

Attainment's

**IN THE
IKNOW**

**HEALTH,
SEXUALITY,
& RELATIONSHIPS**

written by:

Whitney FOWLER, MEd

INSTRUCTOR'S GUIDE



CONTENTS

Getting Started	iv
Your Body	1
Puberty	15
Who Am I?	33
Sex	49
Pregnancy	67
Relationships	85
Staying Safe	103
Appendices	121
A • Birth control chart	122
B • STI chart	124
C • Decision-making chart	126

In the Know: {Who Am I?}

Vocabulary & Learning Objectives

Based on your students' prior knowledge, pre-teach as many or as few vocabulary words as needed.

Feminine

Homosexual

Myth

Stereotype

Gender identity

Masculine

**Sexual
orientation**

Transgender

Heterosexual

Misconception



Below, you will find the learning objectives and national standards compliance for each section of the Who Am I? Student Booklet.

Headings	Subheadings/Learning Objectives	National Sex Education Standards	Assessment
Boy, Girl, Who Am I?	<p>Only girls wear pink...what?</p> <ul style="list-style-type: none"> Students will learn about male and female stereotypes. 	<p>Provide examples of how friends, family, media, society, and culture influence ways in which boys and girls think they should act.</p> <p>ID.2.INF.1</p>	<p>Stop & Check 1 -</p> <p>Boy, Girl, Who Am I?</p>
I Feel So Confused!	<p>I don't feel comfortable in my skin!</p> <ul style="list-style-type: none"> Students will learn about gender identity. 	<p>Access accurate information about gender identity, gender expression, and sexual orientation.</p> <p>ID.8.AI.1</p>	<p>Stop & Check 2 -</p> <p>I Feel So Confused!</p>
What Are the Rules?	<p>I like this guy, but I kind of like this girl, too?</p> <ul style="list-style-type: none"> Students will learn about the different types of sexual orientation. <p>Myths & Misconceptions</p> <ul style="list-style-type: none"> Students will be able to distinguish between myth, misconceptions, and truth. 	<p>Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender.</p> <p>ID.5.CC.1</p> <p>Identify parents or other trusted adults of whom students can ask questions about sexual orientation.</p> <p>ID.5.AI.1</p>	<p>Stop & Check 3 -</p> <p>What Are the Rules?</p>

In the Know {Who Am I?} is only the very beginning of a much larger conversation about gender identity and sexual orientation, but it's a start. As an educator, please add additional information for your students to help them get a better understanding of themselves and the world in which they live.

Okay, so we are going to start In the Know {Who Am I?} by laying some ground rules. Everyone here comes from a different living situation and our friends and families have different expectations for how to live their lives. But this book is all about getting a better understanding of someone or something that may or may not be different from you or what you know or believe. It is important for me to tell you that our rule when learning is that we do not make any other person feel bad or put down for what they ask, wonder, or believe. So, make sure that you are respectful of all the students you are learning with when we are reading and discussing this topic.

Give students a chance to share what they know about gender identity. Before beginning the reading, have students brainstorm as a group the stereotypes that exist for both males and females.

Great, you all have a lot of knowledge! There's a lot more to learn about who we are, and it is good to learn what you already know. So, let's take a pre-quiz to make sure we are learning new information!

Give students the pre-quiz. The pre-quiz for this Student Booklet can be found in the Student Workbook on page 15.

Have students read pages 15–16 from the Student Workbook independently or read as a group, recording their answers as they go.

When students are finished with the pre-quiz, have them add up their score. (Offer support if needed.) This will help you and your students get a better understanding of what they need to focus on to meet the learning objectives.

Students should have their own **In the Know {Who Am I?}** Student Booklet out and ready to read or follow along.

It might also be a good idea to write out or develop ground rules for this topic to help students understand the importance of being respectful when there are different beliefs at play.



Okay, so before you read this, it is important to start by throwing away what you think you know about masculinity and femininity. Boys, girls, men, and women are all unique, and how they look at themselves has changed over the decades. Gender identity is a current topic right now, and much of the conversation is about opening your mind to how gender identity has changed over time. Sometimes, the gender “rules” can be confusing or stressful and this book is all about letting go of that. This book is also about sexual orientation and understanding attraction to opposite and same-sex people. It is a great deal of information and some of it might be a new way of thinking for you, but it’s important for everyone to recognize differences in the many people of our world.

