The background features a large, light blue dashed line that curves around the text. Various colored circles are scattered throughout: a large teal circle with a white center in the top left, a smaller teal circle below it, a large lime green circle in the top right, a smaller green circle below it, a large orange circle in the bottom right, a large yellow circle below it, a large green circle with a white center in the bottom left, a smaller green circle above it, a small orange circle to the left of the large green circle, and a small pink circle to the left of the large orange circle.

Who am I? Ko wai
au?

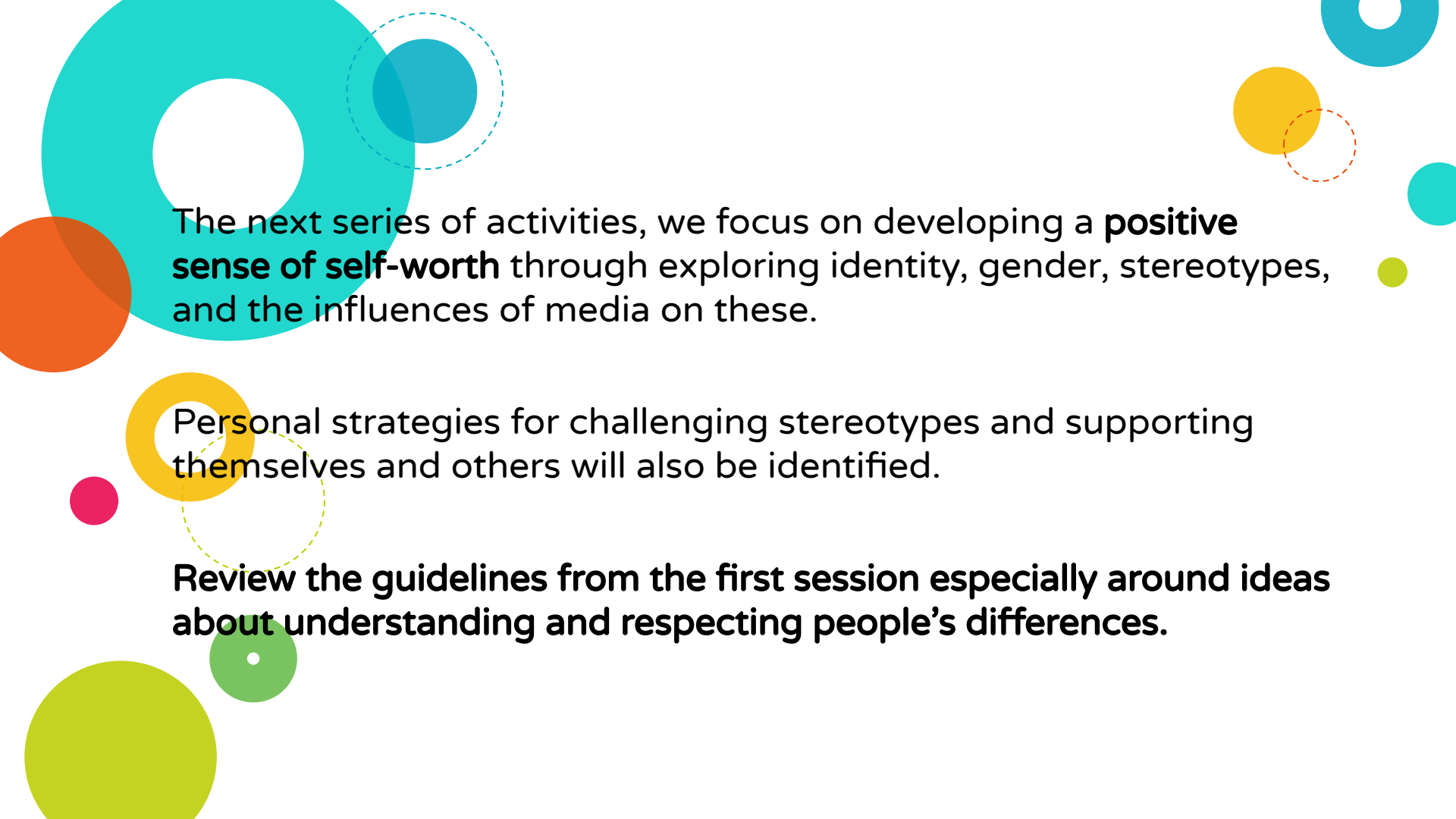
Diverse Gender & Sexual
Identities



Learning Outcomes

Students will:

