

## Respect for Differences in Human Sexuality Lesson

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Montgomery County Public Schools  
Health Education  
Grade 8 Lesson—Session 1  
Family Life and Human Sexuality Unit

This is a two-session lesson.

In Session 1, students examine components of a healthy relationship, the effects of stereotyping and harassment; and the positive results of respect, empathy, and tolerance on individuals and the school environment. Session 1 lays the groundwork for Session 2, when students consider how people respond to differences in gender identity, sexual identity, and sexual orientation.

In Session 2, students define specific terms related to gender identity, sexual identity, and sexual orientation. Students also examine the harmful effects of making generalizations or stereotyping individuals based on gender identity, sexual identity, and sexual orientation.

**This lesson is scripted and should be read and followed in its entirety.**

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**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.**

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**This lesson packet contains the following:**

- Instructional Delivery Plan (pages 2–3)—Materials used by teacher to deliver instruction
- Student Resource Sheets (pages 4–11)—Materials provided to students during instruction
  - › *Review Student Resource Sheet*
  - › *Interpersonal Behaviors Student Resource Sheets*
  - › *Vocabulary Word Tree Student Resource Sheets*
  - › *Human Sexuality Student Resource Sheet*
  - › *Application Student Resource Sheets*
- Teacher Resource Sheets (pages 12–17)—Materials used by teacher to inform instruction
  - › *Review Teacher Resource Sheet*
  - › *Interpersonal Behaviors Teacher Resource Sheets*
  - › *Vocabulary Word Tree Teacher Resource Sheets*
  - › *Human Sexuality Teacher Resource Sheet*
- Teacher Overheads (pages 18–20)—Materials used by teacher during instruction
  - › *Interpersonal Behaviors Vocabulary Overhead*
  - › *Word Tree Overhead—Harassment*
  - › *Word Tree Overhead—Stereotyping*

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<b>Session 1 of 2</b>
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## Respect for Differences in Human Sexuality Lesson

### Overview

This is the first session of a two-session lesson. In this session, students examine the effects of stereotyping and harassment and the positive results of respect, empathy, and tolerance on individuals and the school environment. Session 1 lays the groundwork for Session 2, when students consider how people respond to differences in gender identity, sexual identity, and sexual orientation.

### Preparation

#### Photocopy:

*Review Student Resource Sheet*, page 4  
*Interpersonal Behaviors Student Resource Sheet*, pages 5–6  
*Vocabulary Word Tree Student Resource Sheet*, pages 7–8  
*Human Sexuality Student Resource Sheet*, page 9  
*Application Student Resource Sheet*, pages 10–11

#### Prepare overheads:

*Interpersonal Behaviors Vocabulary Overhead*, page 18  
*Word Tree Overhead*, pages 19–20

### Materials

#### for each student:

*Review Student Resource Sheet*  
*Interpersonal Behaviors Student Resource Sheet*  
*Vocabulary Word Tree Student Resource Sheet*  
*Human Sexuality Student Resource Sheet*  
*Application Student Resource Sheet*

### Teacher:

*Teacher Resource Sheet*, pages 12–17  
*Interpersonal Behaviors Vocabulary Overhead*  
*Word Tree Overhead*, pages 19–20

### Vocabulary

- **Empathy**—the ability to understand and show concern for another person’s feelings (Glencoe)
- **Epithet**—a word, phrase, or expression used as a term of abuse or contempt. (Random House Webster’s College Dictionary)
- **Gender identity**—your identification of yourself as a man or a woman, based on the gender you feel to be inside (Glencoe and Holt)
- **Generalization**—a proposition asserting something to be true of all members of a class or of an indefinite part of a class (Random House Webster’s College Dictionary, 2001)
- **Harassment**—any kind of repeated attention that is not wanted (Glencoe)
- **Heterosexual**—*straight*, someone who is sexually attracted to people of the opposite gender (Glencoe)
- **Homosexual**—*gay or lesbian*, someone who is sexually attracted to people of the same gender (Glencoe)
- **Respect**—when you show empathy and tolerance for people who are different from you (Glencoe)
- **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 emotional and romantic attraction toward members of the same sex, opposite sex, or both sexes (Holt)
- **Sexuality**—everything about you as a male or female (Glencoe)
- **Stereotyping**—an idea or image held about a group of people that represents a prejudiced attitude, oversimplified opinion, or uninformed judgment (Glencoe)
- **Tolerance**—the ability to accept others’ differences and to accept people for who they are (Holt)
- **Trusted adult**—an individual 18 years or older the student believes is responsible and has knowledge on the topic.