Attainment's
IN THE KNOW { **WHO AM I?** }
written by: Whitney FOWLER, MED

Okay, so before you read this, it is important to start by throwing away what you think you know about masculinity and femininity. Boys, girls, men, and women are all unique, and how they look at themselves has changed over the decades. Gender identity is a current topic right now, and much of the conversation is about opening your mind to how gender identity has changed over time. Sometimes, the gender “rules” can be confusing or stressful and this book is all about letting go of that. This book is also about sexual orientation and understanding attraction to opposite and same-sex people. It is a great deal of information and some of it might be a new way of thinking for you, but it’s important for everyone to recognize differences in the many people of our world.

Teaching Suggestions

You may want to pull popular / recent news articles that discuss gender identity as a means of introducing the topic.

► **Conversation Starter:** Read the comic strip and discuss the content together. *For example, what a “genderbread” bread person represents, how you can have one feeling but be represented in another way.*

Vocabulary

gender identity
sexual orientation

Alternate Level

Start with a brief overview of the vocabulary, as well as the terms *masculine* and *feminine*. Read the section aloud. Explain that a person may look one way, but have different feelings or thoughts. Read the comic aloud and have students note that there are different elements to a person that may be similar, but they may also be different.



BOY, GIRL, WHO AM I?



Only girls wear pink...what?

Girls don't need to be **feminine**, sweet, and soft spoken. Boys don't need to be **rough**, muscular, and **masculine**, either. People, not gender, can feel anyway that they want to. That's the cool thing about being a human being! Over the decades, female stereotypes have been that women are accommodating and emotional. Women have been expected to take care of the home and children and used to be only considered for jobs like a nurse or teacher. Their appearance was expected to be thin, graceful, well-groomed, with longer hair and makeup for an overall "feminine" look in dresses and heels.

groomed, with longer hair and makeup for an overall "feminine" look in dresses and heels.

Men, on the other hand, were stereotypically self-confident and aggressive.

They were expected to do the home repairs, work on cars, and make the money. Male occupations were typically doctors, pilots, engineers, or farmers. Finally, the male appearance was expected to be tall, muscular, clean-shaven, short hair, with pants and a suit jacket.

Boy, Girl, Who Am I?: Only girls wear pink...what?

Girls don't need to be feminine, sweet, and soft spoken. Boys don't need to be rough, muscular, and macho either. People, not gender, can feel anyway that they want to. That's the cool thing about being a human being! Over the decades, female stereotypes are that women are accommodating and emotional. Women have been expected to take care of the home and children and were only considered for jobs like a nurse or teacher. Their appearance was expected to be thin, graceful, well-groomed, with longer hair and makeup for an overall "feminine" look in dresses and heels.

Teaching Suggestions

Vocabulary

stereotype
feminine
masculine

► Learning Objective

Students will learn about male and female stereotypes.

Stereotype, as a vocabulary word, doesn't occur on this page, but the concept is introduced from the start. It may be better to begin conversation with this concept explanation before using the term. Perhaps discuss the idea as *expectations* or *prejudgements* about people and their genders.

In this reading selection, students will dive deeper into how stereotypes have changed over time. It would be beneficial in this section to have photographs of men and women from various decades and work with the students to spot the stereotypes. Older advertisements also work well for this activity.

Alternate Level

Reiterate the vocabulary and check for understanding. Introduce *stereotype* by saying it is when someone assumes something is true based on the way someone looks or is named. Read the section aloud. Discuss stereotypical traits of girls.

Show older advertisements as examples of stereotypes. Talk about how stereotypes have changed over time.

Men, on the other hand, were stereotypically self-confident and aggressive. They were expected to do the home repairs, work on cars, and make the money. Male occupations were typically doctors, pilots, engineers, or farmers. Finally, the male appearance was expected to be tall, muscular, clean-shaven, short hair, with pants and a suit jacket.



Men, on the other hand, were stereotypically self-confident and aggressive. They were expected to do the home repairs, work on cars, and make the money. Male occupations were typically doctors, pilots, engineers, or farmers. Finally, the male appearance was expected to be tall, muscular, clean-shaven, short hair, with pants and a suit jacket.

