Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care

Module 2 - Understanding Identity and Intersectionality

Lesson 10 Identity & Stereotypes	**Learning Goal:** To consider the many aspects that make up a person's identity and how social 'identifiers' are used to make judgements or to discriminate.

Key Vocabulary

- **Gender Identity** - One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
- **Identity** - Distinguishing character or personality of an individual; influenced by gender, race, religion, sexual orientation, family structure or relationships. Identity gives an individual a sense of belonging; conflicts in identity can lead to feelings of isolation and mental unwellness.
- **Identifier** – a word used to associate oneself in feeling, interest, action or physical characteristic with a particular social group
- **Social Identity** - Is a person's sense of who they are based on their group membership(s).
- **Stereotype** - an overly simple, unfair and untrue belief about a group of people.

Educator Pre-Reflection

Modification for Remote Learning: PowerPoint will include visuals and modifications needed for teaching this lesson remotely. Students will use whatever supplies they have at home if needed.

YouTube: Log into YouTube using your HWDSB account and play videos in safe mode.

Before engaging in this lesson, consider/think about...

Who are you as an individual? What are the first words you think of when you think about your identity? What words describe your gender, age, race, ethnicity, occupation? In this lesson, consider what you are willing to share with students or keep private. You can expand on 1-3 of your own identifiers during discussion, if you feel comfortable.

When creating dialogue, think about 'categories' for people, and how they apply to the real-world (census, medical forms, job application).

How do we, as educators, stereotype and categorize students in our classrooms? (It's meaningful to recognize that our stereotypes may be based on one true interaction, but we should be careful not to generalize). See *Identity Chart* in Further Resources.

Student Pre-Reflection

Before you begin, think about...what makes you the person you are.

- In what ways are you unique? In what ways are you similar to others?

Provocation/Minds On

Teacher Prompt: Facilitate a discussion by asking your students, *"How do we 'categorize' people?"*

- Encourage your students to think about gender, race, religion, nationality, occupation, age, and interests.
- Ask students to consider how the world may already categorize us, for example:

  - Job Applications (age, ability to lift, word typing/speed)
  - School (courses, streaming, grade level)
  - Health Questionnaires (smoker/non-smoker, male/female)
  - Our friend groups

Learning Task/Activity

Teacher Prompt: The purpose of this task is to create a Mind map and the words that make you "you". You may want to consider some of the categories that were mentioned above or think of other ways you think about yourself. Be mindful that these Mind maps can be private/personal, and students may not feel safe sharing.

Instructions:

- Put your name in the center; branch out with words that you use to identify yourself. Examples of 'identifiers might include ability, age, body size/shape, gender, language, race, religion, sexual orientation, socio-economic status/class
- From those 'identifiers' draw an arrow outward from 3. Note how those identifiers affect the way you see the world around you.
- From the same set of 'identifiers' choose 3 and draw arrows inwards to your name. Note how the world/society might see you because of those descriptors.

Other considerations:

- Allow students the option to use images or write in their own language (English Language Learners)
- Option for arrows in/out to connect directly to subject / curriculum
- Examples of identifiers:
  - Female – cautious of walking alone at night
  - Teenager – only allowed so many students in a store

Ideas for Follow-up/Discussion

Lead your class in a discussion about stereotypes.

You may also have them read the article in CBC Kids https://www.cbc.ca/kidsnews/post/disney-plus-tries-again-to-address-racist-stereotypes-in-old-films

Watch the video https://youtu.be/zvoguiY-Qmo

(7.50 mins) A 15-year-old Markham teen shares his experience with stereotypes, anti-Black racism and what to do to tackle it.

You may want to have a follow up discussion related to your course or curriculum area. For example:

- **Careers in STEM and Trades:** How does a female-identifying person perceive their 'belonging' in a tech-classroom; how does society view a person's mathematical ability based on their race? Our 'categories' and/or 'identifiers' should not affect the way we are treated in a medical situation, or in a classroom, or in the society at large.

Educator Post-Reflection

The main idea I want to remember or take away from this lesson is...

Some stereotypes I might have are...

I want to learn more about...

Student Post-Reflection

The main idea I want to remember or take away from this lesson is...

Some stereotypes I might have are...

I want to learn more about...

