

Respect for Differences in Human Sexuality Lesson

Montgomery County Public Schools
Health Education
Grade 10 Lesson—Session 2
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. They then consider the challenges related to sexuality that adolescents may face. The Holt excerpt, session 1, pages 7–9, is 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 2–3)—Materials used by the teacher to deliver instruction
- Student Resource Sheets (Pages 4–10)—Materials provided to students during instruction
 - *Student Resource Review Sheet*
 - *Student Resource Interpretation/Clarification Sheet*
 - *The Diversity of Relationships: Voices* excerpt, Holt, 2005
 - *Student Resource Activities Sheet*
 - *Student Resource Checking for Understanding Sheet*
- Teacher Resource Sheets (Pages 11–15)—Materials used by teacher to inform instruction
 - *Teacher Resource Review Sheet*
 - *Teacher Resource Interpretation/Clarification Sheet*
 - *The Diversity of Relationships: Voices* excerpt, Holt, 2005
 - *Teacher Resources Activities Sheet*
 - *Teacher Resource Checking for Understanding Sheet*
- Teacher Overhead (Page 16)—Materials used by teacher during instruction
 - *Review Vocabulary Overhead*

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Session 2 of 2

Respect for Differences in Human Sexuality Lesson

Overview

This is session two of a two session lesson. In this session, students examine sexual orientation, discuss the challenges related to human sexuality adolescents may face and apply vocabulary related to the topic of sexuality learned in session 1.

Preparation

Photocopy:

Student Resource Review Sheet, pages 4-5

Student Resource Interpretation/Clarification Sheet, page 6

The Diversity of Relationships: Voices, excerpt, Holt, 2005, page 7

Student Resource Activities Sheet, pages 8–9

Student Resource Checking for Understanding Sheet, page 10

Prepare overheads:

Review Vocabulary Overhead, page 16

Materials

For each student:

Student Resource Review Sheet

Student Resource Interpretation/Clarification Sheet

The Diversity of Relationships: Voices, excerpt, Holt, 2005

Student Resource Activities Sheet

Student Resource Checking for Understanding Sheet

Teacher:

Teacher Resource Sheets, pages 11-15

Review Vocabulary Overhead

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**—individuals 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 (Holt)
- **Trusted adult**—an individual 18 years or older the student believes is responsible and has knowledge on the topic.
- **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 second session of a two session lesson. *Recap Session 1*: In the first session, students learned vocabulary associated with human sexuality by defining terms and building an understanding of each. Students were presented with factual information on federal laws and identified MCPS Policies that schools must follow to prevent harassment and discrimination based on sexual orientation. They considered the challenges related to sexuality that adolescents may face. The Holt excerpt, session 1, pages 7–9, was 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.

Distribute the *Student Resource Review Sheet* (page 4–5).

1. **Review Current Knowledge: (5 minutes) Introduce the lesson saying: “In session 1 of this lesson you learned vocabulary associated with human sexuality, defined terms, and built an understanding of each. Factual information was presented which identified laws that schools must follow to prevent harassment and discrimination based on sexual orientation. The challenges related to sexuality that adolescents may face were also considered. Today we are going to continue discussing issues related to sexual orientation and gender identity. Before we begin, there are two vocabulary words I want to make sure you understand. The words are *prejudice* and *validity*. An example of a sentence using the word *prejudice* is: ‘Laws against racial prejudice must be strictly enforced (Cambridge).’ An example of a sentence using the word *validity* is: ‘This research seems to give some validity to the theory that the drug might cause cancer (Cambridge).’ Take a minute to write what each of these words mean to you on the *Student Resource Review Sheet*.”**

After a minute, display the *Vocabulary Review Overhead* (page 16) and share the definitions for *prejudice* and *validity* with the class. **Say to the class: “Write the dictionary definitions of *prejudice* and *validity* on your paper.”** Tell students the two words will be used in the excerpt they will read in the lesson.

2. **Interpretation: (5 minutes) Say to the class: “Read the short passage *Why Is It Important for Society to Be Educated About Homosexuality?* Respond to the questions that follow. When you are finished, turn to a classmate nearby and discuss the *Further Thinking questions*.”** Ask selected students to report their discussions.

