

Middle School FLASH Lesson 2
Sexual Orientation and Gender Identity
30 Minute, Zoom-Friendly P.E. Lesson

Learning Objectives:

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 is important for people to feel proud of their identities, including their sexual orientation and gender identity.

PowerPoint (Includes Videos):

https://docs.google.com/presentation/d/16Qgr0aobbiF3zgWX2YLSE_Zq5_wvqpQXNn2587hpltQ/edit?usp=sharing

5 minutes	<p>Introduction</p> <p>Remind students of relevant group agreements (respectful language, we are all learning, etc.) Provide Anonymous Questions link.</p> <p>(SLIDE) 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.</p> <p>Name 3 of your most important identities. For example: male, Mexican American, gay, sister, Buddhist, soccer player, artist, environmentalist, gamer, etc. Encourage students to come off mute or share in the chatbox. (Allow private messages)</p> <p>Some identities are things you choose, and some aren’t. I saw 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).</p> <p>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.</p> <p>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.</p>
10 minutes	Definitions Activity

	<p>(SLIDE) Today we're going to focus on two particular types of identity. Every person has a sexual orientation and a gender identity. Sexual Orientation is about who a person is attracted to. Gender Identity is about whether a person identifies as a boy, a girl, both, neither or somewhere in between.</p> <p>(SLIDE) We are going to match identity terms and their definitions. The ten terms are lesbian, gay, bisexual, straight, queer, female, male, transgender, cisgender, and genderqueer & genderfluid. I'm going to show a definition on the screen, and you all are going to decide which term it matches with.</p> <p>(SLIDE) A person who identifies as a woman.</p> <ul style="list-style-type: none"> • Encourage students to come off mute or share in the chatbox. • (SLIDE) This is the definition for the term female. • Is female a type of gender identity or sexual orientation? <i>Right, gender identity.</i> <p>(SLIDE) A person who identifies as a man.</p> <ul style="list-style-type: none"> • Encourage students to come off mute or share in the chatbox. • (SLIDE) This is the definition for the term male. • Is male a type of gender identity or sexual orientation? <i>Right, gender identity.</i> <p>Continue in this way for the remaining 8 terms.</p> <ul style="list-style-type: none"> • Inform students that the word "queer" was once used as in a disrespectful way, and that they should be mindful if they use it. <p>(SLIDE) Review how the terms are categorized as gender identity and sexual orientation.</p> <p>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.</p> <p>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.</p>
<p>6 minutes</p>	<p><u>Common Questions Video</u></p> <p>(SLIDE) We are going to watch a video from local high schoolers answering common questions about identity. Play the video (2:51) https://youtu.be/xgOEV34Ov0A</p> <p><u>Developing Pride Video</u></p> <p>(SLIDE) Next, we'll watch a video from Teen Council about developing pride in our identities. Play the video (2:14) https://youtu.be/F7Xi0CGKNUY</p>
<p>9 minutes</p>	<p><u>Analyze a Scenario</u></p> <p>Let's take a look at a scenario for developing pride. Read the scenario paragraphs or ask for volunteers to read.</p>

(SLIDE) 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.

(SLIDE) Discussion Questions. Ask for students to come off mute or share in the chatbox.

- **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.*
- **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.*

(SLIDE) 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.

(SLIDE) Discussion Questions. Ask for students to come off mute or share in the chatbox.

- **What strategies to develop pride (from the video) were used in this scenario?**

	<ul style="list-style-type: none"> ○ <i>Samuel's mom suggested they attend an event to help both Samuel and James learn more about community history.</i> ○ <i>Samuel's mom suggested they volunteer for the event.</i> ○ <i>Samuel's mom suggested Samuel attend the even with James so that he could show his support for James.</i> ○ <i>Samuels's mom suggested he speak up when he sees discrimination.</i> ○ <i>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.</i> <ul style="list-style-type: none"> ● 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? <ul style="list-style-type: none"> ○ <i>Things would have been much harder for him. He would probably have continued feeling lonely and might have started to feel worse.</i> ○ <i>He could talk with other safe adults who might be supportive, like a school counselor a member of his extended family.</i> ○ <i>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</i> ○ <i>He could learn more by reading information from safe websites designed for kids his age.</i> <p style="color: red;">Provide the Resource Sheet and Conclude Lesson</p>
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	<p>Daily Log</p> <p>What is the difference between gender identity and sexual orientation?</p> <ul style="list-style-type: none"> ● <i>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.</i>
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