



# HONORING DIVERSITY AND RESPECTING DIFFERENCES

**Activity Purpose:** To recognize common biases and to describe the negative effects they can have on individuals, schools and communities.

**Youth will:**

- Define the terms “Bias,” “Stereotype” and “Prejudice.”
- Identify and correct common myths, misconceptions, stereotypes and prejudices.
- Describe the negative effects of stereotypes and prejudices.

Activity Outline	Core Content Components	Instructional Method	Timing
<b>1 Welcome &amp; Introduction</b>	<ul style="list-style-type: none"><li>• Welcome</li><li>• Review last lesson</li><li>• Question Box</li><li>• Words of Wisdom (WOW)</li></ul>	<ul style="list-style-type: none"><li>• Mini-Lecture</li><li>• Q&amp;A</li><li>• Cultural Teaching</li></ul>	5 minutes
<b>2 Introduce Bias and Stereotypes</b>	<ul style="list-style-type: none"><li>• Introduce Bias and Stereotypes</li></ul>	<ul style="list-style-type: none"><li>• Mini-Lecture</li><li>• Discussion</li></ul>	10 minutes
<b>3 Three Sisters</b>	<ul style="list-style-type: none"><li>• Three Sisters Story</li><li>• Honoring Diversity &amp; Respecting Differences</li></ul>	<ul style="list-style-type: none"><li>• Storytelling Activity</li></ul>	10 minutes
<b>4 Sexual Diversity</b>	<ul style="list-style-type: none"><li>• Introduce Sex, Gender, and Sexual Orientation</li><li>• Pronoun Activity</li></ul>	<ul style="list-style-type: none"><li>• Mini-Lecture</li><li>• Pair &amp; Share Activity</li></ul>	10 minutes
<b>5 Native 2SLGBTQ+</b>	<ul style="list-style-type: none"><li>• Introduce Topic</li><li>• Group Discussion</li></ul>	<ul style="list-style-type: none"><li>• Mini-Lecture</li><li>• Large Group Activity</li></ul>	10 minutes
<b>6 Closing</b>	<ul style="list-style-type: none"><li>• Answer Questions</li><li>• Preview Next Session</li><li>• Words of Wisdom (WOW)</li></ul>	<ul style="list-style-type: none"><li>• Q&amp;A</li><li>• Cultural Teaching</li></ul>	5 minutes

### Materials:

- Question Box (QB)
- Masking Tape
- Colorful Markers, Crayons, Colored Pencils

### Handouts:

- Student Handout 5.0: Gender, Sexual Identity and Pronouns

### Preparation:

- Display the Words of Wisdom
- Facilitator Resource: Stereotypes – Project the graphic on the board or show them on screen
- Write the pronouns introduction template on the board or flip chart:
- This is [insert name], [insert pronoun] uses [insert pronoun] pronouns. [Name or pronoun] enjoys [insert activity] is interested in [insert interest].
- Pull up the Two Spirit video to watch as a class:  
<https://youtu.be/A4lBibGzUnE>

# 1. Welcome & Introduction



5 minutes, Large  
Group Activity

- Welcome Students
- Review last lesson, Session 4: Culture & Tradition
- Answer any questions in the Question Box.
- Have a student read today's WOW.



*It is our nature to be whole and to be together. We are born into a circle of family, community, living creatures and the land.*

**- Dr. Alexandria Wilson**

Two-Spirit professor from Opaskwayak Cree Nation

## 2. Introduce Bias and Stereotypes

10 minutes, Large  
Group Activity

- Introduce today's session: Sometimes we make judgments about a person, group or thing based on stereotypes.
- **Ask:** What is a stereotype? Responses may include:
  - An idea or judgment about a group or thing that may or may not be true about everyone in that group or may be only partially true.
  - A stereotype is a mental picture you have of someone just because they belong to a certain group of people.
  - Stereotypes are generalizations about a group of people.
- **Ask:** What is a stereotype that you've heard about teenagers?
  - For example, adults might think that all teenagers like a certain kind of music. It's not true, but it probably isn't hurtful. Still, it's a stereotype because when they think of a teenager, they automatically connect that person to the stereotype in their minds.
- **Show** the "Facilitator Resource: Stereotypes" page on the board or screen.

# Facilitator Resource: Stereotypes

Project on Board or Show on Screen

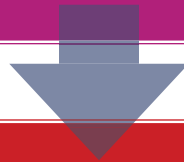
**STEREOTYPE** = Generalization about a Group of People

*"All teenagers are up to no good."*



**BIAS** = Belief or attitude about a group of people that applies a positive or negative characteristic to individuals that are a part of that group.

