Lesson 4: Sexuality: Sex, Gender, & Orientation

OBJECTIVES

1. Students will find a common language with which to openly talk about issues of sex, gender, gender expression, and sexual orientation.
2. Students will dispel common myths about LGBTQIQ people.
3. Students will understand how gender-role pressures and homophobia affect all young people’s lives.
4. Students will understand gender as a spectrum, not as a binary.
5. Students will develop empathy towards others.

AGENDA

5 minutes Do Now
20 minutes Defining Terms
10 minutes OPTIONAL: Gender Boxes
25 minutes Straightlaced Video & Discussion
Homework Personal Experiences Survey

MATERIALS

- Straightlaced DVD
- Straightlaced Video Guide
- Vocabulary Reference Sheet
- Worksheet: LGBTQIQ Glossary Match-Up
- Teacher Key: LGBTQIQ Glossary Match-Up
- Worksheet: Genderbread Person
- Worksheet: Guide for Reflective Viewing
- Homework: Personal Experiences Survey

CALIFORNIA HEALTH EDUCATION STANDARDS

1.10.G Recognize that there are individual difference in growth, development, physical appearance, gender roles, and sexual orientation.
2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
Lesson 4: Sexuality: Sex, Gender, & Orientation

BEFORE THE CLASS
For this lesson, teachers use the video “Straightlaced,” which is available for teachers from the School Health Programs office at (415) 242-2615. Some school-based Wellness Centers have a copy as well. The DVD is available for purchase from groundspark.org

DO NOW  5 minutes
Materials
- Every student needs a notebook, journal, or paper and a pen
- Flipchart or whiteboard and markers

Activity
Write on board and have students complete the following questions.
What does it mean to be a man?
What does it mean to be a woman?

DEFINING TERMS  20 minutes
Materials
- Worksheet: Genderbread Person
- Worksheet: LGBTQIQ Glossary Match-Up

Activity
Let students know that you will be reviewing words related to sex, gender, and orientation.

Suggested Script:
We are going to review some terms and definitions we will be using during this lesson and other lessons. Some of these may be familiar and some will be new to you so we are going to go over all of them to make sure that we all have the same understanding of what these terms mean. Commonly used terms and definitions of identities change over time as people define their identities in new ways. The terms we will talk about today are in common use today, but later in your life you may hear different terms used for these identities.

Pass out the Genderbread Person worksheet. Let students know that you are going to take a few minutes to review the main categories that most LGBTQ terms fall under. Ask students to read the definitions out loud and then decide which number box the definition belongs. After the class has matched all four words with the correct boxes, review how these areas intersect and influence each other, but are distinctly different.

Teacher Tip:
Remind students that it is important to always be respectful in addressing someone and to use the terms the person prefers when describing that person.
Pass out the LGBTQIQ Glossary Match-Up worksheet and give the class a few minutes to work on the worksheet individually or in pairs. Review the answers together as a group to make sure everyone has the correct answers. Remind the class that it is ok if some or many of these words are new to them. Also, let students know that they should keep in mind that these terms change over time. Example: the word ‘queer’ used to be an offensive term which was used to insult LGBTQIQ (lesbian, gay, bisexual transgender, queer, intersex, questioning) people but this term is used in this generation as an identity label and as an umbrella term. This is helpful to know because some older LGBTQIQ people may still find this word offensive.

**OPTIONAL: GENDER BOXES**  
**10 minutes**

**Materials**
- White board and markers

**Activity**
In this activity, students will review gender stereotypes and the effects these stereotypes have on people.

**Teacher Tip:**
Expect Respect San Francisco (ERSF) may do a similar activity on their Day 1 lesson (Lesson 7). If you are inviting ERSF into your classroom you may want to consider skipping this activity.

Draw one box on the board and write the word “Man” on the top. Ask students if they have ever heard someone say, “Be a man!” or “Act like a man.” Ask the students to brainstorm stereotypes of what it means to be a man. Remind students that this is not necessarily what they believe, but what they have heard from their community, culture, media, and peers. As students share ideas and stereotypes, write these words in the box on the board. Here are some questions to ask to solicit more ideas:

- How are “real men” supposed to act?
- How are “real men” supposed to express their feelings?
- How are “real men” supposed to act/behave sexually?
- How are “real men” supposed to act differently than women?
- What feelings are “real men” allowed to express?

