



Sexual Orientation and Gender Identity

10th Grade Sexual Health Education Lesson

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Lesson plan for tenth grade sexual health education.

Sexual Health Education
Lesson 4

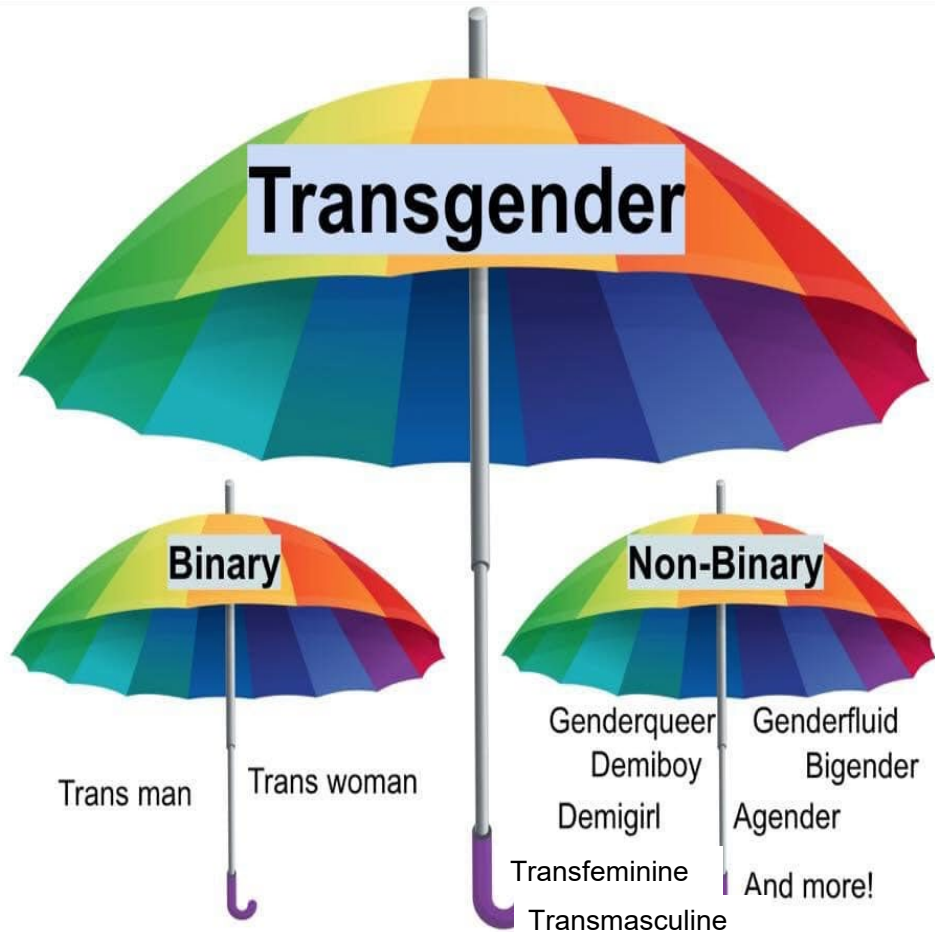
**Sexual Orientation &
Gender Identity**

Lesson Objectives

- Understand the differences between gender, sex, sexual orientation, and gender identity.
- Explain how societal expectations about **gender roles** & **sexual orientation** affect all people.
- Explain how **homophobia** & **transphobia** affect all people.
- Suggest **allyship strategies** for supporting a peer who is experiencing homophobia or transphobia.

Group Agreements



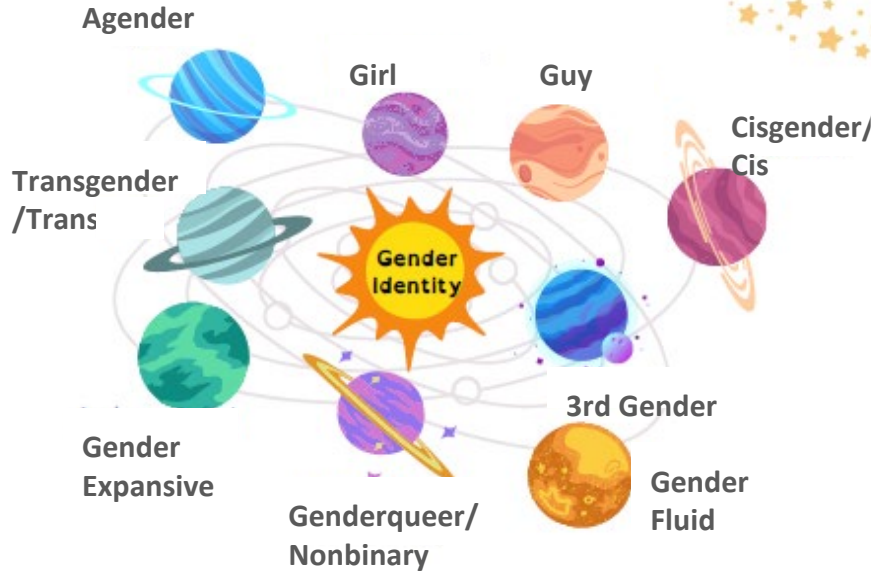


Review of Terms

- **Transgender** describes someone who persistently feels and knows themselves to be a **gender other than what they were assigned at birth.**
- Trans identities may be **binary** or **non-binary.**
- ***How do we keep up with terminology?***

