



# Gender & Sexuality

## Género y sexualidad

Lesson 4  
Lección 4

<b>Title:</b> Gender & Sexuality	<b>Grade:</b> 10	<b>Lesson:</b> 4 out of 16	<b>Time:</b> 90 minutes
<p><b>Skill:</b> Analyzing Influences  <b>Topic:</b> Gender Identity &amp; Expression  <b>Topic:</b> Interpersonal Violence</p>		<p><b>Essential Question:</b> How do gender stereotypes influence people's behavior?</p>	
<p><b>Lesson Summary:</b> In this lesson, students will distinguish differences between sex, gender identity, gender expression, and sexual orientation/attraction. They will start to explore some gender stereotypes in the US as well as within other cultures around the world with a gender box activity. .</p> <p><b>Family Connection:</b> What surprised you about the gender boxes? What didn't surprise you? Did you learn about me from having this discussion? If so, what?</p>		<p><b>Student-Centered Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the differences between sex, gender identity, gender expression, and sexual orientation/attraction.</li> <li>• Identify at least three gender identities and three sexual orientations</li> <li>• Describe the difference between sexual orientation and sexual behavior.</li> </ul> <p><b>Oregon Health Ed Standards:</b> HE.1.12.16, HE.1.12.34, HE.2.12.5, HE.2.12.17</p> <p><b>Lesson Source(s):</b>  <i>Beyond Consent: Healthy Teen Relationships</i>, 2021 edition (SARC)</p> <ul style="list-style-type: none"> <li>• Grade 10 Lesson 3: Gender &amp; Sexuality</li> </ul>	

<b>Título:</b> Género y sexualidad	<b>Grado:</b> 10	<b>Lección:</b> 4 de 16	<b>Tiempo:</b> 90 minutos
<p><b>Destreza:</b> Analizando las influencias  <b>Tema:</b> Identidad y expresión de género  <b>Tema:</b> Violencia interpersonal</p>		<p><b>Pregunta esencial:</b> ¿Cómo influyen los estereotipos de género en el comportamiento de las personas?</p>	
<p><b>Resumen de la lección:</b> En esta lección, los estudiantes identificarán las diferencias entre sexo, identidad de género, expresión de género y orientación/atracción sexual. Comenzarán a explorar algunos estereotipos de género en EE. UU., así como dentro de otras culturas alrededor del mundo a través de una actividad de cuadro de género.</p> <p><b>Tarea de conexión familiar:</b> ¿Qué te sorprendió acerca de estas cajas de género? ¿Qué no te sorprendió? ¿Aprendiste sobre mí al tener esta conversación? Si fue así, ¿qué fue lo que aprendiste?</p>		<p><b>Objetivos centrados en el estudiante:</b></p> <ul style="list-style-type: none"> <li>• Comprender las diferencias entre sexo, identidad de género, expresión de género y orientación/atracción sexual.</li> <li>• Identificar al menos tres identidades de género y tres orientaciones sexuales.</li> <li>• Describir la diferencia entre orientación sexual y comportamiento sexual.</li> </ul>	
		<p><b>Estándares de Educación de Salud de Oregón:</b> HE.1.12.16, HE.1.12.34, HE.2.12.5, HE.2.12.17</p>	
		<p><b>Recurso(s) de la lección:</b>          Promoviendo las relaciones saludables, prevención de la violencia, edición 2021 (SARC)</p> <ul style="list-style-type: none"> <li>• Grado 10 - Lección 3: Género y sexualidad</li> </ul>	



# Essential Question (EQ)

## Pregunta esencial (PE)



EQ: How do gender stereotypes influence people's behavior?

PE: ¿Cómo influyen los estereotipos de género en el comportamiento de las personas?



# Group Expectations & Agreements

## Expectativas y acuerdos del grupo



Practice non-judgment  
Practicar el no juzgar



Open-minded  
Mente abierta



Take accountability  
Ser responsable



Confidentiality  
Confidencialidad



Expect to have  
unfinished business  
Esperar que queden  
asuntos pendientes



Remember self care!  
¡Recuerda cuidarte a ti  
mismo!

# Disclaimer



# Show me how to:

Sit “Like a guy”

Sit “Like a lady”



What is a  
stereotype?





