

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

A1.2 Recognize and appreciate the variety of people in their classroom.

A3.1 Identify some of their personal characteristics and those of their classmates.

A3.2 Describe some differences in the way in which people express feelings.

A3.3 Identify some of the talents and gifts that God has given them.

B2.4 Recognize the need to be open to other people.

E3.1 Describe some of the differences and similarities of people from all over the world.

Grade 4

- A2.2 Recognize that growing and developing are part of being a person.
- A2.3 Recognize that all people need others to help them grow.
- A2.4 Recognize the importance of becoming more sensitive to other people's feelings.
- A3.1 Identify some similarities and differences among their classmates.
- A3.3 Identify some of the people who help them grow and develop.
- A3.4 Analyze situations in which people can affect others by what they do or say.

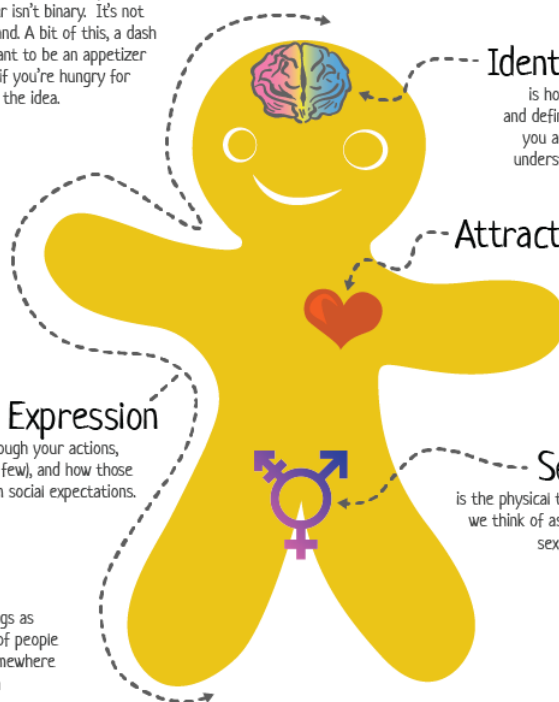
Grade 5

- A1.2 Recognize and appreciate the uniqueness of each person in the class.
- A3.2 Identify and describe some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development.
- A3.3 Identify special people who have made a positive difference in the lives of their family members and in their own lives.
- B2.4 Recognize the responsibility to support peers who are being mistreated.
- C3.3 Identify some of the social and emotional changes related to puberty.

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.



Identity

is how you, in your head, experience and define your gender, based on how much you align (or don't align) with what you understand the options for gender to be.

Attraction

is how you find yourself feeling drawn (or not drawn) to some other people, in sexual, romantic, and/or other ways (often categorized within gender).

Expression

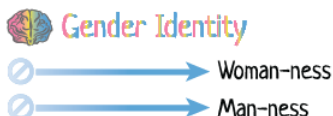
is how you present gender (through your actions, clothing, and demeanor, to name a few), and how those presentations are viewed based on social expectations.

Sex

is the physical traits you're born with or develop that we think of as "sex characteristics," as well as the sex you are assigned at birth.

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



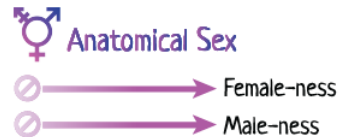
personality traits, jobs, hobbies, likes, dislikes, roles, expectations

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).