### Enduring Understanding

Respecting differences in each other can promote positive interactions which can lead to tolerance, understanding, and empathy.

### Essential Questions

- What are the components of a healthy relationship?
- How can empathy and respect promote positive interactions with others?
- Why do individuals stereotype or harass others?

### Mastery Objectives

*Students will be able to do the following:*

- Explain how tolerance and empathy can lead to positive relationships and/or a positive school environment.
- Define harassment and stereotyping.
- List reasons people stereotype or harass others.
- Define sexuality, gender identity, sexual identity, and sexual orientation.

### Addressed Indicators/Objectives

- **4.2 Identify and describe the components of a healthy relationship.**
  - a. List the components of a healthy relationship.
    - Respect for self and others
    - Empathy
    - Effective communication
    - Honesty
    - Support
    - Ability to resolve conflicts in rational, peaceful ways
  - b. Describe how the components of a healthy relationship can be demonstrated in a variety of situations.
  - c. Examine factors that influence stereotyping and generalizations about gender.
  - d. Define sexual identity, including sexual orientation.

## Instructional Delivery

### Note:

This is the first session of a two-session lesson. In this session, students examine the effects of stereotyping and harassment and the positive results of respect, empathy, and tolerance on individuals and the school environment. Session 1 lays the groundwork for Session 2, when students consider how people respond to differences in gender identity, sexual identity, and sexual orientation. **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 *Review Student Resource Sheet* (page 4).

1. **Review Current Knowledge:** (10 minutes) **Introduce the lesson saying: “We have been discussing relationships. For the next two classes we will discuss how individuals respond to differences in human sexuality.** Today, we will look at behaviors that can have an effect on relationships, including stereotyping based on human sexuality. **In the next class we will define specific terms related to gender identity, sexual identity, and sexual orientation,** and will continue the discussion.”

“Today we will discuss vocabulary and investigate situations that may lead to negative interactions with others.” Say to students: “To begin, on the *Review Sheet*, (page 4) answer the following question: ‘What behaviors do you think people show in a healthy relationship?’ Write down three behaviors and describe how each behavior contributes to a healthy relationship.” Give students a few minutes to complete.

2. **Learning:** (10 minutes) Distribute the *Interpersonal Behaviors Student Resource Sheet*, pages 5–6. **Say to the class: “The words listed on the *Interpersonal Behaviors Student Resource Sheet* reflect positive behaviors or characteristics—like those you may have just listed.”**

Show students the *Vocabulary Overhead* (page 18) and read the definitions for each word. Direct students to write the definition for each word in the space provided on the *Interpersonal Behaviors Student Resource Sheet* (page 5). Then **say to the students: “For each word, think about a time when someone showed this behavior with you or another person or a time when you showed this behavior toward someone. Write a description of that event in the space provided (page 6).”** Provide time to complete this task.

3. **Review Vocabulary:** (10 minutes) Distribute the *Vocabulary Word Tree Student Resource Sheets* (pages 7–8). **Say to the class: “We are going to review words that are important to understand because they describe behaviors that interfere with a healthy relationship.”** Use the *Harassment Word Tree Overhead* (page 19). Show one part at a time to the class. Review each part of the word tree by calling on students to read the information to the class. After you have modeled the word tree for harassment, **direct students to complete the stereotyping word tree.** Tell them to complete the *Think* questions on page 8, if they have time.

