

Gender Jungle- Health and Physical Education Curriculum Links

Grade 3-5

Objective: To get students to start thinking critically about what media is, the influence it may have on us, and the messages we learn about gender and our roles. This game plays as a competitive trivia tournament, asking teams to answer reflective questions about what they see and how they learn about being male or female.

Gender Disclaimer: This game contains an error found in the Instructor Answer key #4, where it states, *‘When babies are born, the doctor will assign them a gender (either male or female) based on their external sex organs. This is referred to as assigned sex.’* This statement is false for two reasons. First, sex and gender mean different things. The sex (female, male or intersex) assigned to a person at birth is based on their reproductive systems, hormones, chromosomes and other physical characteristics (for example, penis and vagina). Gender identity is a person’s internal and individual experience of gender – their sense of being female, male, both, neither or somewhere along the gender spectrum. Not everyone’s gender matches their sex assigned at birth. Gender identity is not visible to others. Therefore, neither a doctor, nor anyone else, can determine a person’s gender. Second, it excludes babies born as intersex, which is an umbrella term used to describe people who are born with sex characteristics (reproductive systems, sex hormones and/or chromosomes) that can’t be classified as typically female or male. Instead, it should read, *‘...the health care provider and/or parents will assign a sex (either male, female or intersex), usually based on their external sex characteristics.’* This game also references the terms ‘boy’ and ‘girl’ which are not gender inclusive terms. The intent on using ‘boy and ‘girl’ is to dissect them and identify ways media and society influence our interpretation/expectations of what it means to be either a boy or girl. So, when using this game as a class, acknowledge the harmful impact of using non-inclusive terms and thinking of gender as a binary. Please reference the Genderbread Person within this Resource for more information.

Grade 3

A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: be willing to be anyone’s partner for physical activities and be welcoming of everyone when working in small groups; Movement Competence: when practising throwing and catching, talk with a partner to decide which piece of equipment to use and what distance to stand apart from each other; Healthy Living: demonstrate awareness of doing or saying things in a way that acknowledges the unique characteristics of others in a positive way rather than in a disrespectful or hurtful way).

A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

Gender Jungle- Health and Physical Education Curriculum Links

Grade 3-5

D1.5 Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self].

D3.2 Explain how the portrayal of fictional violence in various media, both on- and offline (e.g., television dramas, video games, Internet, movies), can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [A1.1 Emotions, 1.6 Thinking].

D3.3 Describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self].

Grade 4

A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.

A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

D1.2 Identify risks associated with the use of communications technology, including Internet use, texting, and gaming.

Grade 5

A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.

A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

Gender Jungle- Health and Physical Education Curriculum Links

Grade 3-5

D2.4 Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being [A1.1 Emotions, 1.2 Coping, 1.5 Self].

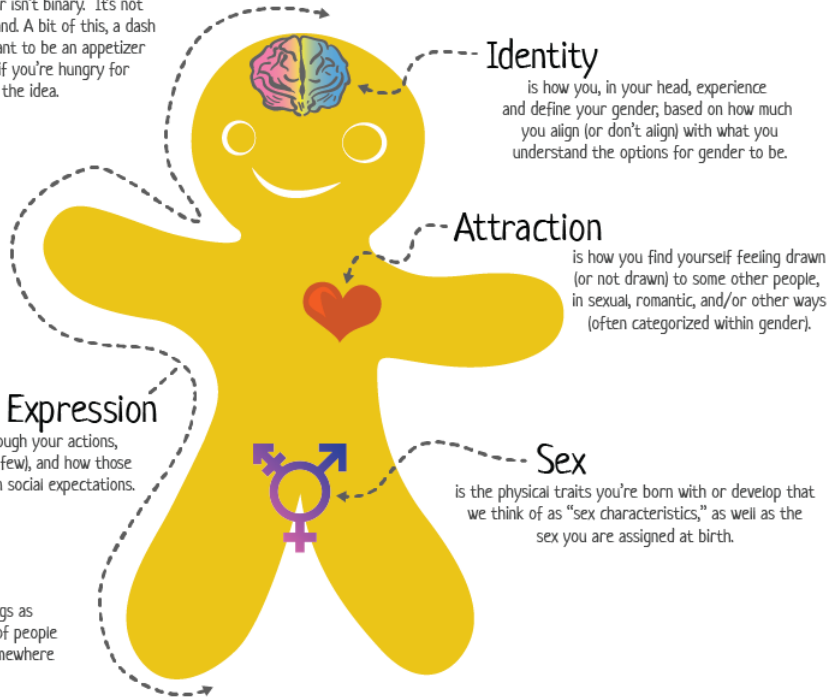
D3.1 Describe how advertising, food marketing, and media affect food choices (e.g., TV commercials, product packaging, celebrity endorsements and social media postings, product placements in movies and programs, idealized and unrealistic body images in movies and programs, magazine articles promoting fad diets, loyalty programs), and explain how these influences can be evaluated to help people make healthier choices (e.g., by critically examining the reasons for celebrity endorsements or public personas or the plausibility of product claims, checking whether there is information in an advertisement to verify its claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media) [A1.6 Thinking].

D3.2 Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self concept, mental health and emotional well-being, and reputation.

The Genderbread Person

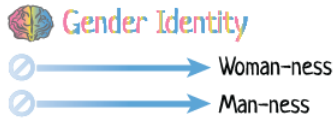
by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊖ means a lack of what's on the right side



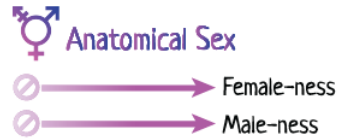
personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things



style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
 Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

