

Sexual Orientation and Gender Identity

Grade 6–8, Lesson 2

Summary

Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two categories of identity held by everyone. Students learn common terms and foundational information related to these concepts through small- and large-group activities. They discuss strategies that help people develop pride in any of their identities and practice applying these strategies to a scenario about sexual orientation and gender identity.

Student Learning Objectives

The student will be able to ...

1. Explain that everyone has a gender identity and a sexual orientation, and differentiate between them.
2. Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
3. Explain why it's important for people to feel proud of their identities, including their sexual orientation and gender identity.

Lesson Timing

Warm up	Bell work + 3 minutes
Introduction to identity	5 minutes
Definitions activity	10 minutes
Common questions activity	15 minutes
Developing pride in our identities	5 minutes
Scenario activity	10 minutes
Assign homework	
Exit ticket	2 minutes
Total	50 minutes

FLASH Key Concepts

Everyone has a sexual orientation and a gender identity.

A person knows their sexual orientation because of who they feel attracted to, not because of who they have sex with.

A person knows their gender identity because they feel like a boy, a girl, both, neither or somewhere in between, not because of their body parts.

People of all sexual orientations and gender identities need to know how to prevent pregnancy and STDs, either for themselves or to help a friend.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
SH1.8.33	Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development or physical appearance.
SH1.8.34	Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
SH1.8.35	Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
SH1.8.36	Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity,) are different from one's own.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.8.6	Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
SH8.8.3	Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).

National Sexuality Education Standards

PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image.
PD.8.AI.1	Identify medically accurate sources of information about puberty, adolescent development and sexuality.
ID.8.CC.1	Differentiate between gender identity, gender expression and sexual orientation.
ID.8.CC.2	Explain the range of gender roles.
ID.8.INF.1	Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.
ID.8.AI.1	Access accurate information about 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.
ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community.
PS.8.SM.1	Describe ways to treat others with dignity and respect.
PS.8.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone.

Rationale

The goals of the FLASH curriculum are to decrease pregnancy, STDs and sexual violence among teens, as well as to increase family communication about sexual health. FLASH uses many evidence informed strategies to achieve these goals, including ensuring that all FLASH content is appropriate for students regardless of their sexual orientation or gender identity, and including a lesson that directly addresses the concepts of sexual orientation and gender identity. Both strategies are supported by the National Health Education Standards (SHECAT) and the National Sexuality Education Standards. Because LGBT teens are at high risk for poor sexual health outcomes, including higher rates of pregnancy,^{1 2} STDs and HIV,^{2 3 4} and sexual violence,⁵ sexual health curricula must be designed to meet the needs of all students.⁶

Middle school is a time when young people are developing their identities across many domains. This lesson uses identity development as the framework for teaching about sexual orientation and gender identity, and draws particularly from the research showing that pride in one's identity is a protective factor that supports resiliency. Protective and resiliency factors greatly assist youth in avoiding pregnancy and STDs, substance use and school dropout.^{7 8 9 10} Middle school is an appropriate and important time to talk about sexual orientation and gender identity. On average, students realize they are same-sex attracted in early adolescence.^{11 6} Many students will self-identify as LGBTQ around age 13.^{6 5} By talking about LGBTQ topics prior to sexual activity onset, all youth can have greater protection against poor sexual health outcomes.^{11 6}

Teaching about sexual orientation and gender identity not only provides a necessary protection for LGBTQ students, but can also create better understanding, respect and nondiscrimination among all students.^{6 1 12 13} It is important as an educator to provide support to all students, as every classroom will likely have students who identify (or will later identify) as LGBTQ. By including LGBTQ topics, an example is set in the classroom of the importance of respectful communication, diversity awareness and critical thinking about social issues.