The Gender & Sexuality Galaxy

Gender & Assigned Sex “Solar Systems”



People can have many different combinations of assigned sex and gender identity

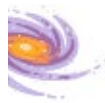
Here are just a few examples:



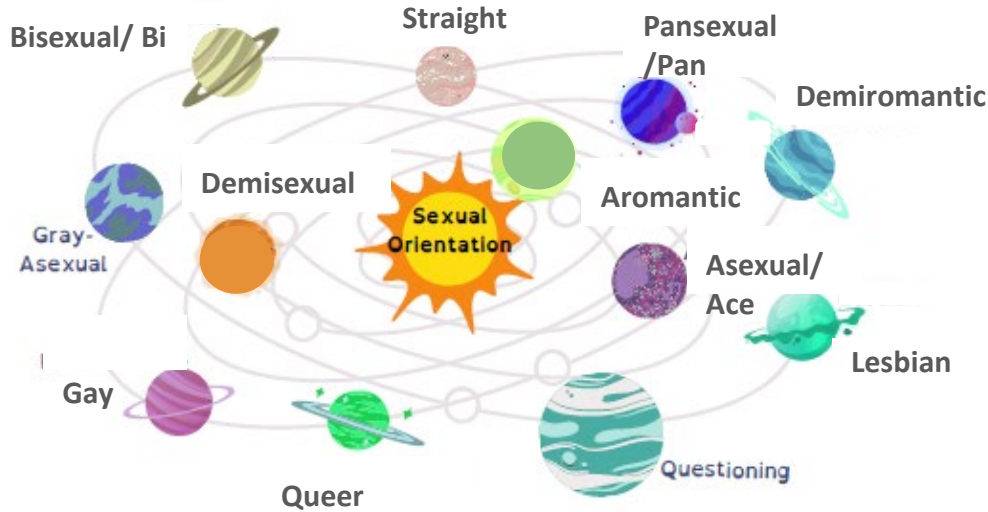
There's room for everyone here! Add your own planet, comet, moon, or nebula to make it yours!

Gender Identity:
How each person feels inside about their gender. Who they know themselves to be in their hearts and minds.

The Gender & Sexuality Galaxy



Sexuality “Solar System”



There's room for everyone here! Add your own planet, comet, moon, or nebula to make it yours!

Sexual Orientation:

Describes feelings of sexual attraction you may feel towards other people and can change throughout your life

Romantic Orientation:

Describes the types of romantic feelings you may have towards other people and can change throughout your life

(Sometimes the term Sexual Orientation is used to encompass both romantic and sexual attraction)



Gender Development in Children

- Health providers agree that most people have some sense of their gender identity between **2 and 4 years old**.
- Gender roles are typically enforced by adults from **birth**.
- At ages **3-4**, children begin to connect genders to certain attributes and form rules/expectations.
- Ages **5-6** may experience rigidity in thinking: “Only boys like blue.”
- Exploration is common and natural for all children.

Turn and Talk

Robin loves to design clothes for fashion shows at school. Dresses are Robin's favorite thing to design. Robin has loved designing dresses ever since watching "Project Runway" as a kid. Robin also loves to play football with friends on the weekend. Robin has a crush on a girl from art class, but can never get up the nerve to talk to her. This weekend, Robin is going to the mall to buy a new pair of sneakers and see the new Avengers movie.

