

Respect for Differences in Human Sexuality Lesson

Montgomery County Public Schools
Health Education
Grade 10 Lesson—Session 1
Family Life and Human Sexuality Unit

This lesson is presented in two sessions.

In the first session, students learn vocabulary associated with human sexuality by defining terms and they build an understanding of each. Students are presented with factual information and identify laws that schools must follow to prevent harassment and discrimination based on sexual orientation and gender identity. They then consider the challenges related to sexuality that adolescents may face. The Holt excerpt, session 1, pages 7–9, and MCPS Policies ACB and ACA, page 10, are used in class.

In the second session, students examine sexual orientation and discuss the challenges related to human sexuality adolescents may face. The Holt excerpt, session 2, page 8, is used in class.

Special Note: It is particularly important to maintain an environment of respect and sensitivity toward all perspectives and individuals at all times.

This lesson should be read and followed in its entirety. Under no circumstances are teachers permitted to bring in or use resources other than those provided for this lesson.* All students participating in the family life and human sexuality unit must have parental permission on file.

This lesson packet contains the following:

- Instructional Delivery Plan (Pages 2–4)—Materials used by the teacher to deliver instruction
- Student Resource Sheets (Pages 5–12)—Materials provided to students during instruction
 - › *Student Resource Review Sheets*
 - › *The Diversity of Relationships: Recognizing One’s Orientation, Discrimination Hurts, and Challenges and Struggles* excerpt, Holt, 2005
 - › *Excerpts from MCPS Policies ACB and ACA*
 - › *Student Resource Activities Sheet*
 - › *Student Resource Checking for Understanding Sheet*
- Teacher Resource Sheets (Pages 14–16)—Materials used by teacher to inform instruction
 - › *Teacher Resource Review Sheets*
 - › *The Diversity of Relationships: Recognizing One’s Orientation, Discrimination Hurts, and Challenges and Struggles* excerpt, Holt, 2005
 - › *Teacher Resource Activities Sheet*
 - › *Teacher Resource Checking for Understanding Sheet*
 - › *Human Sexuality, Glencoe, 2005*
- Teacher Overhead (Page 17)—Materials used by teacher during instruction
 - › *Review Vocabulary Overhead*

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Session 1 of 2

Respect for Differences in Human Sexuality Lesson

Overview

In the first session, students learn the proper vocabulary of human sexuality by defining terms and they build an understanding of each. Students are presented with factual information and identify laws that schools must follow to prevent harassment and discrimination based on sexual orientation and gender identity. They then consider the challenges related to sexuality that adolescents may face. The Holt excerpt, session 1, pages 7–9, and MCPS Policies ACB and ACA, page 10, are used in class. In the second session, students examine sexual orientation and discuss the challenges related to human sexuality adolescents may face. The Holt excerpt, session 2, page 8, is used in class.

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Preparation

Photocopy:

Student Resource Review Sheets, pages 5–6
The Diversity of Relationships: Recognizing One’s Orientation, Discrimination Hurts, and Challenges and Struggles, excerpt, Holt, 2005, pages 7–9
Excerpts from MCPS Policies ACB and ACA, page 10
Student Resource Activities Sheet, page 11
Student Resource Checking for Understanding Sheet, page 12

Prepare overhead:

Review Vocabulary Overhead, page 17

Materials

For each student:

Student Resource Review Sheets
The Diversity of Relationships: Recognizing One’s Orientation, Discrimination Hurts, and Challenges and Struggles, excerpt, Holt, 2005
Student Resource Activities Sheet
Student Resource Checking for Understanding Sheet

Teacher:

Teacher Resource Sheets, pages 14–16
Review Vocabulary Overhead
Human Sexuality, Glencoe, 2005

Vocabulary

- **Bisexual**—“a person who is sexually, emotionally, and romantically attracted to both men and women” (Holt)
- **Coming out**—“a term that means openly declaring that one is lesbian, gay, or bisexual” (Holt)
- **Gay**—“men or women who are attracted to members of the same sex” (Holt)
- **Gender identity**—your identification of yourself as a man or a woman, based on the gender you feel to be inside (Glencoe and Holt)
- **Heterosexual**—*straight* “a person who is sexually, emotionally, and romantically attracted to a person of the opposite sex” (Holt)
- **Homophobia**—“an extreme or irrational aversion to homosexuality and homosexual people.” (Random House Webster’s Dictionary, 2001)
- **Homosexual**—*gay or lesbian* “a person who is sexually, emotionally, and romantically attracted to a person of the same sex” (Holt)
- **Human sexuality**—“everything about you as a male or female” (Glencoe)

