

GENDER STEREOTYPES

MODULE
2



THE "MICROPHONE" PROJECT



GRADE 9 WELLNESS AND
RELATIONSHIP CHOICES

CONTENT

Module 2- Gender Stereotypes Grade 9 Wellness and Relationship Choices

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GRADE 9 GENDER STEREOTYPES

♥ Please Note: In addition to providing care for others, it is important for teachers and educators to practice self-care and seek support, if needed. Supports include Employment Assistance Program (EAP) or the resources listed in Information For People in an Abusive Relationship: A guide to finding services that can help you. <https://www.princeedwardisland.ca/en/publication/information-people-abusive-relationship>

Please refer to your school guidelines and policies about disclosures and mandatory reporting.

General Curriculum Outcomes

Grade 9 WELLNESS CHOICES-General Curriculum Outcome

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Specific Curriculum Outcomes

Students will be expected to

- describe the consequences of sexual assault on a victim and those people associated with that victim
- develop strategies that address factors to prevent or reduce the risk of STI's and HIV

Grade 9 RELATIONSHIP CHOICES-General Curriculum Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Specific Curriculum Outcomes

Students will be expected to

- gain an understanding of the complex societal and individual factors that perpetuate abuse
- develop an awareness of the warning signs of abusive relationships and available community support
- distinguish between abusive relationships and healthy relationships
- identify safe and effective alternatives to abusive behaviour

Grade 9 LIFE LEARNING CHOICES-General Curriculum Outcome

Students will use resources effectively to manage and explore life roles, career opportunities and challenges.

Specific Curriculum Outcomes

Students will be expected to

- use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment
- Students will be expected to relate the value of lifelong learning to personal success and satisfaction

LEARNING GOALS

During the lesson, students will be able to:

- Identify how gender norms and stereotypes contribute to sexual violence (Knowledge)
- Understand how traditional gender norms and stereotypes can be toxic for everyone regardless of sex traits and/or gender identity (Attitudes)
- Identify strategies for resisting or challenging harmful gender norms and stereotypes (Skills)

CONTENT AND TIMING

This module has been designed to be delivered as a 45-60 minute lesson. However, this timeline can be extended for deeper discussion.

Slide 1: Title Slide

Slide 2: Safer Space Agreements

Slide 3: Boxed in Thinking

Slide 4: Unpacking the Boxes

Slide 5: Gender Boxes and Sexual Violence

Slide 6: Break the Box

Slide 7: KINLEY “Microphone” Video

Slide 8: Gender Boxes and the 2SLGBTQ+ Community

Slide 9: Understanding Gender

Slide 10: Optional Homework Activity

REQUIRED MATERIALS

PRESENTATION / SLIDES:

- Presentation with internet access for embedded videos * *Alternatively, videos can be downloaded and saved before beginning this lesson*
- Whiteboard or Flip chart

VIDEOS:

- Break the Box TAASA Campaign - Revised Version
<https://www.youtube.com/watch?v=CWvXal1L5U4> (1:11)
- KINLEY “Microphone” Video (suggested - interview only - first five minutes of video)
<https://www.youtube.com/watch?v=1Un1SeqIYTg>

HANDOUTS:

- Gender Boxes Handout
- Making it Visible: How does gender impact your life? Optional homework sheet

LESSON PLAN

PREAMBLE

Sexual violence is a serious and complex social problem that requires collective effort and intentional action to effect change. Offering students opportunities to critically examine the various social norms linked to the maintenance of sexual violence provides one avenue for addressing this issue in the classroom. This lesson focuses on the role traditional gender norms and related stereotypes play in the perpetuation of sexual violence.

Local Support Resources:

PEI Rape and Sexual Assault Centre hosts a Teen Talk page

http://www.peirsac.org/teen_talk.php and can be reached by phone at:

902-566-1864 or toll free 1-866-566-1864

PEERS Alliance, a provincial non-profit focused on sexual health promotion and harm reduction, offers social support programming to 2SLGBTQ+ communities – call 1-902-566-2437 for more information

Young people are typically socialized to fit into standards of either masculinity or femininity based on perceived biological sex. The gender binary (man/masculine-woman/feminine) is culturally reinforced and socially policed; it guides our sense of self, blueprints our social interactions, and provides scripts for appropriate expression and behaviour. This framework can have an extremely negative impact on members of the Lesbian, Gay, Bisexual, Trans, Queer, Questioning, and Two-spirit (2SLGBTQ+) community who are often targeted and mistreated for failing to meet gendered expectations. Gender diverse populations, such as transgender youth, can experience an intense amount of pressure around gender performance and presentation. However, hegemonic gender frameworks are limiting for everyone and can undermine healthy development. Relevant to healthy relationships and sexuality, studies have found that hyper-feminine young women are less likely to actively engage in safer sex conversations and are more likely to report sexual experiences involving coercion.¹ Similar research has linked hyper-masculinity with sexual risk-taking, intimate partner violence, and sexual assault.² Through this presentation and lesson plan, students will develop a deeper understanding of sexual violence and the importance of consent through an exploration of gender (norms, stereotypes, roles, and expectations). Specifically, students will understand how complex social factors contribute sexual violence in our communities while also working to identify safe and effective alternatives to abusive behaviour.

1 Logan, T. K., Staton, M., & Leukefeld, C. (2001). Hyperfemininity, HIV risk behavior, and victimization among college aged females. *Centre on Drug and Alcohol Research*. 1(2).

2 Santana, M. C., Raj, A., Decker, M. R., La Marche, A., & Silverman, J. G. (2006). Masculine gender roles associated with increased sexual risk and intimate partner violence perpetration among young adult men. *Journal of Urban Health : Bulletin of the New York Academy of Medicine*, 83(4), 575–585. <http://doi.org/10.1007/s11524-006-9061-6>.

In keeping with best practice guidelines for creating inclusive learning environments, this presentation references the gender spectrum and recognizes that a person's gender is the result of a complex interrelationship between at least three dimensions - body, identity, and expression. **Please do not provide this lesson without section G. Understanding Gender; exploring gender norms without attention to gender diversity could inadvertently reinforce harmful stereotypes.** If you would like more information about the gender spectrum, or gender inclusivity, please visit the Canadian Centre for Gender and Sexual Diversity (ccgsd-ccdgs.org), or genderspectrum.org. Information and educational resources related to gender diversity can also be obtained locally through PEERS Alliance, a provincial non-profit (www.peersalliance.ca).

« Young people are typically socialized to fit into standards of either masculinity or femininity based on perceived biological sex. The gender binary (man/masculine-woman/feminine) is culturally reinforced and socially policed; it guides our sense of self, blueprints our social interactions, and provides scripts for appropriate expression and behaviour. »

LESSON PLAN

♥ Having discussions about sexual violence and/or diverse identities may be upsetting for some students. If someone appears upset during this lesson, it is important to refer them to your school counselor or administrator.

SLIDE 2: SAFER SPACE AGREEMENTS

Sexual health education works best in classrooms where there is a mutual feeling of trust, safety and comfort. Safer Space Agreements help create these feelings from the start. Safer space agreements that work are:

- appropriate for your students' age and developmental stage
- agreed upon by everyone
- well explained so that students are very clear about what is expected
- posted clearly in your classroom
- referred to at the beginning and throughout the consent modules

MAKE SAFER SPACE AGREEMENTS WITH YOUR CLASS.

Safer space agreements work better when students are involved in creating the list. The list does not have to be long. You can use bullet points that are broad enough to cover the key messages you want students remember. Some examples you can use as a guide are:

- no put downs
- respect each other
- it's okay to pass
- listen when others are speaking
- classroom discussions are confidential
- speak for yourself
- respect personal boundaries
- we will be sensitive to diversity, and be careful about making careless remarks
- it's okay to have fun
- it is okay to be emotional

LESSON PLAN

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SLIDE 3: BOXED IN THINKING

BACKGROUND

“Boxed in Thinking” is a quick engagement activity featuring a short video and discussion question. The purpose of this activity is to get students thinking about gender stereotypes. Before moving on, your class should agree on a working definition for the term “gender stereotype” and this definition should be written on your whiteboard, or otherwise displayed, for students to reference throughout this session.

