

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

Index cards or scrap paper – 2 pieces per student

Digital Tools – Projector, SmartBoard, etc.

Set per pair of students: Matching Cards

VOCABULARY

Biological sex: male or female based on reproductive organs.

Gender: the way a person identifies him/herself in relation to being male, female, neither, or both.

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

Sexual orientation: the romantic attraction of an individual to someone of the same gender or a different gender.

BEGINNING: Engage (10-15) minutes

Activity: **Who Likes? Who Loves?**

Directions:

- Give each student two index cards or pieces of scrap paper. On one card they will write one thing/person that they like and on the other card they will write one thing/person that they love. Challenge students to generalize their statement if they are referring to a person (for example, instead of 'I Love Nancy' have them write 'I Love my mom').
- Provide students with the following sentence stems: "I like _____." "I love _____."
- Collect all the Like and Love statements and shuffle them up.
- Read each statement out loud as a question to all the students (Who likes...? Who loves...). If a student thinks YES, they can stand up. All students can sit down after each statement. *Remind students that if they do not feel comfortable standing up they can pass or just think about whether they agree or not in their mind.
- Read at least 10-15 statements and make sure to read some that are Likes and some that are Loves

Guide a class discussion with the following questions:

- What did you notice about the things or people that our class likes?
- What did you notice about the things or people that our class loves?
- How did you decide the difference between like and love?
- Did you always agree with someone else's like or love?

MIDDLE: Explain (15-20 minutes)

Activity: **Different Kinds of Love**

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 google slide deck [*Different Kinds of Love*](#)
- Follow along with Speaker Notes within the slide deck.
- Focus:
 - Show that gender and sexual orientation varies from one person to the next.
 - We are all different and we should strive to respect all people.
 - Confusion about gender and sexual orientation is normal.
 - Talk about your feelings with a trusted adult.
- Review all terms at the end of the slide deck
 - Biological sex: male or female based on reproductive organs.
 - Gender: the way a person identifies him/herself in relation to being male, female, neither, or both.
 - Attraction: the feeling of being drawn to something or someone.
 - Sexual orientation: the romantic attraction of an individual to someone of the same gender or a different gender.

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 & Worksheet**

Directions:

- Tell the students that as a final check for their understanding of the vocabulary they will complete a quick matching activity and worksheet.
- Put students into groups of 2-3. Provide each group with one set of Matching Cards that have already been cut apart.
- Students can work together to match the word cards with their respective definition.
- When they think they have the correct matches, check their work and challenge them to fix any matches that may be incorrect.
- When all the matches are correct, students can complete their worksheet.

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

- What is the difference between biological sex and gender?
- How do you know the difference between what or who you like and what or who you love?
- Who decides your gender or sexual orientation?
- Who can help you understand your feelings about gender and sexual orientation?

Directions: Write the definition of each of the vocabulary words on the lines provided. Then answer the questions below.

1. Attraction

2. Sexual Orientation

3. Biological Sex

4. Gender

What is one question you have about gender or sexual orientation?

Write the names of TWO (2) trusted adults that you can talk to about gender and sexual orientation.

Why do you feel comfortable talking to these two adults about gender and sexual orientation?

Fold this paper into a smaller rectangle and place it in your pocket or backpack. Take it home to discuss your question about gender and sexual orientation with one, or both, of the trusted adults you chose.

Matching Cards

biological sex

male or female based on DNA and physical traits

gender

the way a person thinks or feels about themselves in relation to being male or female

attraction

the feeling of being drawn to something or someone

sexual orientation

the romantic attraction of an individual to someone of the same gender or a different gender



