

Respect for Differences in Human Sexuality Lesson

Montgomery County Public Schools
Health Education
Grade 8 Lesson—Session 2
Family Life and Human Sexuality Unit

This is a two session lesson.

In the first session, 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 one lays the groundwork for session two when students consider how people respond to differences in gender identity, sexual identity, and sexual orientation.

In the second session, 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.

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 teacher to deliver instruction
- Student Resource Sheets (Pages 4–9)—Materials provided to students during instruction
 - › *Review Student Resource Sheet*
 - › *Human Sexuality, Glencoe, 2005*
 - › *Vocabulary: Components of Human Sexuality Student Resource Sheet*
 - › *Overview Student Resource Sheet*
 - › *Learning Log Student Resource Sheet*
- Teacher Resource Sheets (Pages 10–12)—Materials used by teacher to inform instruction
 - › *Review Teacher Resource Sheet*
 - › *Vocabulary: Components of Human Sexuality Teacher Resource Sheet*
- Teacher Overheads (Pages 13–14)—Materials used by teacher during instruction
 - › *Review Overhead*
 - › *Overview Overhead—Human Sexuality*

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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 the effects of making generalizations or stereotyping individuals based on gender identity, sexual identity or sexual orientation.

Preparation

Photocopy:

Review Student Resource Sheet, page 4
Human Sexuality, Glencoe 2005, Student Resource Sheet, pages 5–6
Vocabulary: Components of Human Sexuality Student Resource Sheet, page 7
Overview Student Resource Sheet, page 8
Learning Log Student Resource Sheet, page 9

Prepare Overheads

Review Overhead, page 12
Overview Overhead, page 13

Materials

For each student:

Review Student Resource Sheet
Human Sexuality, Glencoe 2005, Student Resource Sheet
Vocabulary: Components of Human Sexuality Student Resource Sheet
Overview Student Resource Sheet
Learning Log Student Resource Sheet

Teacher:

Teacher Resource Sheets, pages 10–11
Review Overhead
Overview Overhead

Vocabulary

- **Bisexual**—“someone who is sexually attracted to people of both genders.” (Glencoe)
- **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)
- **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)

*Maryland Student Records System Manual 2005, p. E-9. Online.

- **Sexual orientation**—*straight, gay, lesbian, or bisexual*, “is a person’s emotional and romantic attraction towards 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 lead to tolerance, understanding, and empathy and can promote positive interactions.

Essential Questions

- How can empathy or tolerance reduce bullying, harassment, and stereotyping and contribute to a positive school environment?
- Why do individuals’ stereotype or harass others?

Mastery Objectives

Students will be able to

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

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 session two of a two session lesson. In this session students examine the effects of making generalizations or stereotyping individuals based on gender identity, sexual identity or 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 *Review Student Resource Sheet*, (page 4)

1. **Review Current Knowledge:** (10 minutes) **Introduce the lesson by saying: “Yesterday we discussed positive and negative behaviors that can have an effect on relationships, including respect and stereotyping. Today we will define specific terms related to gender identity, sexual identity and sexual orientation.”**

“We will begin with a review of yesterday’s vocabulary words.” **Say to the class: “On your resource sheet, match the word on the left with the correct definition on the right.”** Answer any questions and then direct students to complete the review. Once students have completed the review, review the correct answers with the *Review Overhead* (page 12).

2. **Discuss:** (5 minutes) As a class, discuss the concepts of stereotyping and generalizing. Ask the following questions to stimulate thinking. “Do not respond out loud, but think about this: Why is it unfair for people to generalize or stereotype a group based on one or two people?” Then ask: “How can students promote respect, empathy, and tolerance to reduce or prevent this type of behavior at school?” After providing wait time, ask selected students to share their examples.