**Teacher Tip:**
Define stereotype for students. Definition: A generalization, usually negative, in which one or more characteristics are attributed to all people in a certain group.
Once the box is full, or students have run out of ideas, ask the students what someone might be called if they do not fit these stereotypes. Write these words on the outside of the box.

Complete the same process for gender stereotypes for women. Draw a box and write the word “Lady” on the top. Ask students to brainstorm what it means to “act like a lady” and stereotypes of girls and women. Use the prompts listed above to solicit more ideas from students.

Once the box is full, or students have run out of ideas, ask the students what someone might be called if they do not fit these stereotypes. Write these words on the outside of the box.

Once both boxes are complete, ask the students to look at both boxes. Ask the students what may happen to someone if they do not follow these stereotypes? How might they be treated by their peers, family, or community? Write these words between the two boxes. Point out that the treatment can be similar for all people if they do not adhere to the stereotypes in their expected gender box.

By the end of the activity, the board may look like this:

![Diagram of stereotypes for men and women]

Process this activity with the students. Possible discussion questions include:

- What do you notice about the stereotypes for men and women?
- Do you think anyone fits perfectly into one of these boxes all the time?
- How do these stereotypes affect the way people in this school act, think, or behave?
- Where do these stereotypes come from?
• What do you notice about the names people are called if they do not fit into these boxes? (Note that these are mostly homophobic and sexist names)
• How do you think these stereotypes effect trans*/transgender people?
• What surprised you about this activity?
• Looking at what you wrote for the Do Now today, how is your list similar or different from what the class brainstormed together?

Explain to the class that these gender stereotypes affect everyone, including people who appear to be “outside of the box” and people who appear to be “in the box.” Let students know that the video they will be seeing next will explore these ideas further.

### STRAIGHTLACED VIDEO & DISCUSSION 25 minutes

**Materials**
- Straightlaced DVD
- Worksheet: Guide for Reflective Viewing

**Activity**
Introduce the film and let students know you will be watching part of the DVD today and the rest on another day.

**Suggested Script:**
We’re about to see a film called Straightlaced—How Gender’s Got Us All Tied Up. In the film, you’ll meet more than 50 high school students who share their experiences and reflections about gender—the expectations, roles, pressures and “rules” about what it means to be growing up male or female. As you’ll see, they say that gender messages are everywhere: in their families, their cultures, the media and stores, and in the lunchrooms, locker rooms, classrooms and sports fields at their schools. Many of them also talk about how their gender is connected to other parts of their identity, such as race, class, culture or sexual orientation, and how gender messages are tied up with attitudes toward gay and lesbian people.

As the film shows, gender pressures affect us all. The film also shows the particular challenges that youth face when they don’t fit neatly into society’s boxes—perhaps because of their racial and/or cultural background or because of their sexual orientation and/or because they have a nontraditional way of expressing their gender.

Straightlaced is a documentary film, which means that the people in the film are not actors reading a script. They are real students telling their own stories from the heart. You will probably see some things that you really relate to. There may also be some parts of the film that are totally outside your experience or that make you uncomfortable. That’s all OK. We will be able to talk about all these issues after the film.

Have students follow along with the video by taking notes using the Guide for Reflective Viewing worksheet.

The topics covered in these segments include: Appearance/dress, gendered activities, media messages, body image, and power and control.
Show chapters 1 – 3 in a row, or pause after each chapter for a discussion. Below are some suggested questions to guide your discussion.

- What are some of the expectations or “rules” identified by youth in the film for how guys and girls are told they are supposed to be?
- Where do these expectations come from?
- What are some of the ways you heard these expectations being connected to race, class, or culture?
- What are some of the ways you heard these expectations being connected to being gay or lesbian?
- How do you feel about the rules?

**HOMEWORK**

*Personal Experiences Survey*

**Teacher Tip:**
For quieter groups: have students form pairs or small groups and discuss these questions.
Straightlaced Video Guide: Chapters & Times

Chapter 1 “How We Look” Duration: 12 minutes
High school guys go shopping and reveal their concerns about what to wear. Some avoid certain styles for fear of being perceived as gay, another struggles because his clothing doesn’t fit the norms for his ethnic group. Girls describe media messages to look sexy, but not “too” sexy. Another girl defies norms by wearing loose clothing and is often perceived as male or lesbian. Boys express opinions about how they like girls to dress. One guy proudly gets his nails manicured, pointing out that gender norms are different in different countries. A graphic collage highlights media pressures on girls to be sexy to attract guys.