- **Intersexual** (intersex)—“people who are born with anatomy that seems like male in some ways and female in some ways” (Holt) “Any individual who has anatomic characteristics of both sexes or whose external genitalia are ambiguous.” (Mosby’s Medical Dictionary, 2006)
- **Lesbian**—“females who are attracted to other females” (Holt)
- **Prejudice**—“preconceived opinion, not based on reason or experience; dislike, hostility, or unjust behavior formed on such a basis.” (Oxford American Collegiate Dictionary, 2002)
- **Sexual identity**—the way you act, your personality, how you feel about yourself because you are a male or female (Glencoe)
- **Sexual orientation**—*straight, gay, lesbian, or bisexual* “a person’s sexual, emotional, and romantic attraction towards members of the same sex, opposite sex, or both sexes” (Holt)
- **Tolerance**—“the ability to accept others’ differences and to accept people for who they are.” (Holt)
- **Transgender**—individual whose gender identity, characteristics, or expressions differ from most people of that person’s gender (Holt)
- **Trusted adult**—an individual 18 years or older the student believes is responsible and has knowledge on the topic needed.
- **Validity**—state or quality of being sound, credible or supported by objective truth (Random House Unabridged Dictionary)

Enduring Understanding

- Learning about differences in human sexuality promotes understanding, tolerance, and respect.

Essential Questions

- How is human sexuality defined?
- What challenges related to sexuality do adolescents face?
- Why do laws exist to protect individuals?

Mastery Objectives

Students will be able to

- Define and explain human sexuality.
- Identify challenges related to sexuality and gender identity faced by adolescents
- Identify laws schools must follow to prevent harassment and discrimination based on sexual orientation

Addressed Indicators/Objectives

4.3 Analyze factors that influence an individual’s decisions concerning sexual behavior.

- a. Investigate factors that contribute to sexual identity, including sexual orientation.

Instructional Delivery

This is the first session of a two session lesson. In the first session, students learn the proper vocabulary of human sexuality by defining terms and they build an understanding of each. Students are presented with factual information and identify laws that schools must follow to prevent harassment and discrimination based on sexual orientation and gender identity. They then consider the challenges related to sexuality that adolescents may face. The Holt excerpt, session 1, pages 7–9, and MCPS Policies ACB and ACA, page 10, are used in class. In the second session, students examine sexual orientation and discuss the challenges related to human sexuality adolescents may face. The Holt excerpt, session 2, page 8, is used in class.

Special Note: It is particularly important to maintain an environment of respect and sensitivity toward all perspectives and individuals at all times. This lesson is scripted and should be read and followed in its entirety. Under no circumstances are teachers permitted to bring in or use resources other than those provided for this lesson. All students participating in the family life and human sexuality unit must have parental permission on file.

1. Review Current Knowledge: (10 minutes)

Distribute the *Student Resource Review Sheets* (page 5). **Introduce the lesson by saying:** “We have been discussing relationships. For the next two classes we will discuss how individuals respond to differences in human sexuality. We will look at how those responses can affect relationships. To begin, I will read some questions and ask you to predict the percentage that answers each question and write it in the chart on your *Student Resource Review Sheet*.”

Read each question and give students time to think and write a prediction on the *Student Resource Review Sheet* (page 5). Repeat for each of the following three questions:

Question 1: What percentage of Gay, Lesbian, Bisexual, Transgender (GLBT) students report they regularly hear anti-gay comments? (92%, Holt p. 9)

Question 2: What percentage of Gay, Lesbian, Bisexual, Transgender (GLBT) students report they are verbally harassed because of their sexual orientation? (84%, Holt, p. 9)

Question 3: What percentage of Gay, Lesbian, Bisexual, Transgender (GLBT) students report they feel unsafe at school because of their sexual orientation? (64%, Holt, p. 9)

Ask selected students to give a prediction for one of the three questions. Provide the correct answers, saying to the class: **“Record the actual percentage on your *Student Resource Review Sheet* and record your thoughts about the statistics in the response column.”** Ask selected students their responses to the statistics—were their predictions low, high, or close? Were they surprised? Why or why not?