Materials Needed

Student Materials

- *Ways to Develop Pride in Our Identities Handout*
- *Developing Pride Scenario Handout*
- *Sexual Orientation and Gender Identity Resources Handout*
- *Individual Homework: Sexual Orientation and Gender Identity*
- *Family Homework: Sexual Orientation and Gender Identity*, available in English, Spanish, Russian, Chinese, Vietnamese and Arabic
- *Lesson 2 Exit Ticket*

Small-Group Handouts (1 per small group)

- *Sexual Orientation*
- *Gender Identity*
- *Identity Terms*
- *Identity Definitions*
- *Answer Cards*

Classroom Materials

- *Lesson 2 Warm Up*
- *Sexual Orientation and Gender Identity Definitions Visual*
- *Common Questions Activity Visual*
- *Ways to Develop Pride in Our Identities (Categories) Visual*
- Envelopes
- Newsprint
- Tape

Teacher Preparation

1. Cut apart the *Identity Definitions* and *Identity Terms*. Place them in an envelope labeled "Definitions." Make at least 6 sets (1 set per small group).
2. Cut apart the *Answer Cards*. Place them in an envelope labeled "Answer Cards." Make at least 6 sets (1 set per small group)
3. Write each Common Question on a different piece of newsprint to be posted around the room. Leave tape by each piece of newsprint.
4. Prepare Visuals for document camera or projector.

Activities

1. Warm Up

Display warm up as bell work.

Prompt:

A person's identity refers to their sense of who they are as individuals and as members of social groups. People have many identities. Their identities might include their gender, their race, their nationality, their sexual orientation, their family identity (sister, uncle, etc.), their religious identity, if they have one, their work or an important interest.

- Name 3 of your most important identities. For example: male, Mexican American, gay, sister, Buddhist, soccer player, artist, environmentalist, gamer, etc.
- Would you pick the same identities now as when you were in Kindergarten? Why or why not?

2. Introduce the concept of identity

Debrief the warm up. Discuss the importance of people being proud of their identities.

On your warm up we used this definition of identity: "A person's identity refers to their sense of who they are as individuals and as members of social groups. People have many identities." What are some of the identities you listed?

Excellent. Some identities are things you choose, and some aren't. I heard examples of both just now. For example, you don't choose whether or not you are a brother or sister, or what country you are born in. Other identities are things that people choose for themselves, such as identifying as a Republican or a Democrat, or identifying as a fan of a particular sports team (use students' own examples here if possible).

There are some parts of a person's identity they may have known for a long time, and there are other parts that develop later in life. No matter when a person's identity develops, or whether or not they choose it, it's important for people to feel proud of who they are. Why do you think that is?

Right. If a person feels bad about themselves, it can lead to unhappiness or depression, and it can be hard to make friends with other people with similar interests or identities. When someone feels proud of their identity they can hold their head high and do good things in the world.

3. Conduct definitions activity

Introduce the concepts of sexual orientation and gender identity as two types of identity that every person has.

Today we're going to focus on two particular types of identity. Every person has a sexual orientation and a gender identity. We're going to start by learning some common and respectful words having to do with sexual orientation and gender identity that are important

for everyone to know.

Place students in groups of 3 or 4. Give each group the *Sexual Orientation Handout*, *Gender Identity Handout*, and an envelope labeled "Definitions" with identity terms and definitions printed on slips of paper. Have students work in their groups for 3 minutes to match the definitions with the terms and place them on the correct paper, identifying the terms as either a sexual orientation or gender identity. Remind students that it is fine if there are terms they don't know, tell them to just do their best.

In a minute, I'm going to separate you into small groups. Each small group will receive a Sexual Orientation handout, a Gender Identity handout, and an envelope of identity terms and definitions. Your job will be to match the terms with the correct definitions, and then place them on either the Sexual Orientation or the Gender Identity page, depending on whether the word refers to sexual orientation or gender identity. It's OK if you don't already know the terms or definitions. Just do your best.

Debrief as a large group by projecting the *Sexual Orientation and Gender Identity Definitions Visual*, defining each term, addressing any confusion, and explaining why each term is either a sexual orientation (an identity based on a person's attraction to someone else) or a gender identity (a person's identity as a boy, a girl, both or neither).

Let's take a look at the sexual orientation and gender identity definitions together. If your small group has any incorrect definitions, you can fix your strips as we go.

Sexual orientation describes who a person is romantically attracted to. What were some of the terms you had listed under sexual orientation? Great. I'm going to go over these definitions with you.

Usually, we say that a man who is attracted to women or a woman who is attracted to men is **straight**. The word **lesbian** describes a woman who is attracted to women, and **gay** describes a man who is attracted to men. **Bisexual** is a word to describe a person who is attracted to men and women. Someone might also identify as **queer**, which is a broad term that can include gay, lesbian and bisexual people, as well as other people who don't identify as straight.

