


Comprehensive Sexual Health Education Lesson (6-8)

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|  | Topic: Sexual Orientation – Part I | Date: |
| Objectives | 1. Students will understand sexual orientation and key definitions. | |
| State Standards | <ul style="list-style-type: none"> • Physical Development and Health <ul style="list-style-type: none"> ○ Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. ○ Goal 23: Understand human body systems and factors that influence growth and development. ○ Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills | |
| Content | Sexual Orientation Bullying Prevention | |
| Web/Other Resources | | |
| Materials | Butcher/Flip Chart Paper Genderbread Person Student Page Sexual Orientation Definitions Page | |
| Learning Activities | <p>A. Sex, Gender Identity and Gender Expression Discussion</p> <ol style="list-style-type: none"> 1. Group Brainstorm- Facilitator says: <i>How did you tell the difference between men and women growing up?</i> Facilitator writes ideas on butcher paper. <ol style="list-style-type: none"> a. <i>What did you learn men and women were supposed to look like? What did you learn they are supposed to wear?</i> b. <i>What did you learn men and women were supposed to Say and Do?</i> c. <i>How many of you perfectly match the social norms we just listed? What does that teach us about gender?</i> 2. (Referencing Butcher Paper) Facilitator says: <i>Everything on that list makes up a person’s gender identity and gender expression, which can be different. They are also different from a person’s sex.</i> 3. (Pass out Genderbread Worksheet) Facilitator reads definitions: <ol style="list-style-type: none"> a. <i>Gender identity is how you, in your head, think about yourself. Man or Woman, from the list.</i> b. <i>Gender Expression is how you show your gender. Everything men and women Wear or Do, from the list.</i> c. <i>Sex is the parts you were born with (organs, hormones and chromosomes).</i> <ol style="list-style-type: none"> i. <i>Facilitator uses the list the class created to give examples of when a person’s sex does not match their gender identity. This is called</i> | |

Transgender.

ii. Being Transgender can also affect a person's sexual orientation, though it doesn't always.

B. LGBTQ Terms and Definitions

1. Sexual Orientation Terms and Definitions

a. **PREPARATION: Using the Sexual Orientation Definitions page make separate slips of paper for each term and definition.**

b. Facilitator passes out terms and definition slips. Each participant or pair of participants gets one term or one definition.

i. Facilitator says, "Looking at your word or definition, try to find the person in the room who has the matching word or definition, without talking. When you find your partner, stay still."

c. Facilitator puts butcher paper on the wall with the letters L, G, B, T, Q and A on it.

d. Facilitator mines for answers from participants first and writes definitions on the paper.

i. **Lesbian**

ii. **Gay**

iii. **Bisexual**

iv. **Transgender**

v. **Queer**

vi. **Ally**

2. Closing: Facilitator wraps up lesson saying, *"Today we've learned how we ultimately are labeled and sometimes stereotyped. Our labels and stereotypes can also impact how we are treated; particularly if someone is a part of the LGBTQ community. But now that you have a better understanding of sexual orientation or at least the definitions, part 2 of this lesson will focus on bullying prevention and how the LGBTQ community can be supported."*