2. Review Vocabulary: (10 minutes)

Distribute the *Student Resource Review Sheet* (page 6). **Say to the class:** “Today we will learn vocabulary associated with human sexuality, review legal protections, and consider the challenges related to sexuality and gender identity that adolescents may face.

We are now going to review the vocabulary related to sexual orientation. On your *Student Resource Sheet* (page 6), take five minutes to match as many of the 11 vocabulary words to their definitions as you can.”

Use the *Review Vocabulary Overhead* (page 17) to provide students with the correct answers after they have completed matching the vocabulary words and definitions.

3. Read and Respond: (15 minutes): Say to the class, “To continue our study of differences in sexuality, the challenges individuals face, and laws that prevent harassment and discrimination based on sexual orientation, you will read and answer questions about the text I am distributing now.”

Distribute *The Diversity of Relationships: Recognizing One’s Orientation, Discrimination Hurts, and Challenges and Struggles* Holt excerpt (pages 7–9), *MCPS Policies ACB and ACA* (page 10) and the *Student Resource Activities Sheet* (page 11). **Say to the class, “Review the questions on page 11 before you read pages 7–9.** This will help to focus your reading.” Direct students to read *The Diversity of Relationships Recognizing One’s Orientation, Discrimination Hurts, Challenges and Struggles*, and the *MCPS Policies ACA and ACB* excerpts and to answer the questions on the *Student Resource Activities Sheet* (page 11). **Say to the class, “If you finish reading the passages and answering the questions, use the extra time to complete the**

Further Thinking section at the bottom of the sheet.”

4. **Checking for Accuracy:** (3 minutes) When students finish reading and answering questions I–III, provide students possible correct answers, using the *Teacher Resource Activities Sheet*, page 15.

5. **Discuss:** (5 minutes) Direct students to turn to a classmate nearby. **Say to the class: “Now that you have answered questions I–III, discuss with a classmate the further thinking questions on page 11. Include MCPS Policies ACB and ACA in your discussion.”** Allow time for students to complete their discussion.

6. **Review/Preview Learning:** (1 minute) **Say to the class:** “Today you learned vocabulary associated with human sexuality, defined terms, and built an understanding of each. Laws were identified that schools must follow to prevent harassment and discrimination based on sexual orientation and gender identity. Challenges related to sexuality that adolescents may face were also considered. **In the next class, you will apply what you have learned about the topic of sexuality from today’s lesson.”**

7. **Checking for Understanding:** (1 minute) Distribute *Student Resource Checking for Understanding Sheet* (page 12). **Say to the class:** “**To help me assess your understanding of the content of today’s lesson, complete as homework the *Student Resource Checking for Understanding Sheet*. This will be graded as a formative assessment. I will collect it at the beginning of the next class.”**

Extend by:

- Answering questions for clarification:
 - If students ask how to determine their own sexual orientation, say, “Individuals at your age may be unsure of their sexual orientation. It is unwise to rush to label yourself during this formative time.” (AAP)
 - If students ask how a person can determine another’s sexual orientation, say, “Individuals have the right to label themselves but others should not label individuals based on appearance or behavior.” (AAP)
- Generating a class list based on student responses on the *Checking for Understanding* chart
- Reading and discussing the entire MCPS Policies ACB and ACA

Vocabulary Review

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 1

Student Resource Review Sheet



Review: After listening to each question, predict a percentage that would accurately answer the question and write it in the prediction column on the chart. After hearing the actual statistics, you will have an opportunity to record your thoughts about them in the response column.

Prediction	Actual Statistics	Response

(Holt p.9, statistics retrieved from *The 2003 National School Climate Survey*; Gay, Lesbian and Straight Education Network)

Vocabulary Review

Directions: Match the vocabulary word on the left with the correct definition on the right.