- understand that we live in a diverse society
- examine cultural attitudes towards gender and sexual diversity
- be able to use appropriate terms when referring to gender and sexual diversity
- develop strategies to support themselves and people who identify as gender and/or sexually diverse



The next series of activities, we focus on developing a **positive sense of self-worth** through exploring identity, gender, stereotypes, and the influences of media on these.

Personal strategies for challenging stereotypes and supporting themselves and others will also be identified.

Review the guidelines from the first session especially around ideas about understanding and respecting people's differences.



Identity—discuss in pairs

What does Identity mean to you?

Are our identities the same? Why/why not?

What's the relationship between “identity” and “diversity”?

What are the benefits of having diverse people in the world?

Which influences shape our identity?

What is “gender identity”? What is the difference between “gender” and “sex”? What is “sexual identity”?



Our identities may be shaped by a range of influencing factors.

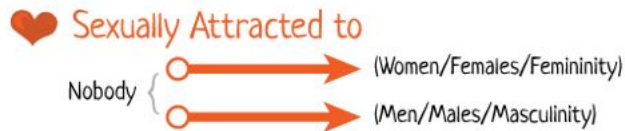
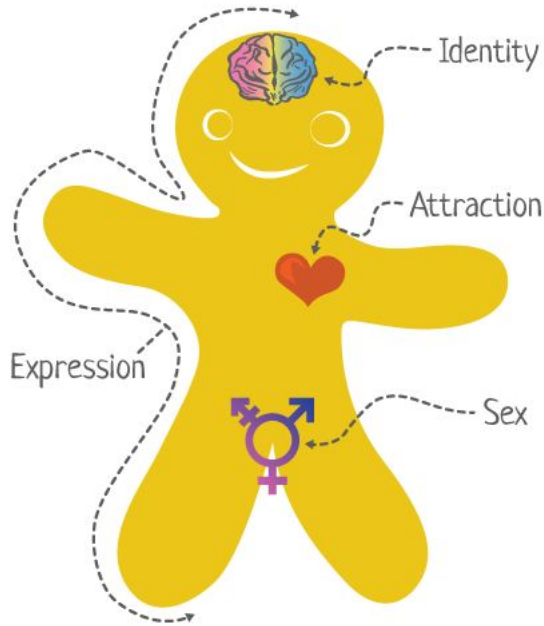
Which influences shape our identity?

What is “gender identity”?

What is the difference between “gender” and “sex”?

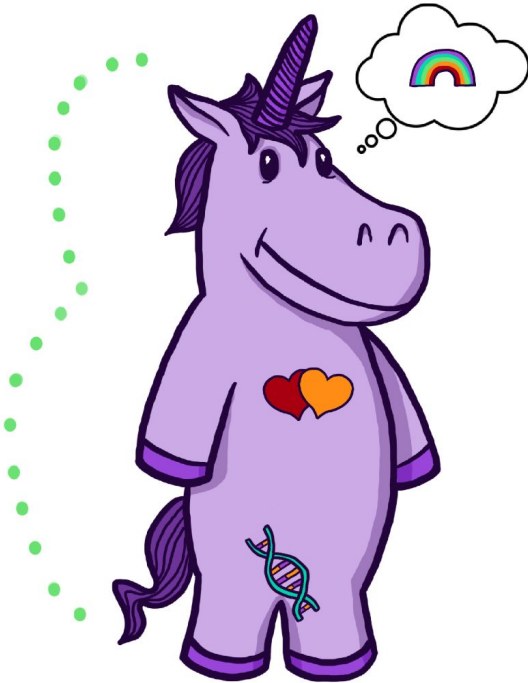
What is “sexual identity”?