When they have completed the tasks, review the information with the class by filling in the *Stereotyping Overheads* (page 20). Ask students to write the correct information on their *Vocabulary Word Tree Student*

*Resource Sheet*. Ask if there are any questions for clarification.

4. **Discuss:** (4 minutes) Direct students to discuss their *Think* question responses with a classmate nearby. **Then emphasize that these are all learned behaviors.** No one is born to harass or stereotype. Emphasize the influence peers have on the development of these behaviors. Call attention to the fact that stereotyping and generalization are based on limited information. **Emphasize with students that harassment and stereotyping are not acceptable behaviors.**

5. **Make Connections:** (5 minutes) **Ask students to think about how respect, empathy, and tolerance counter harassment and stereotyping.** Ask them to think about how they might feel in a school where respect, empathy, and tolerance are the primary behaviors displayed. Ask how effective communication, honesty, and conflict resolution promote these behaviors.

6. **Preview Learning:** (5 minutes) Distribute the *Human Sexuality Student Resource Sheet* (page 9). **Say to the class: “In the next class, we will consider how individuals respond to others based on sexuality.** Read the information on the *Human Sexuality Student Resource Sheet* and answer the questions individually, in preparation for the next class.”

7. **Checking for Understanding:** (1 minute) Students will apply the information from the lesson to describe a school where there is respect, empathy, and tolerance. Distribute the *Application Student Resource Sheets* (pages 10–11). **Direct students to complete this task for homework, to be collected at the beginning of the next class.**

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Respect for Differences in Human Sexuality Lesson—Session 1

#### Review Student Resource Sheet

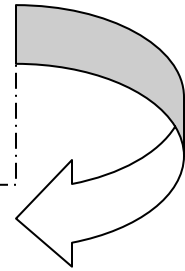


Review:

**Directions:** What behaviors do you think individuals show in a healthy relationship? Write down one behavior in each box and describe how each behavior contributes to a healthy relationship.

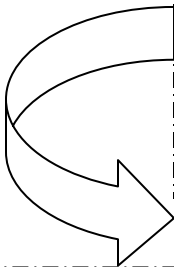
Behavior 1:

Describe how this behavior contributes to a healthy relationship.



Behavior 2:

Describe how this behavior contributes to a healthy relationship.



Behavior 3:

Describe how this behavior contributes to a healthy relationship.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Interpersonal Behaviors Student Resource Sheet**

The following words reflect behaviors that occur when people interact with one another in a positive manner. For each word, write the definition provided by your teacher.

**Definitions**

Empathy: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tolerance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Respect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following words reflect behaviors that occur when people interact with one another in a positive manner. For each word, think about a time when someone showed this behavior toward you or a time when you showed this behavior toward someone. Write a description of that event in the space provided.

**Empathy**  
**Tolerance**  
**Respect**

Empathy: \_\_\_\_\_  
\_\_\_\_\_  
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Tolerance: \_\_\_\_\_  
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Respect: \_\_\_\_\_  
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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_



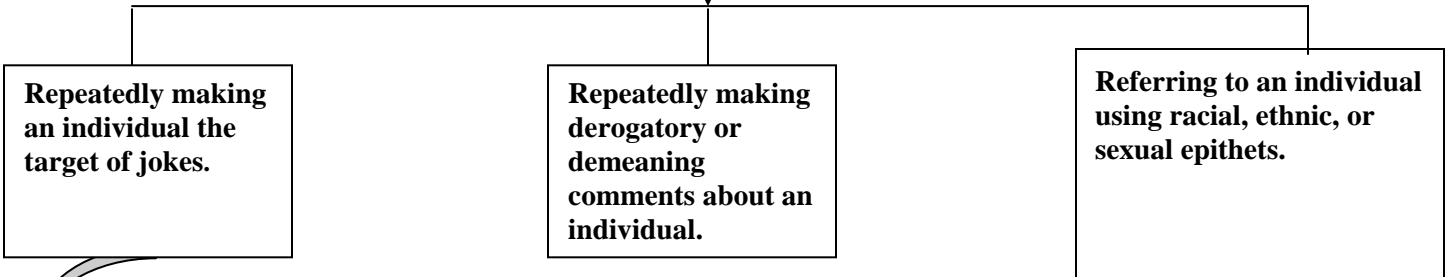
**Vocabulary Word Tree Student Resource Sheets**