3. **Learn:** (20 minutes) **Say to the class: “People sometimes will stereotype based on human sexuality. Yesterday, you read definitions for sexuality, gender identity, sexual identity, and sexual orientation. You were asked to think about how people may stereotype individuals based on differences in human sexuality. In session one, you learned the importance of respect, tolerance, and empathy in a school environment.”**

Say to the class: “To build your knowledge and understanding about this topic, you are going to read an excerpt from Glencoe *Human Sexuality*.” Distribute the *Human Sexuality, Glencoe 2005*, excerpt (pages 5–6) and *Vocabulary: Components of Human Sexuality Student Resource Sheet* (page 7). Say: “As you read, put a question mark (?) next to anything that you have a question about, an exclamation mark (!) for any interesting points, an asterisk (*) for confusing points, and underline or **highlight** the main points.

When you are finished reading the excerpt, complete the *Vocabulary: Components of Human Sexuality Student Resource Sheet* on your own.”

Allow students time to read and write definitions on their papers for each of the vocabulary words, based on the excerpt.

Distribute *Overview Student Resource Sheet* (page 8). Review the elements of human sexuality by displaying the *Overview Overhead* (page 13). Read and define the components of human sexuality for the students.

4. **Discuss:** (8 minutes) Direct students to write their responses to the *Think* questions at the bottom of the *Vocabulary: Components of Human Sexuality Student Resource Sheet* (page 7). When they have completed the task, direct students to discuss with a classmate nearby the main points of the excerpt, and what they may have found confusing.

5. **Closure:** (1 minute) **Say to the class: “Today you considered the effects of stereotyping and harassment based on gender identity, sexual identity or sexual orientation.”**

6. **Checking for Understanding:** (1 minute) Distribute the *Learning Log Student Resource Sheet* (page 9). **Say to the class: “You are going to complete the learning log to summarize important ideas from the past two days.”** Tell them they should complete the log as homework, to be collected at the beginning of the next class.

Extend by:

- Elaborating on the discussion about what students can do to reduce/prevent stereotyping.
- Having teams of students produce a plan to be shared with the principal on how to reduce/prevent stereotyping in the school.

Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Lesson—Session 2

Review Student Resource Sheet

**Review: Review Vocabulary from Session 1****Directions:** Match the word on the left with the correct definition on the right.

- | | |
|-----------------------------|---|
| _____ Generalization | a. “when you show empathy and tolerance for people who are different from you” (Glencoe) |
| _____ Tolerance | b. “an idea or image held about a group of people that represents a prejudiced attitude, oversimplified opinion, or uninformed judgment” (Glencoe) |
| _____ Stereotyping | c. “the ability to accept others’ differences and to accept people for who they are” (Holt) |
| _____ Empathy | d. “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) |
| _____ Harassment | e. any kind of repeated attention that is not wanted (Glencoe) |
| _____ Respect | f. “the ability to understand and show concern for another person’s feelings” (Glencoe) |

**Think Questions:**

1. Why do people generalize or stereotype based on a perceived image or behavior?
2. What can students do to reduce/prevent generalizing or stereotyping based on a perceived image or behavior at their school?



Sexual Orientation

Sexual orientation is the recognition of a gender preference with regard to sexual attraction. A **homosexual** is someone who is sexually attracted to people of the same gender. A **bisexual** is someone who is sexually attracted to people of both genders. A **heterosexual** is someone who is sexually attracted to people of the opposite gender. Homosexuality is an emotionally charged issue in our society.

There are many myths about homosexuality. One myth is that a person is homosexual because he or she is not yet interested in the opposite gender. This is not true. A person may develop an interest in the opposite gender much earlier or much later than some of his or her friends. Another myth is that a person is homosexual just because his or her closest friend is of the same gender. It is not only normal, but also healthy, to have close, caring friendships with peers of the same gender. Another common myth is that someone who has not had sexual contact—especially if the person is male—is homosexual. This is untrue. Having or not having sexual contact has nothing to do with sexual orientation.

