

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules, at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.

For questions that teachers don't feel comfortable answering, please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 2: Identity

LESSON SUMMARY: Identity. Students learn several fundamental aspects of people's understanding of who they are.

NSES

ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender.

ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation.

LESSON OBJECTIVES

Define sexual orientation and attraction;

Identify trusted adults to talk to about sexual orientation.

NOTE: Be prepared for students to have differing opinions, review the guidelines and rules, and remember that if there are opposing opinions, be sensitive in response.

MATERIALS

Genderbread handouts

Set per pair of students: Matching Cards

VOCABULARY

Biological sex: male or female based on reproductive organs.

Gender/gender identity: the way a person sees him/herself in relation to being male or female.

Gender expression: the way in which a person expresses their gender identity, typically through their appearance, dress, and behavior (what everyone else around us can see).

Attraction: the feeling of being drawn to something or someone.

Sexual orientation: describes which gender a person is attracted to.

BEGINNING: Engage (5- 10) minutes

Activity: How are we alike and different from one another?

Directions:

Lead students in brainstorming ways that people may be alike and different from one another, such as appearance, clothing, family configuration, name, likes/dislikes, beliefs, male/female, etc.

List the ways on the board as they are shared.

MIDDLE: Explain (15-20 minutes) (20-30 minutes)

Activity: Genderbread Person

NOTE: Be prepared for students to have differing opinions, review the "Guidelines for Discussion" and remember that if there are opposing opinions, be sensitive in response.

Directions:

Project the "Genderbread Person" or display a large chart copy.

Tell the students that one of the ways we are similar or different from others is in something called "gender identity" (this may or may not have come up in the Engage discussion). The Genderbread Person will help us understand gender identity.

Pass out the student copies of the Genderbread Person.

Have the students look over the infographic with their table partners and discuss what they think it is trying to represent.

Ask them to discuss the vocabulary listed on the graphic, but not write anything down yet.

After the students have had time to discuss with their table partners, have students share their thoughts and ideas with the entire class.

Continue the discussion by leading the students through the vocabulary words listed on the infographic and having them write the definitions.

Biological Sex: Sex (sometimes called anatomical sex or physical sex) is comprised of things like genitals, chromosomes, hormones, body hair, and more.

Gender Identity: (Internal) The psychological sense of self. Who a person, in their head, knows themselves to be, based on how much they align (or don't align) with their anatomical sex. So, a person's anatomical sex and their gender identity can be different.

Gender Expression: (Is what everyone else around us can see) the way in which a person expresses their gender identity, typically through their appearance, dress, and behavior.

Attraction: The feeling of being drawn to something or someone.

Close out the discussion by asking the students questions, such as:

"What is the difference between biological sex and gender identity?"

"Why does it make sense that each vocabulary word is matched up with a particular part of the Genderbread Person?" (Example: identity is matched with the brain and attraction is matched with the heart.)

"Are gender and attraction as much a part of your identity as who your family members are, what religion you practice, and where you are from? Explain."

Ensure students understand that just like all the traits discussed at the beginning of class, a person's gender, and attraction are part of their identity.

END: Evaluate (10-15 minutes)

Activities about **Identity** have purposes that may not be apparent to 5th graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Activity: **Matching Cards**

Directions:

Tell the students that as a final check for their understanding of the vocabulary they will complete a quick matching activity.

Tell the students that they will work with a partner. Each pair will cut out the Genderbread Matching Cards and pair them up.

Tell the students that one pair of matching cards was not listed on their Genderbread Person, but they should be able to figure it out based on what they now know. Have the students show their pairings and check them to make sure they are accurate.

Direct the students to think of a parent/trusted adult they might like to share this lesson with.

Have students write the name of this person on the back of the Genderbread Person handout.

Encourage students to share their understanding and questions with their parent(s) or identified trusted adult.

The Genderbread Person

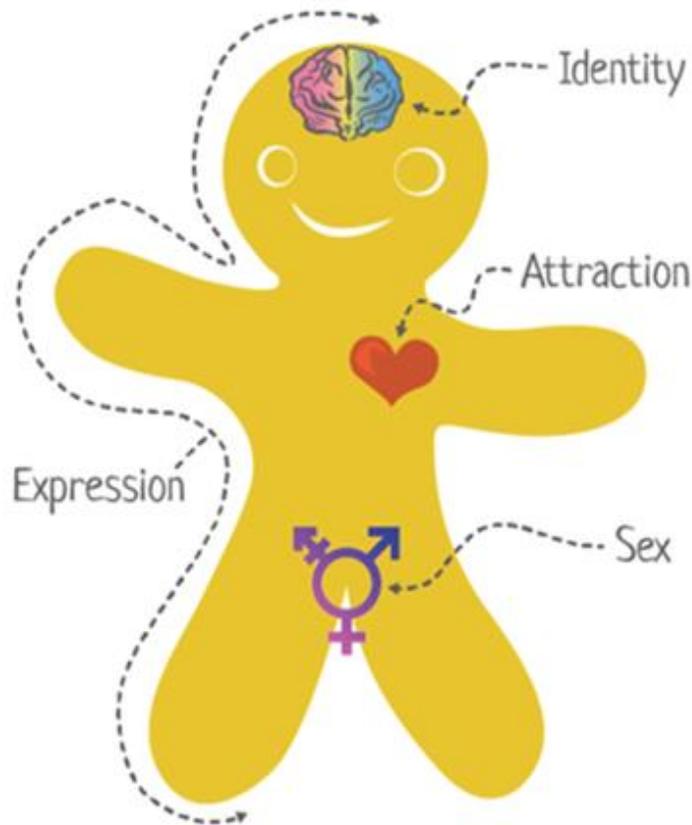
With your teacher's help and shoulder partner, write the definitions to the words:

Biological sex –

Gender identity –

Gender expression –

Attraction –



 **Gender Identity**
 Female Male

 **Romantically Attracted to...**

Sex Assigned At Birth
 Female Male

Modified from: Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann

Matching Cards

biological sex

male or female based on
reproductive organs

gender identity

the way a person sees
him/herself in relation to
being male or female

attraction

the feeling of being drawn
to something or someone

sexual orientation

describes which gender a
person is attracted to

gender expression

the way in which a person
expresses their gender
identity