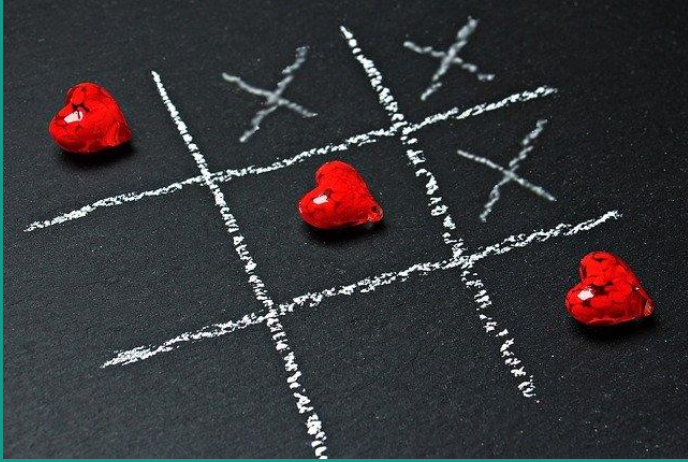
Different Kinds of Love

Understanding Sexual Orientation



ATTRACTION

The feeling of being drawn to something or someone

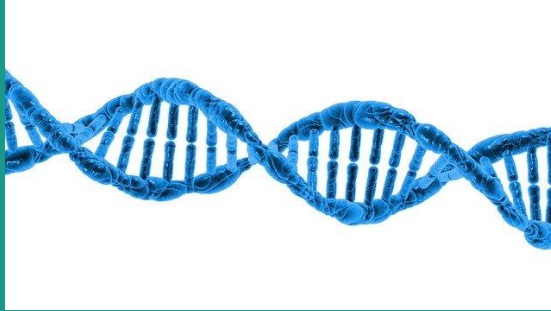


SEXUAL ORIENTATION

The romantic attraction of an individual to someone of the same gender or a different gender

GENDER

Biological Sex



Physical Traits
Our DNA
Hormones

Gender



How someone thinks
Psychological
Others cannot see it

GENDER Examples

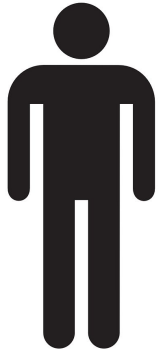
Biological Sex - Physical Traits	Gender - Person Feels Like
FEMALE	FEMALE
FEMALE	MALE
FEMALE	BOTH or NEITHER
MALE	MALE
MALE	FEMALE
MALE	BOTH or NEITHER

There are lots of possible genders!
It can be confusing so talk to a trusted adult about how you are feeling!