Further Resources

- Lesson ideas and examples for creating an Identity Chart
- Job Application for Tim Hortons - examples of checking boxes about our identities
- Examples of Medical Forms/Questionnaires examples of asking for our identifiers

- One example of categories in an Identity Map (also demonstrates intersectionality):

Source: https://imagesofintersectionality.home.blog/2019/08/28/what-is-intersectionality/
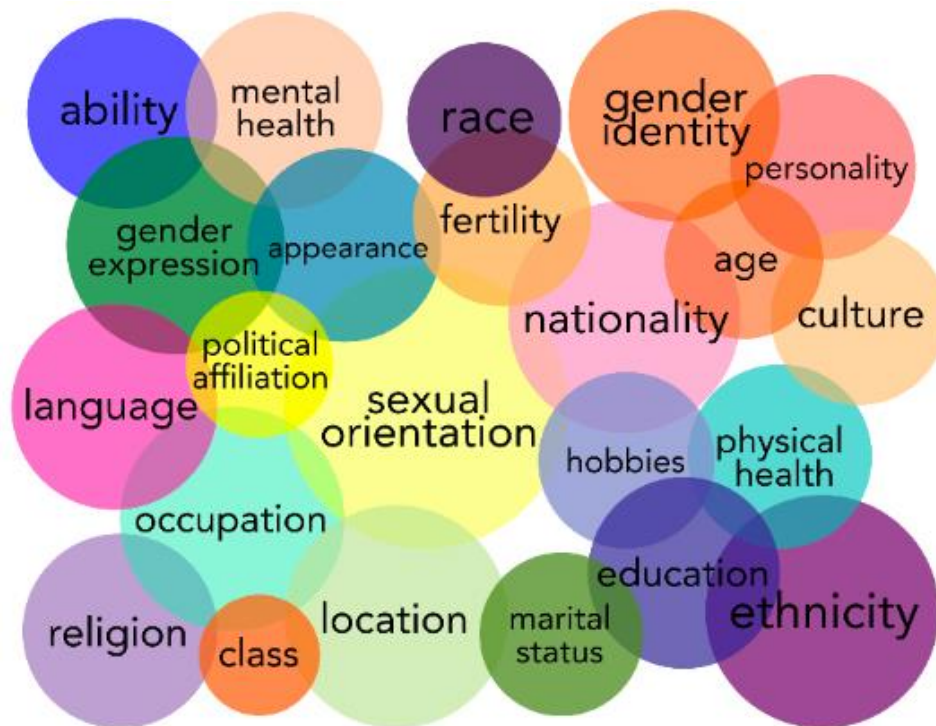
Possible Curriculum Connections

The Arts

ATC1O - C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in dance activities.

ADA 1O - B2.4 Drama and Society: identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions (e.g., describe what they learned from experiencing different perspectives on reality through drama works based on Aboriginal and/or international sources)

ADA 1O - C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities. C3.1 Responsible Practices: identify and follow safe and ethical practices in drama activities (e.g., find ways to ensure the emotional safety [trust] and physical safety of themselves and others, both onstage and offstage;

AVI 1O - B2.3 identify ways in which c Art, Society, and Values: reating and/or analysing art works has affected their personal identity and values (e.g., with reference to their self-perception, their level of empathy, their awareness of stereotypes, their awareness of their emotions and their ability to express

them). C3.1 Responsible Practices: identify some legal and ethical issues associated with visual arts, and demonstrate legal and ethical practices when creating, presenting, and/or promoting art works.

Business Studies

BBI1O, BBI2O – Buisness Fundamentals • demonstrate an understanding of ethics and social responsibility in business; Business Ethics and Social Responsibility

Functions of a Business • explain the role of human resources in business

BDI3C Enterprising People and Entrepreneurs By the end of this course, students will: • analyse the characteristics and contributions of enterprising people;

BMX3E Retail and Service Opperations: describe the role of the human resources function in retail and service businesses. – explain the importance of ensuring diversity in the workplace in retail and service businesses

Canadian and World Studies

CGC1D: Livable Communities: E1.The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada

CHC2D/P: The E Strand: Identity, Citizenship and Heritage: E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present

CHV2O: B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada

Computer Studies

ICS2O: C1. describe key aspects of the impact of computers and related technologies on society

ICS 3U: D1: demonstrate an understanding of emerging areas of computer science research

ICS 3C: D3: D3. explain key aspects of the impact that emerging technologies have on society

ICS 4U: D3. analyse the impact of emerging computer technologies on society and the economy;

ISC 4C: D2. demonstrate an understanding of ethical issues and practices related to the use of computers

D3. investigate and report on emerging computer technologies and their potential impact on society and the economy.

