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# Gender and Sexual Identity

## **Session 3:**

### Gender and Sexual Identities

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#### **Goals**

- Understand the diversity of sexual identities and the importance of being inclusive of all gender and sexual identities
- Understand that sex, gender, gender expression, and sexual orientation are different and each fall on a spectrum of identities
- Analyze cultural impact on attitudes about gender orientation and expression

#### **Objectives**

At the end of this session, students will be able to:

- Define sex, gender, gender expression and sexual orientation
- Describe what LGBTQ+ means
- Articulate their values held about sexual orientation and gender identity
- Advocate for safe environments for all people to feel safe

# Anonymous Question Box

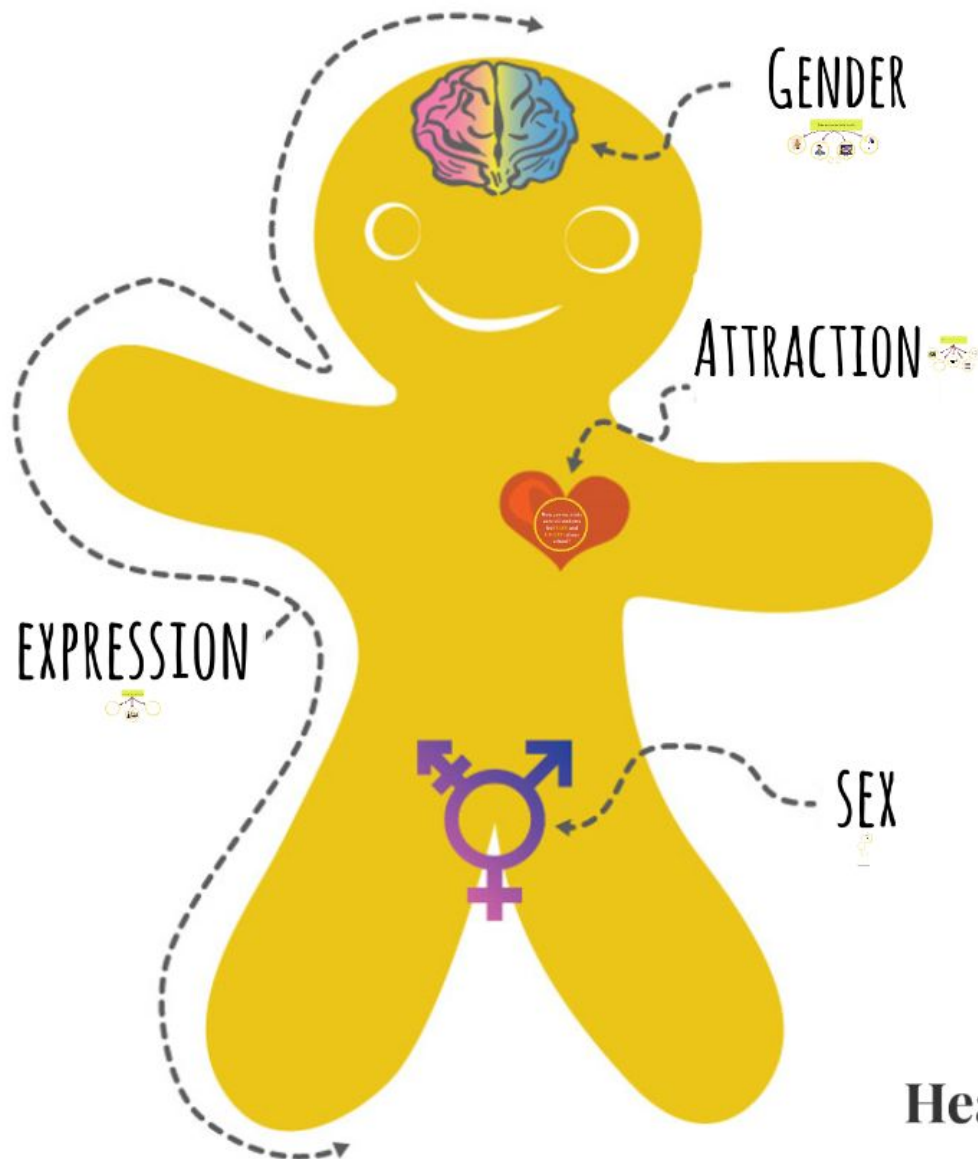
## Introduction to the Anonymous Question Box:

The Anonymous Question Box is a way for students to ask questions that they may not feel comfortable asking during class time, though students are encouraged to ask lots of question during class time as well.