Women, on the other hand, were stereotypically self-confident and aggressive. They were expected to do the home repairs, work on cars, and make the money. Male occupations were typically doctors, pilots, engineers, or farmers. Finally, the male appearance was expected to be tall, muscular, clean-shaven, short hair, with pants and a suit jacket.

Men, on the other hand, were stereotypically self-confident and aggressive. They were expected to do the home repairs, work on cars, and make the money. Male occupations were typically doctors, pilots, engineers, or farmers. Finally, the male appearance was expected to be tall, muscular, clean-shaven, short hair, with pants and a suit jacket.

Teaching Suggestions

Remember some of the photos we looked at? Did you think any of them fit into these categories?

Accept answers and discuss.

► **Conversation Starter:** You might want to list some alternate styles or fashions that don't conform to the stereotypes just discussed. *E.g. men with long hair, nail polish, eye liner, jewelry, beards. Women with short/shaved hair, wearing pants, having dirt/grease on hands or face, not wearing makeup.*

Alternate Level

Continue reading the section aloud. Discuss stereotypical traits of boys.

Show older advertisements as examples of stereotypes. Discuss how stereotypes have changed over time.

It is important to understand these are all

stereotypes. Sometimes men and women fit them, but when they don't, people often force a stereotype onto them. Men and women come in all different shapes and sizes, and so do their personalities, behaviors, jobs, and physical appearances. In the 21st century, we have seen male and female stereotypes change quite a bit! For example, women wear pants and have careers. It's okay for men to wear pastel colors, express their emotions, and take care of children.

Although there is still much work to do, people are starting to be more accepting of choices people make about how they dress, how they act, or what job they want to do. The bottom line is a *stereotype does not define a person!* As you grow, and your body changes, what you feel, wear, and like to do is perfect for YOU! Everyone has the right to be themselves, even if that means it is different from the stereotype of their gender because you are perfect the way you are.

It is important to understand these are all

stereotypes. Sometimes men and women fit them, but when they don't, people often force a stereotype onto them. Men and women come in all different shapes and sizes, and so do their personalities, behaviors, jobs, and physical appearances. In the 21st century, we have seen male and female stereotypes change quite a bit! For example, women wear pants and have careers. It's okay for men to wear pastel colors, express their emotions, and take care of children.

Although there is still much work to do, people are starting to be more accepting of choices people make about how they dress, how they act, or what job they want to do. The bottom line is a *stereotype does not define a person!* As you grow, and your body changes, what you feel, wear, and like to do is perfect for YOU! Everyone has the right to be themselves, even if that means it is different from the stereotype of their gender because you are perfect the way you are.

because you are perfect the way you are.

JUST WONDERING

"There is this guy in my class who paints his nails. That makes him gay, right?"
WRONG! Painting your nails is not an indication of gender identity or sexual orientation. It is just a self-expression. For example, both men and women wear earrings. Remember that there are probably things you do that other people might not understand, but it doesn't change who you are!

It is important to understand these are all stereotypes. Sometimes men and women fit them, but when they don't, people often force a stereotype on them. Men and women come in all different shapes and sizes, and so do their personalities, behaviors, jobs, and physical appearances. In the 21st century, we have seen male and female stereotypes change quite a bit! For example, women wear pants and have careers. It's okay for men to wear pastel colors, express their emotions, and take care of children.

Although there is still much work to do, people are starting to be more accepting of choices people make about how they dress, how they act, or what job they want to do. The bottom line is a stereotype does not define a person! As you grow, and your body changes, what you feel, wear, and like to do is perfect for YOU! Everyone has the right to be themselves, even if that means it is different from the stereotype of their gender because you are perfect the way you are.

Teaching Suggestions

Vocabulary

stereotype

This would also be a great place to stop and look at the statistics of men and women by profession, pointing out how they have shifted over time.

What do you see in this comic about how the student treats the teen with painted nails? Have you ever treated someone unkindly or laughed at them because they were wearing or doing something different than you? Open the question for discussion.