Stereotypes – Key Elements:

- Stereotypes are about grouping people together based on something they (seem to) share/ have in common and making judgements about that group (and the individuals within it) without considering the diversity among group members.
- Stereotypes involve assumptions (something that is accepted as true without proof) and over-simplifications (to simplify something to the point of distortion).

ACTIVITY

1. Start by posing the question, what are gender stereotypes?
2. Let your students know that you are going to show a short video; *Break the Box TAASA Campaign - Revised Version* <https://www.youtube.com/watch?v=CWvXal1L5U4>
Ask your students to think about how they would define the term “gender stereotype” while they are watching the video.
3. After the video has concluded, work with your class to draft a definition and write this definition on your classroom whiteboard.

Example: Gender stereotypes include beliefs, attitudes, or assumptions about people based on their (perceived) gender. Stereotypes are usually negative (but can be positive), and are based on assumed gender norms, roles, and relations.

LESSON PLAN

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SLIDE 4: UNPACKING THE BOXES – CLASS ACTIVITY

BACKGROUND

The intention of “Unpacking the Boxes” is to encourage students to reflect on the relationship between gender norms and social expectations by discussing and naming gender-based stereotypes. Importantly, gender stereotypes do not make room for individual uniqueness. Gender stereotypes relate to culturally ingrained ideas about “gendered behavior” and are communicated broadly through socially prescribed expectations around femininity and masculinity i.e. the idea that men are naturally aggressive, and women are naturally passive. **If students personalize this activity they may (rightly) resist participating!** Remind students that this exercise aims to look at stereotypes – what/how people are supposed to be/do/like according to the gender boxes (as depicted in the *Break the Box TAASA* video) - **not how we really are as individual people.**

To keep this exercise meaningful, students should be honest about the ways in which our society defines and communicates traditional gender roles. It is important that students feel like they can speak freely and are not censored. The safer space agreement created for this lesson/ series should help create the environment needed to navigate this exercise respectfully. Let students know that during the exercise offensive words or labels may come up. Gender stereotypes are often offensive; making these stereotypes explicit can help students identify and resist them.

“Unpacking the Boxes” utilizes the Gender Boxes exercise originally created by the Oakland Men’s Project. Several variations of this activity exist and alternative implementation directions can be found at <http://www.makeitworkcampaign.org/wp-content/uploads/2016/02/Gender-Box.pdf> or at <https://www.pcc.edu/resources/illumination/documents/gender-role-boxes-glbtc-and-sexism-exercise.pdf>.

ACTIVITY

1. Ask students to consider the gender stereotypes highlighted in the Break the Box video. Ask them to think about what this means in terms of gendered expectations – what social pressures are attached to different gender identities?
2. Provide each student with the Gender Boxes Handout or create two large gender boxes on your classroom whiteboard/flipchart and label one masculine and one feminine. As a class, or individually, have student's brainstorm some of the characteristics and/or personal attributes (stereotypically) associated with masculinity and femininity. You or your students should record associated labels, words, and/or phrases in the corresponding box. If students require additional prompting, ask them to consider the following questions:
 - What kinds of feelings and behaviors are considered feminine? What feelings or behaviors are considered masculine?
 - What interests are people put in the masculine box supposed to have? What about people put in the feminine box?
 - How are women supposed to behave sexually? How are men supposed to behave sexually?
 - What happens to people who move outside of the gender box they have been put into?
3. If your students are brainstorming individually (approx. 5 mins), bring the class back together as a larger group by inviting students to share one or two of the attributes/words/phrases/characteristics they have recorded in each of their gender boxes.
4. Once all interested students have had an opportunity to share, you can move into reflection and debrief. If you would like to complete this exercise within the 10-minute timeline, focus on the following debrief questions:
 - What do you notice about the influence of gender stereotypes on how people are expected to show-up in the world? How do gender stereotypes limit us as people?
 - How might these stereotypes contribute to sexual violence?
5. Before moving on your students should understand that:
 - Gendered social expectations are often rooted in stereotypes and can be incredibly hurtful, both interpersonally (disconnecting masculinity from emotionality) and systemically (sexism, homophobia, transphobia).
 - The Masculine Gender Box (also known as hyper-masculinity) promotes aggression and entitlement while devaluing feelings and emotions.
 - The Feminine Gender Box (also known as hyper-femininity) promotes complaisance and selflessness while devaluing independence.
 - Gender norms and stereotypes maintain gender inequality and therefore contribute to sexual violence – the masculine box communicates a worldview where sex is a thing to win (or take), and the feminine box communicates a worldview where sex is a thing to protect (or needs to be protected). From the gender boxes, in sexual situations, young men are supposed to be the gas while young women are supposed to be the brake – young men are supposed to persist, while young women are supposed to resist.

Consider these debrief questions if time permits:

- Could anyone live in one of these gender boxes fulltime?
- Which box has more power?
- What happens to a person’s power if they move from one box to the other?
- What does this tell us about how society values masculinity and femininity?

ACTIVITY EXAMPLE:

	The Masculine Box	The Feminine Box	
Wimp	Strong/ tough	Weak	Tomboy
Pussy	Be dominant/ aggressive	Be caring/ nurturing	Dyke
Sissy	Be Brave	Submissive/ passive	Lesbian
Weak	Be athletic	Be dependent	Slut
Feminine	In Control	Very emotional/ Talk about feelings	Whore
Mama’s boy	Not emotional/ Can’t cry	Meets the needs of others before her own	Bitch
Gay	Powerful	Careers in the “caring” profession i.e. nursing	Selfish
Girl	Breadwinner	Always supportive	Cold
Bitch	Mechanical or business oriented careers	Soft	Prude
Chump	Have many sexual partners	Curvy	Ugly
Loser	Be a ladies man/ be straight	Be thin	Loser
Failure	Always ready to have sex	Wants children	Bossy
Effeminate	Take risks to prove their manhood	Cares about relationships more than sex	Manish
	Physically attractive/ Sexy, but not too sexy	Always happy/ smiling	
	Independent	Not bossy	
	Muscular	Wears make-up/ worries about her weight	
	Be protective/ jealous	Ready to please	
	Competitive	Be a good cook	
	Don’t complain/ suck it up	Avoids conflict	
	Confident/ Always sure of himself	Don’t rock the boat	
	Problem solver	Be quiet	
	Logical	Can’t be a leader	
	Hard	Vulnerable	
		Want to get married	

LESSON PLAN

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SLIDE 5: GENDER BOXES AND SEXUAL VIOLENCE

BACKGROUND

“Gender Boxes and Sexual Violence” is about explicitly connecting gender norms and stereotypes with sexual assault. Young (heterosexual) people often use learned gender scripts in sexual situations.³ Traditional sexual scripts position young men as being always sexually desiring with an emphasis on the initiation of sexual activity and the escalation intimacy. Traditional sexual scripts for young women position them as desirable (rather than desiring) and place emphasis on relational (rather than physical) intimacy. Again, in sexual situations, young men are supposed to be the gas while young women are supposed to be the brake – young men are supposed to persist, while young women are supposed to resist. Importantly, these kinds of social scripts do not cause behaviour, but they do create expectations that often guide behaviour. This framework maintains sexual violence because when young women are expected to resist their (eventual) consent is assumed, and when young men are assumed to always want sex they cannot be sexually assaulted.

Note: Sexual activity includes kissing, sexual touching, and sexual intercourse (oral, anal, vaginal).

