



8/9 PHYSICAL AND HEALTH EDUCATION
GENDER IDENTITY

RATIONALE

In this lesson, students will create a map of their school that evaluates how safe and welcoming its spaces are for trans, two-spirit and gender expansive students. Students will consider how gender identity and expression is influenced by societal expectations. They will also explain and support personal responses to a text.

CURRICULUM REFERENCES

PHYSICAL AND HEALTH EDUCATION, 8

- **Big Ideas:** Advocating for the health and well-being of others connects us to our community.
- **Curricular Competencies:** Propose strategies for responding to discrimination, stereotyping, and bullying. Propose strategies for developing and maintaining healthy relationships. Create strategies for promoting the health and well-being of the school and community. Explore and describe the impact of transition and change on identities.
- **Content:** Consequences of bullying, stereotyping, and discrimination. Influences of physical, emotional, and social changes on identities and relationships.

PHYSICAL AND HEALTH EDUCATION, 9

- **Big Ideas:** Advocating for the health and well-being of others connects us to our community.
- **Curricular Competencies:** Analyze strategies for responding to discrimination, stereotyping, and bullying. Propose strategies for developing and maintaining healthy relationships. Create strategies for promoting the health and well-being of the school and community. Explore and describe factors that shape personal identities, including social and cultural factors.
- **Content:** Consequences of bullying, stereotyping, and discrimination. Influences of physical, emotional, and social changes on identities and relationships.

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BACK TO INDEX

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Lesson Plan: School Climate Map

(based on content from *the Gender Spectrum: What Educators Need to Know*)

Rationale

In this activity, students will create a map of their high school that evaluates how safe and welcoming its spaces are for trans, two-spirit and gender expansive students. Students will consider how gender identity and expression is influenced by societal expectations. They will also explain and support personal responses to a text.

Grade/subject(s): PHE 8/9

Big Ideas:

- Advocating for the health and well-being of others connects us to our community.

Competencies:

- Propose strategies for responding to discrimination, stereotyping, and bullying
- Propose strategies for developing and maintaining healthy relationships
- Create strategies for promoting the health and well-being of the school and community
- Explore and describe the impact of transition and change on identities

Content:

- Consequences of bullying, stereotyping, and discrimination
- Influences of physical, emotional, and social changes on identities and relationships

Core Competencies:

- Communication – Connect and engage with others (to share and develop ideas)

- Acquire, interpret, and present information (includes inquiries)
- Creative Thinking – Generating ideas
- Critical Thinking – Analyze and critique
- Personal and Cultural Identity – Relationships and cultural contexts
- Personal Awareness and Responsibility – Well-being
- Social Responsibility – Contributing to community and caring for the environment
 - Valuing Diversity

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one’s actions
- Learning requires exploration of one’s identity

Teaching Strategies and Questions

Invite students to work in small groups to create a map of their school (if you have a photocopy of a school map, you could also just provide one to each group). It is not important for the map to be architecturally accurate—ask them to choose which spaces will be important to represent, such as the library, hallways, cafeteria, washrooms, guidance office, gym, locker rooms, and sports fields. Perhaps they could label one classroom to represent all classrooms in the school.

Ask the students to mark the spaces in the school with the following colour code:

- Green: This is a safe and welcoming space trans, two-spirit and gender expansive students
- Yellow: Trans, two-spirit and gender expansive students should use caution in this space
- Red: This space is unsafe and hostile to trans, two-spirit and gender expansive students

The group should come to a consensus about how to categorize each space. Encourage them to be thoughtful about how they categorize each space by giving detailed reasons and examples for their decisions.

Have students present their maps to the class, explaining their logic for their decisions.

Once all of the groups have presented, ask students to identify patterns across all of the maps. What do they notice? Does anything stand out or surprise them?

Challenge the groups to create an action plan for improving the school climate for trans, two-spirit and gender expansive students. What concrete steps can students take to make a difference? Facilitate a class discussion based on the groups’ ideas.

Book Titles

- Skelton, Wallace J. *Transphobia: Deal with It and Be a Gender Transcender*. 2015. 32p. Lorimer, \$24.95 (978-1459407664) Gr 6 - 9
 - Offers information, quizzes, comics and true-to-life scenarios to help kids better understand gender identity and determine what they can do to identify and counter transphobia in their schools, homes and communities

Full lesson plan available in: The Gender Spectrum: What Educators Need to Know (page 45)

