

I Am Who I Am

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

Students will be able to:

ID.8.CC.1 – Differentiate between gender identity, gender expression and sexual orientation.

ID.8.IC.1 – Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

TARGET GRADE:

Grade 6 – Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Lesson PowerPoint
- *3Rs Teacher's Guide* (pages 23-24)
- Projector and screen
- Computer with PowerPoint
- Regular letter-sized envelopes (one per student)
- 8 ½ x 11 sheets of blank paper (one per student)
- Whiteboard and markers
- "Myth vs. Fact" Answer Key
- "Myth vs. Fact" (one per student)
- **Homework:** "Fix This/Defining Sexual Orientation" (one per student, in English or Spanish)
- **Optional Homework:** "Fix This/Defining Sexual Orientation" (for students who do not have Internet access)

ADVANCE PREPARATION FOR LESSON:

Read through the *3Rs Teacher's Guide* on teaching about gender, gender identity, and sexual orientation (pages 23-24).

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms sexual orientation, gender identity, and gender expression. [Knowledge]
2. Describe how each term is different from the others. [Knowledge]
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge]
4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is important and we've intentionally been careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him," using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Begin the class by explaining that you are going to be talking today about identity. Say, "**Identity has to do with who we are - I am a teacher; that's part of my identity. Because we are talking about human sexuality, our class is going to be looking at parts of our sexual identity, including our sexual orientation and our gender identity.**" (2 minutes)

STEP 2: Distribute a piece of paper and envelope to each student. Tell them that they are going to be asked to write down two things on their sheet of paper, without putting their name on it. Ask them to write down what they've heard about what the term "sexual orientation" means. Tell them that if they haven't heard anything, they should just try to guess what it means.

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After about 4 minutes, ask them to write down what they have heard about the term “gender identity.” Again, tell them that if they haven’t heard anything, they should just try to guess what it means. Once they are done, ask them to fold their sheet of paper into thirds (you may need to model this for them), put it in their envelope, and seal their envelope. Tell them not to open it until they’re asked to. (8 minutes)

STEP 3: Go through the PowerPoint “*Understanding Gender Identity and Sexual Orientation*.” (12 minutes)

***Note to the Teacher:** This PowerPoint provides very basic information, so you may wish to allow additional time for questions. If these topics are newer or less familiar for you, you may wish to use your anonymous question box throughout class so you can look up any answers you don’t know and provide them during the next class.*

STEP 4: Say, “**Now that you’ve gotten a bit of an overview, let’s see what you remember – as well as what else you know – about these topics.**” Distribute the worksheet, “*Myth vs. Fact: Gender Identity and Sexual Orientation*” to each student. Instruct them to complete all the questions on their own without asking for any help. After a few minutes (or when all the students have finished), ask them to turn to a student sitting near them so the two can compare their answers. Tell them that they do not have to agree, but that they can feel free to change any of their answers as they wish. (12 minutes)

STEP 5: Using the Answer Key, go through the answers with the students. Ask for volunteers to read each statement and provide their answer. As you go through these, ask whether there was any disagreement on the various questions and whether they ended up changing their answers and why. (12 minutes)

***Note to the Teacher:** This is another place where using the anonymous question box may be useful, as students may have more questions than class time will allow you to answer in the moment.*

STEP 6: Ask the students to think about all of the terms and examples you have just gone through, and to open their own envelope. Ask the class, “**How many of you wrote down something about sexual orientation or gender identity that was correct?**” After students have raised their hands, ask, “**How many of you wrote down something that ended up to be incorrect, but that you now know the correct information about?**” After students have raised their hands, praise their work and distribute the homework assignment. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Each of the in-class activities is intended to provide and reinforce the content taught, including the differentiation between the terms. The homework assignment is designed to achieve Learning Objective 4.

HOMEWORK:

Students will view a brief video clip online and complete the “*Fix This*” homework sheet (front and back) relating to what they saw. The first part of the homework, “*Fix This! Creating Respectful Classrooms for LGBTQ Students*,” contains an online component. An optional

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alternative homework is available for students who do not have access to the Internet at home. The second part of the homework, *“Defining Sexual Orientation,”* includes a conversation with a parent or caregiver. If the parent/caregiver is more comfortable reading in Spanish, please give the student the Spanish version of the homework.

