Lesson 1: Agreements and Gender 101

OBJECTIVES

1. Students will explore and discuss the gender spectrum.
2. Students will increase their ability to understand and describe gender stereotypes.
3. Students will understand the difference between biological sex, gender expression, gender identity, and sexual orientation.

AGENDA

5 minutes Do Now:
10 minutes Establishing Group Agreements
10 minutes Vocabulary and Group Gender Activity
10 minutes A Focus on Gender
10 minutes Gender bread person and defining terms
3 minutes Closure and Homework

MATERIALS

- Whiteboard or flipchart paper
- Stick figure templates
- Genderbread Person worksheet
- Flipchart or Whiteboard
- Homework worksheet
- Vocabulary Reference List

SUGGESTED ACCOMMODATIONS

- Do Now:
  - Question 1: Have students circle yes/no/I don’t know
  - Question 2: Have students circle yes/no/I don’t know, then provide students with visual selection of feelings to choose from
- Vocabulary and Group Gender Activity:
  - Worksheet: Provide labels with vocabulary words pre-typed for students to add to worksheet.
- A Focus on Gender:
  - Give students visual copy of guiding questions from Teacher Tip
  - Provide printed out pictures and words for students to glue onto stick figure worksheet
- Genderbread Person:
- For students with assistive communication needs participating in reading definitions, collaborate with Special Education Staff to provide participation opportunities, (i.e., pre-program voice output device, have student point to correct definition).
- Provide labels with vocabulary words pre-typed for students to add to Genderbread worksheet.

- Exit Ticket:
  - Consider alternative exit ticket format, (i.e., multiple choice, fill in the blank).

### CALIFORNIA HEALTH EDUCATION STANDARDS

#### 2.1.G
Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.

#### 2.2.G
Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

#### 4.3.
Use healthy and respectful ways to express friendships, attraction, and affection.
DO NOW ACTIVITY

Do now Activity: answer the following two questions, and use examples in your answers.

1. Have you ever been told to do something because you were a boy or a girl? How did you feel about it?
2. Have you ever been told that you could not do something because you are a boy or a girl? How did you feel about it?

Have a few students share what they wrote down. Thank them for sharing.

Establishing Group Agreements

Establishing group agreements or review previous established group agreements. Explain to the students that today they are going to be learning about and discussing body parts, gender identity, gender expression, and sexual orientation. It’s important that all students feel comfortable sharing ideas.

Ask the students for input on group agreements. As students suggest agreements, write them on the board or on chart paper (save for other class periods) and clarify the meaning of each agreement. Add in any missing agreements to the list.

Examples to make sure to include are:

- No put downs
- It’s OK to disagree
- Listen and be respectful
- Use “I statements”
- Use appropriate terms
- Protect people’s confidentiality
- Do not share personal information about your own experiences or about your body

Suggested Script:
In this unit we will be talking about body parts, gender expression, gender identity, and sexual orientation, which can bring up different emotions and reactions for students. For some students this can be uncomfortable, for others this can be very exciting. People tend to have really different levels of experience and comfort with this topic. Because of all of these differences we need to make sure this class is a safe and respectful space to get information and ask questions. What do you think we can agree to as a class in order to make sure everyone feels comfortable and learns this information, so that they can be safe and healthy?
Once the list has been established, set your classroom consequences if students choose to not adhere to the agreements and explain these to the students.

Post the list of classroom agreements for each class on the wall during the sex education lessons. The facilitator can refer back to the class agreements if students need to be reminded.

**Vocabulary and Group Gender Activity 10 minutes**

Write the following six vocabulary words and definitions on the whiteboard or chart paper. Pass out the vocabulary worksheet to students and have them take notes as each vocabulary word and definition is introduced.

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

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

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

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

**Stereotype:** A generalization about persons based on some characteristic. The generalization is then attributed to everyone who may fit into the group.