« Gender Boxes and Sexual Violence is about explicitly connecting gender norms and stereotypes with sexual assault. Young (heterosexual) people often use learned gender scripts in sexual situations. »

³ Roller, A. L., (2013). Gender Norms and Sexual Health Behaviors. A Publication of the Act for Youth Centre of Excellence. Available from: http://www.actforyouth.net/resources/rf/rf_gender2_1213.cfm

ACTIVITY

1. Build on the previous activity by examining the sexual expectations created from within the gender boxes. Help students recognize how ubiquitous these expectations are by connecting them to everyday language. You can also encourage critical thinking by urging students to consider whether these examples are gender specific or could be applied to anyone. “Boys will be boys,” for example, is a common phrase that absolves a group of people from having to take personal responsibility for their behaviour – but have you ever heard girls will be girls? Why not?
 - A person stuck in the Masculine Box is supposed to want sex all the time. They are supposed to initiate sexual activity and keep pushing their partner to go further.
 - Boys will be boys – we still hear this all the time and it is an easy way to dismiss problematic behaviour by suggesting that boys/men cannot control themselves, it is just the way they are (aggressive, violent, and sex obsessed).
 - A person stuck in the Feminine Box is supposed to focus on attracting a partner (with physical beauty) who can then be rewarded with sexual activity, so they stay interested.
 - You are just a tease – implies that someone should be making themselves available for sexual activity, or that someone is being denied something that they are owed. This line of thinking can be used to make someone feel pressured into performing a certain way.
 - These expectations may be unrealistic and distorted, but they definitely contribute to sexual violence because they influence how we think about sexuality and sexual relationships. If we believe that young men always want sexual activity it becomes hard for us to imagine a young man experiencing a sexual assault.
 - Did you score? – scoring suggests that an obstacle/guard was overcome or that something was won (meaning something was also lost). Instead of framing sexual activity as something that was mutually desired and pleasurable experienced it becomes a game with one winner. Again, because you score against a defence, there is no room enthusiastic consent.
 - If we believe that young women always play hard to get than we assume they have to be convinced before they consent.
 - She really wanted it, just look at her _____ (clothes, make-up, location, company, level of intoxication) – victim blaming and slut shaming are both prevalent in our society. Again, this normalizes the idea that you can “just tell” what someone wants, which feeds into the idea that consent can be implied or assumed.
 - I’m stuck in the friend zone – the existence of the “friend zone” is based on sexual entitlement. The assumption is that if someone wants a sexual relationship with someone else then they should be able to have it. The friend zone can be used to make someone feel guilty for not wanting a sexual relationship.

LESSON PLAN

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SLIDE 6: BREAK THE BOX

BACKGROUND

“Break the Box” is about explicitly disrupting the sexual scripts and expectations created from within the gender boxes by highlighting how these scripts and expectations preclude enthusiastic consent. In emphasizing enthusiastic consent, students are provided with positive messages related to healthy sexuality.

ACTIVITY

1. Highlight how the expectations and scripts created from within the gender boxes are disconnected from reality and offer information on enthusiastic consent.
 - In reality, no human being wants sex all of the time! And when sexual activity is desired, it requires consent.
 - Consensual sexual activity involves ongoing communication between people about wants and risks.
 - Pressuring someone into sexual activity is called coercion. When people are coerced into sexual activity, they are not saying “yes” on their own terms – this means consent has not been given. This is an example of sexual violence.
 - In reality, healthy sexual activity is not just about pleasing someone else - any sexual activity should be mutually desired and pleasurable.
 - Consensual sexual activity is something that happens between people – it is not something that is done to you; that is called sexual violence.
 - Consent should always be enthusiastic - meaning everyone should want/feel good about what’s happening.

LESSON PLAN

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SLIDE 7: KINLEY'S MICROPHONE – CLASS DISCUSSION



BACKGROUND

INFORMATION FOR EDUCATORS

Kinley Dowling's song and subsequent video "Microphone" has received much acclaim for bringing attention to sexual assault and its impact on survivors. It is about KINLEY's own sexual assault that happened at her high school prom after-party. In the years following the attack, Dowling feared running into her assailant in her small Prince Edward Island community or, after she began performing and touring with her band (Hey Rosetta!) on the road.

Anger is one of many reactions to sexual assault. It is a normal reaction. After acknowledging the shame and anger she had been carrying with her over the years, KINLEY decided to express her rage through her art. "Microphone" tells the chilling story, sadly all too familiar to many, in a powerful anthem that resonates with survivors of sexual assault everywhere. KINLEY and Jenna MacMillan (the Director of the Microphone music video) worked out a dramatic way to portray the fallout of her assault and of other cases in the media at the time, with a hope of delivering a positive message to victims.

"KINLEY's Microphone" invites students to apply the gender sensitive lens they have been developing throughout this session to KINLEY's powerful narrative. Students in attendance for session one – consent – will have seen KINLEY's full Microphone video. **For this exercise, in consideration of time constraints, it is suggested that only the interview portion of the video be shown (ends at 5:00 minutes).**

LESSON PLAN

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SLIDE 8: GENDER BOXES AND THE 2SLGBTQ+ COMMUNITY

BACKGROUND

“Gender Boxes and the 2SLGBTQ+ Community” is intended to highlight the fact that everyone is impacted by gender norms and gender stereotypes. Members of the 2SLGBTQ+ community are often discriminated against, or otherwise mistreated, for not conforming to traditional gender norms. Additionally, research suggests that young 2SLGBTQ+ Canadians may be more likely to experience sexual harassment and assault when compared to their non-2SLGBTQ+ peers.⁴

ACTIVITY

- 1) Remind students that sexual violence is not about sexual orientation (who you are attracted to) it is about power and inequality – the idea that the needs, wants, and feelings of one person or group are more real or important than those of another person or group.
 - 2SLGBTQ+ people are often significantly impacted by gender norms and stereotypes because they are often mistreated for not conforming to, or meeting, traditional gender expectations.
- 2) Remind students that anyone can experience sexual violence – it does not matter who you are or how you identify.
 - 2SLGBTQ+ people are at a higher risk for sexual harassment and assault – often because their minority status can make them a target and because of social attitudes suggesting that 2SLGBTQ+ people are more sexual than non-2SLGBTQ+ people.
 - Perpetrators may use an 2SLGBTQ+ persons minority status to control and/or shame them in the context of sexual violence (for example threatening to “out” them if they report the assault or coercing them into sexual activity to prove their identity) this is called identity abuse.
- 3) Remind students that homophobia, sexism, and transphobia are all connected – it is all about gender.
 - Homophobia, sexism, and transphobia are all rooted in gender-based discrimination
 - Homophobia, sexism, and transphobia involve our assumptions, attitudes, and beliefs about how different bodies should exist and function in the world. For example:
 - The assumption that there are only two gender categories, and everyone must fit into one of those two options.
 - The belief that men should not display “feminine behaviour” and women should not display “masculine behaviour.”

⁴ Taylor, C. & Peter, T., with McMinn, T.L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report. Toronto, ON: Egale Canada Human Rights Trust.

LESSON PLAN

♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to refer them to your school counselor or administrator.

SLIDE 9: UNDERSTANDING GENDER

BACKGROUND

“Understanding Gender” is intended to re-frame the content included in this lesson. With so much focus on binary gender stereotypes and traditional gender norms, it is important to call attention to gender diversity and the wide range of identity possibilities that exist across the various dimensions of gender.

For the purpose of this lesson, it is important to highlight how our understanding of gender has changed over time. You can start by unpacking the standard dictionary definition of gender – the definition provided here was taken from Merriam-Webster’s online dictionary:

Gender: the behavioral, cultural, or psychological traits typically associated with one’s sex.

Typically = Typical = showing the characteristics expected of or usually associated with a particular person, situation, or thing.

Associated = associate = to connect (someone or something) with something else in *one’s mind*.

ACTIVITY

- Unpack the Gender Unicorn (image from TSER) slide with students, ensuring that you capture the following points:
- In order to stay within the outlined time parameters, you can keep this part of the lesson relatively simple, for example: Gender refers to socially defined psychological and behavioral traits.⁵ Standard definitions of gender link these traits with sex characteristics because, historically, it was assumed that gender was a direct extension of this biology.
- We now know this is not really the case – recently scientific studies⁵ have found that a person’s gender is more likely to be found between their ears than it is between their legs. Different factors work together to produce someone’s gender. These factors include A) our bodies and how we relate to them, B) our identity - how we see and understand ourselves or who we know ourselves to be, and C) our expression – how we feel comfortable showing-up in the world – this includes things like what we like wear, how we cut our hair, and even what we like to do.
- This means the gender boxes are actually bogus – people are complicated, and we ALL have a mix of “masculine” and “feminine” traits. Part of what makes the gender boxes so harmful is the way they cut us off from important parts of ourselves. People are way too complicated to be categorized into rigidly defined either/or boxes!