**HARASSMENT**

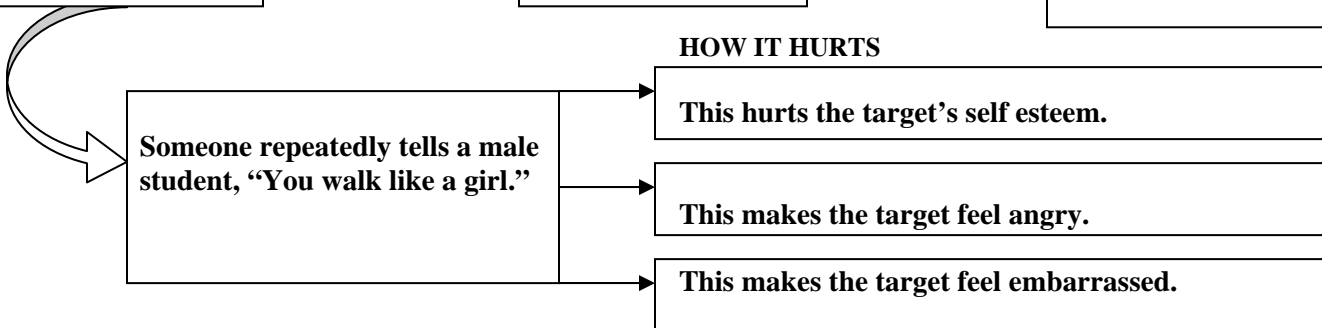
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“Any kind of repeated attention that is not wanted.” (Holt)