The Genderbread Person v3.2 by its pronounced METROsexual.com



The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore



Definitions:

Gender Identity: One's internal sense of being male, female, neither of these, both, or another gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also not necessarily linked to each other but are just six common gender identities.

● **Gender Expression/Presentation:** The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Many transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.

Sex Assigned at Birth: The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes. It is important we don't simply use "sex" because of **the vagueness of the definition of sex and its place in transphobia**. Chromosomes are frequently used to determine sex from prenatal karyotyping (although not as often as genitalia). Chromosomes do not always determine genitalia, sex, or gender.

Physically Attracted To: Sexual orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.

Emotionally Attracted To: Romantic/emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth. There are other types of attraction related to gender such as aesthetical or platonic. These are simply two common forms of attraction.

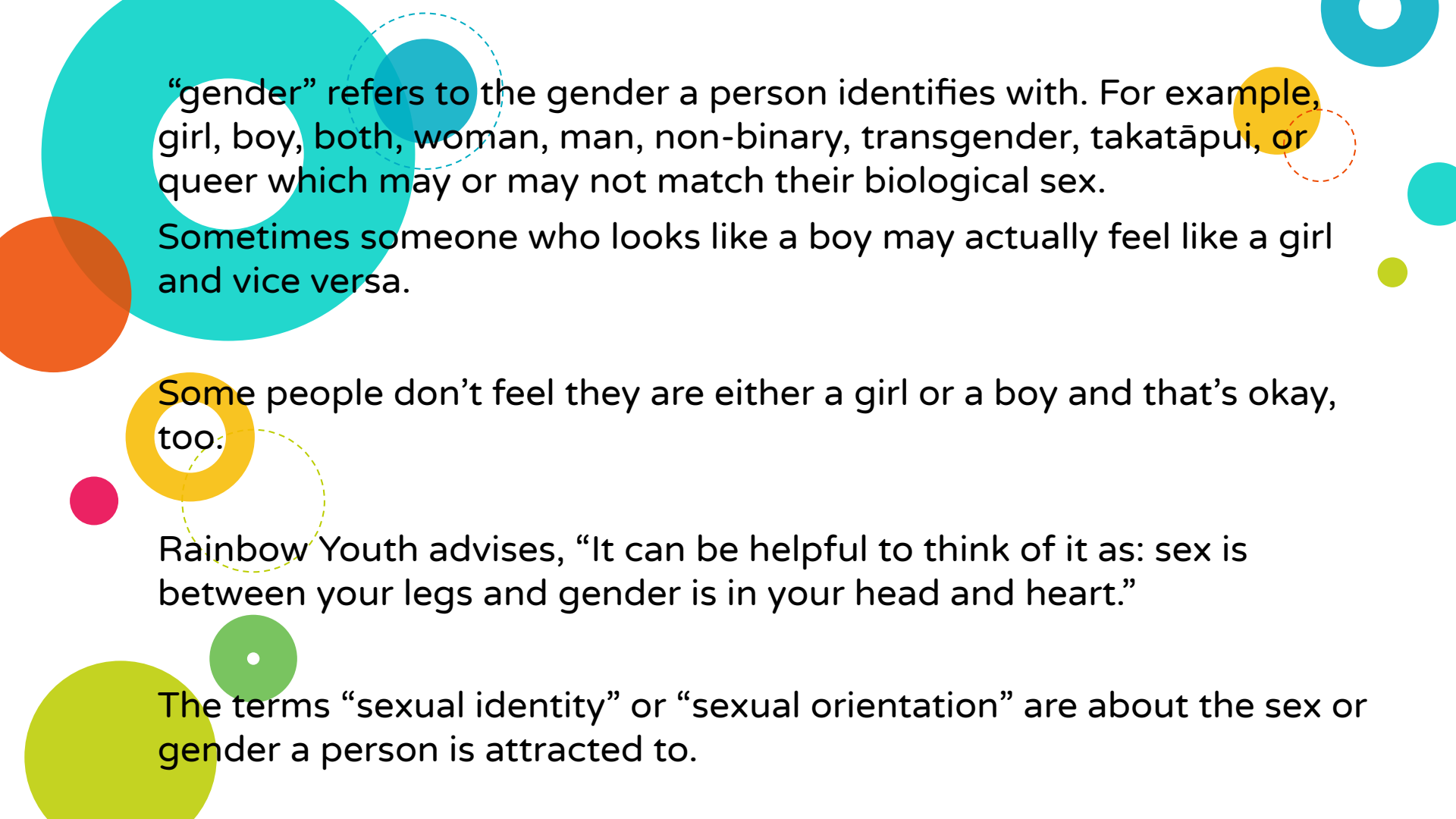


Diversity Terms

(appendix 2-FP-YR10-Navigating the Journey)

Laminated Cards- 1 set per group

Match the diversity terms with the definitions,
let's discuss any you are unsure about?



“gender” refers to the gender a person identifies with. For example, girl, boy, both, woman, man, non-binary, transgender, takatāpui, or queer which may or may not match their biological sex.

Sometimes someone who looks like a boy may actually feel like a girl and vice versa.

Some people don't feel they are either a girl or a boy and that's okay, too.

Rainbow Youth advises, “It can be helpful to think of it as: sex is between your legs and gender is in your head and heart.”

The terms “sexual identity” or “sexual orientation” are about the sex or gender a person is attracted to.



Watch:

[Gender Identity-The Real Sex Talk](#)

or

[Inside Out](#)

Or

[Fa'afafine - Samoan's third gender](#)



“Sex” refers to the biological sex assigned at birth. For example, female, male and intersex.

Intersex is used for people who are born with body parts that are not completely female or male. The differences may be inside or outside of their bodies, or both.

