

UNIT 6: Family Life and Human Sexuality**LESSON TITLE:** Gender Identification & Sexual Orientation**Health Literacy Skill:**

- Advocacy

MSDE Performance Indicator s:

1c.8.7: Explain sex assigned at birth and gender identity and explain how they may or may not differ

1c.8.8: Describe sexual identity and explain a range of identities related to sexual orientation

1c.8.9: Describe how intolerance can affect others when aspects of their sexuality are different from one's own.

8.MS.a: State a health-enhancing position on a topic and support it with accurate information.

8.MS.b: Demonstrate how to influence and support others to make positive health choices.

OBJECTIVE :

- Define gender identity and explain a range of identities related to sexual orientation
- Describe ways to show acceptance and tolerance for people with differing aspects of sexuality

Teacher Notes:

1. Teachers are encouraged to use best practices when presenting material to students.
2. Before starting the lesson, review class expectations and Family Life guidelines with the class.
3. Remind students of anonymous question protocol.
 - a) **Teacher Suggestion:** Question box and/or Anonymous Padlet Page.
 - b) Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
4. **Teachers should review Family Life Teacher Resources:**
 - a) Secondary Family Life Teacher Vocabulary Resource
 - b) Answering Difficult Question Document
 - c) Teaching Sensitive Topics in Health Education

MATERIALS:

Vocabulary Resource

Gender Identification/Sexual Orientation Scenario Worksheet

VOCABULARY:

Homosexual

Bisexual

Heterosexual

Gender

Gender Identification

Transgender

Questioning

Sexual Orientation

Stereotype

Acceptance

Tolerance

MOTIVATION: Warm up: Brainstorm:

- a) **Teacher Choice: Please** use best practices to have students brainstorm the information listed below.
- b) **Suggestions:** Individual brainstorming and then sharing information with partners and/or small groups to create definition collaboratively
 - i) Using your prior knowledge, create a definition for the term gender stereotype

Lesson Procedures:

1. **Discussion:** Once students have shared their definition for Gender Stereotypes, share definitions with students to continue conversation.
2. **Discussion:** Have students discuss the following questions:
 - a. Outside of gender stereotypes, what other types of stereotypes might exist?
 - b. Have YOU witnessed gender stereotyping in our school community? If so- what have you witnessed?
 - c. **Potential Responses:** Race, religion, ethnic background, money, sexual orientation
3. **Discussion:** Ask students what they believe the difference is between the terms gender identification and sexual orientation.
 - a. **Potential Responses:** Gender identification is what gender you associate with, and sexual orientation is someone that you might like or find attractive
4. **Vocabulary :** Once students share their thoughts on each of the terms, provide students with definition for terms associated with gender identification and sexual orientation.
5. **Vocabulary:** Provide students with the definitions for acceptance and tolerance. Ask students to provide examples of where they have seen acceptance and tolerance in their school community. Once students share their thoughts, provide students with examples using the infographic.
6. **Discussion: Propose the following questions to students for class discussion:**
 - a. How can intolerance affect others when aspects of their sexuality and/or gender identity are different from their own?
 - b. How does the skill of advocacy connect to our conversation on gender stereotypes and sexual orientation?
7. **Empathy vs Sympathy Video:** Share the video with students and build a connection between how acceptance and tolerance can lead to developing empathy for others' feelings and beliefs. Tell students this information can be used to help formulate their responses for the closure.

CLOSURE: Building Empathy Assignment**FORMATIVE ASSESSMENT:**

Skills-based: Building Empathy Assignment