Chapter 2 “What We Do” Duration: 4 minutes
Starts off with a “Gend-o-meter” that mockingly rates different objects as to how “male” or “female” they are. Several students discuss assumptions about the gender appropriateness of certain activities, as well as strong messaging from their families about what is or isn’t OK for a son or a daughter. We see two guys breaking gender norms by attending ballet class. They both identify as “straight” but say most people think guys who do ballet must be gay.

Chapter 3 “Media Messages” Duration: 3 minutes
A graphic collage highlights pressures on guys to be “buff” and strong. Girls, however, often feel pressured to pretend they are not. Girls talk about the pressure to be thin, an expectation that doesn’t affect males in the same way. One girl talks about an extreme diet and friends skipping meals trying to stay thin.
Lesson 4: Sexuality: Sex, Gender, & Orientation

Vocabulary: Lesson 4

1. **Androgynous**: Having both masculine and feminine qualities.
2. **Asexual**: A person who is not sexually attracted to anyone. A type of sexual orientation.
3. **Biological Sex**: Describes a person’s biological combination of hormones, organs, genitals, and chromosomes. Examples are Female, Intersex, and Male.
4. **Bisexual**: A person who is physically and emotionally attracted to people of 2 or more genders. A type of sexual orientation.
5. **Cisgender**: A person whose gender identity is aligned with the social expectations for the physical body they were born with (example: a male bodied person who feels and acts “like a man.”)
6. **Gay**: A person who is physically and emotionally attracted to people of the same gender. It is often used to describe men who are attracted to other men. A type of sexual orientation.
7. **Gender Expression**: The way a person presents (shows) and communicates their gender identity through actions, dress, behaviors and speech. Examples are Feminine, Androgynous, and Masculine.
8. **Gender Identity**: How a person, in their head, thinks about themselves. This is based on a society’s expectation about how people should look, think, and act as someone of a specific gender. Examples are Woman, Genderqueer, Transgender, and Man.
9. **Genderqueer**: A person whose gender identity is neither man nor woman but between or beyond traditional genders.
10. **Heterosexual**: A word to describe someone who is physically and emotionally attracted to people of another gender. It can be used instead of the word straight. A type of sexual orientation.
11. **Homosexual**: A word to describe someone who is physically and emotionally attracted to people of their own sex or gender. This includes gay and lesbian people. A type of sexual orientation.
12. **Intersex**: This describes a variety of conditions in which a person is born with reproductive or sexual anatomy, chromosomes, or hormones that don’t fit the typical definitions of male or female.
13. **Lesbian**: A person who is physically and emotionally attracted to people of the same gender. It is often used to describe women who are attracted to other women. A type of sexual orientation.
14. **LGBTQIQ**: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Questioning.
15. **Queer**: A word LGBTQIQ people use to describe themselves, in a positive way. A type of sexual orientation.
16. **Questioning**: A person who is exploring their sexual and/or gender identity. This can be a sexual orientation.
17. **Sexual orientation**: A person’s romantic, emotional, physical, or sexual attraction to another person. Examples are Heterosexual, Bisexual, and Homosexual.
18. **Transgender**: A person whose gender identity is different from the gender they were assigned at birth. This is a gender identity.

Be Real. Be Ready.
Lesson 4: Sexuality: Sex, Gender, & Orientation

Be Real. Be Ready.

Genderbread Person

DIRECTIONS: Using the definitions below, match the words with the blank boxes above.

a. Biological Sex: Describes a person’s biological combination of hormones, organs, genitals, and chromosomes.

b. Gender Expression: The way a person presents (shows) and communicates their gender identity through actions, dress, behaviors, and speech.

c. Gender Identity: How a person in their head thinks about themselves. This is based on society’s expectations about how people should look, think, and act as someone of a specific gender.

d. Sexual Orientation: A person’s romantic, emotional, physical, and/or sexual attraction to another person.