**EXAMPLES**



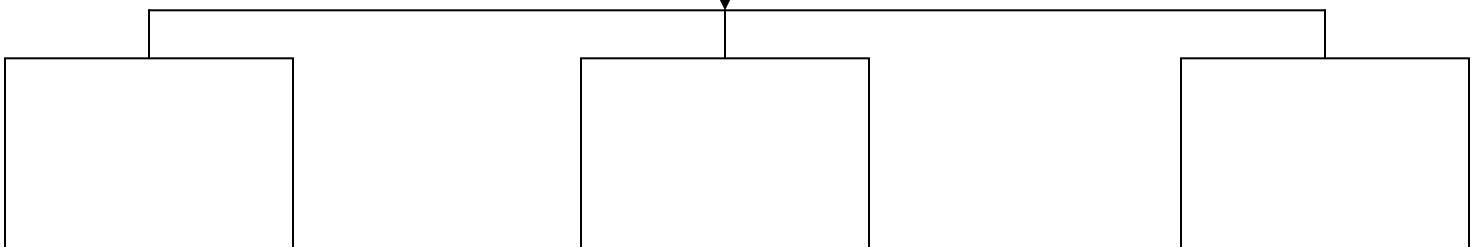
**HOW IT HURTS**



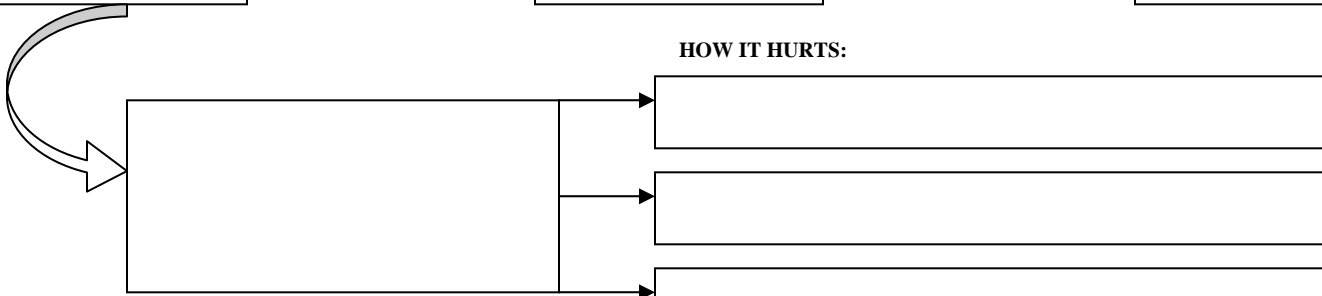
**STEREOTYPING**

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**EXAMPLES**



**HOW IT HURTS:**





**“Think” Questions:**

What can you do to prevent harassment at your school? \_\_\_\_\_

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What can you do if you are confronted with stereotyping at your school? \_\_\_\_\_

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What can you do if you observe harassment or stereotyping? \_\_\_\_\_

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How can you formally report when you are harassed? \_\_\_\_\_

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_



### Human Sexuality Student Resource Sheet

When people do not understand others, they may stereotype them.

- People sometimes stereotype others based on differences in sexuality. “Sexuality is everything about you as male or female.” (*Human Sexuality*, Glencoe, 2005)
- People sometimes stereotype others based on sexual identity. Sexual identity is the way you act, your personality, and how you feel about yourself because you are a male or female (Glencoe).
- People sometimes stereotype others based on gender identity. Gender identity is your identification of yourself as a man or a woman, based on the gender you feel to be inside (Holt).
- People sometimes stereotype others based on their beliefs. Just as stereotyping others based on sexuality is not an acceptable behavior, stereotyping others based on personal beliefs also is not acceptable.
- In the next class you will consider how people sometimes stereotype individuals based on sexual orientation. “Sexual orientation is a person’s emotional and romantic attraction toward members of the same sex, opposite sex, or both sexes” (Holt).

To prepare for the next class, think about what you know and have observed related to stereotyping individuals based on sexual orientation, appearance, or mannerism. Write a reflection.

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You will have an opportunity to discuss this topic and ask questions for clarification during the next class.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Checking for Understanding Student Resource Sheet****Application**

In this session you examined the harm that harassing and stereotyping may have on individuals and the school environment. You also discussed examples of respect, empathy, and tolerance.

Think about the school environment throughout the day—in the hallways, in the classrooms, at lunch, etc. Your final task for this session is to describe a school environment that promotes respect, empathy, and tolerance.

You may use the space below to work on your rough draft. Put your final draft on the next page, use your own paper, or use a computer. Be sure to label your paper with your name and the heading and title you see on the next page



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



Review:

**Directions:** What behaviors do you think individuals show in a healthy relationship? Write down one behavior in each box and describe how each behavior contributes to a healthy relationship. **Words will vary but may include trust, respect, patience, tolerance, understanding, communication, honesty, support, and conflict-resolution.**

Behavior 1:

Describe how this behavior contributes to a healthy relationship.

Behavior 2:

Describe how this behavior contributes to a healthy relationship.

Behavior 3:

Describe how this behavior contributes to a healthy relationship.

## Interpersonal Behaviors Teacher Resource Sheet

The following words reflect behaviors that occur when people interact with one another in a positive manner. For each word, write the definition provided by your teacher.

### Definitions

**Empathy**—the ability to understand and show concern for another person’s feelings (Glencoe).

**Tolerance**—the ability to accept others’ differences and accept people for who they are” (Holt).

**Respect**—when you show empathy and tolerance for people who are different from you (Glencoe).

The following words reflect behaviors that occur when people interact with one another in a positive manner. For each word, think about a time when someone showed this behavior with you or another person or a time when you showed this behavior toward someone. Write a description of that event in the space provided.

**Empathy**  
**Tolerance**  
**Respect**

Answers will vary.