► **Conversation Starter:** Read the comic strip and discuss the content together: e.g. *the boy has painted fingernails—is that a male stereotype?, the teen on the left is intending to make fun of him, the teen on the right thinks it's cool, it's fine for any gender to have painted nails; stereotypes do not have to be adhered to.*

Alternate Level

Read the section aloud. Discuss how jobs are sometimes stereotyped. As an exercise, list jobs (or have students suggest jobs) that are often stereotyped. Then, give reasons for why any gender may be qualified for any job.

Read the comic aloud and explain the storyline. Note 1) it's not acceptable to make fun of others for personal expression, and 2) personal expressions should not be used as an indication of gender identity or sexual orientation.



JustWondering...

"There is this guy in my class who paints his nails. That makes him gay, right?"

WRONG! Painting your nails is not an indication of gender identity or sexual orientation. It is just a self-expression. For example, both men and women wear earrings. Remember that there are probably things you do that other people might not understand, but it doesn't change who you are!

It is important to understand these are all **stereotypes**. Sometimes men and women fit them, but when they don't, people often force a stereotype onto them. Men and women come in all different shapes and sizes, and so do their personalities, behaviors, jobs, and physical appearances. In the 21st century, we have seen male and female stereotypes change quite a bit! For example, women wear pants and have careers. It's okay for men to wear pastel colors, express their emotions, and take care of children.

Although there is still much work to do, people are starting to be more accepting of choices people make about how they dress, how they act, or what job they want to do. The bottom line is a **stereotype does not define a person!** As you grow, and your body changes, what you feel, wear, and like to do is perfect for YOU!



JUST WONDERING...

"There is this guy in my class who paints his nails. That makes him gay, right?"

WRONG! Painting your nails is not an indication of gender identity or sexual orientation. It is just a self-expression. For example, both men and women wear earrings. Remember that there are probably things you do that other people might not understand, but it doesn't change who you are!

WRONG! Painting your nails is not an indication of gender identity or sexual orientation. It is just a self-expression. For example, both men and women wear earrings. Remember that there are probably things you do that other people might not understand, but it doesn't change who you are!

Teaching Suggestions

► **Conversation Starters:** After reading the JustWondering...section, discuss together.

For example, what does it mean when the question suggests another person is "gay", sexual orientation isn't determined by what a person looks like or acts like.

► **Stop & Check 1 - Boy, Girl, Who Am I?:** Page 17 in the **Student Workbook**

Take a minute and have students answer the questions. When they are finished, discuss, and share their answers to check for understanding.

Who Am I?
STOP & CHECK 1 • BOY, GIRL, WHO AM I?

1. Circle two stereotypes about women.

Wear pink Be feminine Really tall Fly kites

2. Circle two stereotypes about men.

Wear red Be muscular Be macho Eat fruit

3. What is a stereotype?

IN THE KNOW

Alternate Level

Continue discussion and reiterate that something like jewelry, clothing, hairstyle, makeup, etc. can't prove/disprove sexual orientation. As an activity, have students point to something about themselves. Explain that changing it doesn't change who they are. For example, *Student 1 has a red shirt. If they change to a blue shirt, they're still the same person with the same beliefs, etc.*

I FEEL SO CONFUSED!**I don't feel comfortable in my skin!**

So... you have read A LOT about the changes your body goes through during puberty—hormones, physical changes, emotional changes, YOU GET IT! Now that you are basically a *Puberty Pro*, let's add another layer to this already wild ride. In this section, you will learn to look beyond the labels of girl, boy, male, or female.

You are a *Puberty Pro*, let's add another layer to this already wild ride. In this section, you will learn to look beyond the labels of girl, boy, male, or female.

testicles, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

female hormones are responsible for the physical and emotional changes a person goes through, BUT (here is the new stuff—PAY ATTENTION!) sometimes, as people grow, their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

hormones are responsible for the physical and emotional changes a person goes through, BUT (here is the new stuff—PAY ATTENTION!) sometimes, as people grow, their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

and emotional changes a person goes through, BUT (here is the new stuff—PAY ATTENTION!) sometimes, as people grow, their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

through, BUT (here is the new stuff—PAY ATTENTION!) sometimes, as people grow, their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

sometimes, as people grow, their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

mind or emotions are a mismatch for their anatomy is a transgender person.

anatomy is a transgender person.

anatomy is a transgender person.