Gender identity refers to whether a person identifies as a boy, a girl, both, neither or somewhere in between. So, a person's gender identity is **female** if they identify as a girl and **male** if they identify as a boy. A person's gender identity doesn't always match the way other people see them. For example, a doctor may have said that a person was male or female when they were born, but that person knows in their heart that really isn't their gender. When a person's gender identity is different from what the doctor said when they were born that is called being **transgender**, or just **trans**. When a person's gender identity **does** match what the doctor said when they were born that's called being **cisgender**.

People might also use other words to identify their gender, like **gender fluid** or **gender queer**. These terms mean different things to different people, but generally they mean people don't feel exactly like a boy or a girl, at least not all the time.

Every person has a sexual orientation and a gender identity, but the terms that people use

to describe their identities sometimes change, and not everyone uses the same words or agrees on exactly the same definitions. Nice work on the definitions.

4. Students answer common questions

Introduce the common questions that are already posted around the room. Hand out an envelope of *Answer Cards* to each group, and project the *Common Questions Visual* in the front of the room. Groups will have 3 to 5 minutes to determine the best answer for each question. When you call time, each group has 15 seconds to tape their *Answer Cards* to the matching questions posted around the room and return to their small groups. Walk from sign to sign, reading the question and the correct answer, moving any incorrect answers, and clarifying confusion.

We're all going to learn more about this topic by thinking about the most common questions students ask about sexual orientation and gender identity.

You can see seven different questions posted around the room. I'm going to hand each small group a packet that has all the answers to these questions on different slips of paper. Your task is to figure out the right answer to each question. When I call time, you'll have 15 seconds to tape each of your answers to the correct question. Then I'll check the answers and clarify any confusion.

Answer Key:

1. How does someone know their sexual orientation or their gender identity?

A person knows their sexual orientation based on who they feel attracted to. A person knows their gender identity based on whether they feel like a boy, a girl, both, neither or somewhere in between.

2. Can lesbian, gay and trans people have kids?

Yes. Any person with a uterus, ovaries and a vagina can become pregnant, regardless of their gender identity or sexual orientation. They could become pregnant from having vaginal sex or by placing donated sperm in their vagina. People can also arrange to have someone else, called a surrogate, carry a pregnancy for them. Finally, a person of any sexual orientation or gender identity can adopt children.

3. If a boy acts like a girl or a girl acts like a boy, does that mean they are gay?

There is no one way for boys or girls to act, although there are certain stereotypes about what behavior is masculine or feminine. A person's sexual orientation is based on who they are attracted to, not how they act or what sorts of things they are interested in.

4. How do gay, lesbian and trans people have sex?

People can have different kinds of sexual touch with a partner, including kissing, hugging and cuddling, no matter what their sexual orientation or gender identity is. Couples might also have oral, anal or vaginal sex, depending on what body parts the two people have and what activities they have consented to.

5. How old are people when they know their sexual orientation or gender identity?

People often know who they are attracted to by middle or high school. They often know if they feel like a boy, a girl, both, neither or somewhere in between by elementary school. However, every person is different and some people will know at younger or older ages.

6. Can you change your sexual orientation or gender identity?

A person cannot control who they are attracted to, and they cannot control if they feel like a boy, a girl, both, neither or somewhere in between. Even though people can't change their feelings, they can change the term they identify with if they need or want to.

7. What if I don't know someone's sexual orientation or gender identity? What should I call them?

Every person has the right to name their own identities. It is polite to ask someone how they identify their sexual orientation and gender identity, and what words they would like you to use when talking to them. It is important to respectfully use the terms and pronouns people have asked others to use.

5. Discuss ways to developing pride in identities

Introduce the idea that people can take steps to help them feel proud of their own identities, and to help others feel proud of their identities as well. Point out that pride in identity is not about seeing oneself as better than others, but about feeling good about oneself. Show the *Ways to Develop Pride in Our Identities (Categories) Visual*. Explain that the class is going to discuss strategies for feeling proud of our identities, whether they are related to sexual orientation, gender identity or any other aspect of identity. Invite students to come up with examples for each category. Then pass out the *Ways to Develop Pride in Our Identities Handout* and have volunteers take turns reading all the strategies out loud.

When people feel proud of who they are and of their identities, it can help them be happy and deal with challenges as they get older. One of the ways we learn to be proud of our identities is through our interactions with others—with our families and friends, with teachers, in a religious community, at our jobs and at school.

