



## Grade 7: Sexual Orientation

### Overview

Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two types of identity that everyone has, and that gender expression is how individuals communicate their gender to others. Students learn common terms and information related gender identity and sexual orientation, including pronoun usage.

### Timing

40 Minutes

### Objectives

By the end of this lesson, students will:

- Understand the concept of identity
- Define sexual orientation and gender identity
- Recognize that everyone has a sexual orientation and gender identity
- Identify ways of respecting a person's identity

### Standards

Washington State Sexual Health Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Demonstrate communication skills that foster healthy relationships. H4.Se5.7a

### Materials Needed

- Computer/projector/speakers to display PowerPoint, including video streaming
- Handout: Sexual Orientation and Gender Identity Worksheet

### Teacher Preparation

- Print enough copies of the Handout: Sexual Orientation and Gender Identity Worksheet so that each student has one

## Agenda

Slide 1

- **Do:** Introduce today's lesson.

Slide 2

- **Do:** Review Slide

Slide 3

- **Do:** Review slide
- **Say:** You notice that this slide refers to the LGBTQ+ community. LGBTQ+ is an acronym for "lesbian, gay, bisexual, transgender and queer" with a "+" sign to recognize the limitless sexual orientations and gender identities used by members of the community.

Slide 4

- **Do:** Review Slide
- **Say:** What are some identities that you all have? (solicit various responses from students)

Slide 5-6

- **Do:** Review Slide

Slide 7

- **Do:** Introduce video

Slide 8

- **Do:** Play video (<https://youtu.be/wrUYs2FnrgA>)

Slide 9

- **Say:** What are some terms or words that you hear used to describe a person's sexual orientation, who they are attracted to?
- **Do:** Allow students to share responses, thank and validate their ideas or correct if needed, click to animate list of common terms.
- **Say:** There are a lot of ways to describe sexual orientation. Here are of the more common terms used to describe sexual orientation, though I'm sure you know even more of them than I do. Looking at this list, does anyone see a term up there that they don't know or would like me to define? Are there any missing?
- **Do:** Consult the SPS SHE Glossary for current terms and definitions, read to class as appropriate and check for understanding. Allow students to provide their thoughts on the definition and ways to update them – language is always changing and we can learn from the students!
- **Say:** It is important to remember that some people know their sexual orientation, others aren't sure, and some don't want to define theirs. People can also change how they identify because it is about how they feel in their heart and that can shift as we grow.

Slide 10

- **Say:** Now we are going to learn about gender identity. While sexual orientation is the way we feel about others, gender identity is the way we feel about ourselves
- **Do:** Review slide

Slide 11

- **Do:** Introduce video

Slide 12

- **Do:** Play video (<https://youtu.be/Q7Vea6WaBeo>)

Slide 13

- **Say:** Just like we did with sexual orientation terms, what are some terms or words that you hear used to describe a person's gender identity?

- **Do:** Allow students to share responses, thank and validate their ideas or correct if needed, click to animate list of common terms.
- **Say:** Here are of some terms used to describe gender identity that are commonly used today. Looking at this list, does anyone see a term up there that they don't know or would like mesome to define?
- **Do:** Consult SPS SHE Glossary for current terms and definitions, read to class as appropriate and ask if they agree with the definition. Allow students to provide their thoughts on the definition and ways to update them – language is always changing and we can learn from the students!
- **Say:** Similar to sexual orientation and other parts of our identity, our gender identity might change as we grow and change. Some people are confident in their gender identity, others aren't sure, and some don't want to define theirs.
- **Note:** Intersex is a term that describes a person born with a combination of male and female biological traits. People who are intersex have a range of gender identities, just like everyone else. Some people who are intersex consider their gender to be intersex. Others identify as female, male, nonbinary or a different gender. Being intersex is a natural part of human diversity. One in every 2000 babies are born intersex, about twice as many as identical twins.

Slide 14

- **Say:** There is also something called gender expression, which is how people communicate their gender to others. We do this through hairstyles, clothing, names, and more. It is how we choose to express ourselves.

Slide 15

- **Do:** Review Slide

Slide 16

- **Say:** We should never assume we know someone's pronouns. Asking about pronouns can be really easy and simple, even if it feels like a new question to ask for some people. Let's watch a video that covers how to ask.
- **Do:** Play video (<https://youtu.be/r-al4liNLBU?si=rfzMVTGECWH5r-l>)

Slide 17

- **Do:** Tell students they are going to practice referring to someone with they/them pronouns. Click to reveal each sentence, asking students to read them aloud as you go.

Slide 18

- **Do:** Distribute *Handout: Sexual Orientation and Gender Identity Worksheet*. Direct students to complete the worksheet and then the class will review as a group.

Slide 19

- **Do:** Solicit volunteers.

Slide 20 - 23

- **Do:** Read prompt and ask students to respond as true/false (could be verbal, by raising hands, standing up, etc.). Click to reveal response and review explanation.

Slide 24

- **Do:** Review Slide.

Slide 25

- **Do:** Ask students to write responses to prompts in the slide
- **Note:** If preferred, this could be assigned as homework instead of an exit ticket by using attached assignment document

Slide 26

- Credits

## Vocabulary

Key words in this lesson:

- Gender Identity - A person's sense of self as being male, female, a blend of both, or neither. One's gender identity can be the same or different from their sex assigned at birth.
- Gender Expression - How a person chooses to show their gender, usually expressed through behavior, clothing, hair, voice, or other characteristics. A person's gender expression doesn't have to match their gender identity.
- Sex Assigned at Birth -The label (male, female, or intersex) that is given to a child at birth based on their external anatomy.
- Sexual Orientation - Part of a person's identity that describes the gender(s) a person is emotionally, romantically, or sexually attracted to. There are many sexual orientations including gay, lesbian, straight, asexual, pansexual, bisexual, queer, and more.

Please consult the SPS Sexual Health Education Glossary for additional terms.

## Additional Resources

Websites:

- The Trevor Project: <https://www.thetrevorproject.org/>
- CDC: <https://www.cdc.gov/lgbthealth/youth.htm>
- MySPS LGBTQ page: <https://mysps.seattleschools.org/department/curriculum/health-education/lgbtq/>

## Handouts and Assignment – on following pages



Name:

Class Period:

**Handout: Sexual Orientation and Gender Identity Worksheet  
7<sup>th</sup> Grade Sexual Health Education**

**1. They/Them pronoun practice – fill in the blank**

CJ scored the winning goal on Saturday, and now \_\_\_\_\_ team is going to the playoffs.

CJ offered me the rest of \_\_\_\_\_ pizza. \_\_\_\_\_ said \_\_\_\_\_ didn't want it.

CJ asked if I could help set up for the game. I told \_\_\_\_\_ I would be there by 6.

**2. Please indicate with a T/F if the statement is true or false.**

Statement	T/F
People can choose their sexual orientation.	
People can choose their gender identity.	
People can choose their gender expression.	
You can usually tell a person's sexual orientation just by looking at them.	



**Name:**

**Period:**

**Assignment: Sexual Orientation and Gender Identity  
7<sup>th</sup> Grade Sexual Health Education**

1. What is the difference between sexual orientation and gender identity
2. How can you show respect to a person that has a sexual orientation or gender identity that is different from yours? Write at least 2 ways.