*"They are teenagers so they must be up to no good. They probably came in here to steal something."*



**PREDJUDICE** = Negative bias about a group of people that affects how we feel about them.

*"I don't like teenagers because all they do is steal and make trouble."*



**DISCRIMINATION** = Actions we take based on our prejudices

*"I don't like teenagers because all they do is steal, so I'm not going to let them into my store."*

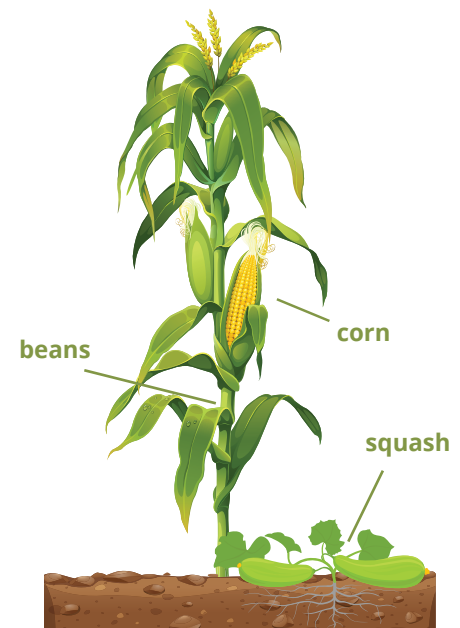
- **Say:** When stereotypes become a belief or attitude about others that applies a positive or negative characteristic to people that are a part of that group, it becomes a **bias**.
- All of us have biases that we may or may not be aware of. Our biases shape the way we think, the attitudes we have, and what we believe about ourselves, others and the world around us. Some of our biases may seem like they are positives, such as we may have a bias for people completing their education and that might motivate us to stay in school.
- However, sometimes our biases create judgement or negative views about others. In the example of a bias for finishing school, it may be a positive thing we use to motivate ourselves, but it can also create judgement about people who do not complete school.
- A **prejudice** is a negative or hurtful bias. For example, if you believed that all teenagers shoplift, that would be hurtful thinking, so it is a prejudice against teens. Someone who is prejudiced against a particular race are racist. Everyone has stereotypes and prejudices — some we don't even think about much — but they can affect how we react to and treat others.
- When people act on their prejudices, this results in **discrimination**. No one wants to feel discriminated against.
- As peer advocates, we want to be inclusive and supportive of our peers.
- Today we are going to be exploring gender and sexual identity. We are going to learn about honoring diversity and respecting our differences.

### 3. Three Sisters



10 minutes, Storytelling Activity

- We are going to read the story of The Three Sisters. Read the story out loud.
- An Iroquois legend tells of three sisters who sprouted from the body of Sky Woman's daughter, granting the gift of agriculture to the tribes. The sisters were all different in appearance and in personality. They lived together and helped each other grow and be strong.
  - **Corn**, or maize, is the oldest sister. She stands tall in the center and provides a structure for the beans to climb, eliminating the need for poles.
  - **Squash** is the next sister. She grows over the mound, protecting her sisters from weeds and shades the soil from the sun with her leaves, keeping it cool and moist.
  - **Beans** are the third sister. She climbs through squash and then up the corn stalk to bind all together as she reaches for the sun
- Each crop also complements the others in nutritional value:
  - Maize is high in calories but relatively low in protein and is missing two critical amino acids.
  - Bean, on the other hand, is a rich source of protein, and has an amino acid that complements maize.
  - Eating the two crops together provides a complete array of amino acids.
  - Squash is high in calories, vitamins, and minerals and its seeds are good sources of protein and oil.
- Each of these crops does better when planted together. They each contribute different characteristics that helps them grow and be strong. The Three Sisters teaches us:
  - Everyone has something to offer.
  - Everyone brings something different to the table.
  - There is strength in diversity.
- **Ask:** What else do you feel is important about this story? When we say "diversity," what do we mean? Answers may include:
  - Race, tribe, sexual orientation, learning styles, physical abilities or mobility
- **Ask:** Why is it important to honor diversity and respect differences? Answers may include:
  - Everyone brings something different to the table. Everyone has something to offer.



#### Facilitator Note

You can use a computer and projector to display the story for the full class to save paper.

## 4. Gender Spectrum & Sexual Diversity

10 minutes, Pair and Share Activity

### Introduce Sexual Diversity

- **Handout** the “Student Handout: Gender, Sexual Identity and Pronouns.”
- One important component of honoring diversity concerns people who are transgender, lesbian, gay, bisexual, Two-Spirit, or who are questioning their sexual orientation or identity. Sometimes we use 2SLGBTQ+ as an acronym that refers to a range of sexual identities.
- Ask students to read the handout and reflect on the frog graphic. (They don’t have to self-identify, just think about how the concepts apply to them.)
- Remind students that there are many gender identities and expressions. These terms and identities are evolving as we mature and learn more about ourselves. How you identify today may be different from how you identify in the future.
- **Did you know?** Certain species of frogs can actually change their sex out in the wild. During their tadpole phase, a male frog can become female and later on even lay eggs! The reverse can also happen. Sex is pretty fluid out in the animal kingdom – the “male or female only” binary is more of a guideline than a rule.
- Ask students if they have any questions about the terms and graphics included on the handout.