Cooperative Education

DCO3O: B2. Skills for the Future: demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety, and well-being and to relevant expectations from the related course or courses, and explain how they might use what they have learned in other aspects of their lives, now and in the future

English

ENG1D, ENG1P, ENG2D, ENG2P, ENG3U, ENG3C, ENG3E, ENG4U, ENG4C, ENG4E

The applicable overall expectations for the above courses are listed below:

Oral Communication: Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Reading and Literature Studies: Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;

Writing: Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

Media Studies: Understanding Media Texts: demonstrate an understanding of a variety of media texts;

English as a Second Language and English Literacy Development

 (ESLAO, ESLBO, ESLCO, ESLDO, ESLDO)

Strand: Socio-Cultural Competency:

Overall Expectation 2: 2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;

French as a Second Language

FSF1D - B1.2 Speaking to Communicate: Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal

interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate (e.g.,express ideas and opinions about current events and issues)

FSF1D - B2.2 Speaking to Interact: Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modelling as appropriate.

FSF1D - B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

Guidance and Career Education

GLC2O B2. Preparing for Future Opportunities: develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities

GLD2O • identify their interests, strengths, and needs, and describe how these influence their decisions about education and work.

GLW3O analyse their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals; • maintain a portfolio for use in career planning that provides up-to-date evidence of knowledge, skills, interests, and experience; • demonstrate an understanding of the personal-management skills, habits, and characteristics that could contribute to success in their selected postsecondary destinations and independent adult life.

Health and Physical Education

PPL10 Healthy Living C1.5 demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person's understanding of their gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students

PPL20 Human Development and Sexual Health

C3.4 describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly

PPL40 Human Development and Sexual Health C3.4 analyse the portrayal of different relationships in the media (e.g., movies, song lyrics, television, print media, Internet) with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging

Interdisciplinary Studies

IDC3O/IDP3O. Perspectives and Approaches By the end of this course, students will: – analyse and describe how each of the subjects or disciplines studied views the role of personal experience in gaining knowledge (e.g.,"How does our personal experience affect our perception of things?", "What personal responsibility does claiming to 'know' something carry for the 'knower'?","What roles do culture and language play in our perceptions, understandings, and beliefs?")

Mathematics

Mathematical Process Expectations

Representing - create a variety of representations of mathematical ideas (e.g., numeric, geometric, algebraic, graphical, pictorial representations; onscreen dynamic representations), connect and compare them, and select and apply the appropriate representations to solve problems

Communicating - communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions.

Social Sciences and Humanities

HIF1O/2O B1. Adolescent Development: describe important changes that are associated with adolescent development and explain their influence on the behaviour and needs of young people; D1. Personal Responsibilities: demonstrate an understanding of their responsibilities related to their personal well-being and that of their family, and of how they can maintain their health and well-being;

HSE3E B1. The Social Construction of Identity: demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes;

HHD3O B1. Personal Well-Being: demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course; B2. Self-concept and Self-esteem: explain how self-concept and self-esteem influence personal well-being; B3. Self-concept and Healthy Relationships: demonstrate an understanding of how self-concept influences an individual's interactions with others.

HHG4M E2. Personality and Identity: demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan;

Technological Education

TGJ 2O - C1. describe the impact of communications media technologies and activities on the environment and identify ways of reducing their harmful effects C2. demonstrate an understanding of social effects and issues arising from the use of communications media technologies and the importance of representing cultural and social diversity in media productions.

TEJ 2O - C2. identify effects of the widespread use of computers and associated technologies on society

D3. identify various careers related to computer technology, and describe the education and/or training required for them.

TCJ 2O - D2. describe ways in which the construction industry affects society.

E2. identify career opportunities in the construction industry, and describe the training required for these careers.

TXJ 2O - C2. demonstrate an understanding of trends and social issues in relation to the hairstyling and aesthetics industry .D2. describe career opportunities in hairstyling and aesthetics, including relevant secondary and postsecondary educational pathways, and identify key knowledge, skills, attitudes, and habits that are important for success in the industry

TPJ 2O - A2. describe factors that affect personal health and well-being. C1. demonstrate an understanding of environmental issues related to health care and personal well-being. C2. describe social trends and health care issues relating to children and adolescents

TMJ 2O - C2. demonstrate an understanding of ways in which the manufacturing industry affects society D2. describe career opportunities in the manufacturing industry and the education and training required for these careers.

TDJ 2O -C2. describe how society influences technological innovation and how technology affects society

TTJ 2O -D2. identify career opportunities in the transportation industry and the education and training required for them.