3. **Clarification: (10 minutes) Distribute the *Student Resource Interpretation/Clarification Sheet*, (page 6). Say to the class: “Read along with me as I read out loud. According to the American Psychological Association (APA), ‘Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.’ Complete the *Reflection* portion on your *Student Resource Interpretation/ Clarification Sheet*.”**

4. **Read and Respond: (15 minutes)** For this activity, students need to be in groups of five. Distribute *The Diversity of Relationships: Voices* Holt excerpt (page 7) and the *Student Resource Activities Sheet* (pages 8–9). **Say to the class: “Each member of your group will be responsible for reading one of the passages on page 8 in the Holt excerpt. Each member will answer the questions on the *Student Resource Activities Sheet* based on their reading. When everyone is finished reading and recording answers, each member will share the responses with the group.** Groups will then participate in a guided discussion using the *Group Discussion* questions on page 9. Complete the *Reflection* after your group discussion.”

Circulate and monitor the discussions.

5. **Summary of Learning: (1 minute)** Say to the class: “Today you examined sexual orientation, discussed the challenges related to human sexuality and gender identity that adolescents may face, and applied vocabulary learned in session 1.”

6. **Checking for Understanding: (9 minutes)** Distribute the *Checking for Understanding Student Resource Sheet* (page 10). **Say to the class: “To help me assess your understanding of the content of today’s lesson answer the questions on the *Student Resource Checking for Understanding Sheet*. I will collect it before you leave today. Should you have any questions on the content of the material from the past two days, ask a trusted adult.”**

If time is limited, tell students to complete the sheet for homework, to be collected at the beginning of the next class.

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 2
Student Resource Review Sheet



Review
Vocabulary

What does the word *prejudice* mean to you? _____

What does the word *validity* mean to you? _____

Dictionary definition—*prejudice* _____

Dictionary definition—*validity* _____

Why Is It Important for Society to Be Educated About Sexual Orientation and Homosexuality?

“Educating all people about sexual orientation and homosexuality is likely to diminish anti-gay prejudice. Accurate information about homosexuality is especially important to young people who are first discovering and seeking to understand their sexuality—whether homosexual, bisexual, or heterosexual. Fears that access to such information will make more people gay have no validity; information about homosexuality does not make someone gay or straight.”

—American Psychological Association (2006)

What are three ideas in this paragraph about the importance of educating people on sexual orientation?

1. _____

2. _____

3. _____

Further Thinking

How do people show prejudice?

What can you do to reduce/prevent prejudice in yourself or your school?

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 2
Student Resource Interpretation/Clarification Sheet

Interpretation/Clarification

“Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation and homosexuality in their behaviors.”

–American Psychological Association (2006)

Reflection

Explain how sexual orientation and sexual behavior are different. _____

Why is it important to understand the difference between sexual orientation and sexual behavior?



Esperanza

I've known for a long time that I am a lesbian. When I was a little girl, my grandfather would read me a bedtime story before I went to sleep. Sometimes, he would read fairy tales about a beautiful princess and a charming prince who fell in love, got married, and lived happily ever after. When he read those stories, I knew that when I grew up, I would marry the beautiful princess, not the prince. I didn't begin to realize until I was much older that these kinds of feelings made me different from the other girls at school.

Michael

When I was in school, I was very popular. I played football, had many friends and a cute girlfriend, and got good grades. Everyone thought that I was so happy. What no one realized was that I was gay and I was lying to everyone. The pain of lying became so great that I started using drugs and eventually got kicked off the team. One day, I saw a show on TV about a gay athlete who reminded me of myself. That show gave me the strength to be honest about who I am and to start living honestly.

Tyrone

At a very young age, members of my family called me mean names like *sissy*, and told me to toughen up and act like a boy. I tried to ignore them, but deep inside, I was hurting. One day my mother found a letter I had written to my boyfriend at school. She got so angry! She kicked me out of the house and said that she never wanted to see me again. I had to live on the streets. It was awful. Eventually, I found an agency that gave me a place to live and helped me finish school. I'm doing okay now, but my mother still won't talk to me. I can't understand why. I'm the same son she always had. I'm just her gay son. I wish she knew how much I miss her.