## Anonymous Question Box Guidelines:

- Everyone must put a paper in the box. If students do not have a question at that time, they can write a statement about what they learned in class that day, a specific topic of interest, or write “no question”. This ensures questions remain anonymous.
- No Names. Questions are anonymous and are not to be used to hurt or embarrass others. Questions with names on them will not be read out loud.
- No personal questions of the instructor.
- Nobody can take anything out of the Question Box, except for the instructor.

# GENDER AND SEXUAL IDENTITIES



Health Connected, 2019



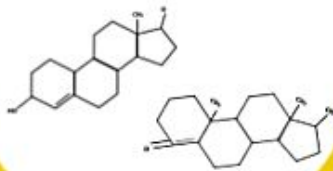
**Please note that  
the identities  
covered here are  
NOT the ONLY  
identities  
that exist.**

SEX

## Body Parts



## Hormones



## DNA



Male

Intersex

Female



IS



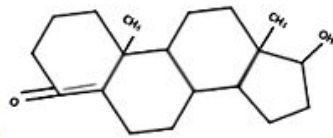
# Male



# Body Parts



# Hormones



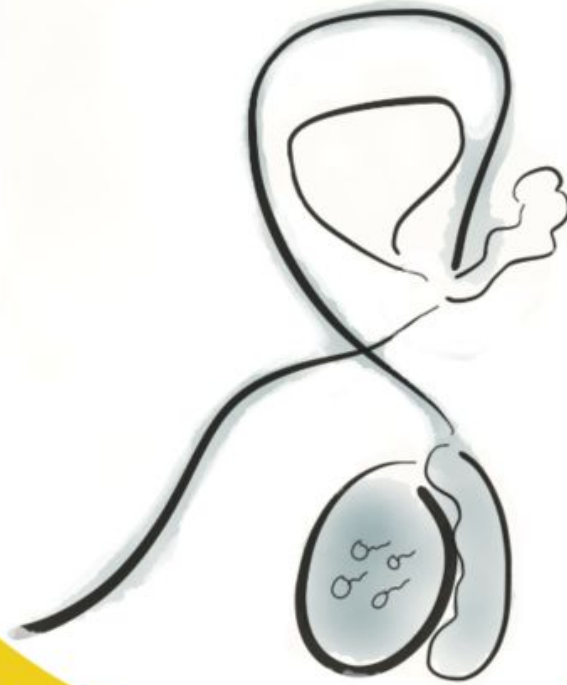
Testosterone

# DNA

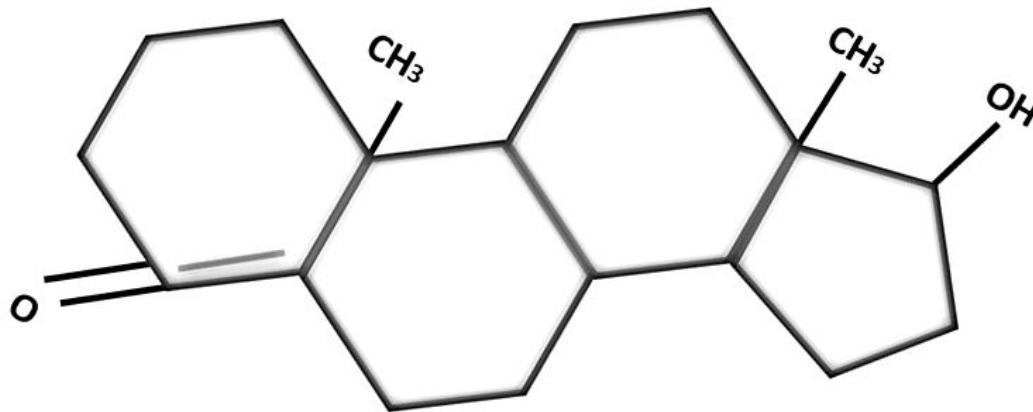


XY

# Body Parts



# Hormones



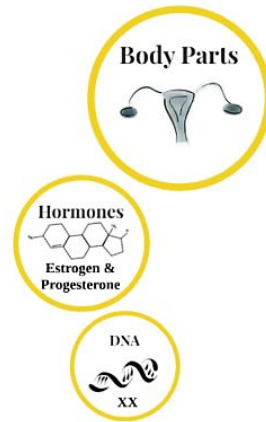
## Testosterone

**DNA**



**XY**

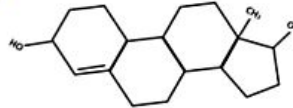
# Female



## Body Parts



## Hormones



Estrogen &  
Progesterone

DNA



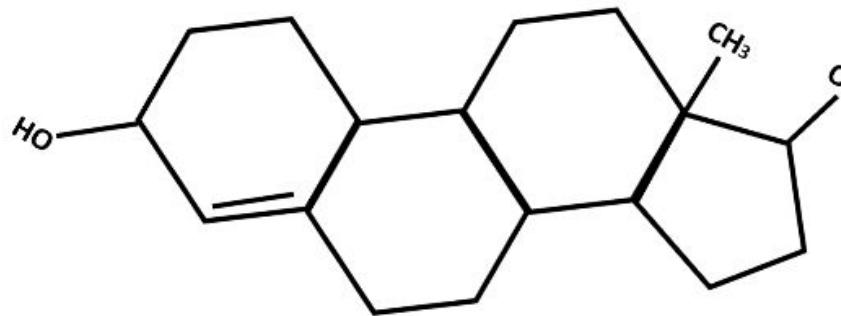
XX

# Body Parts





# Hormones



**Estrogen &  
Progesterone**

**DNA**



**XX**

Male

Intersex

Female

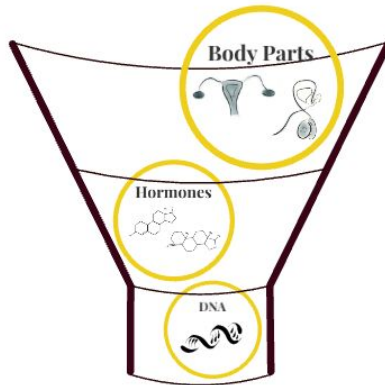


Person with a mixture of  
body parts, hormones, and DNA



# Intersex

Born with a mixture of  
body parts, hormones, and DNA

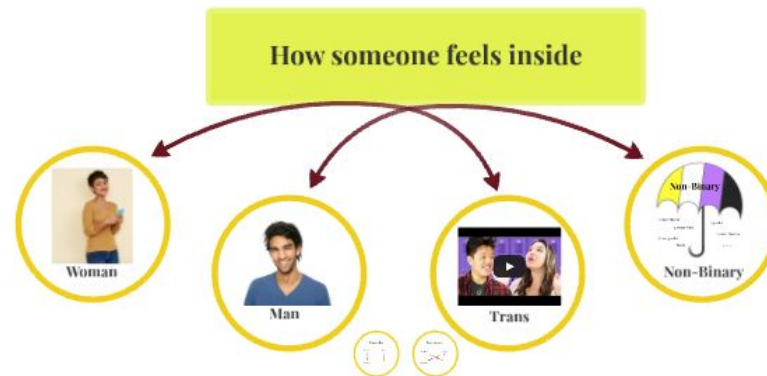


## *What It's Like To Be Intersex*



<https://www.youtube.com/watch?v=cAUDKEI4QKI>

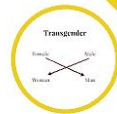
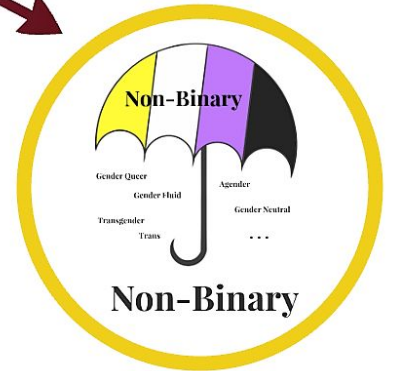
# GENDER