Biological Sex
Physical Traits



Female

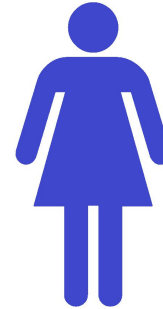


Male

Gender
Person Feels Like



Female



Male



Both or Neither



Male



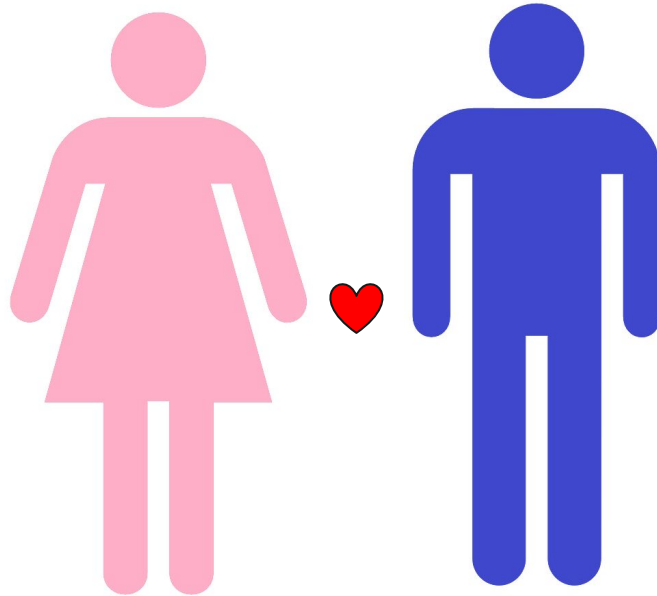
Female

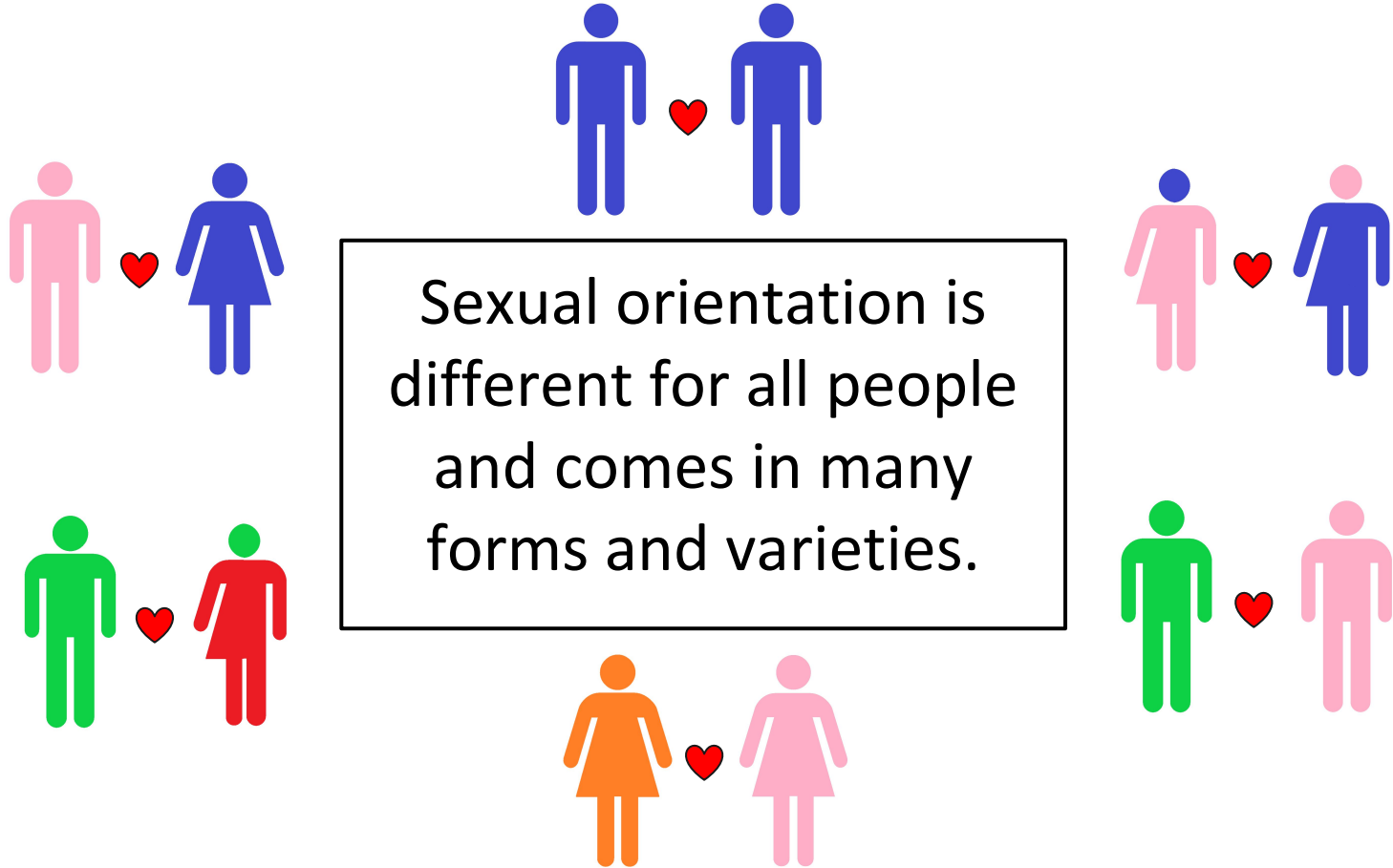


Both or Neither

Sexual Orientation

Definition: the romantic attraction of an individual to someone of the same gender or a different gender





Sexual orientation is different for all people and comes in many forms and varieties.

What's the difference?

Gender is about how we see ourselves in relation to being male, female, neither, or both.

Sexual orientation is about who we might be emotionally, physically and romantically attracted to.

Understanding your attractions can be confusing!
It can change over time and how you feel today may not be how you feel in a few years.

Talk to a trusted adult about how you are feeling!