SOGI 123

First Peoples' Perspectives on Gender

Curriculum Connections

SS 10 – Curricular Competencies

- Compare and contrast continuities and changes for different groups during this period (continuity and change)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

BC First Peoples 11 & Contemporary Indigenous Studies 12- Curricular Competencies

- Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)

Rationale

In this lesson, students will explore Indigenous perspectives of gender, and contrast these to European beliefs. Students will also consider the impact of these Non-Indigenous ideas about gender on Indigenous people and communities both at the time of colonization and today.

Lesson Plan

1. Have students read the article, *Two Spirit: Past, Present & Future* by Harlan Pruden, in *The Gender Spectrum: What Educators Need to Know*, p. 6
2. Have students complete the First Nations' Perspectives of Gender worksheet, in *The Gender Spectrum: What Educators Need to Know*, p. 59
3. Discuss the student's responses as a class.

4. **(Optional)** Depending on the previous learning that has occurred, have a conversation about colonization and the effect that residential schools has had on the First People's culture / identity. *(This predisposes that students have already had a chance to learn about colonization and residential schools in depth.)*
5. Through the National Film Board, watch the movie *Second Stories: Deb-we-win ge-ken-am-aan, Our Place in the Circle*
6. Discuss the film with some optional guiding questions:
    a. What was the message of the film?
    b. What were some challenges that the individuals experienced?
    c. What challenges were specific to Two-Spirit people?
    d. How can we help to change the narrative into the positive? (This can be connected to the Truth and Reconciliation Report).

Indicate to the students that every nation has a different word for Two-Spirit in their own language, if the term survived past residential schools. Some nations have created new terms, if it did not. Further to that, no two nations will have the same definition of what it means to be Two-Spirit and will attribute different roles depending on the context that they place within that nation.

Some stories are considered sacred and used only for ceremony, or in certain situations and sometimes only with certain families or people. It is important that you have permission from an elder or knowledge keeper when sharing stories.