It is also a myth that you can identify homosexuals, bisexuals, or heterosexuals by appearance and mannerisms. The idea that homosexuals, bisexuals, and heterosexuals act in one particular way is based on stereotypes. A **stereotype** is an idea or image held about a group of people that represents a prejudiced attitude, oversimplified opinion, or uninformed judgment.

DISCUSSING. Have students discuss why stereotypes are damaging.


✔ Throughout the life cycle, it is normal and healthy to have close friendships with peers of the same gender; such friendships have no bearing on sexual orientation.



CHARACTER CHECK

Respect. When you show empathy and tolerance for people who are different from you, you are demonstrating respect.

Imagine you overhear your nine-year-old sibling telling a friend that someone is homosexual and you are concerned that he or she is stereotyping. Write what you would say to him or her.

 **Teens in schools across the nation are finding ways to promote tolerance and respect.**

People should not be judged by the way they look. Incorrect assumptions can be made when people are labeled because of their appearance. The most important point to remember is that every person is unique and is worthy of consideration and respect as an individual.

What causes sexual orientation? Almost certainly there is no single reason why some people are homosexual, heterosexual, or bisexual. According to the American Psychological Association, sexual orientation results from an interaction of cognitive, environmental, and biological factors.

A teen who thinks that he or she may be homosexual or bisexual may experience stress. Concerns about how family and friends will accept the situation are reasonable, and fears about being teased or even attacked are not unfounded. Some teens, however, may also believe that they are the only ones who are attracted to members of the same gender. This belief can lead them to feel isolated and depressed. It can be helpful for adolescents who have issues about their sexual orientation to speak with a trained counselor. He or she can help them talk about their feelings and concerns and provide them with facts. Remember that factual information can help you develop a healthy attitude toward the challenges facing adolescents.