Let's think of some of the specific things that people do to help them feel proud of their own identities, or to help others be proud of who they are. We can think of sexual orientation and gender identities as well as other identities that people have. I'm going to show you a few categories and ask you if you can think of some ideas in each category.

Refer to the *Ways to Develop Pride in our Identities (Categories) Visual*, but don't begin accepting responses or filling it in until you have read the next script.

I want to remind us all that it is easier for someone to feel proud of their identities when they see those identities reflected around them. For example, the first category here is "Connecting with community." If many of the people you go to school with are the same race or ethnicity as you, or the same religion or sexual orientation, you are connecting with members of your community every day. If your identities are not the same as many of the

people around you, you may have to work harder to connect with other members of your community. Remember, too, that being proud of your identities does not mean that you think your identities are better than someone else's. The focus is on feeling proud and good about yourself. Now, let's see if we can come up with some examples in each of these categories. What are some ways people could connect with other people who share an identity with them? You can think about any identity.

Allow students to answer.

You've come up with some great suggestions! Now I'm going to hand out a list of different ways for people to develop pride that we're going to take turns reading out loud.

6. Analyze a scenario

Hand out the *Developing Pride Scenario Handout*. Ask for four volunteers to read one paragraph each. After the first two paragraphs, read the discussion questions to the class. Give students a moment to think on their own about their answers to the questions, then have them pair up and share their answers with each other. Debrief as a large group as time allows, or simply move on to read the final two paragraphs and repeat the process. Suggested answers are provided below to assist in the debrief.

Now we're going to think specifically about transgender, lesbian, gay and bisexual people, and what things they could do to help them feel proud of their identities. We're going to take a look at someone who is in middle school and is struggling to feel proud of his identity. When we get to the discussion questions I will have you think, pair and share with a neighbor. Let's begin with a volunteer reader.

Scenario:

James is in the eighth grade. Because he has always lived as a boy and feels attracted to other boys, he currently identifies as a gay male. But lately James has been thinking that he might be trans. He doesn't know any other trans or genderqueer kids, but he would like to meet some and be able to talk with them. He belongs to the GSA (Gay Straight Alliance) at his school and likes going. His dad helps him attend by picking him after meetings. He has friends at school and is close with his family but lately he has been feeling a little lonely.

It seems like he doesn't ever see anyone who is like him. All the gay people on TV are white and James is black, and he never sees a trans person on TV except on talk shows. Although everyone at school is pretty nice, he hears things that worry him. People say "that's so gay" about everything, and sometimes kids try to make a joke by pretending that they're gay, talking with a weird voice and walking funny. Teachers don't ever seem to notice. Recently he told his best friend Samuel how he was feeling. Samuel wants to help him, but isn't really sure what to do.

- *How is James feeling now? Is he feeling proud of who he is?*
James is feeling lonely, he is wondering if there are other people like him. He may also be feeling sad or maybe confused.
- *What is helping James feel proud?*
He has good support from his dad, he has the GSA and friends at school.

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- *What is getting in the way of James feeling proud?*
He doesn't see people like him, kids at his school seem to make fun of gay people.

Samuel asked James if it would be OK for him to talk to his family about James's situation. He thought his mom might have some good advice. James said it was OK, and he decided to talk to his dad too. James's dad told him he was proud of him, and that he was sorry to hear that he had been feeling lonely. He had heard that there was a meeting in town for parents with lesbian, gay, bisexual or transgender kids, and he told James that he would check it out to see if those parents had some ideas and to help James meet kids who might be more like him.

Samuel's mom had heard that there were some events going on for LGBT history month, including an LGBT history exhibit at the library. She suggested that James and Samuel go together to see the exhibit, and offer to volunteer. She reminded Samuel how important it was to be a good friend to James right now, to really listen to him, spend time with him, and speak up if he saw people making anti-gay comments. James and Samuel talked again, and James felt glad to have some good ideas and to have the support of friends and adults in his life.

