

UNIT 6: Advocacy for Healthy Relationships & Sexual Health**LESSON 3:** Gender Identity and Sexual Orientation**Health Literacy Skill:**

- Advocacy

MSDE Performance Indicator:

8.HS.c Work Cooperatively as an advocate for improving personal, family, and community health.

1c.HS2.5 Examine the impact of gender expression and gender identity on members of marginalized communities and analyze the intersectionality of race, culture and gender for members of those communities.

1c.HS2.6 Differentiate between sexual orientation, sexual behavior, and sexual identity.

1c.HS2.7 Analyze how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions.

OBJECTIVE:

- Describe the components of sexual orientation (orientation, behavior, and identity)
- Summarize the benefits of and ways to demonstrate respect for sexuality-based differences.
- Advocate for respecting sexuality differences to improve personal and community health.

TEACHER NOTES:

1. Only the resources outlined in this lesson plan are approved for use with this lesson.
2. Teachers are encouraged to use best practices when presenting material to students.
3. Before starting lesson, review class expectations and Family Life norms with the class.
4. **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.
5. **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:

- Lesson PowerPoint
- Vocabulary Review Handout
- Evaluating Respect in my School Community Handout
- Campaign - Respect in my School Community Handout

VOCABULARY:

Advocacy	Sexual Orientation	Gender Expression	Sexual Identity	Sexuality
Heterosexual	Pansexual	Gay/Lesbian	Queer	Transgender
Gender	Bisexual	Biological Sex	Questioning	LGBTQ+
Gender Identity	Sexual Behavior			

LESSON PROCEDURES:

***Prior to beginning this lesson, review the family life unit norms with students to continue clear expectations for this unit.**

1. **MOTIVATION: Warm-up** - Provide students a blank sticky note. Share the first question and ask students to respond to it on the front of their sticky note. Encourage students to be truthful in their response and that this is individual work, as it is a personal response. After students have had time to respond to the first

question, share the second questions. Explain that this may be something that students in the class have experienced before or it could be something that students just predict how they would feel. Regardless, ask students again to be truthful in their responses.

- a. Questions for Warm-Up:
 - i. Describe something that's unique or special about you.
 - ii. How would you feel if someone were making fun of this quality.
 - b. When students are done, explain that you are going to come around to collect their sticky notes. Students will not share these with the class, but the teacher will read the sticky notes during class to pull out various things students wrote that they feel are unique about themselves and the feelings that students would have if someone made fun of that quality.
2. Use the "Let's Discuss" questions on the slide to start the conversation around respect and acknowledging that all people have differences.
- a. Consider an instructional strategy for this activity that will allow students to hear different perspectives and possibly even move around the classroom. Some ideas include:
 - i. Regrouping students for each question
 1. Ex. Ask students to stand up walk while music plays and high five/fist bump/wave to the person who is closest to them when the music stops - that will be their new partner
 - ii. Hang posters around the room with each question, student groups move to the various posters to discuss and add their groups' ideas
 - b. Questions to use for the activity:
 - i. How have you seen people respond to others who are different from them?
 1. Try to think of various responses, are some positive and some negative?
 - ii. Do you think differences are a good thing, bad thing, or a little of both? Why?
 - iii. Why might it be important for a person to respect qualities or aspects of others that are different from their own?
 - iv. What are things a person might want to feel respected for?
 - c. Hold a whole group discussion once students complete their group brainstorming. Use the questions as a guide. Lead the conversation into the topic of sexuality and explain that today's class will focus on respect for others regardless of their sexuality or identity.
3. Review the definition of sexuality with students. Explain that the class will now spend some time reviewing the components of sexuality.
4. Ask students to **individually** define the term sexual orientation in their own words. After students brainstorm, allow students who would like to share ideas to do so. Some possible responses may include answers such as:
- a. Who a person likes
 - b. Who a person is attracted to
 - c. Who a person chooses to date/be in a relationship with
5. Ask students to **individually** brainstorm the difference between sexual orientation, sexual behavior, and sexual identity in relation to sexuality.
6. Then share the description for each. Also share the three statements in the bottom portion of the chart. When sharing this information focus on the point that only a person can determine how they would like to be referred to. Sometimes we may assume a person's identity based on their behavior, but to be respectful of others, it is important not to assume how they identify.
7. **Vocabulary Review** - Explain to students that before we can move forward in today's lesson, it is important to review vocabulary to ensure that respectful language is used by all members in the class.
- a. Explain to students that it is important to use correct vocabulary when referring to gender identity and sexual orientation because it shows respect for people who have varying identities or orientations.
 - b. Provide students a copy of the Vocabulary Review handout to complete. After students complete the handout, review the correct answers as a class.
8. Explain to students that the class discussion has focused on how important it is for a person to feel respected and how using appropriate terminology can help to show respect. Most people want to feel valued, respected, comfortable, and safe. This promotes overall well-being and supports good health. Sometimes though, a person may be in a situation in which they do not receive respect from others. Refer

to the sticky notes from the warm-up activity. Read some of the feelings that students said they would have if another person was making fun of a quality they possess (another option is to write these feelings on a poster while students are doing work before this point in class, so students can visually see the feelings that were mentioned). Use this as a guide into the discussion on the importance of respecting differences.

