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Sexual orientation and gender identity

KS3 Year 8 Lesson 3

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Learning objective

- ✓ We are learning to understand and respect the spectrum of gender identities and sexual orientations.

Learning outcomes

- ✓ I can explain the difference between sexual orientation and gender identity
- ✓ I can describe ways to support someone who has chosen to 'come out' about their sexual orientation or gender identity



Overheard conversation

1. What is the difference between sexual orientation and gender identity?

"My mate started talking to me about gender and sexual orientation. I think they were trying to come out to me or something, but I don't really get the difference or know much about all that, so I changed the topic. I feel kind of bad now."

2. Why might both people have found the conversation difficult?

3. How could the person have responded to be more supportive of their friend?

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Definition dominoes

Match the dominoes (begin with the card that says 'start')

- To check the answers, I will nominate a pair to start by reading the right hand term on the card with 'start' on it
- The next pair will state the definition which matches that key term. If it is right, they read their definition, and so on, until we reach the domino with 'the end' on it



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Video discussion



Watch the video and discuss how people can be made to feel supported when they talk to friends about their sexual orientation or gender identity.

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Friend scenarios

For each speech bubble, consider...

1. What might the person be thinking and feeling as they say this to their friend?

2. What might a friend who hears this be thinking and feeling?

3. What might a friend be able to do or say to make the other person feel comfortable and supported?

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Private reflection

In silence, think about these questions:

- How would someone (you or a friend) want to be supported if they told someone about their sexual orientation or gender identity?
- What steps can you take to make sure everyone is treated equally and respectfully?
- What further steps could our school take to ensure everyone is equally valued and supported?



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Overheard conversations

Revisit your answers – is there anything you would add or change?

1. What is the difference between sexual orientation and gender identity?

“My mate started talking to me about gender and sexual orientation. I think they were trying to come out to me or something, but I don't really get the difference or know much about all that, so I changed the topic. I feel kind of bad now.”

2. Why might both people have found the conversation difficult?

3. How could the person have responded to be more supportive of their friend?

Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

Visit:

- LGBT+ helpline: 0300 330 0630
- A Better Medway: www.abettermedway.co.uk
- Brook: www.brook.org.uk/help-advice
- Childline: www.childline.org.uk 0800 1111



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More activities



The law on 'homosexuality'

Research the laws relating to 'homosexuality' and create a timeline to display this.

Gendered colours

Research the history of the colours pink and blue to designate babies' sex in Western culture. You could focus on the origins of the practice, whether the colour designations have always been the same and the impact of the practice.

Celebrate LGBT History Month

How would you involve your class in planning celebrations for Lesbian, Gay, Bisexual, Transgender (LGBT) History Month held in February each year?

International day against homophobia, biphobia and transphobia

Plan and prepare an assembly to celebrate the International Day Against Homophobia, Biphobia and Transphobia on the 17th May.

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