If you would like to explore the concept of gender in more detail the information provided in the Educator Resources will help you do so.

⁵ Wu, J.K., (2016). Between the (gender) lines: The science of transgender identity. Harvard University. <http://sitn.hms.harvard.edu/flash/2016/gender-lines-science-transgender-identity/>

LESSON PLAN

SLIDE 10: OPTIONAL HOMEWORK ACTIVITY

BACKGROUND

This homework activity is intended to provide students with an additional opportunity to process and reflect on the content included in this session. This assignment is an adapted version of a gender socialization activity developed by WCASA (Wisconsin Coalition Against Sexual Assault). The original activity can be found at: www.wcasa.org/file_open.php?id=1417

ACTIVITY

1. Explain to students that they will complete a one-page reflection that considers at least three of the following questions. Let students know that this is a personal reflection and you will not be collecting their writings; but they are free to share if they wish.
 - How does your gender identity (the gender that you identify with) impact how you relate to or see yourself?
 - How does your gender identity (the gender you identify with) influence how other people treat you?
 - How does your gender identity (the gender you identify with) influence how you treat other people?
 - How does your gender identity (the gender you identify with) influence your behavior or appearance?
 - How might your life be different if you had a different gender identity?
 - How can you resist gender stereotypes and harmful gender norms?
2. Debrief with your students by asking them about their experience of writing the reflection:
 - Was it difficult to identify the ways in which gender influences our lives and relationships?
 - Was it difficult to identify examples of your gender identity influencing your behavior?
 - What are some of the ways you identified for challenging gender stereotypes and norms?

SELF-REFLECTION FOR EDUCATORS

DURING THE LESSON:

- Were students able to connect prevalent gender stereotypes to sexual violence?
- Were Safer Spaces Agreements being followed?
- Were good practices established regarding group work and discussion?
- What will you change for future classes with this group of students?
- What will you change for future use of this lesson plan?

ACKNOWLEDGEMENTS

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Maribeth Rogers-Neale, Department of Education, Early Learning and Culture

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Eileen Conboy, PEI Rape and Sexual Assault Centre

Angele Desroches, PEERS Alliance

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Logan Roche, Vernon River Consolidated

Kendra MacLellan, Summerside Intermediate

John Murphy, Birchwood Intermediate

Maria Lavoie, Gulf Shore Consolidated

Bethany Toombs, Parkside Consolidated (Guidance Counselor)

Thanks to Ellie Langston and Michelle Bliss who also participated in this workshop.

EDUCATOR RESOURCES

SLIDE #1

EXAMPLES OF SAFER SPACE AGREEMENTS

- ✓ **Classroom discussions are confidential**
- ✓ **Questions are welcome**
- ✓ **We will be sensitive to diversity and careful with our remarks**
- ✓ **Speak for yourself**
- ✓ **Listen when others are speaking**
- ✓ **It's okay to have fun**
- ✓ **It's okay to pass**
- ✓ **It's okay to be emotional**

SLIDE #2

BOXED IN THINKING - WHAT ARE GENDER STEREOTYPES?



<https://www.youtube.com/watch?v=CWvXal1LSU4>

EDUCATOR RESOURCES

SLIDE #3

UNPACKING THE BOXES

What **gender stereotypes** were highlighted in the **Break the Box** video?



What do these stereotypes communicate about **femininity and masculinity**?

How might these stereotypes **contribute to sexual violence**?

SLIDE #4

GENDER BOXES AND SEXUAL VIOLENCE

A person stuck in the “masculine box” is supposed to want sex all of the time; they’re trapped into thinking they’re the gas pedal in sexual situations.

Boys will be boys?

A person stuck in the “feminine box” is supposed to use sex as a tool to snag a partner; they’re trapped into thinking sex is something to “gift” someone else.

She’s such a tease?

If we believe young men always want sex, then we also believe young men can’t be sexually assaulted.

Did you score?

If we assume young women are supposed to resist sexual advances, then we also assume their eventual consent.

She really wanted it, did you see what she was wearing?



EDUCATOR RESOURCES

SLIDE #5

BREAK THE BOX

In reality, no one wants sex *all* of the time!

- ✓ Consent involves ongoing communication between people about wants and risks
- ✓ Pressuring someone into sexual activity is called coercion, and that's sexual assault

In reality, sexual activity should be *mutually* desired and pleasurable.

- ✓ Consensual sexual activity is something that happens between people – it's not something that is done to you
- ✓ Consent should always be enthusiastic; everyone should feel good about what's happening



SLIDE #6

KINLEY "MICROPHONE" VIDEO



<https://www.youtube.com/watch?v=1Un1SeqlYTg>

When you held my hand that night and said don't you worry.
I thought I was the chosen one.
But you led me to the field and you kissed me so fast.
I couldn't find my legs to run.
And the smell of your cheap cologne started to churn my stomach.
When I said no a thousand times.
You were a pirate in the night.
You took something that was mine.
How do you live your life thinking this is alright?
For the rest of my life, you are smeared on my mind, but I have a
microphone.

EDUCATOR RESOURCES

SLIDE #7

GENDER BOXES & THE 2SLGBTQ+ COMMUNITY

2SLGBTQ+ people are often discriminated against for not conforming to gender norms



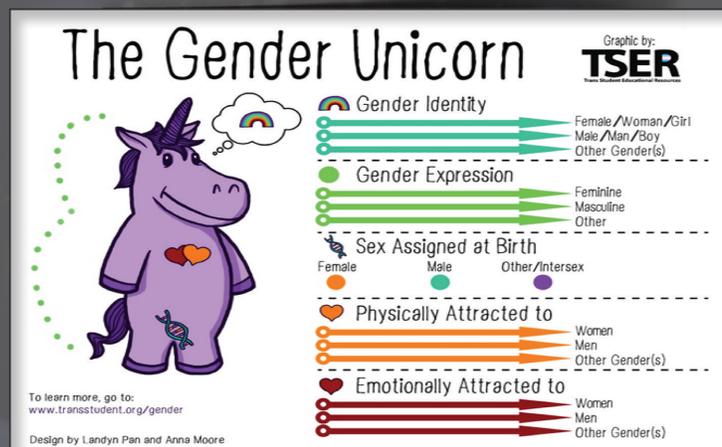
2SLGBTQ+ people are statistically at higher risk for experiencing sexual assault and harassment

Sexism, homophobia, and transphobia are all connected – *it's all about gender.*

SLIDE #8

OUTSIDE OF THE BOX

UNDERSTANDING GENDER



EDUCATOR RESOURCES

SLIDE #9

HOMework ACTIVITY

Make it Visible:
*How Does Gender
Impact Your Life?*



« Gender boxes, and the expectations that go with them, create a world where survivors are shamed and blamed for being assaulted (they are supposed to be the brake in sexual situations after all!), which often stops people from speaking out. The only person responsible for sexual violence is the perpetrator. »

EDUCATOR RESOURCES

DESCRIPTION OF SCENES IN "MICROPHONE" MUSIC VIDEO BY JENNA MACMILLAN

1. KINLEY IN THE FIELD

REFERENCE:

These images are a reference to KINLEY's testimonial. In her story, she was wearing a hoodie and had changed out of her prom dress. We decided it would make the image more powerful to have KINLEY still in the prom dress but with a hoodie over top.



2. WOMAN IN HER BEDROOM

REFERENCE:

This character and scene is a reference to the victim impact statement that the survivor read out loud in the Brock Turner rape trial. She described in painful detail how difficult it was for her to sleep after the attack. In her victim impact statement, she also spoke of the courage of the two male bicyclists who interrupted the attack and stayed with her until help arrived while forcibly refusing Brock Turner to flee the scene. In order to help her sleep in the months after her attack, she placed an image of two bicycles on her ceiling and it helped her sleep. We translated this visual into a mobile which transitions to the friends around KINLEY on bikes. This victim impact statement was one of the biggest inspirations for the scenes I chose for the video. I could not shake that statement nor could I shake KINLEY's testimonial.