- a. Use the two questions on the slide to continue the class discussion:
 - i. What are some of the benefits or advantages of a person being able to relate to those who are different from themselves or treat them with respect? Some sample responses include:
 1. People feel comfortable and safe
 2. People feel valued by others
 3. People can be known for various qualities that define them, not just one quality
 4. Respectful behaviors set an atmosphere that can counter the hurt or harm done by others
 5. Respectful behaviors help to build tolerant communities (ex. school community or the larger community) where everyone can feel safe
 - ii. How might a person's health or well-being be impacted when:
 1. They are not treated with respect from others whose gender identity or sexual orientation is different from their own?
 2. They are treated with respect from others whose gender identity or sexual orientation is different from their own?
 3. (Think about the wellness components)
 - b. Summarize - People who are targeted, judged or disrespected based on aspects of their sexuality may feel confused, afraid, ashamed, or even threatened. They may feel sad or become depressed and consider or act on thoughts of suicide. If the disrespect escalates someone could be bullied, be seriously hurt or become the victim of a hate crime. It is not just the person who is disrespected that can be impacted. Other people with differences may also feel unsafe or threatened. Disrespect creates a negative environment that may limit people and make a person afraid to be themselves.
 - c. Explain that part of a person's overall health, including sexual health, is impacted by the way they are treated by others. We may find ourselves in situations that we do not understand someone else's feelings, choices, or behaviors, but respecting others' differences creates an atmosphere of acceptance and support that can help all people to take care of their bodies, communicate clearly, and achieve good sexual health.
9. **Demonstrating Respect for Differences** - You may choose to have students brainstorm ideas to respond to the question either individually or in pairs. Consider whether you feel it is appropriate for your class to discuss this question with peers, or if more appropriate responses may come from students working individually.
- a. Allow students time to brainstorm responses to the question. Then ask students to share ideas with the whole class. Consider writing student responses on the board or a poster paper for all students to refer to.
 - b. Some sample student responses include:
 - i. Don't use put downs or terms that disrespect someone based on an aspect of their sexuality
 - ii. Do not spread rumors or gossip about a person's sexuality or gender identity
 - iii. Don't tolerate disrespectful behaviors toward others
 - iv. Speak up if you hear disrespect toward another person
 - v. Challenge judgements or assumptions made by others
 - vi. Educate others
 - vii. Choose to include people with difference in your social group (including people with different sexual orientations or gender identities)
 - viii. Use your personal desire for respect as motivation to treat others with respect
 - ix. Help a person who has been targeted by bullies to get help
 - x. Report bullying, hate behaviors, etc.
 - c. Summarize the discussion by reiterating that respect for differences in sexuality helps create environments where everyone can feel safe and valued.
10. **Advocacy Skill Cue Review** - Ask students to think about an advocacy example they have seen (could be in school or outside of school) that advocates for respect of all people.

- a. Allow students time to brainstorm individually (possibly do a quick write) then allow time for students to share as a class.
 - b. Explain to students that we are going to continue to focus on advocacy skills today, but the focus will be on advocacy that promotes respect for all people. Students will use the information they have learned through the discussions in class today to consider an advocacy campaign that supports respect for all people regardless of difference in sexuality.
11. **Evaluating Respect in My School Community** - Explain that the remaining activities in this lesson will provide students the opportunity to use what they have learned in this lesson to promote respect for people of all sexual orientations and gender identities. The first step to this process will be to examine their own school atmosphere/environment to determine where their school community is with this issue.
- a. Provide students the “Evaluating Respect in My School” handout. Ask students to complete this handout individually so they have time to gather their own thoughts on the level of respect that is or is not present in their own school community. Explain that the purpose of this activity is for students to develop their own beliefs of whether their school community does or does not have a problem regarding respect for different aspects of sexuality.
 - b. After students complete their evaluation handout, do not hold a class discussion to share student ideas. Instead, continue to move students forward in the activity to the next step.
12. **Respect in My School Community Campaign** - Explain to students that they just spent time developing their own thoughts surrounding their school atmosphere and environment in relation to respect for different aspects of sexuality. Further explain that they are now prepared to suggest ideas to help solve the problem or to identify and support the things already in place to keep the problem from happening in their school community. This will lead into the next portion of the activity.
- a. Teacher choice - Determine if the campaign activity would be more effective for students to complete individually or in a small group. If small groups are used for this activity, consider how grouping can be done to ensure that all students feel comfortable and are in a group that they can be successful in completing the assignment. If student groups are chosen as the format for this assignment, please always offer students the option to work individually if they feel more comfortable completing the assignment that way.
 - b. To set students up for their assignment, provide each student (or student group) with a “Respect in my school community - campaign” handout. Explain that for this portion of the activity, they will focus on utilizing the skill of advocacy to create a campaign that promotes respect for all members of the school community, regardless of differences (specifically in relation to sexuality).
 - i. Further explain that for this assignments students/student groups will create a plan for a communication strategy or tool that can be used to encourage incoming freshmen and new students to show respect for all peers, regardless of differences in sexuality. Tell students they will work with their group to create the plan for the advocacy campaign. The students’ plans can be assessed for understanding and applying the advocacy skill.
13. ***Teacher note - students are only creating the plan for the campaign. Students will not promote the campaign or create any materials for a campaign as a part of the lesson.**

Closure:

Provide the closure questions for students answer. You may choose to have students respond to both questions or possibly choose one of the two to answer.

1. What is something you learned in today’s class that you didn’t know yesterday?
2. What is something you want to change or continue to do because of this lesson?

ASSESSMENT:

- Campaign - Respect in my School Community Handout