**Gender Policing:** When one person tells another how they should look, act, talk because of your because of how they see/perceive gender.

**A Focus on Gender 10 minutes**

Divide the class into small groups. All the groups will get a stick figure worksheet. Ask half the group to write boy on top of the worksheet and the other half to write girl on the top of the worksheet.
Ask students to work as a group to write and draw messages that a boy or girl will get about being a boy or a girl. In our society? Community? Home?

**Teacher Tip:** Students might need help getting started. Ask students the following questions:

- What are we told a boy looks like?
- What are we told a girl looks like?
- What does a boy like to wear?
- What does a girl like to wear?
- What do boys do for fun?
- What do girls do for fun?
- How do boys act?
- How do girls act?
- What is a boy interested in?
- What is a girl interested in?

**Example**

- A boy wears baggy pants
- A boy wears a lot of black and blue
- A boy likes soccer
- A boy is strong and tall

**Example**

- A girl likes pink
- A girl always has to be nice and smile
- A girl needs to wear a dress
- A girl has big breasts

Bring the class back together and have one or two groups present their stick figure worksheet. Use **this time to discuss gender stereotypes** and expectations that might come up while students share their stick figure worksheet.

Ask students the following questions:

- What happens to people who don’t fit the boy or girl image?
- How are they described or talked about?
- How are they treated?
- Has anyone made you feel that way before?

**Teacher Tip:** Use examples that students bring up to illustrate the vocabulary terms introduced in this lesson.
**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 currently or right now, but later in your life you may hear different terms used for these identities.*

1. Pass out the Genderbread Person worksheet.

2. Let students know that you are going to take a few minutes to review the spectrum of gender.

3. Ask students to read the definitions out loud and then decide which number box the definition belongs.

4. 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.*

**Suggested Script:**
*Every person has a gender identity, gender expression, biological sex, and sexual orientation. While these areas of a person’s life may influence each other, they are still distinctly different. Keep in mind that everyone falls somewhere on each of these lines. The only way to know how someone identifies is to ask them. We cannot guess a person’s identity, and often it would be inappropriate or rude to try to guess how someone identifies. Now that we understand these four main sections of identity and expression, we are going to learn more words that fall under each section.*
Vocabulary:

**Gender Identity** = How a person, in their mind, 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>Woman</th>
<th>Gender Queer</th>
<th>Transgender</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person who was assigned female or male at birth and <strong>feels and lives</strong> their life as a woman.</td>
<td>A person whose gender identity is neither man nor woman but between or beyond traditional genders.</td>
<td>A person whose gender identity is different from the gender they were assigned at birth.</td>
<td>A person who was assigned male or female at birth and <strong>feels and lives</strong> their life as man.</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>Feminine</th>
<th>Androgynous</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having qualities traditionally associated to women</td>
<td>Having both masculine and feminine qualities</td>
<td>Having qualities traditionally associated to men</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>Heterosexual</th>
<th>Bisexual</th>
<th>Homosexual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to people whose sexual and romantic feelings are primarily for the opposite gender.</td>
<td>A person who is physically and emotionally attracted to people of two or more genders.</td>
<td>Refers to people whose sexual and romantic feelings are primarily for the same gender.</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>Female</th>
<th>Intersex</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person who is assigned female because they have XX chromosomes. Characteristics may include sexual anatomy and hormones.</td>
<td>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 definition of male or female.</td>
<td>A person who is assigned male because they have XY chromosomes. Characteristics may including sexual anatomy and hormones.</td>
</tr>
</tbody>
</table>
**Genderbread Person**

Adapted from www.itspronouncedmetrosexual.com

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**Genderbread Person and worksheet adapted from www.itspronouncedmetrosexual.com**

D. **Sexual Orientation**: A person's romantic, emotional, physical, and/or sexual attraction to another person.

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.

