

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

Lesson #14 – Intersectionality

Learning Goal: To understand that identity is made up of many different parts that combine to make us who we are. Our intersecting identities influence how we experience the world.

Key Vocabulary

Intersectionality: How the combination or intersection of our multiple identities and the privileges and oppressions we experience influence our lives and how we interact with the world. No one experiences one form of privilege or oppression. Our lives are shared by our racialization, gender, class, sexual orientation, ability/disability, height (to name only a few). “There is no such thing as a single-issue struggle because we do not live single issue lives.” —Audre Lorde

Privilege: A special right, advantage, or immunity granted only to a particular person or group. Privilege can be earned, or unearned. Privilege is often invisible (or hard to see) for those who have it.

Oppression: Refers to the injustices and disadvantages some individuals or groups suffer because of intentional or unintentional practices within a society. Different identities come with different privileges and oppressions.

Myth of Meritocracy: The myth that your success in life is based on your ability or how hard you work.

Curriculum Connections

Kindergarten

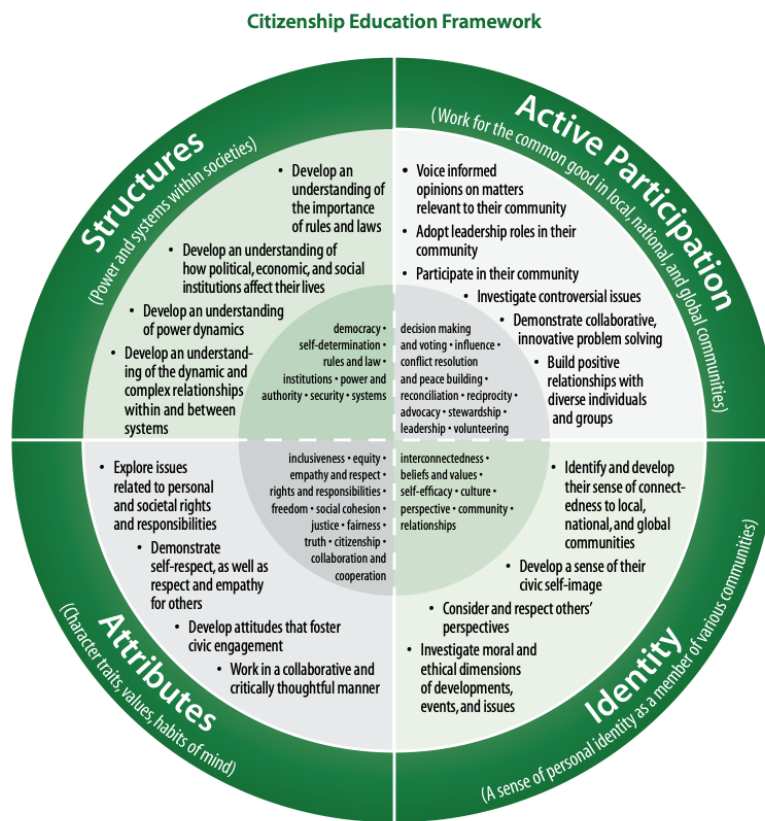
Belonging and Contributing.

This frame encompasses children’s learning and development with respect to:

- their sense of connectedness to others;
- their relationships with others, and their contributions as part of a group, a community, and the natural world;
- their understanding of relationships and community, and of the ways in which people contribute to the world around them.

The learning encompassed by this frame also relates to children’s early development of the attributes and attitudes that inform citizenship, through their sense of personal connectedness to various communities.

Social Studies Curriculum, Grades 1-8



The combination of the citizenship education framework and the knowledge and skills in the curriculum expectations brings citizenship education to life, not only in social studies, history, and geography, but in many other subjects as well.

The Citizen Education Framework in the front material of the Social Studies/ History and Geography curriculum outlines the information and skills a learner needs to understand in order to study History and Geography. One quadrant focuses on Identity, and one's place within their local and the global community. This lesson is a component of students acquiring the knowledge necessary to understand themselves, and their role as citizens of Canada.

Prior Knowledge Required

Students will need to know some personal information about themselves and their families such as religion, race and other personal signifiers. It is recommended that Lesson 12/13 - Identity and Race be completed prior to engaging in this lesson as students will need to understand identity.

Educator Pre-reflection

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

Your co-learning stance as a participant in this lesson. You and your students are all learning together and working towards understanding yourselves and others. Be patient and compassionate with yourself and

others as you navigate discussions related to privilege and oppression. As we recognize our privileges as part of dominant groups, we may experience discomfort and/or heightened emotions because our ways of thinking are being challenged in new ways. This is part of the learning process.