People who are intersex identify across the gender spectrum, and some may identify outside of female or male definitions.

It is important to be aware that at least 1 in 2,000 people are intersex. All bodies need to be acknowledged and celebrated



Our biological sex organs form before birth.

Our genitals are very similar up to about week 10 after conception. After then, if the foetus has XX chromosomes, the tissue inside turns into ovaries and starts to develop eggs.

The opening becomes a vagina, the vulva forms, and the genital tissues become the clitoris.

If the foetus has XY chromosomes the genital tissues get bigger and become a penis, the hole closes (no longer a vagina) and the scrotum forms. The tissue inside becomes testicles instead of ovaries and these descend externally a few weeks before birth.



Watch:

[Inside pregnancy-when genitals are formed](#)

[What its like to be intersex](#)

[All about intersex](#)



This next activity requires you to step into another person's shoes, to play a role.

It requires you to answer questions from the perspective of a sexual orientation that may be different to your own.

Some of us may feel compromised or vulnerable, please remember our guidelines and encourage respect for each other both during the activity and afterwards.

(appendix 3-FP-YR10-Navigating the Journey)

Sexual Orientation card-1 per student, Teacher Questions



You have been given a sexual orientation card...

Imagine that you have been in an intimate relationship with another person for the past six months.

Everyone stand up and form a line,

For the following questions if your answer is 'yes' step forward & 'no' step backward. 'Unsure' or 'don't know/can't answer' stay put.

Teacher Questions

(appendix 3-FP-YR10-Navigating the Journey)



What were some of the feelings you had while doing this activity?

What does this activity tell us about how we perceive non-heterosexual relationships?

How might these societal attitudes affect non-heterosexual relationships?

How might these attitudes affect how we feel about ourselves?

The fear of being put down because of one's sexual orientation can make a person feel isolated. This isolation and lack of societal acceptance can have an impact on their sense of self-worth and overall wellbeing. Not everyone has the same levels of support from whānau, friends, their cultural groups, and the wider community.