MYTH VS. FACT: GENDER IDENTITY AND SEXUAL ORIENTATION

Answer Key

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH

FACT

Sexual orientation has to do with the gender(s) of the people we're attracted to, physically and romantically. We don't choose our feelings just like we don't choose who we find attractive. What we CAN choose is whether to act on those feelings, as well as what we call ourselves based on those feelings (our identity).

2. People can choose their gender identity.

MYTH

FACT

Just like sexual orientation, a person doesn't choose to feel male, female, neither, or a combination of both. What we CAN choose is what we call ourselves, even if it doesn't match our physical body (male, female, transgender, etc.).

3. People can choose their gender expression.

MYTH

FACT

A person can choose to let people know their gender in whatever way feels comfortable or right to them. That includes girls who wear dresses and are stereotypically "feminine," and girls who wear jeans and t-shirts and work boots and present as more stereotypically "masculine." There are lots of ways to express ourselves, and that includes how we express our gender. No one has the right to tell us how we do this is right or wrong, it just has to be right to us.

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH

FACT

Some people will stereotype another person based on their gender expression. Based on what they see, they will think they know that person's sexual orientation. For example, they will see a masculine guy and assume he is heterosexual. He may be, but he may not be. And while some people do fulfill stereotypes – that guy may very well be heterosexual – it does not mean, for example, that all masculine guys or all feminine girls are heterosexual. Sexual orientation has to do with who a person is attracted to; gender expression is separate from that.

5. A girl who is really athletic is either a lesbian or transgender.

 MYTH

FACT

This is another example of stereotyping. Athleticism is a talent and a skill that a person of any gender can have. Some people who are athletic are heterosexual, some are lesbian or gay, and some are bisexual; similarly, some are female, some are male, and some are transgender.

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH


 FACT

Some people find the idea of being transgender easier to understand when what they see matches what they are being told. For example, when Caitlyn Jenner, who was assigned male at birth, announced she was transgender, many people struggled with understanding this because Bruce Jenner was a very masculine Olympic champion. Once she transitioned and looked like a stereotypical woman, many people saw the connection. Another good example is Laverne Cox, who is a transgender actress. She is often accepted because she “looks feminine.”

At the same time, however, it’s important to remember that the outside doesn’t always have to match the inside. Even before Caitlyn, for example, started altering her appearance, when she was still known as Bruce, she felt on the inside that she was a woman. We can look one way, and feel totally different. How we feel on the inside – our identity – always takes priority over what is on the outside.

MYTH VS. FACT: GENDER IDENTITY AND SEXUAL ORIENTATION

Name: _____

Date: _____

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH

FACT

2. People can choose their gender identity.

MYTH

FACT

3. People can choose their gender expression.

MYTH

FACT

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH

FACT

5. A girl who is really athletic is either a lesbian or transgender.

MYTH

FACT

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH

FACT

Fix This! Creating Respectful Classrooms for LGBTQ Students
Homework (Lesson 6-5)

Name: _____

Date: _____

Instructions:

- Watch the video, “*Dealing with Difference*,” which can be found online at <http://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues>, until 1:45.
- Then answer the questions that follow.

1. What happened in this video clip?

2. What things happened to make this an unsafe classroom environment?

3. Why do you think the teacher and other students didn’t say anything to stop the disrespectful interactions?

4. What should they have done?

Defining Sexual Orientation

Instructions:

- In the space below, write your own definition of what sexual orientation is.
- Once you have done that, think of an adult you know well and trust who you could share this definition with. This could be a parent or other adult family member, a friend's parent, someone at school, etc.
- Tell this person what we discussed in class and share your definition so that they also know what sexual orientation is. See if they agree with your definition, or whether they have another take and add that to what you have. Make sure they sign below!

Sexual orientation is:

(What I say):

(What the adult I asked says):

Did you learn about sexual orientation when you were growing up? If so, what did you learn?

(What the adult I asked said):

Name of adult: _____

Their signature: _____

Relationship to you: _____

**¡Arregla esto! Crear clases respetuosas para los estudiantes
LGBTQ
Tarea (Lección 6-5)**

Nombre: _____

Fecha: _____

Instrucciones:

- o Ve el video, “*Dealing with Difference*”, que puede encontrarse en línea en <http://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues>, hasta la 1:45.
- o Luego contesta las preguntas que siguen.