*Please be aware that race is a heavy burden many racialized students carry even at a very early age due to their lived experiences. If a racialized student is unwilling to share, participate, or even be present for these conversations, it may be due to personal triggers. Thus, forcing them to participate in a conversation about race where they do not feel safe may cause added harm to such students. As the expert on your students' background history, triggers, body language, and classroom dynamics, please make informed and empathetic decisions regarding ensuring a safe and inclusive setting to engage in these brave conversations.

Student Pre-reflection

Before you begin, think about...

What is identity?

What parts make up my identity?

Provocation/Minds On

Display the Identity chart you created as a class in Lesson 12 if possible. If available, have students find their self-portraits from the same lesson.

Say:

Think back to the self-portraits that we made in an earlier lesson. What kinds of things did we include about ourselves in our drawings to show our identities?

Which parts of us were visible or easier to see? Which parts were less visible or harder to see?

Can one part of you be more important than another part? Why or why not?

Learning Task/Activity

ay:

Today we are going to learn a big word – INTERSECTIONALITY

Let's break the word apart to begin – INTER – SECTION – ALITY

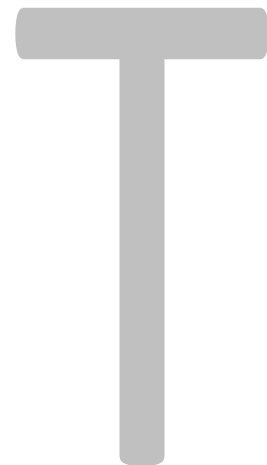
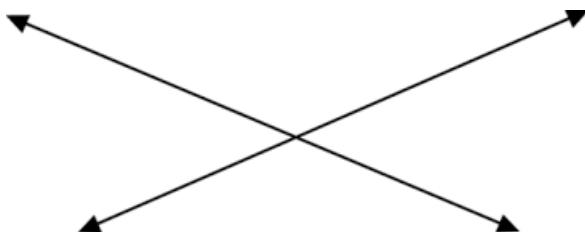
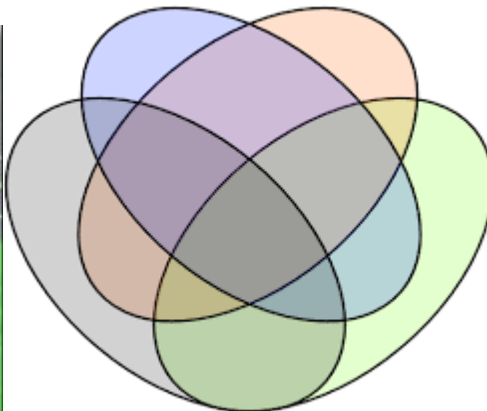
SECTION – means parts

INTER – means to meet or cross

INTERSECTION – means the place where parts meet or cross each other

As you look at the following images try to see if you can find the sections or parts and the intersection or the place where they meet.

Display each image one at a time and have students identify the parts and the intersection.



Just like there are parts or sections in these images, our identities have parts or sections. We are not just one thing. Each of us is made up of a collection of many parts. These parts include many aspects of identity such as the languages we speak, place of birth, number of people in our family, favourite things, religion or faith, gender, race, abilities and many, many more. We are all these things at once and they can't be separated from each other.

Now let's go back to the big word – INTERSECTIONALITY.

INTERSECTIONALITY – is knowing that all the parts of a person's identity combine to make them who they are and no one part can fully describe a person. Intersectionality also means that people will experience the world in different ways based on all the parts of their identities.

Let's go back to the self-portraits that each of you made. Each of you tried to show different parts of your identity in your drawing. Could someone get to know you just by looking at your self-portrait? Would someone really know you if they only looked at your shirt or hair colour? Would they really understand who you are if they just learned about your favourite foods?

Intersectionality means we recognize that we need to get to know and understand other people not just based on how they look or how they act. We have to try to learn about ALL of the parts of people because all of their parts are important.

Consolidation

Sharing Circle: (If students are comfortable, invite them to share their responses with the class)

What are some ways we can get to know and understand the intersectionality (parts of identity) of the people in our class?

Share a part of your identity that people in the class might not know about you.

Educator/Student Post-Reflection

Talking about my identity with others is _____ because...

Listening to others share about their identity is _____ because...

Ideas for Going Deeper/Further Resources

The following videos explain intersectionality further:

<https://youtu.be/WzbADY-CmTs>

<https://youtu.be/w6dnj2lyYjE>