# Gender Box Activity

**Man**

“Be a man”

**Woman**

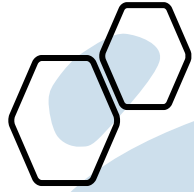
“Act like a lady”



# Gender Across Cultures

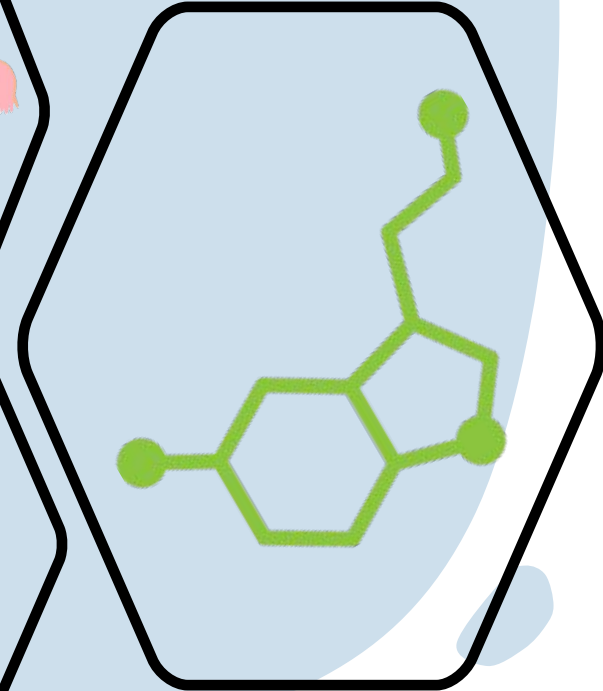
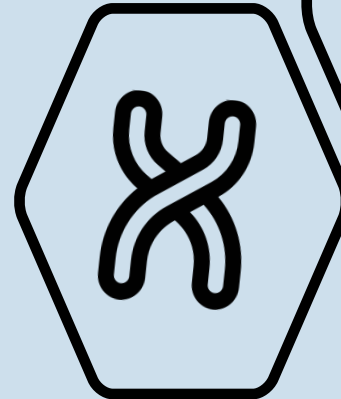
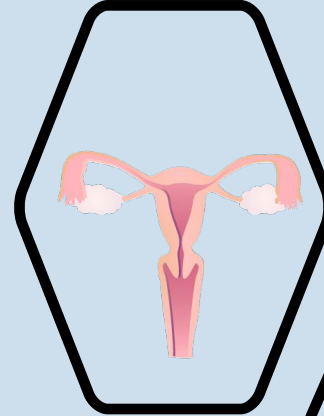
- Gender is a cultural construction
- [Map of gender diversity across the world](#)





## Biological sex

- Reproductive organs, hormones, and chromosomes.
- Not strictly binary; intersex (1.7% of people)
- Categorization of these characteristics is a cultural construction



# Intersex



# Reflection



## Pronouns

Feminine

she

her

hers

Masculine

he

him

his

Neutral

they

them

theirs

Neutral

ze

zir


zirs

**CERTS: Consent, Equity, Respect, Trust, Safety**



# **Review: Gender Biological Sex**

Are there any lingering questions about gender  
before me move on?



## Sexuality

Different  
than sex  
or gender

Sexual  
expression  
varies  
widely

Identity  
versus  
behavior



## GENDER IDENTITY

A person's sense of self in relation to gender

## ASSIGNED GENDER/SEX AT BIRTH

The gender/sex assigned at birth based on a person's genitals

## GENDER EXPRESSION

How a person presents themselves (i.e. style, actions, demeanor, and more)