I Feel So Confused! : I don't feel comfortable in my skin!

So... you have read A LOT about the changes your body goes through during puberty—hormones, physical changes, emotional changes, YOU GET IT! Now that you are basically a *Puberty Pro*, let's add another layer to this already wild ride. In this section, you will learn to look beyond the labels of girl, boy, male, or female.

Teaching Suggestions**Learning Objective**

Students will learn about gender identity.

Now that we have talked about stereotypes and how they can be hurtful or wrong, we are going to read about gender identity. This is how people identify themselves as male, female, and beyond! Let's get started. I am sure that you have come across someone that made you stop and wonder about that person's gender identity. Did you ever stop to think about where your ideas about gender came from? Our ideas about gender identity come from our families, television, movies, social media, and friends. That doesn't make any one person's ideas right or wrong! Let's talk now about gender identity.

Read the first section aloud. At the end of the first section, ask, *Does male and boy mean the same exact thing? What about female and girl?* Continue to read.

Vocabulary

gender identity
identify
gender

Alternate Level

Introduce the vocabulary words. Explain the vocabulary in terms of labels like *male*, *female*, *boy*, and *girl*. Read the section aloud.

You are already familiar with the male and female anatomy: penis, testicles, breasts, and vagina (that's the short version—go back to *Your Body* if you forgot!) That is the science part of the male and female body. AND...you already know that hormones are responsible for the physical and emotional changes a person goes through, BUT (here is the new stuff—PAY ATTENTION!) sometimes, as people grow, their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they identify with the male gender. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

I FEEL SO CONFUSED!

I don't feel comfortable in my skin!

So... you have read A LOT about the changes your body goes through

You are already familiar with the male and female anatomy: penis, testicles, breasts, and vagina (that's the short version—go back to *Your Body* if you forgot!) That is the science part of the male and female body. AND...you already know that hormones are responsible for the physical and emotional changes a person goes through, BUT (here is the new stuff—PAY ATTENTION!) sometimes, as people grow, their mind feels different from their physical anatomy, and this is called **gender identity**. For example, a person may grow breasts and have a vagina, but in their mind, they **identify** with the male **gender**. At the end of the day, a person who feels like their mind or emotions are a mismatch for their anatomy is a transgender person.

anatomy is a transgender person.

Teaching Suggestions

After reading, you may want to reiterate that a person may be a male or female with regard to their biological sex assigned at birth based on their genetic makeup or biological anatomy, but they may feel and live as a different gender. *E.g. an individual may have been born as a male with a penis and testicles, but be living as a woman as their gender identity.*

Vocabulary

gender identity
identify
gender

Alternate Level

Read the section aloud. After reading, emphasize that the *biological sex*—the particular organs a person is born with—isn't always how a person thinks about themselves. A person may have a penis, but prefer to be considered—identify—as a girl/woman.

Transgender people express gender identity in many different ways. A

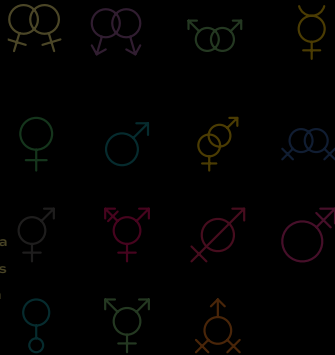
Transgender people express gender identity in many different ways. A transgender person may use the way they dress, their behavior, or mannerisms to express their gender identity. In fact, there are probably as many ways to express your gender as there are states in the USA. The important takeaway from this is that if you or another person feels different from the anatomy they were born with, that's OKAY! People are different and unique, and however you feel—be true to yourself.

Puberty is hard enough as you try to figure out emotions and feelings about yourself. Try to work on being happy with who you are and less on worrying about what people think you should be!

JUST WONDERING...

There are so many people talking about their pronouns (or how they refer to themselves and others). One of my teachers has it in their email signature. Does that mean they are gay?

Great question and NO! As the way people think about gender changes, so does the way we talk about it. Sharing pronouns is a way to acknowledge that gender identity is changing and does not mean that a person is gay, transgender, or straight.