Name _____ Period _____ Date _____

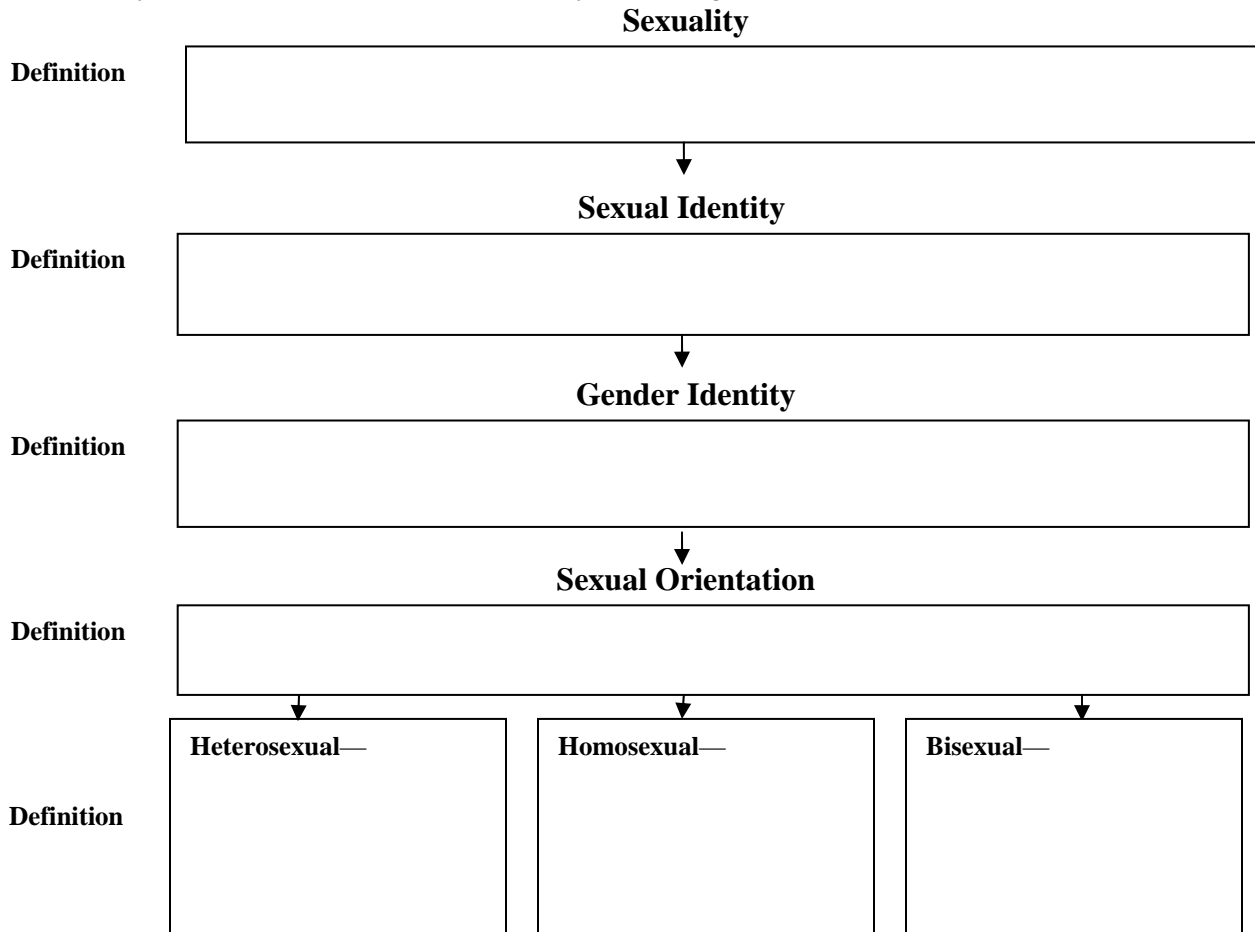


Student Resource Sheet

Vocabulary: Components of Human Sexuality

Directions: Read the Glencoe *Human Sexuality* excerpt. As you read, put a question mark (?) next to anything that you have a question about, use an exclamation mark (!) for any interesting points, an asterisk (*) for confusing points, and underline or **highlight** the main points. When you are finished reading, continue with the vocabulary words below. You will be given the opportunity to discuss in small groups the main points of the excerpt and anything you may have found confusing.

Fill in what you *think* each word means based on your reading.



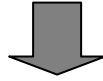
Think Questions

1. Why do you think that some people may be more at risk than others to be the target of harassment or stereotyping?
2. Have you ever seen/heard someone harassing or stereotyping based on sexual orientation?
3. How can harassing or stereotyping based on human sexuality hurt the individual targeted and the school climate?
4. Why is it important to be respectful of individuals, even when you don't agree with their points of view?

Overview Student Resource Sheet

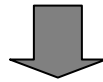
Sexuality

“Everything about you as male or female.” (Glencoe)



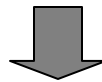
Sexual Identity

The way you act, your personality, how you feel about yourself because you are a male or female. (Glencoe)