- | | |
|------------------------------|--|
| _____ Sexual identity | a. “men or women who are attracted to members of the same sex” (Glencoe) |
| _____ Human Sexuality | b. “people who are born with anatomy that seems like male in some ways and female in some ways” (Holt) “Any individual who has anatomic characteristics of both sexes or whose external genitalia are ambiguous.” (Mosby’s Medical Dictionary, 2006) |
| _____ Gender identity | c. a person who is sexually, emotionally, and romantically attracted to a person of the same sex” (Holt) |
| _____ Sexual orientation | d. “a person who is sexually, emotionally, and romantically attracted to both men and women” (Holt) |
| _____ Heterosexual | e. “females who are attracted to other females” (Holt) |
| _____ Homosexual | f. your identification of yourself as a man or a woman based on the gender you feel to be (Glencoe and Holt) |
| _____ Gay | g. individual whose gender identity, characteristics, or expressions differ from most people of that person’s gender (Holt) |
| _____ Lesbian | h. “a term that means openly declaring that one is lesbian, gay or bisexual” (Holt) |
| _____ Bisexual | i. “a person’s sexual, emotional, and romantic attraction towards members of the same sex, opposite sex, or both sexes” (Holt) |
| _____ Transgender | j. “Everything about you as a male or female.” (Glencoe) |
| _____ Intersexual (intersex) | k. “a person who is sexually, emotionally, and romantically attracted to a person of the opposite sex” (Holt) |
| _____ Coming out | l. the way you act, your personality, and how you feel about yourself because you are male or female (Glencoe) |

SECTION 1

Sexual Orientation

OBJECTIVES

- Identify** three terms used to describe sexual orientation.
- Identify** the laws that schools must follow to prevent harassment and discrimination based on sexual orientation and gender identity.
- List** some of the challenges that young people may face in the process of self-discovery.

KEY TERMS

- sexual orientation** a person's sexual and romantic attraction toward members of the same sex, the opposite sex, or both sexes
- heterosexual** being sexually and romantically attracted to a person of the opposite sex
- homosexual** being sexually and romantically attracted to a person of the same sex
- bisexual** being sexually and romantically attracted to both men and women

Sexual orientation and gender identity are deeply personal, innate, and complex parts of one's personality that define how people see themselves as individuals and in romantic relationships. Children are not born knowing their sexual orientation or gender identity. They come to learn about themselves as they grow up. The following terms are used to describe different orientations and identities.

Sexual orientation is a person's sexual, emotional, and romantic attraction toward members of the same sex, opposite sex, or both sexes. People express their orientation in many physical and non-physical ways.

Heterosexual describes a person who is sexually, emotionally, and romantically attracted to a person of the opposite sex. The term *straight* is often used to describe people who are heterosexual.

Homosexual describes a person who is sexually, emotionally, and romantically attracted to a person of the same sex. The term *gay* may be used to describe men or women who are attracted to members of the same sex, while the term *lesbian* describes females who are attracted to other females. Some people reject these labels altogether or use other terms such as *same-gender loving* or *queer*.

Bisexual describes a person who is sexually, emotionally, and romantically attracted to both men and women.

Coming out is the term that means openly declaring that one is lesbian, gay, or bisexual.

Gender identity is the identification of oneself as a man or a woman based on interests, expressions, and feelings rather than on physical characteristics. A person determines his or her gender identity based on the gender he or she feels to be inside.

Transgender is an umbrella term that describes people whose gender identity, characteristics, or expressions differ from most people of that person's gender. Transgender people can be heterosexual, bisexual, homosexual, or even asexual. Some transgender individuals want to live their life as the opposite gender or have surgery to become the opposite gender. Many others do not want to do so. Three kinds of transgender people are cross-dressers, transsexuals, and androgynous people.

Most cross-dressers are men who like to wear women's clothing at times. Transsexuals are people who identify themselves so strongly as the opposite gender that they want to live as much as they can as the opposite gender. While cross-dressers change their clothes, transsexuals sometimes change their body by means of hormone therapy or *sexual reassignment surgery* to match how they feel. Androgynous people feel as though they are between male and female and feel that neither label fits.

Intersexual describes people who are born with anatomy that seems like the male anatomy in some ways and seems like the female anatomy in other ways.

Homophobia is a fear or hatred of people believed to be homosexual. The term is used broadly to describe any range of negative attitudes toward or about gays, lesbians, bisexuals, or transgender people. Homophobia may be shown in ways as mild as laughing at a gay joke or as severe and violent as gay bashing or murder. Like any other prejudice, homophobia is learned. Children are not born hating; they learn to hate and fear from messages they receive while growing up.