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

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

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

- Biological Sex: [Blank 1]
- Intersex: [Blank 2]
- Male: [Blank 3]
- Female: [Blank 4]
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The Genderbread Person

By www.istrongenonedтирователеком
Exit Ticket:

Name: _________________________________  Period: ___________

Finish the following sentence starters.

Today I learned ...

I wish ...

I'm still wondering...

I know...

Exit Ticket:

Name: _________________________________  Period: ___________

Finish the following sentence starters.

Today I learned ...

I wish ...

I'm still wondering...

I know...
Lesson 1 Homework: Gender 101 - Answer Key

Name: ____________________________   Period: __________ Date: __________

Directions: Match the following vocabulary words with the correct definition.

__B__ Biological Sex
A. How a person in their mind, thinks about themselves. This can be influenced by society's expectations about how people should look, think, and act as someone of a specific gender.

__A__ Gender Identity
B. Describes a person’s biological combination of hormones, organs, genitals, and chromosomes.

__D__ Gender Expression
C. A person’s romantic, emotional, physical, and or sexual attraction to another person.

__C__ Sexual Orientation
D. The way a person presents (shows) and communicates their gender identity through actions, dress, behavior, and speech.

Short answer.

Pick one of the terms from the above activity and write two examples of how you see it in media / your favorite show and or around you.

Words: Sexual Orientation, Biological Sex, Gender Expression, Gender Identity
**Lesson 1 Homework: Gender 101**

Name: ____________________________  Period: __________ Date: __________

**Directions:** Match the following vocabulary words with the correct definition.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Biological Sex</td>
<td>A. How a person in their mind, thinks about themselves. This can be influenced by society’s expectations about how people should look, think, and act as someone of a specific gender.</td>
</tr>
<tr>
<td>_____ Gender Identity</td>
<td>B. Describes a person’s biological combination of hormones, organs, genitals, and chromosomes.</td>
</tr>
<tr>
<td>_____ Gender Expression</td>
<td>C. A person’s romantic, emotional, physical, and or sexual attraction to another person.</td>
</tr>
<tr>
<td>_____ Sexual Orientation</td>
<td>D. The way a person presents (shows) and communicates their gender identity through actions, dress, behavior, and speech.</td>
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</table>

Short answer.

Pick one of the terms from the above activity and write two examples of how you see it in media / your favorite show and or around you.

**Words:** Sexual Orientation, Biological Sex, Gender Expression, Gender Identity
**VOCABULARY used in this lesson – this list is meant for the teacher**

**Assigned Sex at Birth:** When a person’s sex is assigned at birth, in many cases by a medical professional.

**Androgynous:** Having both masculine and feminine qualities.

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

**Bisexual:** A person who is physically and emotionally attracted to people of 2 or more genders. A type of sexuality.

**Female:** A person who is assigned female because they have XX chromosomes. Characteristics may include female sexual anatomy, hormones.

**Feminine:** Having qualities traditionally ascribed to women

**Heterosexual:** Refers to people whose sexual and romantic feelings are primarily for the opposite sex.

**Gay:** Refers to people whose sexual and romantic feelings are primarily for the same sex.

**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 definition of male or female.

**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.

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

**Gender Policing:** When someone is telling you how you should look, act, talk because of your gender.

**Gender Queer:** A person whose gender identity is neither man nor woman but between or beyond traditional genders.

**Masculine:** Having qualities traditionally ascribed to men

**Male:** A person who is assigned male because they have XY chromosomes. Characteristics may include male sexual anatomy and hormones.

**Man:** A person who was male or female at birth and feels and lives their life as man.
**Sexual Orientation:** A person’s romantic, emotional, physical, or sexual attraction to another person. Examples are Heterosexual, Bisexual, and Homosexual.

**Stereotype**: A generalization, usually negative, in which one or more characteristics are attributed to all people in a certain group.

**Transgender**: A person whose gender identity is different from the gender they were assigned at birth.

**Woman**: A person who was assigned female or male at birth and **feels and lives** their life as a woman.