## SEXUAL ORIENTATION

3 Parts:

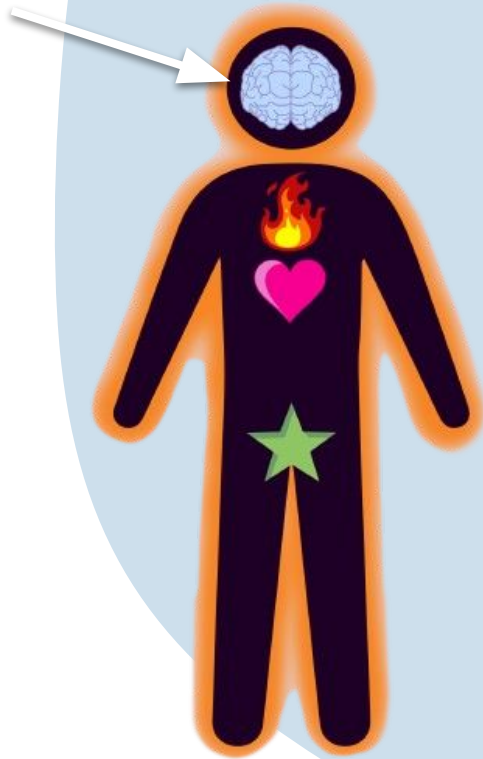
1. Orientation: Who a person is sexually attracted to
2. Behavior: How a person behaves sexually
3. Identity: What a person calls themselves

## ROMANTIC ORIENTATION

Who a person is romantically attracted to

# GENDER IDENTITY

A person's sense of self in relation to gender



**Transgender:** Person is not the gender assigned at birth

**Cisgender:** Person is the gender assigned at birth

**Metagender:** Person identifies as neither cisgender nor transgender.

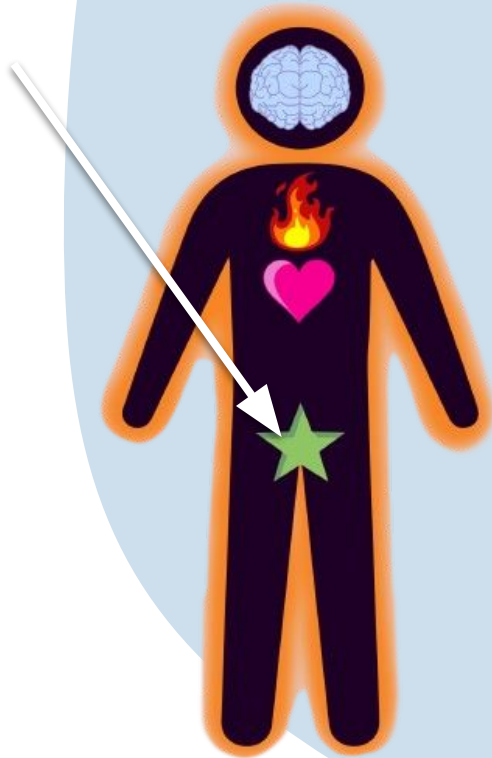
**Non-Binary:** Person is neither exclusively a man nor exclusively a woman.

**Agender:** Person does not experience gender.

**Gender Fluid:** Identity that varies over time (man, woman, or any other identity).

# ASSIGNED GENDER/SEX AT BIRTH

The gender/sex assigned at birth based on a person's genitals

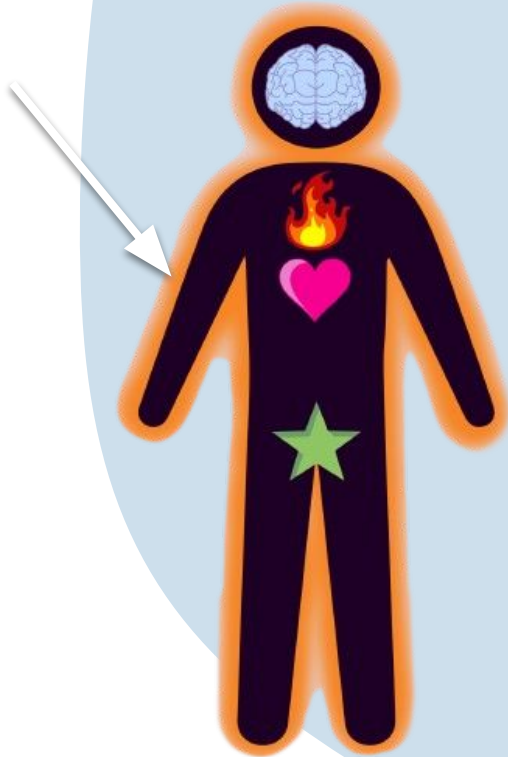


**Assigned Male At Birth (AMAB)/Assigned Female At Birth (AFAB):** Generally this assignment is made based on a visual assessment of the baby's genitalia

**Intersex:** A naturally occurring variation of sex characteristics, reproductive organs, and/or chromosomes that do not fit the typical definition of male or female (although many intersex people are assigned male or female at birth).