Adrienne

For a long time, I thought that I was just confused. I had always dated men even though I was attracted to women.

Voices: Personal Statements on Being Different

Then I started dating women and thought, Maybe I'm a lesbian, even though I was still attracted to men. It took a while for me to figure out that I am bisexual. I've had great relationships with men and with women. The hardest part about being bisexual is that people think I'm confused or can never be satisfied. On the contrary, I can feel equally fulfilled and content with a man or with a woman. I don't know whether my life partner will be a man or a woman, but I do know that he or she will be very special, and I look forward to meeting him or her.

Portia

I am incredibly lucky to have such supportive parents. When I was young, I loved dressing up in pretty things and playing with dolls. My mother never made me feel ashamed. I began school feeling good about myself. Elementary school was fine, but by middle school, things got pretty bad. I was made fun of, called names, shoved in the halls, and pushed down the stairs. High school was better in some ways. I had friends who stood by me, but even with their support, I was very depressed. I was supposed to be a boy, but every feeling inside told me that I was a girl. I hated myself. I knew I wanted to live as a girl, but I didn't know how people would respond. My parents and I had many long talks. When I said I couldn't go on lying, they agreed to support me. We had a meeting with the principal. I explained to her that I was transgender and that I wanted to be known as a girl and not use my birth name. I expected resistance, but the principal was incredible! She said that the staff had received LGBT training and wanted to be sensitive. She gave me a new student ID and a key to the teachers' single-stall restroom. Some of my teachers don't understand, but they're trying. I know that my experience is unique. Few transgender youths get the support that I was fortunate to receive. Hopefully, that situation is changing. I now speak about transgender concerns at schools and work with other transgender youths to help them get through some of the challenges that they face. I try to be living proof that a person can live honestly and openly.

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 2
 Student Resource Activities Sheet

Student Activities

Directions: Assign one of the *Voices* readings from the *Diversity of Relationships* Holt excerpt (page 8) to each member in your group. Each member will answer the questions on the *Student Resource Activities Sheet* based on the reading. When everyone is finished reading and recording the answers, each member will share the responses with the group. Each group will then participate in a guided group discussion using the *Group Discussion* questions (page 10). Complete the *Reflection* after your group discussion.

Esperanza

What is Esperanza’s sexual orientation? _____

What example did Esperanza give for how she knew she was different from other girls at a very young age?

Michael

What is Michael’s sexual orientation? _____

What was Michael trying to hide? _____

Tyrone

What is Tyrone’s sexual orientation? _____

What happened to Tyrone because of his sexual orientation? _____

Adrienne

What is Adrienne’s sexual orientation? _____

What is Adrienne’s response to people who say she is confused? _____

Portia

How is Portia expressing her sexuality? _____

What did Portia encounter when she went to her principal? _____

Group discussion

Directions: In your group of five, discuss any of the following questions.

How do you think it might feel for teenagers to realize they are different from others (like Esperanza)?

Why do you think teens questioning their sexual orientation might display self destructive behaviors (like Michael)?

How do you think it might affect teens whose parents decide not to speak to them because of their sexual orientation (like Tyrone)?

What do you think it would be like for teens to be considered confused about their sexual orientation (like Adrienne)?

How might it feel to have the support of those around you (family, friends, and school) for being who you are, including your gender identity (like Portia)?

Reflection

What can you do to ensure your school has a safe and accepting environment for all sexual orientations and gender identities?

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 2
Student Resource Checking for Understanding Sheet

Directions: To assess your understanding of the content of today’s lesson, answer the questions below. This sheet will be collected before you leave class today. Should you have any questions on the content of the material from the past two days, ask a trusted adult.

1. Using examples from the text, what are two challenges gay teens may face in the process of coming out?

2. Using examples from the text, what are two benefits of coming out?

Respect for Differences in Human Sexuality Lesson—Session 2

Teacher Resource Review Sheet



Review

Vocabulary

Prejudice—preconceived opinion, not based on reason or experience; dislike, hostility, or unjust behavior formed on such a basis. (Oxford American Collegiate Dictionary, 2002)

Validity—state or quality of being sound, credible or supported by objective truth
(Random House Unabridged Dictionary, 2001)

Why Is It Important for Society to Be Educated About Homosexuality?

