Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care
Module 2 - Understanding Identity and Intersectionality

Lesson # 11 Visible and Invisible Identity	Learning Goal: To understand that identity (who we are 'on the outside') is not the whole picture and that there is more to each person if we look below the surface.

Key Vocabulary

- **Culture -** Is a social system of meaning and custom that is developed by a group of people. It is distinguished by a set of spoken and unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviours, customs, and styles of communication.
- **Cultural Consciousness** - Is the process of developing awareness of culture in the self, which can result in expanding understandings of culture and developing deeper culture knowledge about other individuals and contexts
- **Diversity** - Differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class, and/or socio-economic situations.
- **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...

What does culture mean to you? Teaching Tolerance defines culture as "a shared system of meanings, beliefs, values and behaviors through which we interpret our experiences". Culture is learned, collective and changes over time. Culture is generally understood to be "what we know that everyone like us knows."

In this lesson, we will be reflecting on the "cultural iceberg". After thinking about who you are on the outside, consider what is beneath the surface? What are some aspects of your identity that are not as visible to others? What ways of living or beliefs are handed down from one generation to the next in your lived experience?

Student Pre-Reflection

Before you begin, think about what you noted on your Identity Mind Map in the last lesson – is there anything missing? Is there anything about your identity you don't want others to see or know?

HWDSB

Provocation/Minds On

Display/project the Cultural Iceberg – what are some aspects of culture that you have not considered that influence your identity?

- Take out the Identity Mind Map from yesterday.
- Referencing the Cultural Iceberg image, think about what other aspects of your identity you have not included on that map.
- See if you can add 3-5 additional points on your Identity Mind Map

Learning Task/Activity

Teacher Prompt: Have students privately reflect on the following questions:

1. What parts of your identity are important to you? What parts are less important?
2. What are aspects of you that are unseen, but you would like others to know?
3. What are aspects of yourself that you cannot hide, even if you want to?
4. What are some stereotypes that might exist about one of your identifiers you?
5. What are some stereotypes you might have about others that you can change?

If you feel comfortable, guide a brave conversation with students (this can be done in partners, small groups, or whole class) about their responses to these questions.

Ideas for Follow-up/Discussion

- **Disguising Identity:** Are times where you wish you could hide your identity? Or are there circumstances where you cannot hide your identity? Do you participate in activities, traditions, or events that celebrate your identity or discuss your identity? Are there clubs at school that bring people who share your identity together? Empower and support your students to find out how to create new groups or clubs.
- **Creating a Safer Space:** How can we use this information to create a safer learning space? How does this activity help us build empathy and understanding of others?

Educator Post-Reflection

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

I am feeling...

Student Post-Reflection

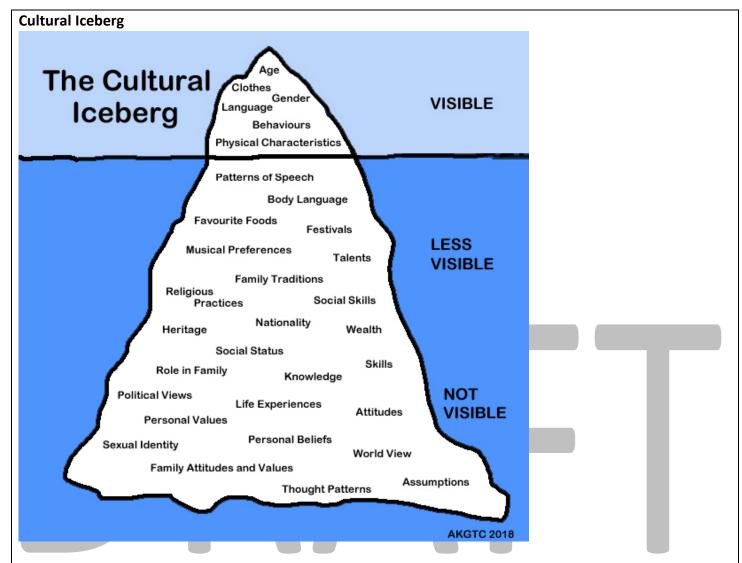The main idea I want to remember or take away from this lesson is...

I am feeling unsure about...

I am feeling confident about...

Further Resources

Cultural Iceberg

Source: https://akgtcanada.com/if-i-really-knew-you/

Blank Iceberg Diagram

"Little Boxes" reading and questions from Facing History

Racial Identity boxes - Can't pick just one

When You're Mixed Race, Just One Box Is Not Enough NPR (2013 7:00)

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). 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: creating 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 – Business 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

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

Classical Studies and International Languages

Computer Studies

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

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

ICS 4U: Topics in Computer Science. D3. analyse the impact of emerging computer technologies on society and the economy

ICS 4C: Computers and the Society 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
ESL (ESLAO, ESLBO, ESLCO, ESLDO, ESLDO)
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

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?")

IDC4U/IDP4U -analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;- explain how the manipulation of information (e.g., through the use of propaganda, bias, and stereotyping) affects society, by analysing historical and contemporary examples from each of the subjects or disciplines studied.

Mathematics (Grade 9 and 10)

Overall 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.

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