Empathy: \_\_\_\_\_

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Tolerance: \_\_\_\_\_

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Respect: \_\_\_\_\_

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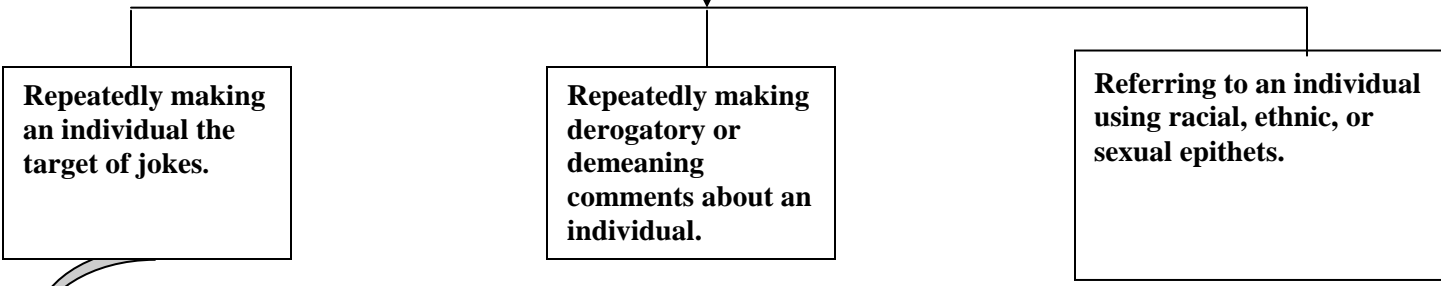
Vocabulary Word Tree Teacher Resource

**HARASSMENT**

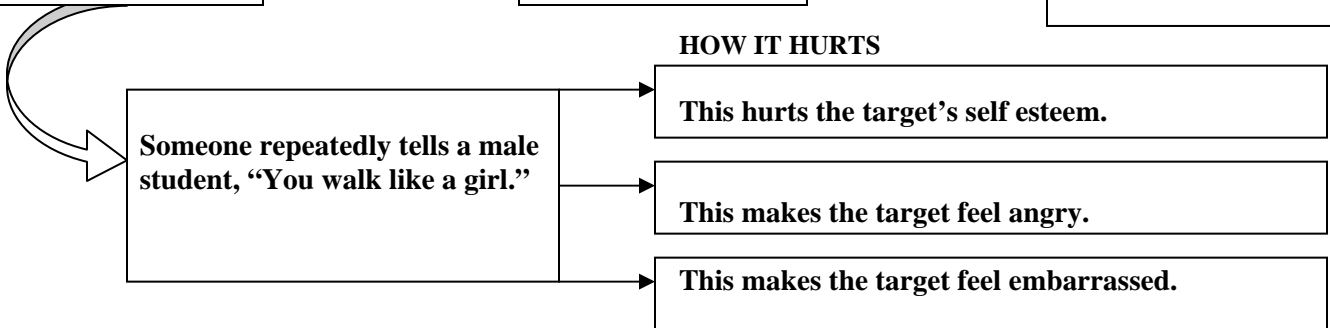
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“Any kind of repeated attention that is not wanted.” (Holt)