Recognizing One's Orientation

Adolescence is marked by a growing awareness of sexual orientation. Although most people are heterosexual, a significant number of people identify themselves as homosexual, gay, lesbian, or bisexual. Most people who are gay, lesbian, or bisexual report feeling "different" at a young age even though they may not have had a name for that feeling. People can identify themselves as gay, lesbian, bisexual, or transgender at any point in their lives. Some people come out at a young age; others wait until they have been adults for many years. For many people, coming out is liberating and empowering and makes them feel whole, healthy, and complete. To identify oneself as gay or lesbian can be very difficult given that many people do not understand sexual minorities. Regardless of their sexual orientation, all students should use good judgment and wait to have intimate sexual activity until they are in a committed, permanent relationship.

Discrimination Hurts

Unfortunately, discrimination against gay, lesbian, bisexual, and transgender (GLBT) people is common. Discrimination means treating someone differently because of the person's race, ethnicity, religion, gender, or sexual orientation or because of another difference. Discrimination can violate a person's legal rights. Some states have specific laws. For example, in Maryland sexual orientation is included among the hate crimes statutes (§10-304 of the Criminal Law Article, Md. Code Ann.). Schools in California are required by the California Student Safety and Violence Prevention Act of 2000 (*AB 537*) to create a safe learning environment for all students no matter what their sexual orientation or gender identity or expression may be.

Challenges and Struggles

Many people who are gay, lesbian, bisexual, or transgender celebrate their self-discovery and feel relief and a new sense of joy when they can be honest with themselves and their loved ones. Others may feel isolated while coming out and may even turn to drugs, alcohol, suicide, and other dangerous behaviors. Because many youths who come out are met with hostility, they are at greater risk for engaging in harmful, damaging, and even life-threatening behaviors and for being the targets of violence and harassment.

If you or someone you know is dealing with concerns of sexual orientation or gender identity, it may be helpful to find an informed adult who can provide nonjudgmental support and guidance. Many schools have gay-straight alliances (GSAs), and many communities have support groups for gay, lesbian, bisexual, and transgender youths and their families.

statistically speaking. . .

Percentage of GLBT students who regularly hear anti-gay comments **92%**

Percentage of anti-gay comments that teachers do nothing about **82.9%**

Percentage of GLBT students who are verbally harassed because of their sexual orientation **84%**

Percentage of GLBT students who feel unsafe at school because of their sexual orientation **64%**

SECTION 1

REVIEW Answer the following questions on a separate piece of paper.

Using Key Terms

1. **Define** the term *sexual orientation*.
2. **Identify** the term for a person whose gender expressions are different from those of other people of that person's gender.

Understanding Key Ideas

3. **List** three challenges that young gay, lesbian, and bisexual people may face.

Critical Thinking

4. Why do you think that some people are accepting of gays and lesbians, while others are not?
5. **Evaluate** the statement "Homophobia only affects people who are gay."

Excerpts from Montgomery County Public School Policies ACB and ACA:

MCPS Policy ACB—Nondiscrimination

A. Purpose

“To affirm the Board of Education’s commitment to maintaining an environment where all students and staff members conduct themselves in a manner built on mutual respect”

“To affirm the Board of Education’s position that it regards all acts of hate/violence and illegal discrimination to be unacceptable and intolerable and in particular those based on race, color, national origin, religion, gender, age, marital status, socio-economic status, sexual orientation, physical characteristics or disability”

MCPS Policy ACA—Human Relations

2. Commitments

a) Promote an atmosphere of respect and nondiscrimination

Each MCPS employee shall be responsible for establishing and maintaining an educational atmosphere in which students and staff can develop attitudes and skills for effective, cooperative living, including:

- (1) Respect for the individual regardless of race, color, national origin, religion, gender, age, marital status, socio-economic status, intellectual ability, sexual orientation, physical characteristics, or disability
- (2) Respect for cultural and language differences
- (3) Respect for personal rights of others
- (4) Respect for the right of others to seek and maintain their own identities with dignity

- When students report incidents, MCPS will investigate human relations concerns and complaints of discrimination. (Policy ACB and Policy ACA)

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 1

Student Resource Activities Sheet

Directions: Preview the questions below and then read the following sections from *The Diversity of Relationships: Recognizing One’s Orientation, Discrimination Hurts, and Challenges and Struggles*, Holt, 2005 excerpt (pages 7–9). After completing the reading, answer the questions below that correspond with each section.