3. MAN NEAR DUMPSTER

REFERENCE:

This is another reference to the Brock Turner rape trial as the assault took place beside a dumpster. It is also a reference to the fact that male survivors are often forgotten in the narrative around sexual violence prevention and I wanted to highlight sexual violence in the 2SLGBTQ+ community as well.



- According to one study, 1 in 5 LBG individuals in Canada experience physical/sexual violence in an intimate relationship, with bisexual women reporting this type of violence most often followed by gay men, lesbian women, then bisexual men.¹¹
- According to the Centre for Disease Control (CDC), 26% of gay men and 37% of bisexual men experience rape, physical violence, or stalking by an intimate partner, compared to 29% of heterosexual men.²²

4. GROUP OF BIKERS

REFERENCE:

The people on bikes who surround KINLEY are a reference to our own communities of support. They could be your given or chosen family or any support network of your choice. In the video, these friends support KINLEY in non-violent and non-confrontational ways. They love her and are there for her. They take her lead on how she wants to cope. It is a wake-up call for the public to rally around these survivors and be quiet no more. We used a bike as a visual because it is referenced directly in the song and in a lot of the imagery in her music. It is also another nod to the survivor in the case mentioned above. The bicycle is used as a theme throughout the video.



¹ <http://sacha.ca/resources/statistics>

² <https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>

5. WOMAN IN BATHROOM

REFERENCE:

This is a reference to the number of sexual assaults that take place in public spaces around the world. For instance, the brutal and horrific rape of a Delhi woman on a bus. We also wanted a woman of color in the video to represent survivors of color. For example, for every African American woman who reports a rape, at least 15 African American women do not report.* Approximately 60% of African American girls experience sexual abuse by age 18.* According to a 2014 study, about 22% of African American women reported being raped and 41% experienced other forms of sexual violence.* African American women students in various academic settings who reported experiencing rape: 16.5% in a high school sample and 36% in a college sample.*

**<http://endrapeoncampus.org/new-page-3/>*



6. WOMAN IN CAB

REFERENCE:

This is a visual nod to the survivor in the Sexual Assault case against a cab driver in Halifax. The infamous quote in that trial from the judge was "Clearly a drunk can consent".



7. FAMILY IN THE HOUSE

REFERENCE:

This is a reference to perpetrators who commit violence and try to forget it rather than face it. It is a reference to KINLEY's attacker who she calls out in the song and who she mentions in her testimonial.



8. CAMEOS FROM FRIENDS IN VARIOUS PLACES

REFERENCE:

I chose these images to represent the many faces of survivors of sexual assault and the many places where these crimes can occur.



9. KINLEY IN CONCERT WITH SURVIVORS

REFERENCE:

The final scenes of the video represent that sexual assault does not have to define our future; our voices are louder together. The image of KINLEY looking into the camera is both a message to her attacker that she will no longer be silenced but also an invitation to share her microphone.



10. BIKE IN THE FIELD

REFERENCE:

The image of the bike in the field represents our hope that survivors can reclaim the physical and emotional space where the assault takes place. That they can own it and be released from it.



« According to one study, 1 in 5 LBG individuals in Canada experience physical/sexual violence in an intimate relationship, with bisexual women reporting this type of violence most often followed by gay men, lesbian women, then bisexual men. »

ACTIVITY

1. Explain to students that you will play the interview portion of KINLEY's Microphone video. Make clear that you would like them to identify where gender norms or stereotypes show-up in her description of sexual violence. The song lyrics featured within the presentation can also be included in this exercise. Students may also highlight where they feel gender norms or stereotypes are being disrupted.
2. Show the first five minutes of KINLEY's Microphone video
<https://www.youtube.com/watch?v=1Un1SeqIYTg>
3. Move into discussion. Let your students guide the conversation, but possible points for consideration include:

Note: This list is not exhaustive, and it is not necessary to touch on every point.

Within the Interview

The attention to clothing:

- KINLEY lets the audience know that she changed out of her fancy prom dress and was wearing jeans and a hoodie at the party, why might she feel the need to point this out?
 - Whether conscious of it or not, young women are aware that their style of dress can be interpreted as an invitation for sexual contact.

The perpetrators social status:

- KINLEY lets the audience know she initially thought the perpetrator was cool because; he was a star soccer player, had been popular in high school, was cute, and was older/ had graduated the year before - how does this relate to gender stereotypes or power?
 - The perpetrator's "coolness" is connected to the fulfilment of gender stereotypes (older, popular, athletic, attractive), in choosing to approach KINLEY at the party he validates her desirability (by calling her beautiful). She is expected to appreciate his attention, so he has the power here.

The initiation of sexual contact:

- KINLEY tells the audience that the perpetrator started kissing her out of nowhere, how does this relate to gender norms and consent?
 - The perpetrator is acting within the masculine gender box – aggressive, domineering, and persistent.
 - He did not seek or receive permission for the kiss - he did not obtain consent.

KINLEY's first verbal refusal:

- KINLEY describes being okay with making-out at first, but describes her growing discomfort as the perpetrator escalates his efforts. However, her initial verbal refusal is a polite "no, I'm good" – how might this relate to gender norms and stereotypes?
 - Acting within the feminine gender box, KINLEY shows concern for the perpetrator's feelings, and attempts to manage his experience of rejection at the same time she tries to address her own distress.

KINLEY's ongoing verbal refusal:

- KINLEY lets the audience know that after her initial refusal was ignored, she “said no again and again and he was like don't worry, don't worry, I won't” – what is happening here?
 - Operating from the masculine gender box, the perpetrator may believe that KINLEY is playing hard to get and that he is supposed to keep going, or he may believe that KINLEY really wants to have sex because she agreed to go for a walk alone with him, or maybe he thinks she owes him sex because they already made-out (It does not actually matter what he thinks, sex without consent is a crime).
 - The perpetrator does not respect KINLEY's right to stop the sexual activity or leave the situation – he may believe his wants are more important than hers.
 - The perpetrator continues after hearing no and has committed a serious crime.

Highlighting the power of KINLEY's story:

- KINLEY ends the interview by letting the audience know that she is ready to speak out, that people cannot keep getting away with sexual violence like it is okay - how does this relate to gender norms and power?
 - Gender boxes, and the expectations that go with them, create a world where survivors are shamed and blamed for being assaulted (they are supposed to be the brake in sexual situations after all!), which often stops people from speaking out. The only person responsible for sexual violence is the perpetrator.
 - In speaking out and sharing her story, KINLEY breaks out of the gender box and gains power over her narrative.

Within the song lyrics

“When you held my hand that night and said don't you worry, I thought I was the chosen one.”

- Passive femininity (being chosen), active masculinity (choosing).
- Desiring masculinity, desirable femininity

“But you led me to the field and you kissed me so fast.”

- Aggressive/desiring masculinity, passive/desirable femininity

“I couldn't find my legs to run.”

- Disempowered femininity/physically overpowered

“When I said no a thousand times.”

- Feeling less than – what you want, think, and feel does not matter

“You were a pirate in the night, you took something that was mine.”

- From the masculine box, sex is a prize to be won or a challenge to be conquered – particularly in relation to virginity
- From the feminine box, sex is a thing that needs protecting – particularly in relation to virginity
- Significant violation of physical autonomy

EDUCATOR RESOURCES

GENDER CONCEPTS

Body

Our body, our experience of our own body, how society genders bodies, and how others interact with us based on our body.

