



## ACTIVITY #1

# GETTING COMFY WITH FOUR COMPONENTS OF HUMAN IDENTITY

## OVERVIEW

Just like a traditional set of dice, each die in this set rolls independently from the others with wide-ranging possibilities for outcomes. With this in mind, the “Identity Dice” are designed to support participants’ understanding of four distinct and independent categories of human identity; assigned sex, gender identity, gender expression and attraction, and to familiarize participants with diverse human identities and experiences related to each category. Rolling the four dice represents the way a single individual may describe these four components of identity for themselves.

## PREREQUISITE

All participants have reviewed the following materials, found at [egale.ca/identitydice](http://egale.ca/identitydice)

- “The Genderbread Person” Video
- “The Genderbread Person” Handout
- “Glossary of Terms” Handout

## OBJECTIVE

Participants will understand that the four categories of human identity represented by each of the four dice are distinct and independent.

Participants will become familiar with examples of terms to describe diverse identities and experiences within each category.

## MATERIALS

1 set of the 4 large dice

### “The Genderbread Person”

Handout – 1 per participant

### “Glossary of Terms”

Handout – 1 per participant

## SET UP

Activity leader invites participants to form a circle (standing if able)

## PARTICIPANTS

from 2 to approximately 30 participants (including activity leader)

## DURATION

5-20 minutes

## ACTIVITY #1

# INSTRUCTIONS FOR THE ACTIVITY LEADER

- 1. Explain to the group that they are going to use these dice to learn about an imaginary person.** Explain that each die represents one of the four components of identity shown on Genderbread Person and that the sides of each die are terms to describe identities and experiences within each category.
- 2. Ask the group** to name the person they will be rolling
- 3. Ask for a volunteer.**  
Toss the yellow die to them.
- 4. Ask the volunteer to guess which of Genderbread person's four categories that die represents.**
- 5. Once the correct category (gender identity) has been identified,** invite the volunteer to roll the die on the ground.
- 6. Read the identity term** that the die lands on out loud\*.
- 7. Ask for a new volunteer, and repeat the guessing/rolling process with the blue die** (representing gender expression).
- 8. Ask for a new volunteer and repeat the guessing/rolling process for the orange die** (representing assigned sex).
- 9. Ask for a new volunteer and repeat the guessing/rolling process for the pink die,** (representing attraction).

## ACTIVITY #2

# PRACTICING RESPECTFUL LANGUAGE TO DESCRIBE IDENTITY

## OVERVIEW

Even after becoming familiar with some new terms used to describe diverse identities and experiences related to each of the 4 categories of human identity, some people may still struggle to find the most respectful ways to use those new terms in a sentence. This activity is designed to help participants get comfortable using language that may be new to them.

## PREREQUISITE

Activity #1 and related resources on [egale.ca/identitydice](http://egale.ca/identitydice)

## OBJECTIVE

Participants will gain comfort and familiarity using new terms related to these four components of human identity in respectful sentences.

## MATERIALS

1 set of large dice  
4 sets of small dice  
Diversity is How We Roll – Handout

## MATERIALS *continued*

### Diversity is How We Roll

Fill in the table handout – 1 per participant

### The Genderbread Person

Handout – 1 per participant

Glossary of Terms – 1 per participant

Whiteboard/blackboard/chart paper and markers/chalk

## SET UP

Divide participants into 4 groups. Display fill-in-the blank sentences for participants. (Refer to Leader notes for Activity #2 card)

## PARTICIPANTS

30 participants

## DURATION

5-20 minutes (approx.)

## ACTIVITY #2

# INSTRUCTIONS FOR THE ACTIVITY LEADER

- 1. The activity leader begins by modelling respectful sentences about an imaginary person represented by the dice.** Roll each large die in sequence (yellow, then blue, then orange, then pink). The activity leader begins by modelling respectful sentences\* about an imaginary person represented by the dice. Describe each component of this person's identity after each roll and fill-in-the blanks displayed for participant in the "Diversity is How We Roll" handout.
- 2. Instruct participants to form 4 small groups.**
- 3. Distribute a small set of dice to each group** and a "Diversity is How We Roll" handout to each participant.
- 4. Instruct groups to roll four small dice** to complete the four corresponding sentences describing an imaginary person under the column on the handout labelled "our group". Encourage groups to name the person and also
- 5. Instruct each group to appoint a representative** to report back to the larger group.
- 6. Reconvene participants** into a large group.
- 7. Have each group representative report the outcomes** of their groups' rolls using the given sentences.
- 8. Instruct participants to follow along** and to fill-in the blanks in the "other group" columns.
- 9. After each group has shared their results, facilitate a large group discussion** using the prompt: "any observations?"
- 10. Get participants back into small groups and have each participant practice rolling the full dice set and reporting the outcomes using the new sentence structures.** For an added challenge, participants should avoid referring to the written sentences.