- *Let's look again at the list of strategies. Do you see any on the list that people used in this scenario?*
 - Samuel's mom suggested they attend an event to help both Samuel and James learn more about community history.
 - Samuel's mom suggested they volunteer for the event.
 - Samuel's mom suggested Samuel attend the event with James so that he could show his support for James.
 - Samuel's mom suggested he speak up when he sees discrimination.
 - James's dad plans to attend a meeting for parents of LGBT kids, so he can connect with that community, and to help his son connect with other kids.
- *If you were James's friend, what strategy would you have used to help him?*
- *What if James didn't know any supportive adults or if his town had not had these resources? How would things have been different for him? Do you have any ideas about what he could have done in that situation?*
 - Things would have been much harder for him. He would probably have continued feeling lonely and might have started to feel worse.
 - He could talk with other safe adults who might be supportive, like a school counselor or a member of his extended family.
 - He could read books or watch movies with characters who are more like him. If he didn't know any books or movies, he could ask a librarian for help.
 - He could learn more by reading information from safe websites designed for kids his age.

If James didn't have supportive friends, or if he had not known how to connect with community or learn more about his community's history, I am sure he would have continued to feel lonely, and might even have become depressed. I think this scenario shows us how important it is for people to feel proud of themselves, and gives us some good ideas about how people can develop their own pride and how to help friends.

7. Provide resource sheet and conclude lesson

Hand out the *Sexual Orientation and Gender Identity Resources Handout*.

LGBTQ stands for lesbian, gay, bisexual, trans, queer and questioning. Here are a list of organizations that help support LGBTQ youth and their friends and family. If someone were in a situation like James, these are places that could help.

Good work, everyone. I'm glad we had an opportunity to discuss how to have pride in all of our identities today.

8. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Sexual Orientation and Gender Identity

Family Homework: Sexual Orientation and Gender Identity, available in English, Spanish, Russian, Chinese, Vietnamese and Arabic

9. Exit ticket

Hand out the *Lesson 2 Exit Ticket*.

Question: What is the difference between gender identity and sexual orientation?

Answer: Gender identity is whether you identify as male, female, both, neither or somewhere in between; sexual orientation is based on the gender of the people you're attracted to.

Warm Up

Visual

A person's identity refers to their sense of who they are as individuals and as members of social groups. People have many identities.

Their identities might include their gender, their race, their nationality, their sexual orientation, their family identity (sister, uncle, etc.), their religious identity, if they have one, their work or an important interest.

- Name 3 of your most important identities. For example: male, Mexican American, gay, sister, Buddhist, soccer player, artist, environmentalist, gamer, etc.

- Would you pick the same identities now as when you were in Kindergarten? Why or why not?

Sexual Orientation and Gender Identity Definitions

Visual

Sexual Orientation: Who a person is attracted to

Lesbian	A woman who is attracted to women
Gay	A man who is attracted to men
Bisexual	A person who is attracted to men and women
Straight	A man who is attracted to women, or a woman who is attracted to men
Queer	A broad term that can include gay, lesbian and bisexual people, as well as others who don't identify as straight

Gender Identity: How a person identifies their gender

Female	a person who identifies as a woman
Male	a person who identifies as a man
Transgender Trans	When a person's gender identity doesn't match the sex (male or female) the doctor said they were when they were born
Cisgender	When a person's gender identity matches the sex (male or female) the doctor said they were when they were born
Gender Queer Gender Fluid	Usually means a person doesn't feel exactly like a boy or a girl, at least not all the time

Sexual Orientation

Small Group Handout

Who a person is attracted to

Gender Identity

Small Group Handout

**If a person identifies as a boy, a girl, both,
neither or somewhere in between**

Identity Terms

For "Definitions" Envelope

Female	Queer
Cisgender	Gay
Transgender Trans	Gender Queer Gender Fluid
Bisexual	Straight
Male	Lesbian

Identity Definitions

For “Definitions” Envelope

A woman who is attracted to women

A man who is attracted to men

A person who is attracted to men and women

A man who is attracted to women, or a woman who is attracted to men

A broad term that can include gay, lesbian and bisexual people, as well as others who don't identify as straight

A person who identifies as a woman

A person who identifies as a man

When a person's gender identity doesn't match the sex (male or female) the doctor said they were when they were born

When a person's gender identity matches the sex (male or female) the doctor said they were when they were born

Usually means a person doesn't feel exactly like a boy or a girl, at least not all the time

Common Questions Activity

Visual

1. How does someone know their sexual orientation or their gender identity?
2. Can lesbian, gay and trans people have kids?
3. If a boy acts like a girl or a girl acts like a boy, does that mean they are gay?
4. How do gay, lesbian and trans people have sex?
5. How old are people when they know their sexual orientation or gender identity?
6. Can you change your sexual orientation or gender identity?
7. What if I don't know someone's sexual orientation or gender identity? What should I call them?