1. ¿Qué sucedió en este video clip?

2. ¿Qué cosas pasaron que hicieron que este fuera un ambiente no seguro en la clase?

3. ¿Por qué piensas que el maestro y otros estudiantes no dijeron nada para detener las interacciones irrespetuosas?

4. ¿Qué debieron haber hecho?

Definir la orientación sexual

Instrucciones:

- o En el espacio abajo, escribe tu propia definición de lo que es la orientación sexual.
- o Una vez que hayas hecho eso, piensa en un adulto que conozcas bien y en quien confíes para compartir esta definición. Este puede ser uno de tus padres o un familiar adulto, el padre de un amigo, alguien de la escuela, etc.
- o Dile a esta persona lo que discutimos en clase y comparte tu definición para que ellos también sepan lo que es la orientación sexual. Ve si están de acuerdo con tu definición, o si ellos tienen otra para tomar o agregar a lo que tú tienes. ¡Asegúrate de que firmen abajo!

La orientación sexual es:

(Lo que yo digo):

(Lo que dice el adulto que consulté):

¿Aprendiste sobre orientación sexual cuando eras joven? Si es así, ¿qué aprendiste?

(Lo que dijo el adulto que consulté):

Nombre del adulto: _____

Su firma: _____

Relación contigo: _____

Fix This! Creating Respectful Classrooms for LGBTQ Students
Homework (Lesson 6-5)

Name: _____

Date: _____

Instructions:

- Read the article “Bullied Student Tickled Pink by Schoolmates’ T-Shirt Campaign”
- Then answer the questions that follow.

1. What happened at Central Kinds Rural High School?

2. What did the seniors (David Shepard and Travis Price) do in response?

3. Why do you think this response, Pink Shirt Day, has become an international movement? Does your school have a Pink Shirt Day or something similar?

4. If you see someone being bullied at school, especially for being perceived as LGBTQIA, or if you are being bullied, what can you do?

Bullied student tickled pink by schoolmates' T-shirt campaign

[CBC News](#) Posted: Sep 18, 2007 9:19 PM ET Last Updated: Sep 18, 2007 11:25 PM ET

Two Nova Scotia students are being praised across North America for the way they turned the tide against the bullies who picked on a fellow student for wearing pink. The victim — a Grade 9 boy at Central Kings Rural High School in the small community of Cambridge — wore a pink polo shirt on his first day of school. Bullies harassed the boy, called him a homosexual for wearing pink and threatened to beat him up, students said.

Two Grade 12 students — David Shepherd and Travis Price — heard the news and decided to take action. "I just figured enough was enough," said Shepherd. They went to a nearby discount store and bought 50 pink shirts, including tank tops, to wear to school the next day.

'Sea of pink' support

Then the two went online to e-mail classmates to get them on board with their anti-bullying cause that they dubbed a "sea of pink." But a tsunami of support poured in the next day. Not only were dozens of students outfitted with the discount tees, but hundreds of students showed up wearing their own pink clothes, some head-to-toe.

When the bullied student, who has never been identified, walked into school to see his fellow students decked out in pink, some of his classmates said it was a powerful moment. He may have even blushed a little. "Definitely it looked like there was a big weight lifted off his shoulders. He went from looking right depressed to being as happy as can be," said Shepherd. And there's been nary a peep from the bullies since, which Shepherd says just goes to show what a little activism will do. "If you can get more people against them... to show that we're not going to put up with it and support each other, then they're not as big as a group as they think are," he says.

The students' "sea of pink" campaign did not go unnoticed outside the province. U.S. talk show host Ellen DeGeneres expressed interest in their story, and other schools are talking about holding their own "pink day." "It's been totally overwhelming for us. I mean we're just two local boys and I mean we're getting calls from like Alaska and e-mails. It's just phenomenal the support that we've gotten from across the globe," said Price.

The school principal, understandably, was flushed with pride. "You're always hearing about the youth of the world and how bad things are. Well, they're not that bad," said Stephen Pearl.

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Name of adult: _____

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Relationship to you: _____