**EXAMPLES**



**HOW IT HURTS**

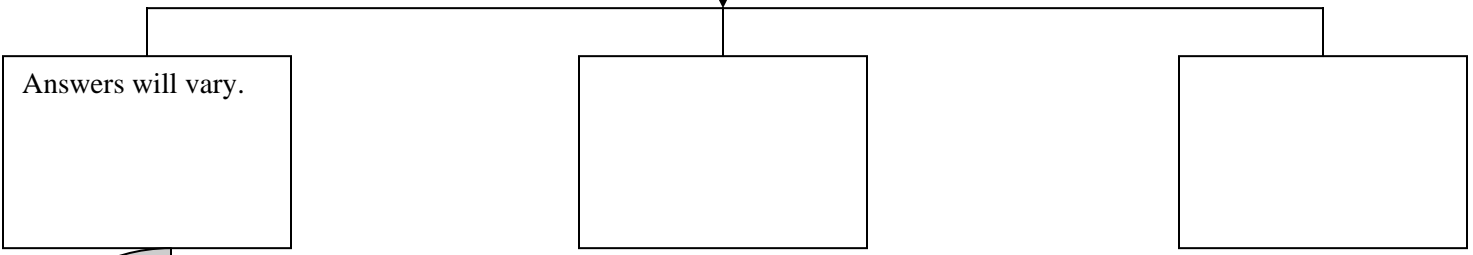


**STEREOTYPING**

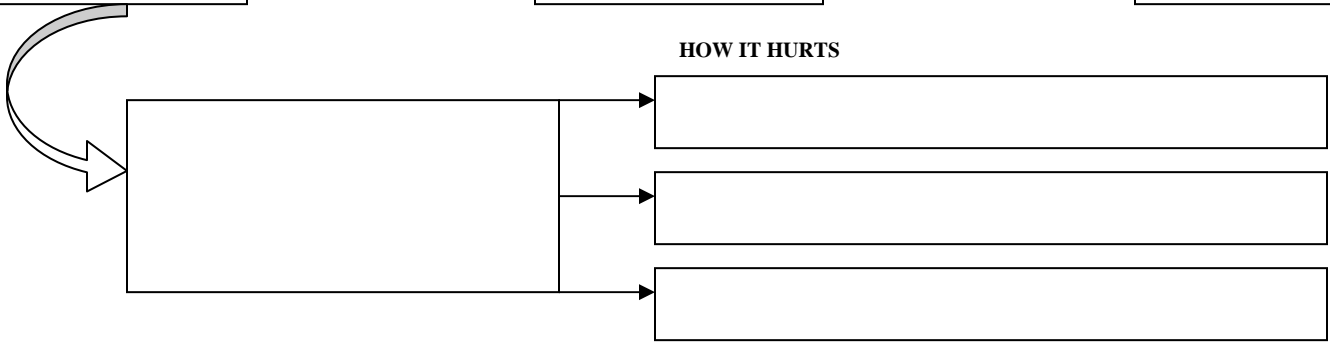
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“An idea or image held about a group of people that represents a prejudiced attitude, oversimplified opinion, or uninformed judgment” (Glencoe).

**EXAMPLES**



**HOW IT HURTS**





**“Think” Questions: Answers will vary.**

What can you do to prevent harassment?

Source: *Teen Health Course 3*; Glencoe 2007; p. 187

- **Tell the person to stop what he or she is doing. Make it clear that this pattern of behavior is hurtful and unacceptable. Explain that if it continues, you will report the harassment.**
- **Use an assertive communication style. Speak in a firm but positive voice with your head and shoulders up.**
- **Look the person in the eye as you speak.**
- **Let your family know what is happening and seek their advice. Get help if you need it and do not allow the behavior to continue.**
- **If the harassment continues, tell a trusted adult. If the harassment takes place at school, tell a teacher, counselor, assistant principal, or principal.**

What can you do if you are confronted with stereotyping?

**Educate others regarding differences.**

What can you do if you observe any of these behaviors?

**Tell a trusted adult such as your parent/guardian, teacher, counselor, assistant principal, or principal.**

How can you formally report when you are harassed?

**When students feel they are being harassed they can make a formal report, using MCPS Form 230-35: *Harassment or Intimidation Reporting Form*. This form is available from the school office, counseling center, and from the MCPS Web site. Once the school receives this form, school staff will investigate the situation and complete MCPS Form 230-36: *Harassment or Intimidation Incident School Investigation Form*.**





## Human Sexuality Teacher Resource Sheet

When people do not understand others, they may stereotype them.

- People sometimes stereotype others based on differences in sexuality. “Sexuality is everything about you as male or female” (*Human Sexuality*, Glencoe, 2005).
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- In the next class you will consider how people sometimes stereotype individuals based on sexual orientation. “Sexual orientation is a person’s emotional and romantic attraction toward members of the same sex, opposite sex, or both sexes” (Holt).

To prepare for the next class, think about what you know and have observed related to stereotyping individuals based on sexual orientation, appearance, or mannerism. Write a reflection.