Genderbread person and worksheet adapted from www.itspronouncedmetrosexual.com
**Worksheet: LGBTQIQ Glossary Match-Up**

**Name:** __________________________________________________________________________

**Period:** ______________________   **Date:** ______________________

**Directions:** Match the words in each section with the correct definition.

**Gender Identity:** How a person, in their head, thinks about themselves. This is based on a society’s expectation about how people should look, think, and act as someone of a specific gender. Examples are Woman, Genderqueer, Transgender, and Man.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____1. Cisgender</td>
<td>A. A person whose gender identity is neither man nor woman but between or beyond traditional genders.</td>
</tr>
<tr>
<td>_____2. Genderqueer</td>
<td>B. A person whose gender identity is aligned with the social expectations for the physical body they were born with (example: a male bodied person who feels and acts “like a man.”).</td>
</tr>
<tr>
<td>_____3. Transgender</td>
<td>C. A person whose gender identity is not aligned with the social expectations for the physical body they were born with. (example: a female bodied person who does not feel or act “like a woman.”).</td>
</tr>
</tbody>
</table>

**Biological Sex:** Describes a person’s biological combination of hormones, organs, genitals, and chromosomes. Examples are Female, Intersex, and Male.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____1. Female</td>
<td>A. This describes a variety of conditions in which a person is born with reproductive or sexual anatomy, chromosomes, or hormones that do not fit the typical definition of male or female.</td>
</tr>
<tr>
<td>_____2. Intersex</td>
<td>B. A person who has a combination of qualities including (but not always) a penis, testicles, sperm, XY chromosomes, and the sex hormone testosterone.</td>
</tr>
<tr>
<td>_____3. Male</td>
<td>C. A person who has a combination of qualities including (but not always) a vagina, vulva, uterus, eggs, XX chromosomes, and the sex hormone estrogen.</td>
</tr>
</tbody>
</table>

---

*Be Real. Be Ready.*
**Sexual Orientation**: A person’s romantic, emotional, physical, or sexual attraction to another person. Examples are Heterosexual, Bisexual, and Homosexual.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asexual</td>
<td>A. A word to describe someone who is physically and emotionally attracted to people of another gender. It can be used instead of the word straight.</td>
</tr>
<tr>
<td>2. Bisexual</td>
<td>B. A word to describe someone who is physically and emotionally attracted to people of their own sex or gender. This includes gay and lesbian people.</td>
</tr>
<tr>
<td>3. Gay</td>
<td>C. A person who is physically and emotionally attracted to people of the same gender. It is often used to describe men who are attracted to other men.</td>
</tr>
<tr>
<td>4. Heterosexual</td>
<td>D. A person who is physically and emotionally attracted to people of the same gender. It is often used to describe women who are attracted to other women.</td>
</tr>
<tr>
<td>5. Homosexual</td>
<td>E. A person who is physically and emotionally attracted to people of 2 or more genders.</td>
</tr>
<tr>
<td>6. Lesbian</td>
<td>F. A person who is not sexually attracted to anyone.</td>
</tr>
<tr>
<td>7. Questioning</td>
<td>G. A person who is exploring their sexual and/or gender identity.</td>
</tr>
<tr>
<td>8. Queer</td>
<td>H. An orientation that is something other than heterosexual. Also, a word LGBTQIQ people may use to describe themselves in a positive way.</td>
</tr>
</tbody>
</table>

**Gender Expression**: The way a person presents (shows) and communicates their gender identity through actions, dress, behaviors and speech. Examples are Feminine, Androgynous, and Masculine.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Androgynous</td>
<td>A. Having qualities that are often attributed to women.</td>
</tr>
<tr>
<td>2. Feminine</td>
<td>B. Having both masculine and feminine qualities.</td>
</tr>
<tr>
<td>3. Masculine</td>
<td>C. Having qualities that are often attributed to men.</td>
</tr>
</tbody>
</table>
**Teacher Key: LGBTQIQ Glossary Match-Up**

### Gender Identity:
How a person, in their head, thinks about themselves. This is based on a society’s expectation about how people should look, think, and act as someone of a specific gender. Examples are Woman, Genderqueer, Transgender, and Man.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>B_1. Cisgender</td>
<td>A person whose gender identity is neither man nor woman but between or beyond traditional genders</td>
</tr>
<tr>
<td>A_2. Genderqueer</td>
<td>A person whose gender identity is aligned with the social expectations for the physical body they were born with (example: a male bodied person who feels and acts “like a man.”)</td>
</tr>
<tr>
<td>C_3. Transgender</td>
<td>A person whose gender identity is not aligned with the social expectations for the physical body they were born with. (example: a female bodied person who does not feel or act “like a woman.”)</td>
</tr>
</tbody>
</table>