Answer Cards

For “Answers” Envelope

A person knows their sexual orientation based on who they feel attracted to. A person knows their gender identity based on if they feel like a boy, a girl, both, neither or somewhere in between.

Yes. Any person with a uterus, ovaries and a vagina can become pregnant, regardless of their gender identity or sexual orientation. They could become pregnant from having vaginal sex or by placing donated sperm in their vagina. People can also arrange to have someone else, called a surrogate, to carry a pregnancy for them. Finally, a person of any sexual orientation or gender identity can adopt children.

Answer Cards

For "Answers" Envelope

There is no one way for boys or girls to act, although there are certain stereotypes about what behavior is masculine and what behavior is feminine. A person's sexual orientation is based on who they are attracted to, not how they act or what sorts of things they are interested in.

People can have different kinds of sexual touch with a partner, including kissing, hugging and cuddling, no matter what their sexual orientation or gender identity is. Couples might also have oral, anal or vaginal sex, depending on what body parts the two people have and what activities they have consented to.

Answer Cards

For “Answers” Envelope

People often know who they are attracted to by middle or high school. They often know if they feel like a boy, a girl, both, neither or somewhere in between by elementary school. However, every person is different and some people will know at younger or older ages.

A person cannot control who they are attracted to and they cannot control if they feel like a boy, a girl, both, neither or somewhere in between. Even though people can't change their feelings, they can change the term they identify with if they need or want to.

Answer Cards

For "Answers" Envelope

Every person has the right to name their own identities. It is polite to ask someone how they identify their sexual orientation and gender identity, and what words they would like you to use when talking to them. It is important to respectfully use the words and pronouns people have asked others to use.

Ways to Develop Pride in Our Identities (Categories)

Visual

Connecting with community

Standing up for others who face discrimination based on their identities

Learning about community history

Ways to Develop Pride in Our Identities

Handout

Connecting with community

- Volunteer with organizations that work with specific communities.
- Attend events put on by that community.
- Join school clubs or community organizations that are for specific communities.

Standing up for others who face discrimination based on their identities

- Speak up when you see or hear discrimination based on people's identities.
- Volunteer with organizations that fight discrimination.
- Organize projects or events within your own community that fight against discrimination.
- Support individuals who have faced discrimination by publicly showing your friendship.
- Support individuals who have faced discrimination by asking them what they need, instead of trying to solve their problems.

Learning about community history

- Educate yourself about your community's history by reading books, watching films, and talking to older community members.
- Educate yourself about the history of other communities that you are not already learning about at school.
- Every community has parts of its history to be proud of and parts that people do not feel proud of. Decide for yourself what you can feel proud of, and what parts were not so good.

Developing Pride Scenario

Handout

James is in the eighth grade. Because he has always lived as a boy and feels attracted to other boys, he currently identifies as a gay male. But lately James has been thinking that he might be trans. He doesn't know any other trans or genderqueer kids, but he would like to meet some and be able to talk with them. He belongs to the GSA (Gay Straight Alliance) at his school and likes going. His dad helps him attend by picking him after meetings. He has friends at school and is close with his family but lately he has been feeling a little lonely.

It seems like he doesn't ever see anyone who is like him. All the gay people on TV are white and James is black, and he never sees a trans person on TV except on talk shows. Although everyone at school is pretty nice, he hears things that worry him. People say "that's so gay" about everything, and sometimes kids try to make a joke by pretending that they're gay, talking with a weird voice and walking funny. Teachers don't ever seem to notice. Recently he told his best friend Samuel how he was feeling. Samuel wants to help him, but isn't really sure what to do.

- *How is James feeling now? Is he feeling proud of who he is?*
- *What is helping James feel proud?*
- *What is getting in the way of James feeling proud?*

Samuel asked James if it would be OK for him to talk to his family about James's situation. He thought his mom might have some good advice. James said it was OK, and he decided to talk to his dad too. James's dad told him he was proud of him, and that he was sorry to hear that he had been feeling lonely. He had heard that there was a meeting in town for parents with lesbian, gay, bisexual or transgender kids, and he told James that he would check it out to see if those parents had some ideas and to help James meet kids who might be more like him.