\*Refer to Leader Notes on the following card

# A NOTE TO TEACHERS



### TIPS

We encourage you to adapt these activities for different age groups and to integrate them into lesson plans in a variety of different subjects and disciplines. Here are just a few ideas.

1. Use the identity dice in **Geography, History or English** to introduce students to rich examples gender and attraction diversity in different cultures around the globe and throughout history. You may also identify historical and contemporary queer figures and authors.
2. Use the Identity Dice in **Health and Physical Education** to positively affirm gender and attraction diversity so that students can foster healthy relationships in their communities and with themselves.
3. Use the Identity Dice in **Social Studies** to facilitate discussions about the limits and impacts of dominant social expectations.
4. Use the identity dice in science when discussing the concept of **human diversity, the gender binary, sex assignment, and intersex issues**.

# IDENTITY DICE

## GET CREATIVE



### TIPS

These dice are not just for teachers! There are loads of different ways you can share new knowledge outside of formal learning environments and we encourage you to get creative.

### HERE ARE JUST A FEW IDEAS TO GET YOU STARTED

**1. Lead these activities in your (GSA) Gender-Sexuality Alliance/ Gay-Straight Alliance.**

**2. Share the Identity Dice with your colleagues** at work by hosting a “lunch n’ learn” or facilitate these activities in your (ERG) Employee Resource Group.

**3. Display a set of the small dice on your desk** at work or in your home; they are sure to be a conversation starter!

**4. Use the Identity Dice to support you in sharing components of your own identity** with friends, family and those you trust.

**5. Give the dice set as a gift!**

# IDENTITY DICE

## DISCLAIMER



Human diversity is far too extensive to be captured on just 6 sides of a die. Please note that terms displayed on the sides of your set of dice are just a small sample of a much wider collection of terms used to describe identities and experiences in relation to these four categories. It is important to remember that language is a living, breathing thing and the language used to describe identities and experiences is just as varied and ever-evolving as the people and the cultures that they refer to.

Please note that the terms displayed on your dice are designed to facilitate learning but are by no means meant to represent an exhaustive list of identities. With this in mind, please do not be alarmed if any of the terms that YOU use for identity seem to be missing.

Please also note that the term “intersex” is not usually specifically assigned; rather it is an umbrella term that encompasses a wide range of categories.

All related videos and downloadable handouts can be found at:

[egale.ca/identitydice](http://egale.ca/identitydice)

## ACTIVITY #1

# LEADER NOTES

### AFTER ROLLING THE YELLOW DIE

You can pose the question, “What do we know about this person’s assigned sex?”. You can highlight that while many people experience different components of identity as connected, assigned sex and gender identity are actually distinct and independent categories. We cannot assume a person’s assigned sex based on their gender identity.

### AFTER ROLLING THE ORANGE DIE

When the results of the rolls align with commonly held expectations (for example, if the orange die lands on “male” and the yellow die lands on “man” consider introducing the term “cisgender”. When the results of the rolls do not align with commonly held expectations (for example, rolling both “male” and “genderfluid”), this can open up a discussion of “trans” as an umbrella term, and how dominant social expectations impact us as a society. Be sure to have participants refer to the glossary for support on terms that may be new to them.

### AT ANY POINT DURING THE ACTIVITY

There may be moments when your participants start to feel overwhelmed, or express discomfort through making inappropriate jokes or humour. Be sure to pause and take time to answer learners’ questions to unpack hurtful language or behaviour.

### AFTER ROLLING ALL FOUR DICE

Ideas for eliciting discussion:

“Were any of these combinations surprising or unexpected?”

“Which of these pieces of information do we usually know (or think we know) right away when we meet someone?”

“Why do you think it’s important for people to have an understanding of how these categories are distinct from each other?”

“What happens when we make assumptions about someone’s identity based on only one piece of information?”

“Are these identity categories discrete? Can someone identify with multiple sides of the dice? Can a person’s identification change over time?”

## ACTIVITY #2

# LEADER NOTES



### SETUP

Display the following sentences for participants:

This person's **assigned sex** is: \_\_\_\_\_

Their **gender identity** is: \_\_\_\_\_

They **express** their **gender** in a \_\_\_\_\_ way.

They use the term \_\_\_\_\_ to describe their experience of **attraction**.

Encourage participants to name the person before they roll in order to infer more personhood in these individuals. Remind participants to use gender neutral pronouns throughout the activity both as practice and also because these components of identity do not predict an individual's pronouns.