Transgender people express gender identity in many different ways. A transgender person may use the way they dress, their behavior, or mannerisms to express their gender identity. In fact, there are probably as many ways to express your gender as there are states in the USA. The important takeaway from this is that if you or another person feels different from the anatomy they were born with, that's OKAY! People are different and unique, and however you feel—be true to yourself. Puberty is hard enough as you try to figure out emotions and feelings about yourself. Try to work on being happy with who you are and less on worrying about what people think you should be!

Teaching Suggestions

This is a great time to make connections to this topic with current pop culture. Share examples of celebrities, musicians, or TV/movie stars with students to give them relevant examples of gender identity in their lives. You may wish to discuss the idea of *gender transitioning* if appropriate for the level of understanding at this point.

Alternate Level

Read the section aloud. Explain the term *transgender* as being a person whose gender identity is different from their gender at birth. Continue to discuss what that might mean. Express that it's okay for a person to feel and think differently from the anatomy they were born with.

JustWondering...

There are so many people talking about their pronouns (or how they refer to themselves and others). One of my teachers has it in their email signature. Does that mean they are gay?

Great question and NO! As the way people think about gender changes, so does the way we talk about it. Sharing pronouns is a way to acknowledge that gender identity is changing and does not mean that a person is gay, transgender, or straight.

Transgender people express gender identity in many different ways. A transgender person may use the way they dress, their behavior, or mannerisms to express their gender identity. In fact, there are probably as many ways to express your gender as there are states in the USA. The important takeaway from this is that if you or another person feels different from the anatomy they were born with, that's OKAY! People are different and unique, and however you feel—be true to yourself.

Puberty is hard enough as you try to figure out emotions and feelings about yourself. Try to work on being happy with who you are and less on worrying about what people think you should be!

JUST WONDERING...

There are so many people talking about their pronouns (or how they refer to themselves and others). One of my teachers has it in their email signature. Does that mean they are gay?

Great question and NO! As the way people think about gender changes, so does the way we talk about it. Sharing pronouns is a way to acknowledge that gender identity is changing and does not mean that a person is gay, transgender, or straight.

is gay, transgender, or straight.

Teaching Suggestions

► **Conversation Starters:** After reading the JustWondering...section, discuss together. For example, define pronouns and give practical examples so that students understand it's a part of speech to refer to a gendered noun.

Then say, Okay, so gender identity is one part of this, and for many people it might be easy for them to know how they identify. For some people, this is one of the biggest challenges they may face in their life. Being honest about how you feel, and your gender can be tough. So, if you or someone you know is struggling, the best thing you can do is be a good friend.

► **Stop & Check 2 - I Feel So Confused!:** Page 18 in the **Student Workbook**

Take a minute and have students answer the questions. When they are finished, discuss, and share their answers to check for understanding.

STOP & CHECK 2 • I FEEL SO CONFUSED!

1. What are two ways that someone can express their gender?

2. What is the name of a person who feels like their mind or emotions do not match with their anatomy or body?

3. Gender identity is about looking past the label of male or female.

(circle one)
YES NO

Alternate Level

Read the JustWondering... section aloud. Explain what *pronoun* means as a part of speech and give examples. As an exercise, ask students to give their pronouns, if comfortable. Preprogram AAC devices for nonverbal students.

WHAT ARE THE RULES?

I like this girl, but I kind of like this guy, too?

Alright, so you get gender identity, and not to make it more confusing, but now we will add **sexual orientation** to WHAT'S GOING ON. So far, we have addressed the most common sexual orientation, **heterosexual**, opposite-sex attraction, or male/female. But of course, it doesn't end there, because people are **diverse**! People who are attracted to the same sex (men to men, women to women) are called **homosexual**. People who are attracted to both men and women are called **bisexual**. Just so you know, there are even more labels people use—but to get you started, just the basics are good. As you want to figure out more about yourself or what other labels are used, you can always do the research!

Over the last few decades, it has become more socially acceptable to discuss sexual orientation. However, there is still a long way to go when it comes to accepting diversity.

What Are the Rules?: I like this girl, but I kind of like this guy, too?