Most societies view sex as a binary concept with fixed male-female options. Unfortunately, the sex binary fails to capture even the biological aspect of gender. While most bodies have one of two forms of genitalia, which are classified as “female” or “male,” there are naturally occurring variations and Intersex realities which demonstrate that sex exists across a continuum of possibilities. The relationship between a person’s gender and their body goes beyond reproductive functions. Research in neurology, endocrinology, and cellular biology points to a broader biological basis for an individual’s experience of gender. In fact, research increasingly points to our brains as playing a key role in producing our experience of gender. Of course, bodies are also gendered in the context of social and cultural expectations. Masculinity and femininity are equated with certain attributes, labeling us as more or less a man/woman based on the degree to which those attributes are present. The gendering of our bodies affects how we feel about ourselves and how others perceive and interact with us.

Identity

Our deeply held, internal sense of self as male, female, a blend of both, or neither; who we internally know ourselves to be.

Gender identity refers to the internal experience and naming of gender. A cisgender person has a gender identity consistent with the sex they were assigned at birth. For example, a child whose sex was assigned male on their birth certificate and who identifies as a boy is cisgender (sometimes shortened to “cis”). A transgender person has a gender identity that does not match the sex they were assigned at birth. So, a child who was assigned male on their birth certificate and who identifies as a girl is transgender (sometimes shortened to “trans”). However, gender is a spectrum, and not limited to just two possibilities. A person may have a non-binary gender identity, meaning they do not identify strictly as a boy/man or a girl/woman – they could identify as both, or neither, or as another gender entirely. Agender people do not identify with any gender. Naming gender can be a complex and evolving process; it may take a person quite some time to discover, or create, the language that best communicates their gender. Although the language someone uses to label their gender identity may change over time, most people develop an understanding of their gender identity in early childhood suggesting that this is a core aspect of identity.

EDUCATOR RESOURCES

GENDER CONCEPTS (CONT)

Expression

How we present our gender in the world and how society, culture, community, and people perceive/interact with our gender. Gender expression is also related to gender roles and how society uses those roles to try to enforce conformity to current gender norms.

Gender expression refers to the way we show our gender to the world around us (through things like clothing, hairstyles, and symbols). Practically everything produced by our social world is assigned a gender—toys, colors, clothes, and activities are just a few examples. Given the prevalence of the gender binary, children face great pressure to express their gender within narrow, stereotypical definitions of “boy” or “girl.” Expectations around expression are taught from the moment a person is born, and are communicated through every aspect of life (family, peers, schools, community, media, and religion). Gender roles and expectations are so entrenched in our culture that most people cannot imagine any other way. For individuals who fit fairly neatly into expected gender roles and expression, there may be little cause to think about their gender, or how gender is created, communicated, and reinforced. However, people who express gender in ways that are perceived to be outside of these norms often have a very different experience. Females thought to be too masculine and males seen as feminine can face a variety of challenges. Pressures to conform at home, mistreatment by peers in school, and rejection by the broader society are just some of the difficulties that young people continue to face when their gender expression does not fall in line with the binary gender system. For most people, typical in their gender presentation or not, expression is the most tangible aspect of gendered experience because it impacts essentially all interactions with other people. Because expectations around gender expression are so rigid, it is frequently assumed that what someone wears, how they move, or how they talk, communicates something about their gender identity. However, expression is distinct from identity; a cisgender boy, for example, may like to wear skirts or dresses. His choice in clothing does not change his gender identity; it simply means that he prefers to wear clothing (at least some of the time) that society typically associates with feminine expression.

Gender and Sexuality are Different

Gender and sexual orientation are two distinct aspects of our identity. Gender is personal (who we are and how we see ourselves), while sexual orientation is interpersonal (who we are physically, emotionally and/or romantically attracted to). When we confuse gender with sexual orientation, we are likely to make assumptions about people that have nothing to do with who they are. When a person’s gender expression, for example, is consistent with social expectations they are frequently assumed to be straight/heterosexual. The reverse is also true - when someone’s gender expression is inconsistent with social expectations, they are frequently assumed to be gay/homosexual. These are faulty conclusions – a cisgender person can be of any sexual orientation, so can a transgender person.

Please note: the information in this section came from genderspectrum.org

GLOSSARY OF TERMS

The following glossary, or link to the original publication provided below, should be made available to students through their student google drive.

The following definitions were created and published by **Egale Canada Human Rights Trust** – Canada’s only national charity promoting 2SLGBTQ+ Human Rights through research, education, and community engagement. Listed terms are intended to provide a common language and provide clarification on terminology and themes related to 2SLGBTQ+ identities and experiences. This is not an exhaustive list but instead provides some basic terminology to support further education. Additional information and resources can be found by visiting: <https://egale.ca/>

The original publication of this glossary can be found at: <https://egale.ca/wpcontent/uploads/2017/03/Egales-Glossary-of-Terms.pdf>

GENERAL TERMS

GENDER

Gender is a system that operates in a social context to classify people, often based on their assigned sex. In many contexts this takes the form of a binary classification of either "man" or "woman"; in other contexts, this includes a broader spectrum.

SEX/GENDER BINARY

The notion that there are only two possible sexes (male/female) and genders (man/woman), and that they are opposite, distinct and uniform categories. This view also asserts that gender is determined by sex characteristics.

2SLGBTQ+

An acronym for “Lesbian, Gay, Bisexual, Transgender, Transsexual, Two Spirit, Queer and Questioning” people. This acronym is often used as an umbrella term to encompass a broad spectrum of identities related to gender and attraction. This acronym takes many forms and can include: LGBPTTIQQ2SAAS+.

ALLY

An ally is someone who believes in the dignity and respect of all people and takes action by supporting and/or advocating with groups experiencing social injustice. An ally does not identify as a member of the group they are supporting (e.g., a heterosexual person can act as an ally for gay people and communities; a cisgender lesbian can act as an ally for trans people and communities). Allyship is a never-ending process of education, as allies learn more about the social systems and institutions that continue to isolate, stigmatize and discriminate against 2SLGBTQ+ people and communities. Only through education can allies gain the skills and language to recognize and help to disrupt, the workings of these systems.

INTERSECTIONALITY

A lens of analysis of social relations and structures within a given society. The concept of intersectionality recognizes how each person simultaneously exists within multiple and overlapping identity categories (including but not limited to: ability, attraction, body size, citizenship, class, creed, ethnicity, gender expression, gender identity, race, religion). The ways in which an individual experiences systemic privilege and oppression are impacted by the interplay of these identity categories, depending on how they are valued by social institutions.

SPECTRUM

This is a term that is often paired with sex or gender to recognize that people may have a range of experiences (and realities) in both of these aspects of identity.

SEX/ASSIGNED SEX

Sex/assigned sex is the classification of a person as male, female or intersex based on biological characteristics, including chromosomes, hormones, external genitalia and reproductive organs. The reason we say assigned sex versus biological sex is to acknowledge that sex is often a value determined by medical professionals and is commonly assigned to newborns based on visual assessment of external genitalia. Inclusion here of the recognized category of “intersex,” frequently overlooked in discussions of sex, serves as a reminder that even at the level of biology, sex is not a binary system.

GENDER IDENTITY

Gender Identity is a person’s internal and individual experience of gender. This could include an internal sense of being a man, woman, both, neither or another gender entirely. A person’s gender identity may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others. It is important to remember that gender identity is not the same as sex / assigned sex.

GENDER EXPRESSION

The way a person presents and communicates gender within a social context. Gender can be expressed through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics or behaviours, which are often associated with masculinity and femininity. The ways in which gender is expressed are culturally specific and may change over time. May also be referred to as gender presentation or gender performance.

ATTRACTION

Often referred to as sexual orientation, this classifies a person’s potential for emotional, intellectual, spiritual, intimate, romantic, and/or sexual interest in other people, often based on their sex and/or gender. Attraction may form the basis for aspects of one’s identity and/or behaviour.

TERMS ASSOCIATED WITH SEX/ASSIGNED SEX

INTERSEX

Refers to a person whose chromosomal, hormonal or anatomical sex characteristics fall outside the conventional classifications of male or female. The designation of “intersex” can be experienced as stigmatizing given the history of medical practitioners imposing it as a diagnosis requiring correction, often through non-consensual surgical or pharmaceutical intervention on infants, children and young adults (some people may not be identified as “intersex” until puberty or even later in life).