1. Based on this scenario, do you know Robin's gender?
2. What about Robin's sexual orientation?

The Gender & Sexuality Galaxy

The Two Spirit Solar System



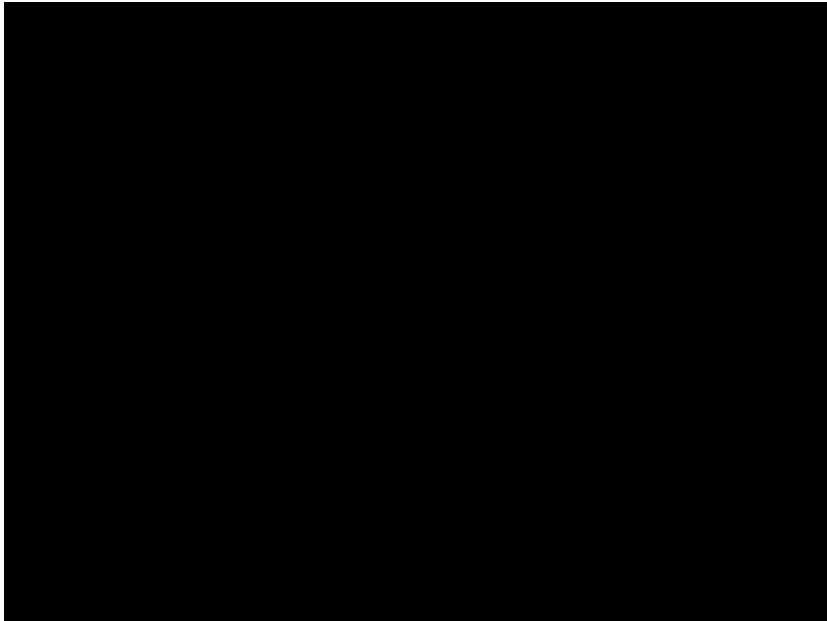
Learn more here about the term “Two Spirit” which encompasses a whole solar system of North American Indigenous concepts of gender & sexuality



More 2 spirit resources here: rainbowcollectiveofthunderbay.com/two-spirit-resources-videos

LGBTQ+ Youth Voices

LGBTQ+ is a term used to describe anyone who does *not* identify as “straight” or “cis.” It can encompass a wide range of different identities beyond the letters LGBTQ.



- What did most of the youth in the video have in common?
- What were some ***positive experiences*** the youth in this video had when coming out to friends or loved ones?

*This is a clip from the **TeenLine Video**: “LGBTQ: Understanding Sexual Orientation and Gender Identities”

What are Homophobia & Transphobia?

Homophobia: Negative/hurtful attitudes, feelings, beliefs or behaviors toward people who are identified or perceived as being **Lesbian, Gay, Bisexual or Queer.**

Transphobia: Negative/hurtful attitudes, feelings, beliefs or behaviors toward people who are identified or perceived as being **Transgender, Genderqueer or Non-Binary.**

A statement or action may be homophobic or transphobic if it...

- Implies that being LGBTQ+ is bad, gross, weird or not ok.
- Uses hurtful slurs, or words that are insulting or degrading to LGBTQ+ people.
- Makes an LGBTQ+ person feel alone, isolated or like they don't belong.
- Implies that someone's gender or sexual orientation is just an act rather than a true identity.
- Makes a person feel bad about themselves for not fitting a narrow set of societal gender norms.
- Pressures a person to conform to traditional gender roles in order to fit in and be accepted.

Impact Scenarios

As you read each scenario, ask yourself:

- *How are homophobia or transphobia impacting the characters in the scenario?*
- *Is anyone acting as an ally in the scenario?*

Impact Scenario 1

Marcus loves acting and has starred in several school performances. A few guys from the football team come to see him sing and dance in the winter musical, and they meet up backstage to congratulate him afterwards. His best friend Julio says “Marcus, no homo, but you’re a pretty good dancer bro!” The other guys laugh, and one of them says, “For real, though, you two are hecka gay.” Then they all laugh more. The next week at school Marcus notices that Julio barely speaks to him when the other guys are around, and sits far away down the table at lunch time.

- **How is homophobia or transphobia impacting these characters?**
- **Is anyone acting as an ally in this scenario? If so, how?**

Impact Scenario 2

Anny just recently came out as trans. She started growing out her hair, wearing makeup and painting her nails. She has asked her teachers and classmates to start use her new name, Anny, and the pronouns she and her. One day as Anny is washing her hands in the bathroom, she runs into Marcia who says, “Ew! get out of the girl’s room! I don’t want to be spied on by some dude who thinks he’s a girl!” Just then, another stall door opens, and Anny’s friend Tasha steps out. Tasha says, “Marcia, Anny has just as much a right to use this bathroom as you do, so back off. C’mon Anny, I’ll walk back to class with you.”

- **How is homophobia or transphobia impacting these characters?**
- **Is anyone acting as an ally in this scenario? If so, how?**

Impact Scenario 3

There is a rumor going around school that Eboni is a lesbian. Some of the girls in her gym class even refuse to change when she is in the locker room. Eboni hasn't really figured out her sexual orientation yet, but the rumor makes her feel very self-conscious, so she starts dating Kaydin, a guy from her art class. After a few weeks, they start having sex, even though Eboni isn't really sure she's ready. She thinks Kaydin is a nice guy, but she always thought she would wait until she was older to have sex. She hopes now that she has a boyfriend people will stop talking about her.

- **How is homophobia or transphobia impacting these characters?**
- **Is anyone acting as an ally in this scenario? If so, how?**

Put Your Questions in the Question Box

- Questions will be answered next time we meet for class



Did you know? Every school has a **GSA** and a teacher who leads the GSA? This means they are there to support LGBTQ students be a resource on topics of sexual orientation and gender identity! Let me know if you need help connecting to the GSA group. Additional information and supports can be found here:

www.seattleschools.org/lgbtq