### Pronoun Activity

- Let students know that pronouns are used to talk about ourselves and others. Some common pronouns include:
  - She/her/hers and he/him/his are a few commonly used pronouns.
  - There are also lots of gender-neutral pronouns in use. Here are a few you might hear: They/them/theirs (Shea ate their food because they were hungry.) This is a pretty common gender-neutral pronoun and it can be used in the singular.
  - Just my name please! (Ash ate Ash’s food because Ash was hungry.) Some people prefer not to use pronouns at all, using their name as a pronoun instead.



- **Small Groups:** Let students know we are going to practice using and sharing our pronouns. Ask students to work in pairs and share with their partner what pronouns they use. They can ask each other 2 things that their partner enjoys or is interested in.
- Write the following example on the board or flip chart:

**This is** [insert name], [insert pronoun] **uses** [insert pronoun] **pronouns**. [Name or pronoun] **enjoys** [insert activity] **and is interested in** [insert interest].

- Give students 3 minutes to introduce themselves and share their pronouns with each other.
- Ask for volunteers to share their introductions with the full group, if they are comfortable doing so.
- **Ask:** What are some ways we can respect our friends identities? Some responses may include:
  - Ask peers what pronouns they want others to use and use them!
  - Stop using “that’s so gay” as an insult.
  - Be aware of how we are negatively using identities as put downs.
  - Call out when people are using disrespectful language or bullying others (if safe to do so).
- All people deserve our respect – we can show respect by using the pronouns and identities people request and adjusting them if they change over time.



## **Student Handout 5.0:**

### **Gender, Sexual Identity and Pronouns**

The terms below will help you gain an understanding of Gender and Sexual Identity. It is important to remember that some of these aspects of identity may be fluid or change over time.

### **GENDER**

Socially defined and tends to dictate an individual's place and role within the community. Examples: female, girl, woman, male, boy, man, non-binary, or another gender.

### **TRANSGENDER**

Someone who's gender identity is different than their sex assigned at birth.

### **CISGENDER**

Someone who's gender identity is the same as their sex assigned at birth.

### **TWO-SPIRIT**

Refers to an Indigenous person who expresses their gender identity, spiritual identity, or social role in a traditional or non-Western way.

### **GENDER IDENTITY**

The gender that a person identifies with, or how they see themselves. It is the sense of being male, female, non-binary, both genders or another gender.

### **GENDER EXPRESSION**

How a person expresses their gender identity, typically through clothing, body language, hairstyle, makeup, jewelry or voice.

### **PHYSICAL & EMOTIONAL ATTRACTION**

Who a person is attracted to physically and emotionally (women, men, both, or other genders). People may have different physical and emotional attractions.

### **SEX ASSIGNED AT BIRTH**

How a person is classified at birth (male, female, intersex). Sex is usually assigned based on anatomy or chromosomes. Intersex is when one's internal or external genitals, secondary sex characteristics, and/or hormones don't clearly align with that associated with sex binaries (male and female).

## GENDER FROG

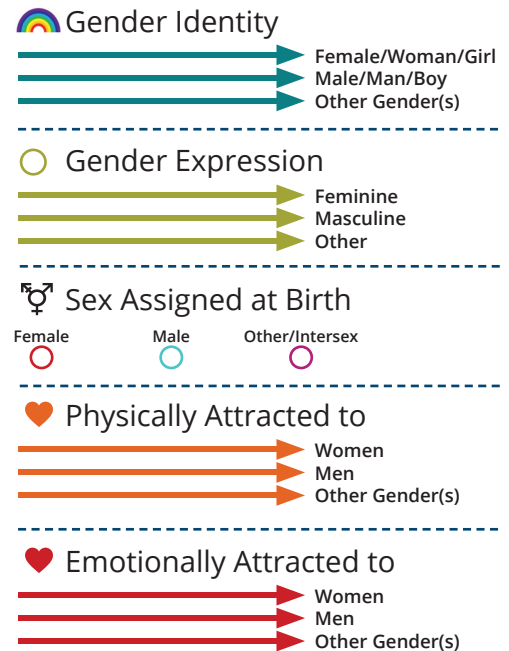
The Gender Frog is a graphic that helps depict the distinction between gender, sex assigned at birth, and sexuality. Each category is shown with an arrow to illustrate that terms operate along a spectrum, and that different cultures and individuals within them may operate differently (Pan, 2018). An individual can identify with multiple identities in each category. While this visual can be helpful to clarify complex concepts, identity is complicated and not bound by binaries or simple labels.

