justice frames because they don't address the particular ways that they're experiencing discrimination." (Kimberlé Crenshaw)

Other Resources

Gender-Diversity around the World

[Story Beyond Gender: Indigenous Perspectives, Mapuche](#)

[Beyond Gender: Indigenous Perspectives, Fa'afafine and Fa'afatama](#)

[Siva Samoa Choreography by Ella Ganza](#)

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[Genders in Different Cultures | Gender Stuff Ep. 1 \(Student Project\)](#)

[Gender Variance around the World over Time](#)

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Two-Spirit

[Two-Spirit People of the First Nations](#)

[8 LGBTQ+ and Two-Spirit Native Americans Changing the World \(Jewelle Gomez\)](#)

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[Teaching LGBTQ History \(2-Spirit History Lesson\)](#)

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[Two-Spirit – Sexual and Gender Minorities – Resources at The Alberta Teachers' Association](#)

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Intersectionality

[What is intersectionality, and what does it have to do with me?](#)

[Diversity and Inclusion Resources for Curricula: Intersectionality](#)

[Teaching at the Intersections | Learning for Justice](#)

[Toolkit for Teaching at the Intersections](#)

[Teaching about Intersectionality](#)

[PBS: Understanding Intersectionality](#)

[La Mission film: Intersectionality](#)

[Intersectional Identities: Do Educators Empower or Oppress?](#)

[Intersectionality: Global Women's Project](#)

[Crenshaw: African American Women and the Struggle for Equality](#)

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[Intro to Intersectional Approach](#)

[Intersectionality – A Fun Guide](#)

[What Does Intersectionality Mean?](#)

[Crenshaw Explains the Power of Intersectionality in One Minute](#)

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[Patricia Collins Talks Intersectionality, Black Feminism, and Democracy](#)