



Gender Identity for Kids

Activity 1: Identity Mapping

Format:

- Individual Activity

Materials:

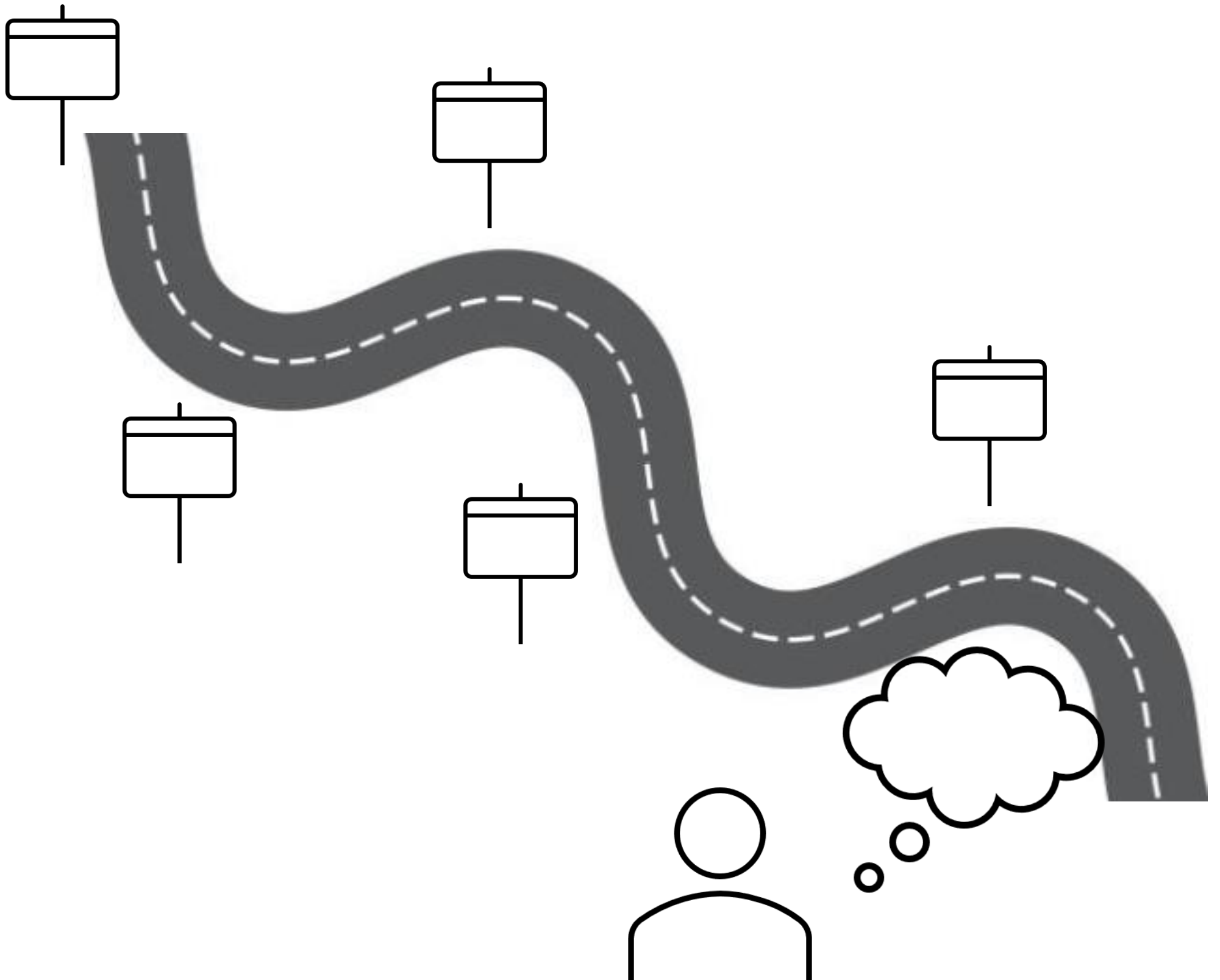
- Printout of handout on following page
- Colouring pencils, markers, crayons

Timing:

- Following the pre-reading discussion

Instructions:

1. Using the handout provided, guide students to create a roadmap of who they are.
 - Students can use signs, pictures, words, symbols, etc. that represent different aspects of their identity, that all together, make up who they are.
 - Think of it as a map to help someone understand the parts of you that you think are most important about who you are.
 - Offer some examples of elements student might include:
 - Sex, gender, religion, family members/status, preferences, abilities, etc.
 - Students can add any elements they want to the handout they've been provided.
 - If the map doesn't work to demonstrate the parts of your identity that you want to highlight, feel free to flip the page and draw a picture, write a poem, a note, or anything else!
2. Ask students if there are any volunteers to share their roadmap with the class.



Activity 2: Boys, Girls, Neither, or Both

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Chalk board, white board or chart paper

Timing:

- Following the pre-reading discussion

Objective:

- Students will begin to think of their favorite things as individual preferences rather than “boy” or “girl” things.