I. From the Holt excerpt, *Recognizing One’s Orientation*

A. When might someone identify himself or herself as gay, lesbian, bisexual, or transgender?

B. What decision could be made about intimate sexual activity that would keep someone’s health safer?

II. From the Holt excerpt, *Discrimination Hurts*

A. How do MCPS Policies ACB and ACA protect students from discrimination?

B. What is the definition of discrimination? _____

III. *Challenges and Struggles*

A. What do you see as the greatest challenge for teens related to their sexuality? _____

B. What are some advantages and disadvantages to revealing one’s sexual orientation and/or gender identity?

IV. *Further Thinking*

A. What could someone say/do to show tolerance, acceptance, empathy, or respect to a friend who confides that he/she may be questioning his/her sexual orientation?

B. How can you or your school show tolerance, acceptance, empathy, or respect for all individuals?

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 1
 Student Resource Checking for Understanding Sheet

Directions: Using the information from today’s lesson, complete the charts below. This will be graded as a formative assessment.

Three types of sexual orientation:			
Definition of each type:			

What are three issues faced by teens related to their sexual orientation?
1. _____ _____
2. _____ _____
3. _____ _____

What MCPS Policies protect students from discrimination regardless of their sexual orientation?
1. _____ _____
2. _____ _____

Respect for Differences in Human Sexuality Lesson—Session 1
Teacher Resource Review Sheet



Review: After listening to each question, predict a percentage that would accurately answer the question and write it in the prediction column on the chart. After hearing the actual statistics, you will have an opportunity to record your thoughts about them in the response column.

Question 1: What percentage of Gay, Lesbian, Bisexual, Transgender (GLBT) students report they regularly hear anti-gay comments?

Question 2: What percentage of Gay, Lesbian, Bisexual, Transgender (GLBT) students report they are verbally harassed because of their sexual orientation?

Question 3: What percentage of Gay, Lesbian, Bisexual, Transgender (GLBT) students report they feel unsafe at school because of their sexual orientation?

Prediction	Actual Statistics	Response
	92%	
	84%	
	64%	

(Holt p.9, statistics retrieved from *The 2003 National Climate Survey*, Gay, Lesbian and Straight Education Network)

Vocabulary Review

Directions: Match the word on the left with the correct definition on the right.

- | | |
|--|--|
| <u> i </u> Sexual identity | a. “men or women who are attracted to members of the same sex” (Glencoe) |
| <u> j </u> Human Sexuality | b. “people who are born with anatomy that seems like male in some ways and female in some ways” (Holt) “Any individual who has anatomic characteristics of both sexes or whose external genitalia are ambiguous.” (Mosby’s Medical Dictionary, 2006) |
| <u> f </u> Gender identity | c. a person who is sexually, emotionally, and romantically attracted to a person of the same sex” (Holt) |
| <u> i </u> Sexual orientation | d. “a person who is sexually, emotionally, and romantically attracted to both men and women” (Holt) |
| <u> k </u> Heterosexual | e. “females who are attracted to other females” (Holt) |
| <u> c </u> Homosexual | f. your identification of yourself as a man or a woman based on the gender you feel to be (Glencoe and Holt) |
| <u> a </u> Gay | g. individual whose gender identity, characteristics, or expressions differ from most people of that person’s gender (Holt) |
| <u> e </u> Lesbian | h. “a term that means openly declaring that one is lesbian, gay or bisexual” (Holt) |
| <u> d </u> Bisexual | i. “a person’s sexual, emotional, and romantic attraction towards members of the same sex, opposite sex, or both sexes” (Holt) |
| <u> g </u> Transgender | j. “Everything about you as a male or female.” (Glencoe) |
| <u> b </u> Intersexual (intersex) | k. “a person who is sexually, emotionally, and romantically attracted to a person of the opposite sex” (Holt) |
| <u> h </u> Coming out | l. the way you act, your personality, and how you feel about yourself because you are male or female (Glencoe) |

Vocabulary Review

Respect for Differences in Human Sexuality Lesson—Session 1

Teacher Resource Activities Sheet

Student Activities Resource Sheet

Directions: Read the following sections from *The Diversity of Relationships* excerpt: *Recognizing One’s Orientation, Discrimination Hurts, and Challenges and Struggles*. Answer the questions below that correspond with each section.