FAAB

An acronym that refers to someone who was assigned female sex at birth. It stands for Female-Assigned at Birth. This may also be expressed as Coercively Assigned Female at Birth (CAFAB).

MAAB

An acronym that refers to someone who was assigned male sex at birth. It stands for Male-Assigned at Birth. This may also be expressed as Coercively Assigned Male at Birth (CAMAB).

TERMS ASSOCIATED WITH ATTRACTION

HETEROSEXUAL

A person who experiences attraction to people of a different sex and/or gender. Also referred to as “straight”.

GAY

A person who experiences attraction to people of the same sex and/or gender—gay can include both male-identified individuals and female-identified individuals or refer to male-identified individuals only.

LESBIAN

A female-identified person who experiences attraction to people of the same sex and/or gender.

BISEXUAL

A person who experiences attraction to both men and women. Some bisexual people use this term to express attraction to both their own sex and/or gender, as well as to people of a different sex and/or gender.

ASEXUAL

A person who may not experience sexual attraction or who has little or no interest in partnered sexual activity.

DEMISEXUAL

A person who does not experience sexual attraction unless they form an emotional connection. The term demisexual comes from the orientation being “halfway between” sexual and asexual

PANSEXUAL

A person who experiences attraction to people of diverse sexes and/or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and/or genders that exist across a spectrum and to challenge the sex/gender binary.

TERMS ASSOCIATED WITH GENDER IDENTITY

CISGENDER

A person whose gender identity corresponds with the social expectations associated with the sex assigned to them at birth. Without access to the word cisgender, people have often resorted to language like “real/normal men and women.” Referring to cisgender individuals as “real” or “normal” when compared to trans individuals is particularly violent language in that it implies that trans men and woman are not in fact real or normal. This is inaccurate, and it excludes and alienates trans individuals from community, and propagates transphobic attitudes. Cisgender is the appropriate term whenever describing individuals whose gender identity aligns with the social expectations of them based on their sex assigned at birth.

THE TRANS UMBRELLA

The term trans is frequently used as an umbrella term for a variety of other terms, including transgender, transsexual and can also refer to terms like genderqueer, agender, bigender, Two Spirit, etc. Some people may identify with these or other specific terms, but not with the term trans. Similarly, some people may identify as trans, but not with other terms under the trans umbrella. At their simplest, each of these terms has commonalities with the term trans, and yet they are all unique in their specific reference to the context of, and specific relationships between, conceptions of gender identity and assigned sex. The existence of a diversity of terms is important when discussing trans identities simply because there is quite a lot of variation in the lived experience and identities of individuals who may identify, or be described, as trans.

TRANSGENDER

A person who does not identify either fully or in part with the gender associated with the sex assigned to them at birth—often used as an umbrella term to represent a wide range of gender identities and expressions.

GENDER DIVERSE

An umbrella term for gender identities and/or gender expressions that differ from cultural or societal expectations based on assigned sex. Other common terms associated with gender diversity are gender variance and gender non-conformity. Gender variance, diversity or non-conformity is different from transgender, which refers to a specific identity. (for example, a child saying “I prefer girls’ clothing” is different from a child saying “I am a girl”).

GENDER FLUIDITY

Gender fluidity refers to the potential for change in ideas, experiences, and expressions of gender at an individual and/or societal level. This concept recognizes the potential for individual movement within a gender spectrum when it comes to self-presentation or expression. For some people this concept is embodied by self-identifying as "gender fluid."

GENDER QUEER

A person whose gender identity and/or expression may not correspond with social and cultural gender expectations. Individuals who identify as genderqueer may move between genders, identify with multiple genders, or reject the gender binary or gender altogether.

TRANSITION

The unique ways in which individuals may align elements of their identity and bodies with their gender identity. Refers to a variety of social, medical and/or legal changes that some gender diverse people may pursue to affirm their gender identity. For many trans individuals, pursuing some form of transition is essential to their overall health and wellbeing. This is evident in research data related to the impacts of transition on suicidal behaviour within trans communities. For instance, Ontario's Trans Pulse study found that 27% of respondents who were planning, but had not yet begun, transition had attempted suicide within the last year, compared to only 1% of those who had transitioned medically (Bauer, Hammond, and Travers 2010). The potential elements of transition can be broken down into three categories; social, medical, and legal. It's important to note that none of these three categories are required steps as part of a process of transition. The transition process is a very personal one. Each individual person will decide the ways in which they may choose to transition (or not) depending on what is comfortable and accessible to them.

SOCIAL TRANSITION

This expression is used to describe the common ways in which individuals may choose to publicly affirm their gender identity in social environments. This may include changes to: name(s), pronouns, gender expression (e.g., clothing, accessories, mannerisms, way of speaking, etc.); access to gendered spaces (e.g., washrooms, change rooms, religious/community spaces). Social transition is often the most common form of transition available to young people. Educators can create safer and more inclusive spaces for trans and other gender diverse students who socially transition by structuring opportunities for students to share their preferred names and pronouns and respecting these requests throughout the year. Equally important is creation of a class culture of respect and understanding, including clear guidelines regarding the ways in which everyone, including trans and gender variant students, can show respect for diverse expressions of gender. This could include lesson plans, media, books, movies, television, theater, music and web content that are trans-inclusive and that reflect gender diversity.

PRONOUNS

Using the correct pronouns at someone's request, is a way of validating that we all have the right to live our truth, to share our truth, and to be granted safety, respect and dignity in doing so. This involves knowledge about personal pronoun options beyond she/her/hers for women and he/him/his, for men when referring to someone in the third person. Some people go by the non-binary, gender neutral pronoun set; they/ them/theirs.

Gender and sexual orientation are two distinct aspects of our identity. **Gender** is personal (who we are and how we see ourselves), while **sexual orientation** is interpersonal (who we are physically, emotionally and/or romantically attracted to).

MEDICAL TRANSITION

Medical transition is often at the focus of discussion of trans identities, despite the fact that the term represents only one potential part of the transition process. As with social transition, medical transition can involve a variety of procedures and treatments. Potential elements of medical transition can include: Counselling/support (from psychologists, vocal/ behavioural coaches, social workers, etc.), Hormone therapy (e.g., administering testosterone, estrogen, hormone blockers), Gender affirming surgical procedures (e.g., hysterectomies, orchiectomies, oophorectomies, vaginoplasty, phalloplasty, mastectomy, tracheal shaving, facial feminization, etc.).

LEGAL TRANSITION

For the most part legal transition refers to the process of changing the ways in which official (provincial or federal) documentation refers to an individual's sex designation. This process differs substantially between regions and jurisdictions but can include updates to documents such as: Birth certificate, Passport, Citizenship card, Driver's license, Health card.

TERMS ASSOCIATED WITH BOTH GENDER IDENTITY AND ATTRACTION

QUEER

A term used by some in 2SLGBTQ+ communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction (as with the acronym 2SLGBTQ+), or by an individual to reflect the interrelatedness of these aspects of their identity. Queer was historically a derogatory term for difference, used in particular to insult homosexuality and 2SLGBTQ+ people. Although sometimes still used as a slur, the term has been reclaimed by some members of 2SLGBTQ+ communities.

QUESTIONING

An umbrella term that often reflects a process of reconciling three different pieces of information: 1) The feelings you have within yourself about the attraction(s) you experience and/or how you experience gender; 2) The language you have available to you to frame those feelings; and 3) The sense you have of how this will impact your interactions with other people in a social context.

TWO SPIRIT (OR 2-SPIRIT)

An English umbrella term that reflects the many words used in different Aboriginal languages to affirm the interrelatedness of multiple aspects of identity—including gender, sexuality, community, culture and spirituality. Prior to the imposition of the sex/gender binary by European colonizers, some Aboriginal cultures recognized Two Spirit people as respected members of their communities. Two Spirit people were often accorded special status based upon their unique abilities to understand and move between masculine and feminine perspectives, acting as visionaries, healers and medicine people. Some Aboriginal people identify as Two Spirit rather than, or in addition to, identifying as lesbian, gay, bisexual, trans or queer.