Alright, so you get gender identity, and not to make it more confusing, but now we will add sexual orientation to WHAT'S GOING ON. So far, we have addressed the most common sexual orientation, heterosexual, opposite-sex attraction, or male/female. But of course, it doesn't end there, because people are diverse! People who are attracted to the same sex (men to men, women to women) are called homosexual. People who are attracted to both men and women are called bisexual. Just so you know, there are even more labels people use—but to get you started, just the basics are good. As you want to figure out more about yourself or what other labels are used, you can always do the research!

Over the last few decades, it has become more socially acceptable to discuss sexual orientation. However, there is still a long way to go when it comes to accepting diversity.

Teaching Suggestions

► Learning Objective

Students will learn about the different types of sexual orientation.

I know you have heard this already, in every book in these lessons, but your hormones are really doing a number on you. This reading section is about who you are attracted to. During puberty, you may find yourself attracted to a lot of different people! Let's get started. Begin reading the section.

Vocabulary

sexual orientation
heterosexual
diverse
homosexual
bisexual

HOMOSEXUAL



HETEROSEXUAL



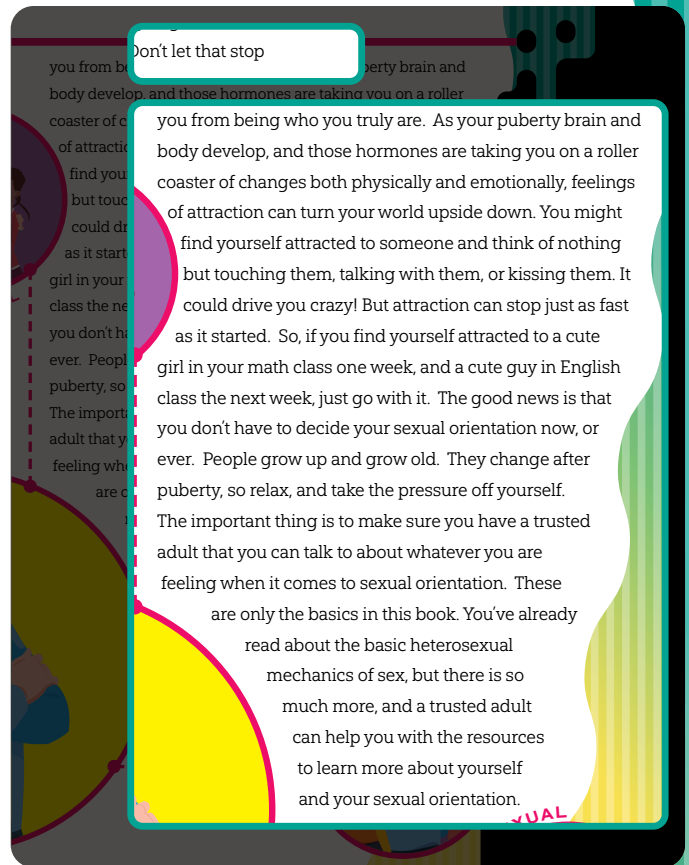
BISEXUAL



Alternate Level

Read the section aloud. Review the vocabulary in the section and ask questions to check for understanding before moving on. Students should be able to identify the terms for different sexual orientations.

Don't let that stop you from being who you truly are. As your puberty brain and body develop, and those hormones are taking you on a roller coaster of changes both physically and emotionally, feelings of attraction can turn your world upside down. You might find yourself attracted to someone and think of nothing but touching them, talking with them, or kissing them. It could drive you crazy! But attraction can stop just as fast as it started. So, if you find yourself attracted to a cute girl in your math class one week, and a cute guy in English class the next week, just go with it. The good news is that you don't have to decide your sexual orientation now, or ever. People grow up and grow old. They change after puberty, so relax, and take the pressure off yourself. The important thing is to make sure you have a trusted adult that you can talk to about whatever you are feeling when it comes to sexual orientation. These are only the basics in this book. You've already read about the basic heterosexual mechanics of sex, but there is so much more, and a trusted adult can help you with the resources to learn more about yourself and your sexual orientation.



Teaching Suggestions

This is a great time to stop and address slang! There are so many words associated with gender and sexual identity, that it is important to stop and address acceptable terms for people and relationships.