Samuel's mom had heard that there were some events going on for LGBT history month, including an LGBT history exhibit at the library. She suggested that James and Samuel go together to see the exhibit, and offer to volunteer. She reminded Samuel how important it was to be a good friend to James right now, to really listen to him, spend time with him, and speak up if he saw people making anti-gay comments. James and Samuel talked again, and James felt glad to have some good ideas and to have the support of friends and adults in his life.

- *Do you see any strategies on the list that people used in this scenario?*
- *If you were James's friend, what strategy would you have used to help him?*
- *What if James didn't know any supportive adults or if his town had not had these resources? How would things have been different for him? Do you have any ideas about what he could have done in that situation?*

Sexual Orientation and Gender Identity Resources

Handout

GLBT National Help Center

1-888-843-4564

www.glnh.org

Peer support through the GLBT National Hotline and the GLBT National Youth Talkline.

Provides online peer counseling, runs a moderated trans teen online talk group, and maintains a collection of resources across the U.S., searchable by zip code and by topic.

The Trevor Project

1-866-488-7386

www.thetrevorproject.org

A national 24-hour, toll-free suicide prevention hot line designed to serve gay and questioning youth.

Youth Resource

www.youthresource.com

Information and support for GLBT youth. This site is also a good resource on issues relating to young women, youth of color, depression, safer sex, relationships, and many other topics.

Parents, Families and Friends of Lesbians and Gays (PFLAG)

www.pflag.org

The nation's largest family and ally organization. PFLAG has chapters and members in major urban centers, small cities, and rural areas in all 50 states. The website provides educational materials and maintains a listing of PFLAG chapters, searchable by zip code.

Family Acceptance Project

<http://familyproject.sfsu.edu/>

Works to prevent health and mental health risks for LGBT children and youth in the context of their families, cultures and faith communities. The website includes materials designed to assist families in supporting their LGBT children.

Gay-Straight Alliance Network

<https://gsanetwork.org/sexualhealth>

Provides information about starting a Gay-Straight Alliance in middle and high schools, including educational resources and information about training. They maintain a directory of state-level GSA networks from across the U.S.

American Library Association Rainbow Book list

<http://qlbtrt.ala.org/rainbowbooks/>

The Rainbow List is a bibliography of books with significant gay, lesbian, bisexual, transgender or queer/questioning content, and which are aimed at youth from birth through age 18.

Individual Homework: Sexual Orientation and Gender Identity

Name: _____

Period: _____

Use the *Sexual Orientation and Gender Identity Resources* handout or other resources supplied by your school, family, clinic or library to answer the following questions.

1. Write down the name and phone number of a talk line that LGBTQ teens can call for free and confidential support, factual information and resources.

2. Find out if there is a local resource for LGBTQ youth within 25 miles. If so, write down the name and email address. You may use the website below, if needed.
 - Go to the website for the Gay and Lesbian National Hotline: www.glnh.org.
 - Click on "Resources."
 - Put in your own zip code or your school's zip code, select "25 miles," and select "youth."

3. PFLAG stands for Parents, Families and Friends of Lesbians and Gays. PFLAG has information, resources and support for straight and cisgender people who have LGBTQ people in their lives. Write down the closest PFLAG group to your community.
 - Go to the website for PFLAG: www.pflag.org.
 - Click on "Find a Chapter."
 - Select your state or enter a zip code.

Family Homework: Talking About Sexual Orientation and Gender Identity

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Do we have any identities in this family you especially want me to be proud of? (for example, race, religion, nationality, heritage, etc.)

Ask the student: What identity of yours do you feel especially proud of?

Ask the adult: What are good ways to show respect to people who are gay, lesbian, bisexual and transgender?

Ask the student: Do you ever see kids your age show disrespect to gay, lesbian, bisexual or transgender people? What do you think should be done to stop it?



Family Homework Confirmation Slip: Talking About Sexual Orientation and Gender Identity

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Handout

What is the difference between gender identity and sexual orientation?