I. From the Holt excerpt, *Recognizing One’s Orientation*

- A. When might someone identify himself or herself as gay, lesbian, bisexual, or transgender? “People can identify themselves as gay, lesbian, bisexual, or transgender at any point in their lives.” (Holt, p. 8)
- B. What decision about intimate sexual activity would keep someone’s health safer? “...wait to have intimate sexual activity until in a committed, permanent relationship” (Holt p. 8)

II. From the Holt excerpt, *Discrimination Hurts*

- A. How do MCPS policies ACB and ACA protect students from discrimination? Answers will vary from student to student but should include knowing that there is a policy which protects them from discrimination and that MCPS will investigate all allegations and take appropriate disciplinary action
- B. What is the definition of discrimination? This will vary from student to student, but according to the reading, “Discrimination means treating someone differently because of the person’s race, ethnicity, religion, gender, or sexual orientation or because of another difference.” (Holt, p. 9)

III. *Challenges and Struggles*

- C. What do you see as the greatest challenge for teens related to their sexuality? This will vary from student to student but may include “being honest with themselves and their loved ones” or “feeling isolated” or “being met with hostility”. (Holt, p.9)
- B. What are some advantages and disadvantages to revealing one’s sexual orientation and/or gender identity?
Advantages: Feel relief, a new sense of joy when they can be honest with themselves and their loved ones.
Disadvantages: Isolation, hostility, violence, harassment (Holt, p. 9)

IV. *Further Thinking*

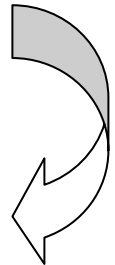
- C. What could someone say/do to show tolerance, acceptance, empathy, or respect to a friend who confides that he/she may be questioning his/her sexual orientation? Answers will vary.
- D. How can you or your school show tolerance, acceptance, empathy, or respect for all individuals? Answers will vary.



Respect for Differences in Human Sexuality Lesson—Session 1
Teacher Resource Checking for Understanding Sheet

Directions: Using information from today’s lesson, fill in the chart. (Answers will vary from student to student. Use the vocabulary section to check the descriptions.)

Three types of sexual orientation:	Heterosexual	Homosexual	Bisexual
Description of each type:	<i>straight</i> “a person who is sexually, emotionally, and romantically attracted to a person of the opposite sex” (Holt)	<i>gay, lesbian</i> “a person who is sexually, emotionally, and romantically attracted to a person of the same sex” (Holt)	“a person who is sexually, emotionally, and romantically attracted to both men and women” (Holt)



What are three issues faced by teens related to their sexual orientation?
Whether or not to “come out” (Holt, p. 8) Prejudice (Holt, p. 8) Isolation (Holt, p. 8) Become a target of violence and harassment (Holt, p. 8)

What MCPS Policies protect students from discrimination regardless of their sexual orientation?
<ul style="list-style-type: none"> • <u>MCPS Policies ACB and ACA.</u>

Vocabulary Review

<u> </u> l	Sexual identity	a. “men or women who are attracted to members of the same sex” (Glencoe)
<u> </u> j	Human Sexuality	b. “people who are born with anatomy that seems like male in some ways and female in some ways” (Holt) “Any individual who has anatomic characteristics of both sexes or whose external genitalia are ambiguous.” (Mosby’s Medical Dictionary, 2006)
<u> </u> f	Gender identity	c. a person who is sexually, emotionally, and romantically attracted to a person of the same sex” (Holt)
<u> </u> i	Sexual orientation	d. “a person who is sexually, emotionally, and romantically attracted to both men and women” (Holt)
<u> </u> k	Heterosexual	e. “females who are attracted to other females” (Holt)
<u> </u> c	Homosexual	f. your identification of yourself as a man or a woman based on the gender you feel to be (Glencoe and Holt)
<u> </u> a	Gay	g. individual whose gender identity, characteristics, or expressions differ from most people of that person’s gender (Holt)
<u> </u> e	Lesbian	h. “a term that means openly declaring that one is lesbian, gay or bisexual” (Holt)
<u> </u> d	Bisexual	i. “a person’s sexual, emotional, and romantic attraction towards members of the same sex, opposite sex, or both sexes” (Holt)
<u> </u> g	Transgender	j. “Everything about you as a male or female.” (Glencoe)
<u> </u> b	Intersexual (intersex)	k. “a person who is sexually, emotionally, and romantically attracted to a person of the opposite sex” (Holt)
<u> </u> h	Coming out	l. the way you act, your personality, and how you feel about yourself because you are male or female (Glencoe)