Instructions:

Adapted from: <https://www.learningforjustice.org/magazine/summer-2015/toolkit-for-sex-sexual-orientation-gender-identity-gender-expression> (see link for script)

1. Start the activity by explaining that all of us have different things that we like—colors, toys, activities and so on. Who decides what things we like and what things we don't like? As a class, you will start the activity by talking about those different things and whether they are for girls, or boys, neither, or both.
2. Kick the activity off by asking students to think of a colour they really like.
3. After everyone has thought of a colour, ask each student to share with a partner.
4. Draw two intersecting circles on the board – label the left one boy, label the right one girl, label the portion that overlaps neither or both.
5. Ask a student to volunteer a colour and tell you where the colour should be written in the diagram.
6. Typically, within 3-5 examples, students will point out that all the colors should go in the “both” circle. If they haven't, ask them if they notice anything about where all the colors seem to be ending up. If it has not come up, be sure to include pink. If no boys raise their hands when you test it with the class (which is rare), ask them if they know any boys who like pink. If still no one raises their hand, then mention that you know some who do.
7. Once you have determined that all colors really should go in the “both” circle teach them the phrase “colors are colors” and write it on the chart. At this point you can also suggest that rather than three circles, perhaps we should just have one that is labeled “kid.”
8. Conclude the “color” activity by pointing out, “Colors are just colors. They don't have a gender; they're just colors!”

9. Depending on the time and attention span of the group, you can repeat the process for toys, and then for activities, each time emphasizing that there aren't boy or girl things, just kid things. Colors are colors, toys are toys, and activities are activities.
10. Following the activity, lead a discussion with the class using the following prompts:
 - What does it feel like to be told colours, activities, etc. are just for girls or just for boys? Who might that exclude?
 - Make sure to address how this impacts ALL people, including cis and trans folks.

Activity 3: Gender Identity and Pronouns

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Computer
- Projector

Timing:

- While Reading

Instructions:

1. Watch the video on gender identity and pronouns (3:42):
<https://www.youtube.com/watch?v=J3Fh60GEB5E>
2. Guide students through a discussion about the video:
 - Why is it important to correctly use someone's pronouns?
 - How should you make it right after using the wrong pronouns to refer to someone?
3. Ask students to move around the class and practice introducing themselves including their pronouns and asking others for theirs. Make sure they know they remind others they don't have to share their pronouns, just if they want to.
 - Remind students that you never have to share, you can simply ask people to use your name.

Activity 4: Definition Matching and Gendered Language

Format:

- Individual Activity

Materials:

- Printouts of Definition Matching handout
- Printouts of Gendered Language handout
- Pencils

Timing:

- While Reading

Instructions:

1. Distribute copies of the handout on the following page to each student.
2. In part 1, instruct students to draw a line between the terms and their corresponding definitions.
3. In part 2, instruct students to rewrite each of the sentences provided in the handout using gender-neutral language, or the gender indicated on the line provided.

Definition Matching

Connect each term with its definition by drawing a line between them.

NON-BINARY

TRANSGENDER

GENDER
ROLES

TRANS
WOMAN

GENDER
SPECTRUM

A woman who was
assigned male at birth

A person whose gender
isn't strictly male or female
but something else

A person whose gender
identity is the same as the sex
they were assigned at birth

A person whose gender
changes over time

A man who was assigned
female at birth

A person whose gender
identity is different from the
sex they were assigned at
birth

GENDER FLUID

CISGENDER

The idea that peoples should behave a certain way or do certain activities based on their gender and assigned sex at birth

TRANS MAN

The idea that gender exists beyond just "woman" and "man," and that people can exist somewhere along a gradient or outside of it entirely

provided using gender-neutral language indicated on the line provided.

1. I met her at the park to play today.

[Gender Neutral] _____

2. This is my friend George, he is a great hockey player.

[She/Her] _____

3. Tom loves his cat, he adopted her 3 years ago.

[Gender Neutral] _____

4. I met my cousin Amy at the pool after her swimming lesson.

[Gender Neutral] _____

5. Taylor prefers math to reading, their teacher told me.

[He/Him] _____

Activity 5: Identity Mapping (Continued)

Format:

- Individual Activity

Materials:

- Original identity map created by each student
- Colouring pencils, markers, crayons

Timing:

- Following the post-reading discussion

Instructions:

1. In the spirit of how our identities shift and change over time as we grow and learn more, guide students to take a look back at the identity map they created before reading this book.
 - Is there anything they want to add or change now?
2. Ask students if anyone wants to share how they have adjusted their roadmap after reading the book.

Activity 6: Community Agreements for a Safer Space

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Chart paper and markers, or some other visual medium to record students' ideas

Timing:

- Following the post-reading discussion

Objective:

- Students will learn why it is important to use someone's pronouns correctly.

Instructions:

1. Guide students through an activity to create community agreements for your class by asking: What community agreements could we make so that everyone in our class feels welcome? How can we take care of each other?
2. Use chart paper or some other visual medium to record their ideas and keep them visible in the classroom. Possible examples include:
 - It's okay for everyone to wear the clothes that make them happy and comfortable.
 - It's okay to play with the toys that you like.
 - Everyone will be called the name and pronouns that feel best for them.
 - Everyone can do jobs that they like when they grow up.
 - Treat others how they want to be treated, with respect.
3. Add to this list over time!