What can we do to challenge negative messages about identity?

For example, be an active bystander, use strategies to step in, encouraging kindness and acceptance, celebrating diversity.

What strategies would an active bystander use? What can we do to encourage acceptance of and support people in diverse relationships?

Stereotypes

Stereotypes surround us all the time, are often taken for granted, and can result in unhelpful beliefs and comments.

What stereotypes and clichés exist around gender identity?

For example, “She’s a princess”, “Girls are more emotional”, “Boys will be boys”, “Boy racers are a nuisance.”

Discuss how these can impact on people’s hauora and their views of their own identity.

<https://www.youtube.com/watch?v=XjJQBjWYDTs&t=6s> -like a girl

<https://www.youtube.com/watch?v=aTvGSstKd5Y> - Boys and girls on stereotypes



Watch:

[Gender Stereotypes in Education](#)

What do you remember from when you were younger...? (think/share?)



Watch:

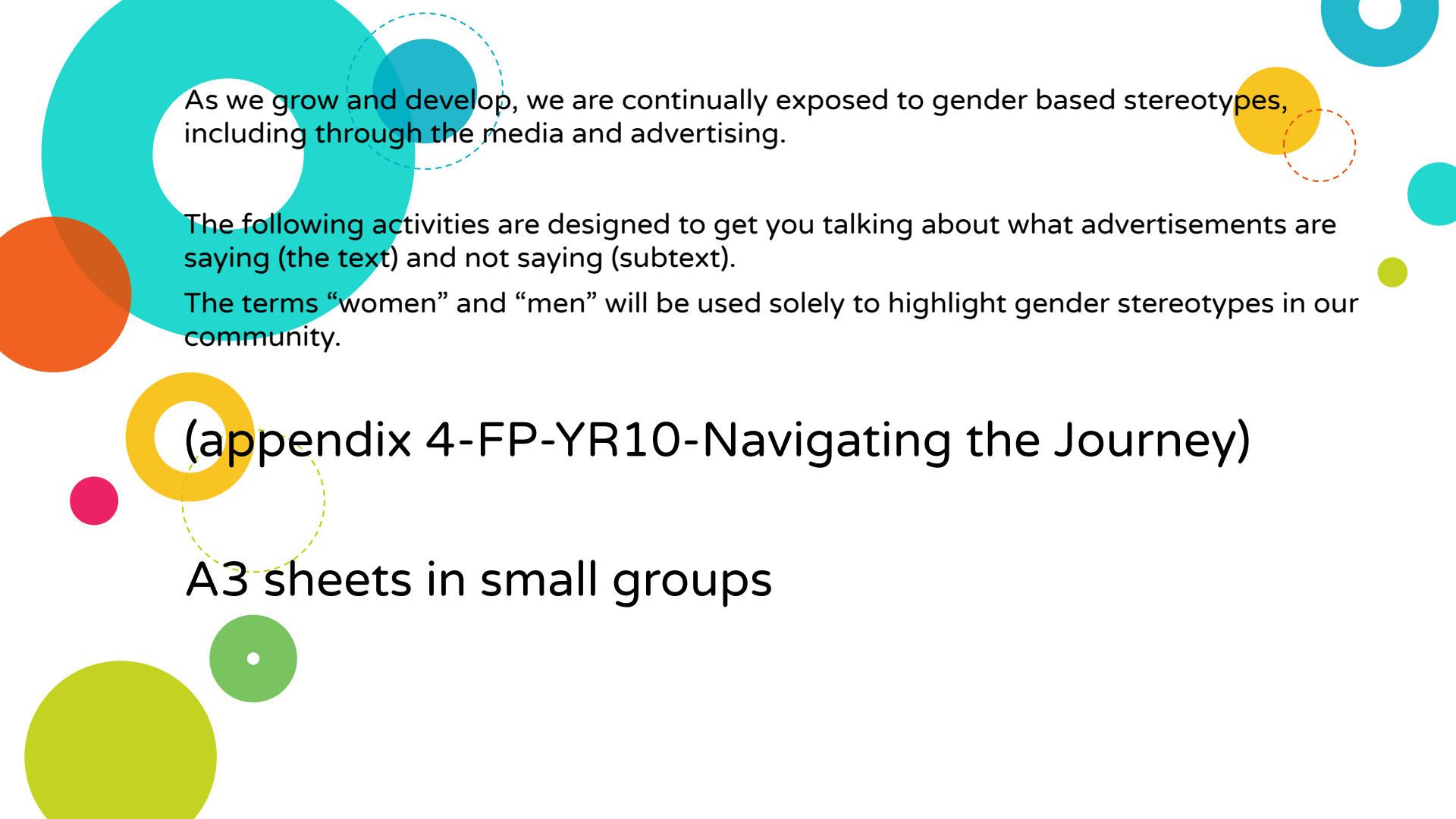
[Girl talks about toys & gender](#)