**People should not be judged by the way they look or act.**

**It is wrong to stereotype.**

**Every person is unique and is worthy of respect as an individual.**

You will have an opportunity to discuss this topic and ask questions for clarification during the next class.

**Vocabulary**

- **Empathy**—the ability to understand and share another person’s feelings (Glencoe).
- **Tolerance**—the ability to accept others’ differences and to accept people for who they are (Holt).
- **Respect**—when you show empathy and tolerance for people who are different from you (Glencoe).



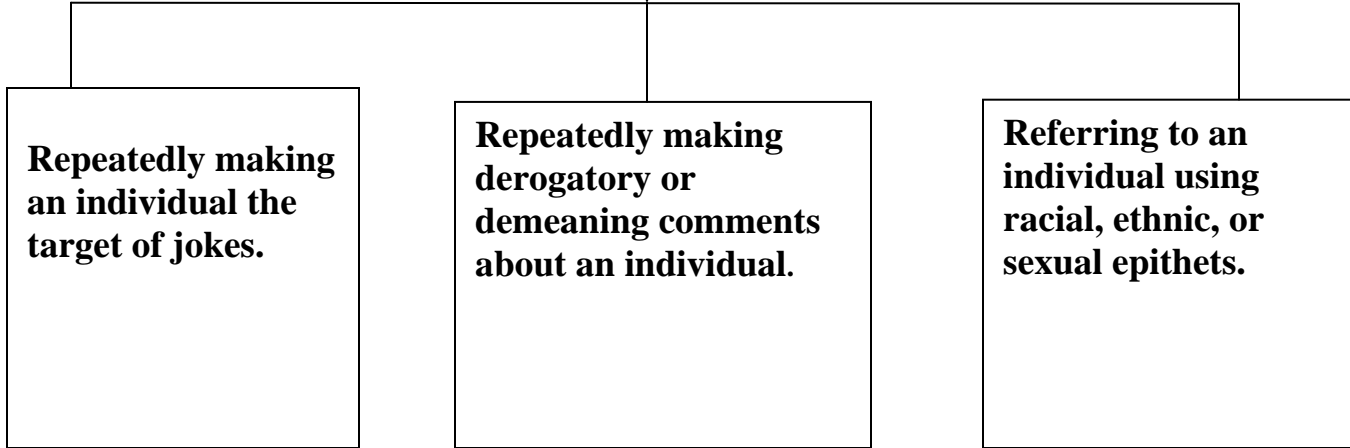
Vocabulary Word Tree

# HARASSMENT

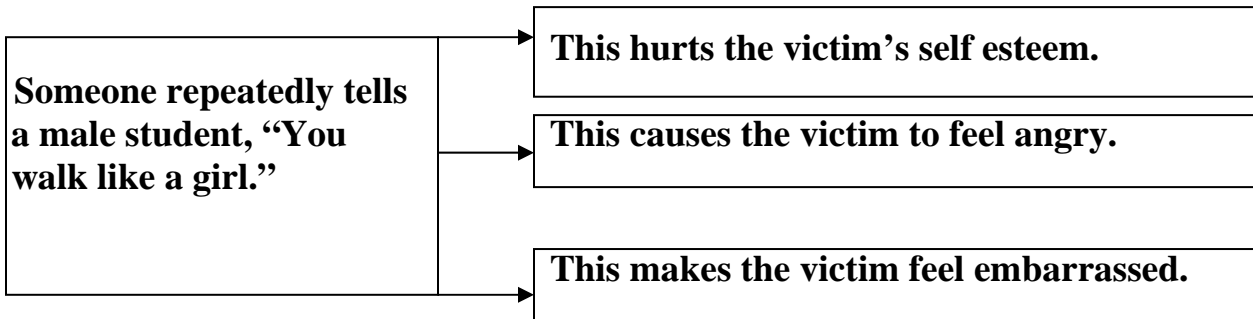
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“Any kind of repeated attention that is not wanted” (Holt).

**EXAMPLES**



**HOW IT HURTS**





Vocabulary Word Tree

# STEREOTYPING

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EXAMPLES

HOW IT HURTS