Inspired by "The Gender Unicorn," Trans Student Educational Resources, 2015. Instructions on how to fill out your own Gender Unicorn can be found on the TSER website:

<https://transstudent.org/gender>



## The Gender Frog



## PRONOUNS

She/her/hers and he/him/his are a few commonly used pronouns.

There are also lots of gender-neutral pronouns in use. Here are a few you might hear:

They/them/theirs (Shea ate their food because they were hungry.) This is a pretty common gender-neutral pronoun and it can be used in the singular.

Just my name please! (Ash ate Ash's food because Ash was hungry.) Some people prefer not to use pronouns at all, using their name as a pronoun instead.

### Practice Using Pronouns

**This is** [insert name], [insert pronoun] **uses** [insert pronoun] **pronouns**.  
[Name or pronoun] **enjoys** [insert activity] **and is interested in** [insert interest].

## RESOURCES

[Paths \(Re\)membered Project](#)  
[Celebrating Our Magic Toolkit](#)  
[Indigenizing Love](#)

**SOURCES:** The Gender Unicorn, by Trans Student Educational Resources ([transstudent.org/gender](https://transstudent.org/gender)) and Celebrating Our Magic, by Alessandra Angelino.

## 5. Native 2SLGBTQ+



10 minutes, Large  
Group Activity

- Many Native people both past and present (including contemporary Native individuals) identify as two spirit, gay, lesbian or bisexual, transgender, queer or questioning.
- **Pull up the Two Spirit video** and watch it as a class: <https://youtu.be/A4lBibGzUnE> Geo Neptune explores the history of the term “Two Spirit” and who it pertains to.
- Traditionally, many tribes have or had multiple gender systems (more than two genders), and it was understood that there were people who occupied a social and spiritual position somewhere on the gender spectrum. Many other cultures around the world also had or have multiple gender societies. Native cultures shared this outlook on humanity that acknowledged the value and contributions of all people in a community.
- “Two Spirit” is one term some Native people use to refer to themselves. Two Spirit refers to someone who is Native and expresses their gender identity or spiritual identity in indigenous, non-Western ways. This term can only be applied to a person who is Native. A Two Spirit person has specific traditional roles and responsibilities within their tribe. Not all Native LGBTQ people identify as Two Spirit.
- For example, Two Spirit artist Ryan Young (Lac du Flambeau Band of Lake Superior Chippewa) created this [blanket](#) to celebrate the sacrifices of 2SLGBT+ people. The crow comes from the story below:
- “The story goes that the crow was once very colorful and had a beautiful singing voice, but during a forest fire, it spent so much time trying to help the other animals that its colorful feathers became blackened with soot and its beautiful singing voice turned hoarse from the smoke... this story reflects the struggles and sacrifices made by Two-Spirit people to get to where they are today. The blanket mirrors the story, as one side features two brightly colored crows while the other side the two crows are all black.”

### Facilitator Note

Additional videos on Gender, Pronouns, and Two Spirit Identity are available on Healthy Native Youth's YouTube Channel.

#### Channel:

[https://youtube.com/playlist?list=PLiKVo\\_vO0vou-hsRiwPdCvzx\\_nrej4OHu](https://youtube.com/playlist?list=PLiKVo_vO0vou-hsRiwPdCvzx_nrej4OHu)

**Video 1: Identity** – Dr. Itai Jeffries (Occaneechi) of the Northwest Portland Area Indian Health Board's Paths Remembered Two Spirit Project, digs into sexual and gender identity.

**Video 2: Internal & External Identity** - Dr. Jeffries talks about the important role that our internal and external identities play into how we are perceived and what happens when those identities don't match.

**Video 3: Terms for Sexual and Gender Identity** - Dr. Jeffries digs into the terminology used for sexual and gender identity.

**Video 4: Ways to Support People's Identities** - Dr. Jeffries shares ways we can support people's identities, including their sexual and gender identity.



Photo credit: Eighth Generation

- Many Tribes have specific terms for LGBTQ people, including winkte in Lakota, nadleehe in Navajo, and alyha and hwame in Mohave.).
- **Ask:** Do you know how your Tribe refers to 2SLGBTQ people – historically or now?

### Facilitator Note

Additional resources and class activities on Gender and Sexual Identity are available at:

[Paths \(Re\)membered Project](#)  
[Celebrating Our Magic Toolkit](#)  
[Indigenizing Love](#)



## 5. Closing

5 minutes, Large  
Group Activity

- Answer any questions in the QB.
- Preview the next session: Goals & Values
- Direct the students' attention to the Words of Wisdom. Ask a volunteer to read the words and to share with the group what those words mean to them and how they relate to today's session and activities.



*It is our nature to be whole and to be together. We are born into a circle of family, community, living creatures and the land.*

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- Let students know how well they are doing!
- Adjourn.

**Native  
STAND**

*Students Together Against Negative Decisions*