# GENDER EXPRESSION

How a person presents themselves (such as style, actions, demeanor, and more)



**Femine:** Expresses qualities and characteristics typically associated with femininity

**Masculine:** Expresses qualities and characteristics typically associated with masculinity

**Androgynous:** Expresses both typically feminine and typically masculine qualities ambiguously, or typically expresses neither

# SEXUAL ORIENTATION

Who a person is sexually attracted to



**Heterosexual:** Sexual attraction to people of a different gender than your own

**Homosexual:** Sexual attraction to people of similar gender to your own

**Bisexual:** Sexual attraction to people of more than one gender

**Pansexual:** Sexual attraction regardless of gender

**Asexual:** Experiences little to no sexual attraction

**Demisexual:** Experiences little to no sexual attraction until a close bond is formed

# ROMANTIC ORIENTATION

Who a person is romantically attracted to



**Heteroromantic:** Romantic attraction to people of a different gender than your own

**Homoromantic:** Romantic attraction to people of similar gender to your own

**Biromantic:** Romantic attraction to people of more than one gender

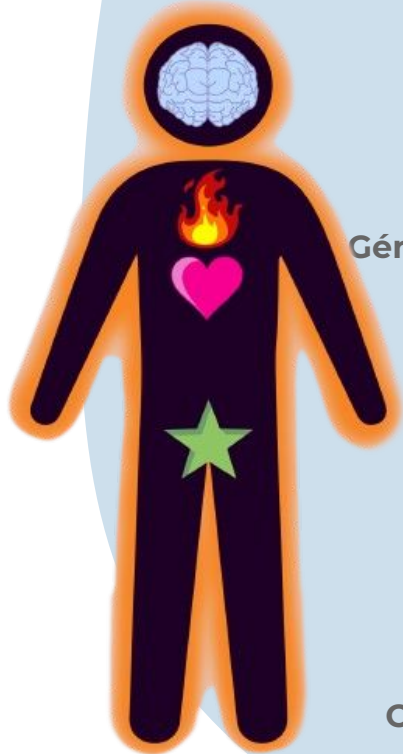
**Panromantic:** Romantic attraction regardless of gender

**Aromantic:** Experiences little to no romantic attraction

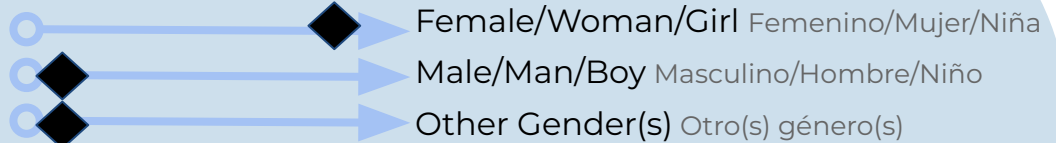
**Demiromantic:** Experiences little to no romantic attraction until a close bond is formed

# Example 1: Cece (she/her)

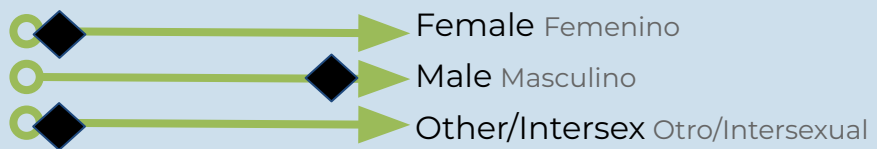
## Ejemplo 1: Cece (ella)