### Biological Sex:
Describes a person’s biological combination of hormones, organs, genitals, and chromosomes. Examples are Female, Intersex, and Male.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>C_1. Female</td>
<td>A. This describes a variety of conditions in which a person is born with reproductive or sexual anatomy, chromosomes, or hormones that do not fit the typical definition of male or female.</td>
</tr>
<tr>
<td>A_2. Intersex</td>
<td>B. A person who has a combination of qualities including (but not always) a penis, testicles, sperm, XY chromosomes, and the sex hormone testosterone.</td>
</tr>
<tr>
<td>B_3. Male</td>
<td>C. A person who has a combination of qualities including (but not always) a vagina, vulva, uterus, eggs, XX chromosomes, and the sex hormone estrogen.</td>
</tr>
</tbody>
</table>

### Sexual Orientation:
A person’s romantic, emotional, physical, or sexual attraction to another person. Examples are Heterosexual, Bisexual, and Homosexual.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>F_1. Asexual</td>
<td>A. A word to describe someone who is physically and emotionally attracted to people of another gender. It can be used instead of the word straight.</td>
</tr>
<tr>
<td>E_2. Bisexual</td>
<td>B. A word to describe someone who is physically and emotionally attracted to people of their own sex or gender. This includes gay and lesbian people.</td>
</tr>
<tr>
<td>C_3. Gay</td>
<td>C. A person who is physically and emotionally attracted to people of the same gender. It is often used to describe men who are attracted to other men.</td>
</tr>
<tr>
<td>A_4. Heterosexual</td>
<td>D. A person who is physically and emotionally attracted to people of the same gender. It is often used to describe women who are attracted to other women.</td>
</tr>
<tr>
<td>B_5. Homosexual</td>
<td>E. A person who is physically and emotionally attracted to people of 2 or more genders.</td>
</tr>
<tr>
<td>D_6. Lesbian</td>
<td>F. A person who is not sexually attracted to anyone.</td>
</tr>
<tr>
<td>G_7. Questioning</td>
<td>G. A person who is exploring their sexual and/or gender identity. An orientation that is something other than heterosexual. Also, a word LGBTQIQ people may use to describe themselves in a positive way.</td>
</tr>
<tr>
<td>H_8. Queer</td>
<td>H. An orientation that is something other than heterosexual. Also, a word LGBTQIQ people may use to describe themselves in a positive way.</td>
</tr>
</tbody>
</table>

### Gender Expression:
The way a person presents (shows) and communicates their gender identity through actions, dress, behaviors and speech. Examples are Feminine, Androgynous, and Masculine.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>B_1. Androgynous</td>
<td>A. Having qualities that are often attributed to women.</td>
</tr>
<tr>
<td>A_2. Feminine</td>
<td>B. Having both masculine and feminine qualities.</td>
</tr>
<tr>
<td>C_3. Masculine</td>
<td>C. Having qualities that are often attributed to men.</td>
</tr>
</tbody>
</table>
Worksheet: Guide for Reflective Viewing

Name:__________________________________________________________
Period:____________________ Date:____________________________

Directions: While you watch the film, use this guide to record your thoughts about what you hear the youth in the film saying.

<table>
<thead>
<tr>
<th>How Youth Feel Limited by Gender Pressures:</th>
<th>Examples of Resistance or Action for Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Thoughts & Questions:

Be Real. Be Ready.
Homework: Personal Experiences Survey

Name: ______________________________ Period: _______ Date:_____________________

Directions: Next to each question, please check Yes, No, or Sometimes, and then jot down an example. Please answer as honestly as you can.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Explain or give an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you act differently when you are with a group of girls than when you are with a group of guys?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel that your racial or cultural identity is an important part of your gender identity?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there things you ever wanted to do but didn’t because it didn’t fit your gender (male / female) or because you thought people would think you were gay?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever lied about things you’ve done or haven’t done in order to fit into a gender expectation (for example, certain experiences, activities or interests)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever been insulted for “not acting like your gender”—not acting the way a guy or a girl is supposed to?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you seen other people being insulted for not acting like their gender?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you see these kinds of insults happening at your school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you see these kinds of insults happening in your home?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you see these kinds of insults happening in your community?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there different expectations for girls of different races at your school? For guys of different races?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there prejudice or discrimination against gay and lesbian people at your school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever chosen not to be someone’s friend because you think they might be gay or lesbian?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do people at your school feel free to be who they are?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever stood up for someone who was being insulted for not acting like their gender or who was the target of prejudice because they are gay or lesbian?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Groundspark