

Course: Health Education	Grade: 6
Unit: 4	Lesson Title: Growth and Development
Curriculum Connections	
General Outcomes: D3) understand that sexuality is an expression of one's "femaleness" or "maleness"	Specific Outcomes: Sexual stereotyping, self-esteem, sexual identity, and body image
Facts for Educators	
<ul style="list-style-type: none"> - The New Brunswick curriculum document offers a perspective of understanding sexuality that is binary, centering on "femaleness" and "maleness" and could be especially alienating for Two Spirit, gender diverse and transgender students. It is possible to affirm the lived experience of <i>all</i> students to achieve the general outcome which is an examination of sexual stereotyping, self-esteem, sexual identity and body image. - Youth are susceptible to gender stereotypes in media which can negatively impact their self-esteem and limit the possibilities they see for themselves. https://www.common sense media.org/blog/gender-stereotypes-are-messing-with-your-kid - A global study has found that by age 10 students will have internalized gender stereotypes that guide their ideas about themselves and others https://time.com/4948607/gender-stereotypes-roles/ - These gender norms can persist irrespective of a student's sexual preferences. That is, being a sexual minority does not mean students are less susceptible to stereotypes of behaviour expectations, or internalizing misogynistic or Eurocentric standards of beauty. https://www.them.us/story/gay-men-masculinity-mental-health - For some students who identify under the non-binary umbrella, gender takes on different meaning and expression entirely. https://www.verywellmind.com/what-does-it-mean-to-be-non-binary-or-have-non-binary-gender-4172702 	
Inclusivity for 2SLGBTQ+ students	

- It is often assumed that gender-diverse and transgender students all experience body dysmorphia and to the same degree, which is incorrect. Students of any gender identity may experience body dysmorphia, while others may not.

- **DISRUPT:** Be inclusive when discussing how **all** students are susceptible to messages about how they look and who they are, and this can negatively impact their self-esteem

https://www.instagram.com/p/CTFZdgjgJN2/?utm_source=ig_web_copy_link

- **THIS:** *An important part of growing up is figuring out what messages we are getting from the media, friends or family about how we should look and whether those messages are positive or messages that we should question because they make us feel bad about ourselves.*
- **NOT THIS:** *When a person is non-binary or transgender they do not like the body they were born with because it doesn't match who they feel that they are inside.*

- Discussions on Two Spirit identity take a pan-Indigenous perspective when the cultural meaning, the words used for them and role in community differ between nations

- **DISRUPT:** Be specific when discussing Two Spirit identity and centre voices from that nation (or nations) for whom it a **cultural identity**.

- **THIS:** *[play a video, or read from work, or invite a guest speaker to share the cultural importance of this identity]*
- **NOT THIS:** *Equating Two Spirit identity with western notions of gender and sexuality without cultural or spiritual importance: Two Spirited people are First Nation, Inuit or Métis people who are transgender, gender diverse or attracted to people of the same-sex.*

- There may be presumptions that gay males are “effeminate” and lesbian females are “masculine”.

- **DISRUPT:** Help students separate gender expression and gender conformity from sexual orientation. <https://www.youtube.com/watch?v=4AvyVGmpnto>

Resources

<http://w2sa.ca/about>

<https://www.youtube.com/watch?v=4Hj-a5AE-VM>

<https://www.youtube.com/watch?v=A4lBibGzUnE&t=1815>

<https://www.cbc.ca/news/canada/prince-edward-island/pei-gender-sexuality-kids-queer-1.6144767>

<https://welcomingschools.org/resources/be-prepared-for-questions-and-put-downs-about-gender>

<https://www.youtube.com/watch?v=pv6rMKjBrf0>

<https://www.youtube.com/watch?v=PzGauky2otc&t=35>

Atlantic Connections

John R. Sylliboy is one of the founders of the Wabanaki Two Spirit Alliance:

<https://www.cbc.ca/news/canada/nova-scotia/community/cbc-proud-to-shine-john-sylliboy-1.6137252>

Topics to Explore with students

- Introducing or reviewing the difference between sex, sex characteristics and gender
- Exploring the role assigned to different genders across cultures and time
- Exploring ideas about gender expression and how they change between cultures and over time
- Exploring the role of media and culture on our perceptions of what is attractive
- Analyzing who benefits and who is negatively impacted by gender and sexual stereotypes

Questions to ask students

- What things make it easy for you to be you? What things make it hard to be you?
- What do you like most about yourself? What do your friends and family say that they like the most about you?
- What differences have you noticed in how people dress and present themselves today versus 100 years ago? What are some big changes?
- What are some differences in the kinds of things people can do today, versus 100 years ago?
- In your family, are there roles that are only done by some people? What are they?
- What are things you notice when people talk about appearance? What are some messages you've noticed (from friends, family or media) about how a person should look? If there are different messages for some people versus others, what are they?
- What are things you noticed when people talk about how others behave? What are some messages you've noticed (from friends, family or media) about how a person should act? If there are different messages for some people versus others, what are they?

Activity suggestions

Note: All activities presume the educator has established classroom expectations around respectful and appropriate behaviour for the subject matter under discussion. It may be helpful to remind students of codes of conduct, supports and self-care techniques to ensure a healthy learning environment.

- https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS_Lesson_Media_Sleuths_Gender_Advertising.pdf?mtime=20200713131944&focal=none -- Gender in Advertising
- <https://www.bctf.ca/classroom-resources/details/questioning-gender-expectations> -- Questioning gender expectations
- <https://www.bctf.ca/classroom-resources/details/gender-identity-media-and-stereotypes> - Gender identity and media stereotypes
- <https://www.bctf.ca/classroom-resources/details/beauty-is-skin-deep> --Beauty is skin deep
- <https://www.bctf.ca/classroom-resources/details/gender-self-portrait> -- Gender self-portrait