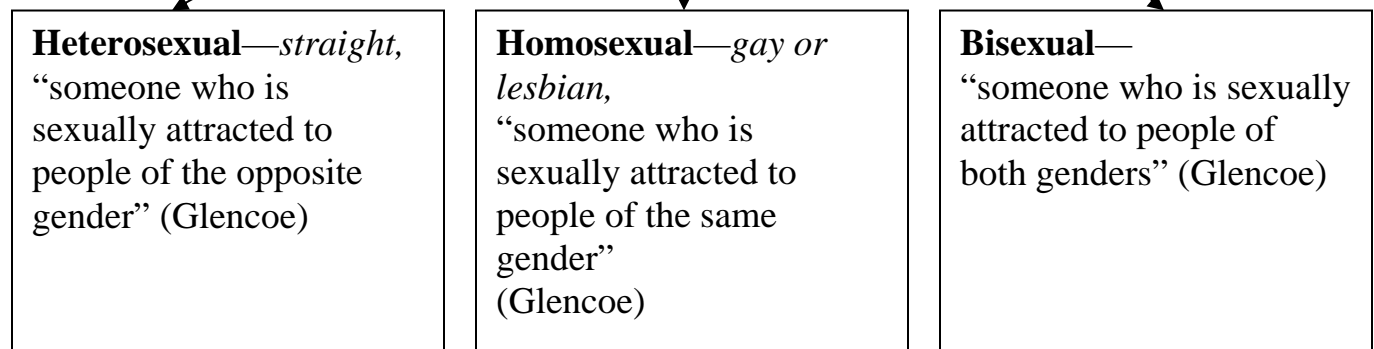
Gender Identity

Your identification of yourself as a man or a woman based on the gender you feel to be inside. (Glencoe and Holt)



Sexual Orientation

Straight, gay, lesbian, or bisexual, “A person’s emotional and romantic attraction towards members of the same sex, opposite sex, or both sexes.” (Holt)



Name _____ Period _____ Date _____

Respect for Differences in Human Sexuality Learning Log Student Resource Sheet

Directions: Using information from the past two days, complete the thoughts below.

What did I learn in the past two days? _____

I used to believe... _____

But now I... _____

Something I am still wondering about is _____

Someone I can go to with my questions is _____

Respect for Difference in Human Sexuality—Session 2

Review Teacher Resource Sheet



Review: Review Vocabulary from Session 1

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

- | | |
|--|---|
| <u> d </u> Generalization | a. “when you show empathy and tolerance for people who are different from you” (Glencoe) |
| <u> c </u> Tolerance | b. “an idea or image held about a group of people that represents a prejudiced attitude, oversimplified opinion, or uninformed judgment” (Glencoe) |
| <u> b </u> Stereotyping | c. “the ability to accept others’ differences and allow them to be who they are without expressing disapproval” (Glencoe) |
| <u> f </u> Empathy | d. “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) |
| <u> e </u> Harassment | e. any kind of repeated attention that is not wanted (Glencoe) |
| <u> a </u> Respect | f. “the ability to understand and show concern for another person’s feelings” (Glencoe) |



Think Questions: Answers will vary but may include e.g.

1. Why do people generalize or stereotype based on a perceived image or behavior?

They repeat what they have heard from others; want to fit in with their group of friends

2. What can students do to reduce/prevent this type of behavior at their school?

Learn about people as individuals; do not tolerate the behavior; report observed improper behavior to a trusted adult

Teacher Resource Sheet



Vocabulary: Components of Human Sexuality

Directions: Read the Glencoe *Human Sexuality* excerpt. As you read, put a question mark (?) next to anything that you have a question about, use an exclamation mark (!) for any interesting points, an asterisk (*) for confusing points, and underline or **highlight** the main points. When you are finished reading, continue with the vocabulary words below. You will be given the opportunity to discuss in small groups the main points of the excerpt and anything you may have found confusing.

Fill in what you *think* each word means based on your reading.

Sexuality

Definition

“Everything about you as male or female.” (Glencoe)



Sexual Identity

Definition

The way you act, your personality, how you feel about yourself because you are a male or female. (Glencoe)



Gender Identity

Definition

Your identification of yourself as a man or a woman, based on the gender you feel to be inside. (Glencoe and Holt)



Sexual Orientation

Definition

Straight, gay, lesbian, or bisexual, “is a person’s emotional and romantic attraction towards members of the same sex, opposite sex, or both sexes.” (Holt)



Definition

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)

Bisexual—
“someone who is sexually attracted to people of both genders.” (Glencoe)



Think Questions

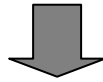
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4. Why is it important to be respectful of individuals, even when you don’t agree with their points of view?

Review

- | | |
|--|--|
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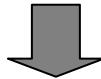
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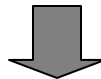
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The way you act, your personality, how you feel about yourself because you are a male or female. (Glencoe)



Gender Identity

Your identification of yourself as a man or a woman based on the gender you feel to be inside. (Glencoe and Holt)



Sexual Orientation

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