[Kids assumptions around gender roles](#)

[National Geographic-opinions on being a girl or boy from around the world](#)

[Bi-Sexual Myth Busting](#)

[Pansexual](#)



As we grow and develop, we are continually exposed to gender based stereotypes, including through the media and advertising.

The following activities are designed to get you talking about what advertisements are saying (the text) and not saying (subtext).

The terms “women” and “men” will be used solely to highlight gender stereotypes in our community.

(appendix 4-FP-YR10-Navigating the Journey)

A3 sheets in small groups



What does all advertising have in common?

Watch:

[Lynx NZ-ad](#)

[Extra Gum-ad](#)

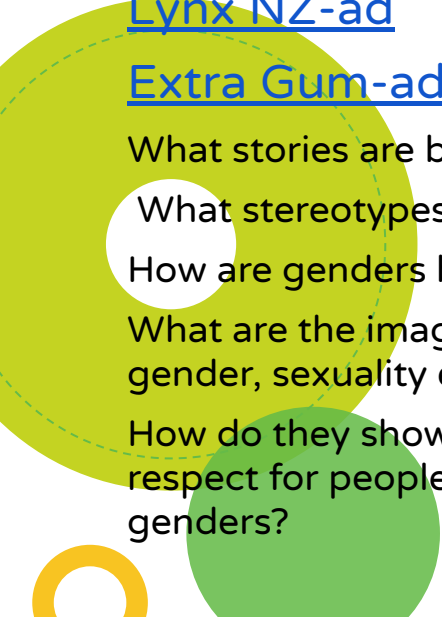
What stories are being told?

What stereotypes can you see?

How are genders being portrayed?

What are the images saying about gender, sexuality etc?

How do they show, or not show, respect for people of different genders?

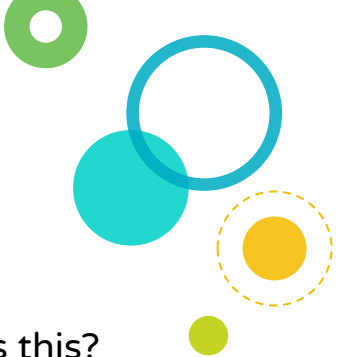


Who is missing?

Which identities are absent? Why is this?

How do you think advertising affects the way you think about women, men, diverse genders, sex, sexualities, yourself?

What questions can we ask ourselves when we are viewing a range of media to ensure we are being critical consumers? For example, does that seem realistic from my perspective and experiences? Is that really how people behave?





Extra to Watch:

[Gay rights-around the world](#)

[National Geographic-gay rights](#)

[The word Gay](#)





Where to find more information:

Organisations:

RainbowYOUTH (National): www.ry.org.nz

OUTLine (National): www.outline.org.nz

InsideOUT (National): www.insideout.org.nz

Gender Minorities Aotearoa (Wellington): www.genderminorities.com

Intersex Trust Aotearoa New Zealand (ITANZ): www.ianz.org.nz

Professional Association for Transgender Health Aotearoa (PATHA):
www.patha.nz