Lesson 2: Assessment Questions

1. Which of the following are ways to show respect to a person whose gender identity or sexual orientation is different from yours? Choose all that apply
 - A. Ask them how they identify their sexual orientation or gender identity.
 - B. Respectfully use the words and pronouns they ask you to use.
 - C. Take your best guess about their identity and call them what you think is the right word or pronoun.
 - D. Assume everyone's sexual orientation and gender identity is the same as yours.

2. Thinking about the scenario we read in class today about James and his friend Samuel, answer the following questions:
 - A. When James heard anti-gay comments at his school, how did it affect him?

 - B. Samuel was straight and cisgender, and was good friends with James, who is gay and possibly transgender. In the scenario, what things did Samuel learn or get to do as a result of his friendship with James?

Lesson 2: Assessment Key and Standards Alignment

Question	Answer	Standards
<p>1. Which of the following are ways to show respect to a person whose gender identity or sexual orientation is different from yours? Choose all that apply.</p> <p>A. Ask them how they identify their sexual orientation or gender identity.</p> <p>B. Respectfully use the words and pronouns they ask you to use.</p> <p>C. Take your best guess about their identity and call them what you think is the right word or pronoun.</p> <p>D. Assume everyone's sexual orientation and gender identity is the same as yours.</p>	A & B	<p>NHES: SH1.8.36 SH4.8.6</p> <p>NSES: ID.8.IC.1 PS.8.SM.1</p>
<p>2. Thinking about the scenario we read in class today about James and his friend Samuel, answer the following questions:</p> <p>A. When James heard anti-gay comments at his school, how did it affect him?</p> <p>B. Samuel was straight and cisgender, and was good friends with James, who is gay and possibly transgender. In the scenario, what things did Samuel learn or get to do as a result of his friendship with James?</p>	<p>Any of the following answers are acceptable:</p> <p>A. He felt lonely, concerned, alone, different.</p> <p>B. Samuel learned about resources in his community; he learned about LGBT history; he was able to go to an event that he might not have thought to go to otherwise; he learned about how to be a good friend.</p>	<p>NHES: SH1.8.33 SH1.8.34 SH1.8.35</p> <p>NSES: PD.8.INF.1</p>
<p>Exit Ticket: What is the difference between gender identity and sexual orientation?</p>	<p>Gender identity is whether you identify as male, female, both, neither or somewhere in between; sexual orientation is based on the gender of the people you're attracted to.</p>	<p>NSES: ID.8.CC.1</p>
<p>Individual Homework:</p> <p>1. Write down the name and phone number of a talk line that LGBTQ teens can call for free and confidential support, factual information and resources.</p> <p>2. Find out if there is a local resource for LGBTQ youth within 25 miles.</p> <p>3. Write down the closest PFLAG group to your community.</p>	<p>Answers will vary by community.</p>	<p>NSES: ID.8.AI.1</p>

Integrated Learning Activities

STUDENT GOVERNMENT: Respect for All

Develop a plan to promote dignity and respect for all people in the school community. Include steps that can be taken to promote the dignity and respect of LGBTQ students, families and school staff. Use information from the Tolerance.org website listed below when creating your plan. Be sure to include items that you can do as a student. If there is a school policy you believe needs to be changed, explain what steps you would take to advocate for its change.
<http://www.tolerance.org/lgbt-best-practices>

HISTORY: Famous LGBT People in History Poster

Use the website provided below or work with a librarian to find a list of famous LGBTQ people from history. Make a poster about one of those people, using the template provided below as a guide. Make sure to include the following information in your poster: a picture of the person, a few sentences summarizing who they are and why they are important, three significant events from their life, one important fact you learned about them, and at least two resources (such as books or websites) for learning more about them.

To learn more about famous LGBT people in history: <http://gsaday.org/featured/lgbt-straight-allied-history/>

History poster template: <http://printables.scholastic.com/shop/prcontent/Biography-Report-Fill-in-Poster/9780439323239-001>

LANGUAGE ARTS: Book Report

Choose a book featuring an LGBTQ character from the website provided below and write a report. Provide a one paragraph summary of the plot, one or two paragraphs describing the main character and main supporting character(s), and include at least one paragraph explaining how the main character's sexual orientation or gender identity influenced the story.

Young Adult Library Services Association: Guide to YA Novels with LGBTQ Characters:
<http://www.yalsa.ala.org/thehub/2013/08/06/a-guide-to-ya-novels-with-lgbtq-characters/>

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