TERMS ASSOCIATED WITH DISCRIMINATION ON THE BASIS OF GENDER IDENTITY, GENDER EXPRESSION AND ATTRACTION

CISNORMATIVITY

A cultural and societal bias, often unconscious, that privileges cisgender identities and gender norms, and ignores or underrepresents trans identities and/or gender diversity by assuming that all people are cisgender and will express their gender in a way that aligns with perceived gender norms.

CISSEXISM

Prejudice and discrimination against trans or gender diverse identities and/or expressions. This includes the presumption that being cisgender is the superior and more desirable gender identity.

TRANSPHOBIA

Fear and/or hatred of any transgression of perceived gender norms, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is trans and/or gender diverse (or perceived to be) can be the target of transphobia.

HETERONORMATIVITY

A cultural and societal bias, often unconscious, that privileges heterosexuality, and ignores or underrepresents diversity in attraction and behaviour by assuming all people are heterosexual.

HETEROSEXISM

Prejudice and discrimination in favour of heterosexuality. This includes the presumption of heterosexuality as the superior and more desirable form of attraction.

HOMOPHOBIA

Fear and/or hatred of homosexuality, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is LGB (or assumed to be) can be the target of homophobia.

MONONORMATIVITY

A cultural and societal bias, often unconscious, that privileges attraction to a single sex and/or gender and ignores or underrepresents diversity in attraction and behaviour by assuming all people are monosexual.

MONOSEXISM (BINEGATIVITY)

Prejudice and discrimination in favour of single sex and/or gender attraction. This includes the presumption of monosexuality as the superior and more desirable form of attraction.

BIPHOBIA

Fear and/or hatred of bisexuality, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is or is assumed to be bisexual or experiences attraction to multiple sexes and/or genders can be the target of biphobia.

STUDENT HANDOUT

"MICROPHONE" Handwritten lyrics by KINLEY

When you held my hand that night and said "don't you worry,"
I thought I was the chosen one.
But you led me to the field and you kissed me so fast.
I couldn't find my legs to run.

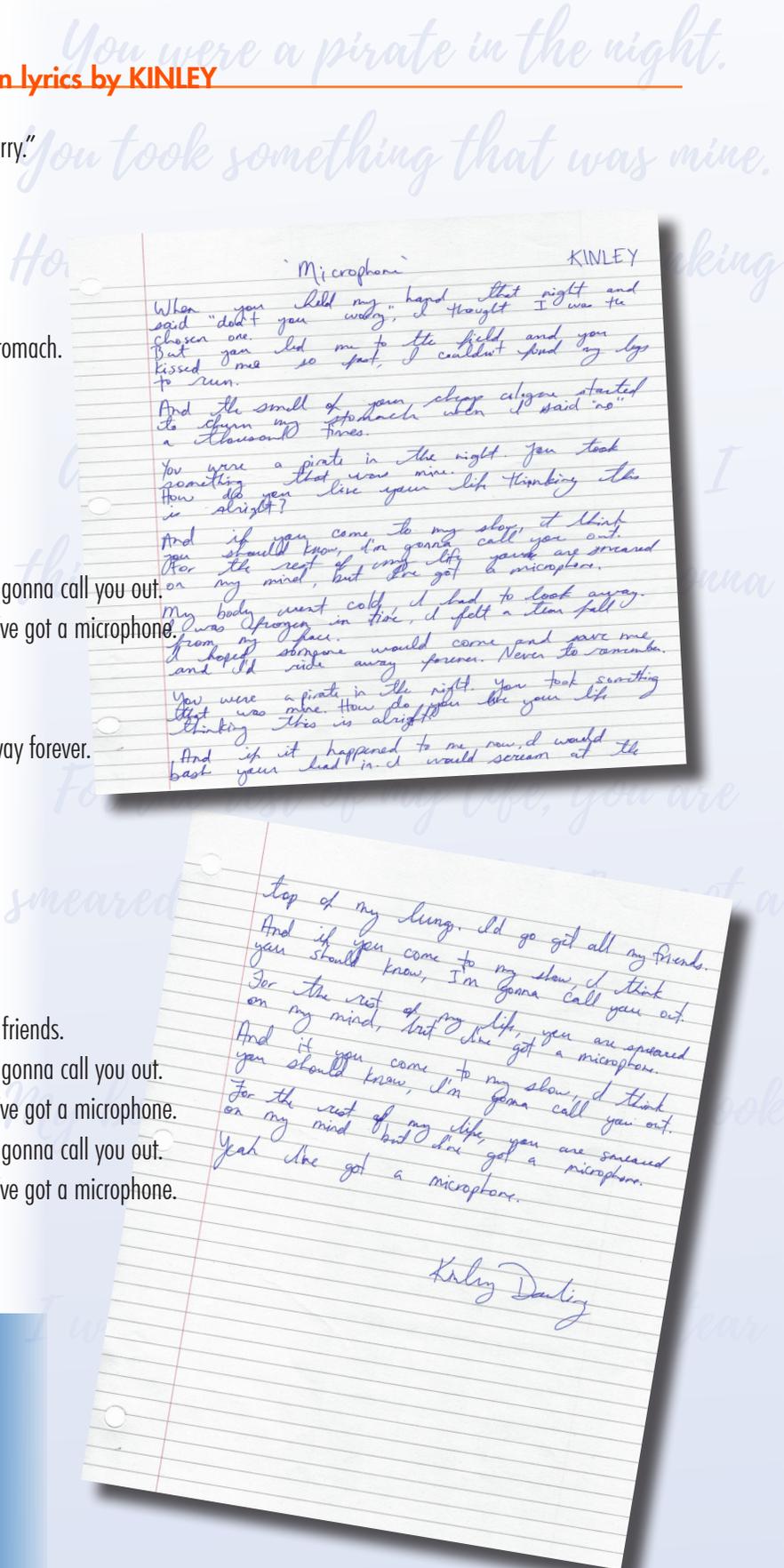
And the smell of your cheap cologne started to churn my stomach.
When I said "no" a thousand times.
You were a pirate in the night.
You took something that was mine.
How do you live your life thinking this is alright?

And if you come to my show, I think you should know, I'm gonna call you out.
For the rest of my life, you are smeared on my mind, but I've got a microphone.
My body went cold, I had to look away.
I was frozen in time, I felt a tear fall from my face.
I hoped someone would come and save me and I'd ride away forever.
Never to remember.
You were a pirate in the night.
You took something that was mine.

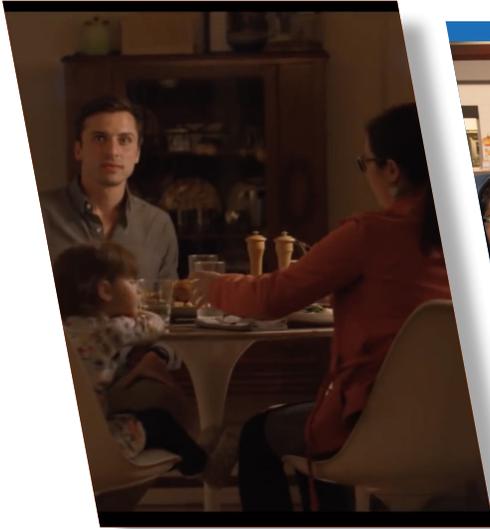
How do you live your life thinking this is alright?
And if it happened to me now, I would bash your head in.
I would scream at the top of my lungs. I'd go get all of my friends.
And if you come to my show, I think you should know, I'm gonna call you out.
For the rest of my life, you are smeared on my mind, but I've got a microphone.
And if you come to my show, I think you should know, I'm gonna call you out.
For the rest of my life, you are smeared on my mind, but I've got a microphone.

Yeah, I've got a microphone.

KINLEY and Jenna MacMillan (the Director of the "Microphone" music video) worked out a dramatic way to portray the fallout of her assault and of other cases in the media at the time, with a hope of delivering a positive message to victims.



THE
"MICROPHONE"
PROJECT



GENDER
STEREOTYPES