At the end of this reading, have the students gather information about trusted adults at school or in their community should they have additional questions. It would also be helpful to take this lesson further for students who want more information about sexual orientation.

► Stop & Check 3 - What Are the Rules?: Page 19 in the Student Workbook

Take a minute and have students answer the questions. When they are finished, discuss, and share their answers to check for understanding.

Say, **You did it! Now you know more about gender identity and sexual orientation than you used to! I am sure this only brought up more questions for you, so let's take a look at some resources at school that will provide you with more information!**

Alternate Level

Read the section aloud. Discuss sexual orientation with regard to how a student may feel in a moment. Emphasize that thoughts/feelings can be temporary and there's no need to define their orientations now. A trusted adult can help with more information or answer questions.

You may also choose to address slang terms if you deem appropriate for your students.

Who Am I?
STOP & CHECK 3 - WHAT ARE THE RULES?

1. People who identify as heterosexual are in a _____ (circle one) relationship.
opposite / same sex relationship.

2. You have to decide your sexual orientation in high school.
(circle one)
YES / NO

3. No matter what your sexual orientation - heterosexual, homosexual, or bisexual - who should you talk to for more information?

IN THE KNOW

{Real}Talk!

Myths & Misconceptions

Now that you have a foundation for gender identity and sexual orientation—it is important to address some commonly held myths and misconceptions!



Teaching Suggestions

Vocabulary

myth
misconception

After reading the opening section, ensure that students understand the vocabulary. Have students suggest some myths that they may have heard, or have a few ready to share.

This section is a great jumping off point for some of the negative and false information floating around out there. Make sure to include any myths or misconceptions you have heard around school!

Alternate Level

Read the opening section aloud. Define what the terms *myth* and *misconception* mean. Have students suggest some myths that they may have heard, or have a few ready to share.

Crying

Remember, all men, straight or gay, have tear ducts (SCIENCE!), so crying has nothing to do with your sexual orientation or gender identity. That is a MISCONCEPTION! Both men and women can cry due to sadness, pain, joy, or frustration!

Disease

Science tells us that your sexual orientation has nothing to do with a disease. It has nothing to do with your health, nor is it contagious. How you feel is how you feel, and it is not because you are sick or there is something wrong with you. That is a huge myth!

Being Bossy

Review that gender identity section again if you need to. Your behavior and personality have nothing to do with your sexual orientation or gender! That is a big MISCONCEPTION.

Relationships

It's important to remember that sometimes a kiss is just a kiss, not a sexual orientation contract. Plenty of people experiment. It is one way to know who interests you.

Playing Sports

What? How does playing a sport determine your sexual orientation? It doesn't!

CRYING

Remember, all men, straight or gay, have tear ducts (SCIENCE!), so crying has nothing to do with your sexual orientation or gender identity. That is a MISCONCEPTION! Both men and women can cry due to sadness, pain, joy, or frustration!

DISEASE

Science tells us that your sexual orientation has nothing to do with a disease. It has nothing to do with your health, nor is it contagious. How you feel is how you feel, and it is not because you are sick or there is something wrong with you. That is a huge myth!

BEING BOSSY

Review that gender identity section again if you need to. Your behavior and personality have nothing to do with your sexual orientation or gender! That is a big MISCONCEPTION.

RELATIONSHIPS

It's important to remember that sometimes a kiss is just a kiss, not a sexual orientation contract. Plenty of people experiment. It is one way to know who interests you.

PLAYING SPORTS

What? How does playing a sport determine your sexual orientation? It doesn't!



An Attainment Company Publication
©2022 by Attainment Company, Inc. All rights reserved.
Printed in the United States of America.
ISBN: 978-1-64856-219-9

P.O. Box 930460 • Verona, WI 53593-0460 • 800-327-4269 • AttainmentCompany.com



Teaching Suggestions

As you address each topic, you may want to ask for specific stereotypes that students may have heard. Then explain how those stereotypes aren't necessarily true and can be harmful to others.

Alternate Level

After each section, take a quick poll by show of hands to see if anyone has heard a myth or similar idea before. Discuss why the myths/misconceptions are not true. As an activity, write some myths & truths on pieces of paper and then help students draw a large X over the top of the myths. Display the crossed-out myths on the wall.