



Gender Roles and Sexual Orientation – Grade 9

75 minutes in length

Overall Expectations:

C1. Demonstrate an understanding of factors that contribute to healthy development.

C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific Expectations:

C1.5. Demonstrate an understanding of factors (*e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness*) that can influence a person's understanding of their gender identity (*e.g., male, female, two-spirited, transgender, transsexual, intersex*) and/or sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual*), and identify sources of support for all students.

Learner Outcome:

Demonstrate understanding of factors that affect gender identity and sexual orientation.

Materials:

1. **PowerPoint Presentation:** Gender Roles and Sexual Orientation
2. **Cards:** One set of the small Aspects of Identity Cards (12 small cards)
3. **Cards:** One set of the large Aspects of Identity Cards (42 large cards, 7 sets of 6 cards each)
4. **Envelopes:** 6 small envelopes and 6 large envelopes

Introduction:

A teacher can play a very important role in helping students develop respect for sexual and gender diversity. Teachers should also be sensitive to the fact that there may be students in the class who are in varying stages of awareness and acceptance of their sexual orientation and gender identity, or that of family members and friends. Respect confidentiality; failing to respect confidentiality can result in significant risk to the student. Support students by creating a safe space for students to explore and express their sexual diversity.

Preparation for Aspects of Identity Game:

1. Place 2 of the small cards (1 blue, 1 red) in each of the 6 small envelopes. Ensure that each envelope contains one blue gender card (Male or Female) and one red sexual orientation/gender identity card.
2. Place one small envelope in each of the 6 larger envelopes.
3. Place one large card of each colour into the larger envelope; there should be 7 different coloured cards and one small envelope containing a gender card and sexual orientation/gender identity card in each large envelope.

Approaches/Strategies:

A. Ground Rules

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

Some suggestion for ground rules include:

- We have personal boundaries that must be respected
- We have the right to “pass”
- We have a right to our own beliefs and opinions
- We are responsible for our own learning
- Our questions or comments will be respected and taken seriously

B. Question Box (5 minutes)

Begin the lesson by addressing any questions that were placed in the question box during the previous lesson.

C. Powerpoint Presentation (10 minutes)

Begin Gender Roles and Sexual Orientation PowerPoint; present slides 1-11.



Allow time for questions and class discussion regarding subject matter.

D. Aspects of Identity Game (45 minutes)

- Split class into 6 groups. Give each group a large Aspects of Identity envelope. Explain that this envelope represents a Grade 9 student. Ask students to name the Grade 9 student. Inside the envelope will be 7 Aspects and one smaller envelope. Students are not to open the smaller envelope until later in the activity.
- Ask groups to shuffle through the Aspects, found in the large envelope, to identify those that can be chosen and those which cannot be chosen. Assess to see if the Grade 9 student has the ability to make life decisions. Ask groups to quickly report their findings back to the class.
- Ask each group if they have made any assumptions about the student's gender or sexual orientation/gender identity based on the Aspects of identity from the large envelope his/her aspects of identity.
- Ask each group what types of judgments they have made about their student. How does the group feel their student would feel in a situation like asking someone out on a date?
- Instruct the groups that they can now open their smaller envelopes which contain one gender card and one sexual orientation/gender identity card. Ask groups how these two new aspects affect the student's identity and how their assumptions have changed about the student.
- Ask groups to discuss which of the nine aspects would be hidden or unknown to people unless they were told about them. Remind groups that sexual orientation and gender identity are simply one aspect of a person's identity and does not wholly define who they are.
- Ask groups how they feel their student would react in a situation like changing in the locker rooms after gym class.

Note: Groupings for the Aspect of Identity Game are randomized and can always be changed. Always include one card of each colour in the large envelope, and one blue Male/Female card and one red sexual orientation/gender identity card in the accompanying small envelope.

E. Powerpoint Presentation cont'd. (10 minutes)

Resume PowerPoint presentation; present slides 15-22 to discuss different types of discrimination and community resources

Addressing the topic of gender identity and sexual orientation may generate discussion in the classroom and may lead to questions from students seeking out community resources. Teachers may find it appropriate to connect with the

community agencies found on the PowerPoint presentation for pamphlets to provide to students.

F. Question Box (10 minutes)

Have students fill out questions and address them next class.

Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- Identify factors that influence a person's understanding of their gender identity?
- Identify sources of support for all students?

Skills:

- Examine the effect of assumptions about gender and sexual orientation?