**Gender Identity**  
Identidad De Género



**Assigned Gender/  
Sex at Birth**  
Género/Sexo Asignado Al  
Nacer



**Gender Expression**  
Expresión De Género



**Sexual Orientation**  
Orientación Sexual

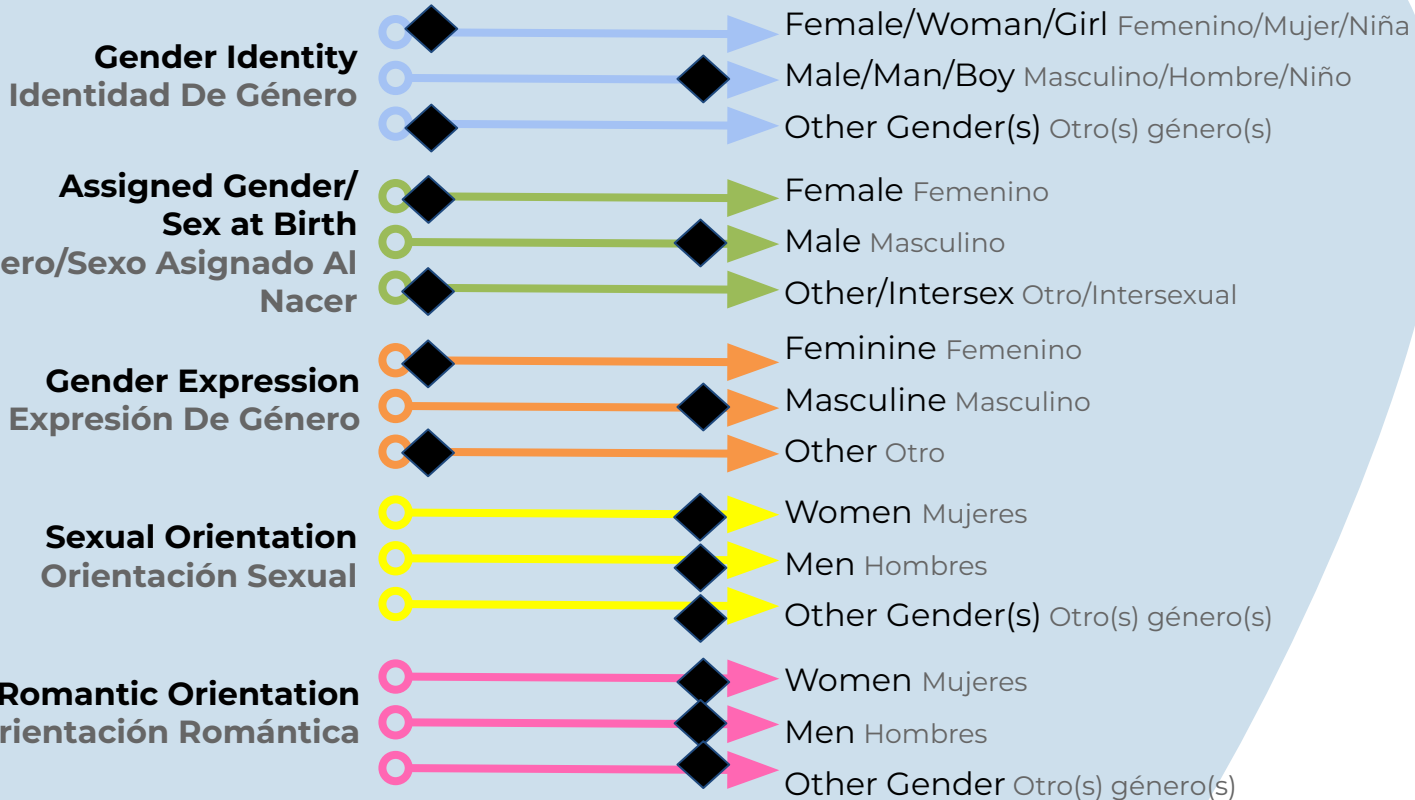


**Romantic Orientation**  
Orientación Romántica



# Example 2: Joey (he/him)

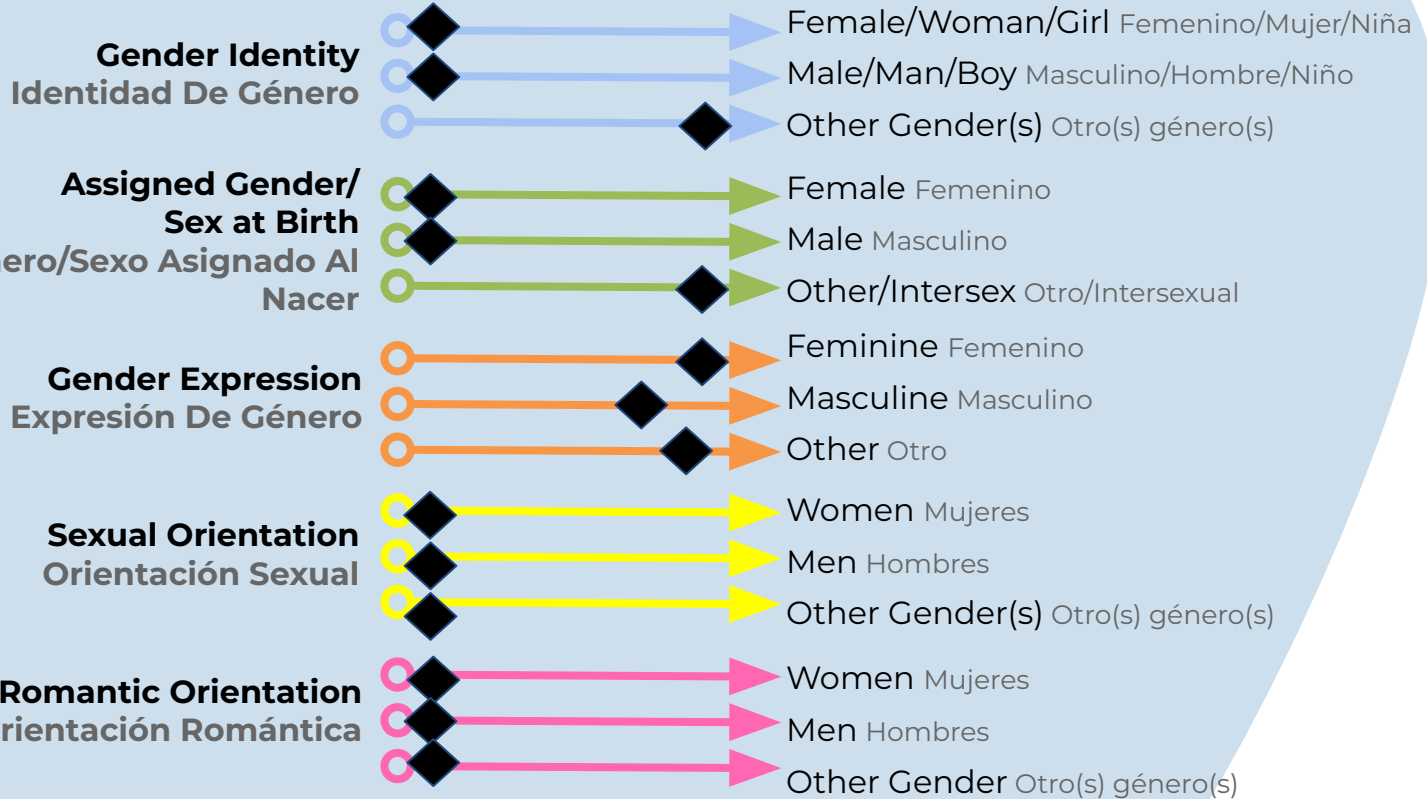
## Ejemplo 2: Joey (él)





# Example 3: Casey (they/them)


## Ejemplo 3: Casey (ellos)



# Breathing Break

Descanso para respirar





What do gender and  
sexual orientation  
have to do with  
sexual violence?

## Connections to Violence

Lifetime prevalence of rape, physical violence, or stalking by an intimate partner:

### Women

Lesbian: 44%

Bisexual: 61%

Straight: 35%

### Men

Gay: 26%

Bisexual: 37%

Straight: 29%

Approx. 50% of transgender people will experience sexual violence in their lifetime.

# Gendered Sexual Stereotypes\*



*\*not truths!*

- Men want sex all the time; women are “gatekeepers”
- Men are dominant; women are submissive
- Men who are bisexual are “actually gay”; women who are bisexual are just experimenting (and all need to “pick a side”).
- Only men can cause sexual harm



*How do you think these stereotypes might influence people's behavior?  
How might they lead to different types of violence towards different groups?*



# Anonymous Questions & Feedback

Preguntas anónimas y comentarios



# Remaining Student Tasks

## Tareas restantes del estudiante

1. Question Box Cuadro de preguntas
2. Family Connection (Optional)  
Tarea de conexión familiar (opcional)
3. Self Care Cuidado personal



## Next Class: Sexual Violence

### Siguiente lección: Violencia sexual