“Educating all people about sexual orientation and homosexuality is likely to diminish anti-gay prejudice. Accurate information about homosexuality is especially important to young people who are first discovering and seeking to understand their sexuality—whether homosexual, bisexual, or heterosexual. Fears that access to such information will make more people gay have no validity; information about homosexuality does not make someone gay or straight.”

—American Psychological Association (APA, 2006)

What are three ideas in this paragraph about the importance of educating people on sexual orientation?

1. Education “is likely to diminish anti-gay prejudice” (APA, 2006)
2. Accurate information about homosexuality is especially important to young people who are first discovering and seeking to understand their sexuality” (APA, 2006)
3. “Information about homosexuality does not make someone gay or straight” (APA, 2006)

Further Thinking

How do people show prejudice?

Answers will vary

What can you do to reduce/prevent prejudice in yourself or your school?

Answers will vary

Respect for Differences in Human Sexuality Lesson—Session 2
Teacher Resource Interpretation/Clarification Sheet

Interpretation/Clarification

“Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.”

—American Psychological Association (2006)

Reflection

Explain how sexual orientation and sexual behavior are different.

“Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.” (APA, 2006)

Why is it important to understand the difference between sexual orientation and sexual behavior?

A person may be a particular sexual orientation, but never express it through action.(APA, 2006)

Respect for Differences in Human Sexuality Lesson—Session 2

Teacher Resource Activities Sheet

Student Activities

Directions: Assign one of the *Voices* readings from the *Diversity of Relationships* Holt excerpt to each member of the group, so that each person reads one passage. Take appropriate notes for each reading. When everyone is finished, share the information with group members.

Esperanza

What is Esperanza's sexual orientation? Lesbian

What example did Esperanza give for how she knew she was different from other girls at a very young age?

When her grandfather read her fairy tales, she always imagined that she would marry the princess, not the prince.

Michael

What is Michael's sexual orientation? Gay/homosexual

What was Michael trying to hide? He pretended to be a heterosexual, with a girlfriend.

Tyrone

What is Tyrone's sexual orientation? Gay/homosexual

What happened to Tyrone because of his sexual orientation? His mother kicked him out of the house, and stopped talking to him.

Adrienne

What is Adrienne's sexual orientation? Bisexual

What is Adrienne's response to people who say she is confused? She is equally content with either a man or a woman.

Portia

How is Portia expressing her sexuality? Transgender

What did Portia encounter when she went to her principal? Support for her desire to be known as a girl—including a key to a private restroom and new student ID.

Group discussion

Directions: In your group of five, discuss the following questions.

How do you think it might feel for teenagers to realize they are different from others (like Esperanza)?

Why do you think teens questioning their sexual orientation might display self destructive behaviors (like Michael)?

How do you think it would feel for teens to have their mothers not speak to them because of their sexual orientation (like Tyrone)?

What do you think it would be like for teens to be considered “confused” about their sexual orientation (like Adrienne)?

How might it feel to have the support of those around you (family, friends, and school) for being who you are, including your gender identity (like Portia)?

Reflection

What can you do to ensure your school has a safe and accepting environment for all sexual orientations and gender identities? Why?

Answers will vary

Respect for Differences in Human Sexuality Lesson—Session 2

Teacher Resource Checking for Understanding Sheet

Directions: To assess your understanding of the content of today’s lesson answer the questions below. This sheet will be collected before you leave class today. Should you have any questions on the content of the material from the past two days, ask a trusted adult.

1. Using examples from the text, what are two challenges gay teens may face in the process of coming out?

Holt (page 8)

Fear to express openly

Family or friend issues

Personal doubt

Confusion

2. Using examples from the text, what are two benefits of coming out?

Two benefits of coming out may include: celebration of self—discovery, feeling relief, a new sense of joy in being able to be honest with yourself and your loved one.

Review Overhead

Prejudice—preconceived opinion, not based on reason or experience; dislike, hostility, or unjust behavior formed on such a basis.” (Oxford American Collegiate Dictionary, 2002)

Validity—state or quality of being sound, credible or supported by objective truth (Random House Unabridged Dictionary, 2001)