**How someone feels inside**



# How someone feels inside







**Woman**





**Man**

# Cisgender

Female



Woman

Male



Man

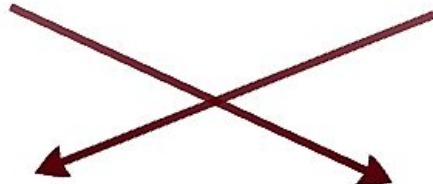
# Transgender

Female

Male

Woman

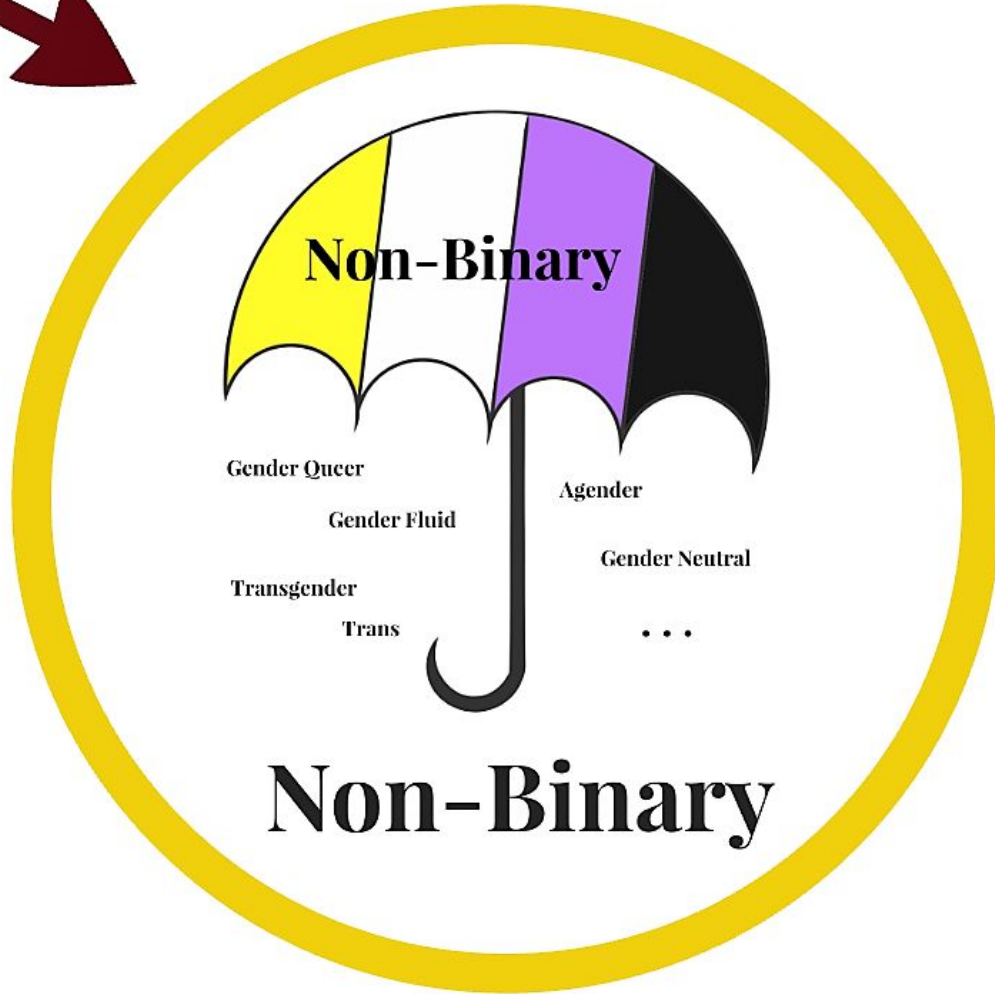
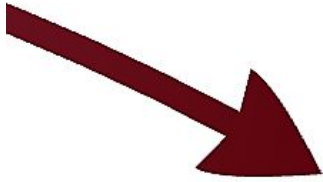
Man



***Trans Teens Talk About What It's Like to be Trans***



<https://youtu.be/umM1fu8-q50>



**Gender Queer**

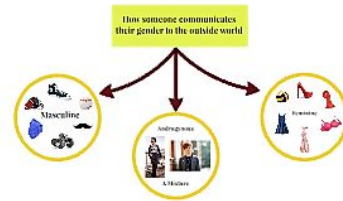
**Gender Fluid**

**Agender**

**Gender Neutral**



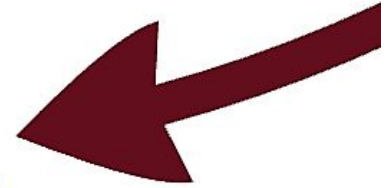
# EXPRESSION

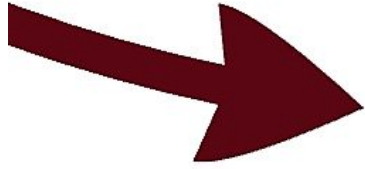


How someone communicates their gender to the outside world



**How someone communicates  
their gender to the outside world**





**Feminine**

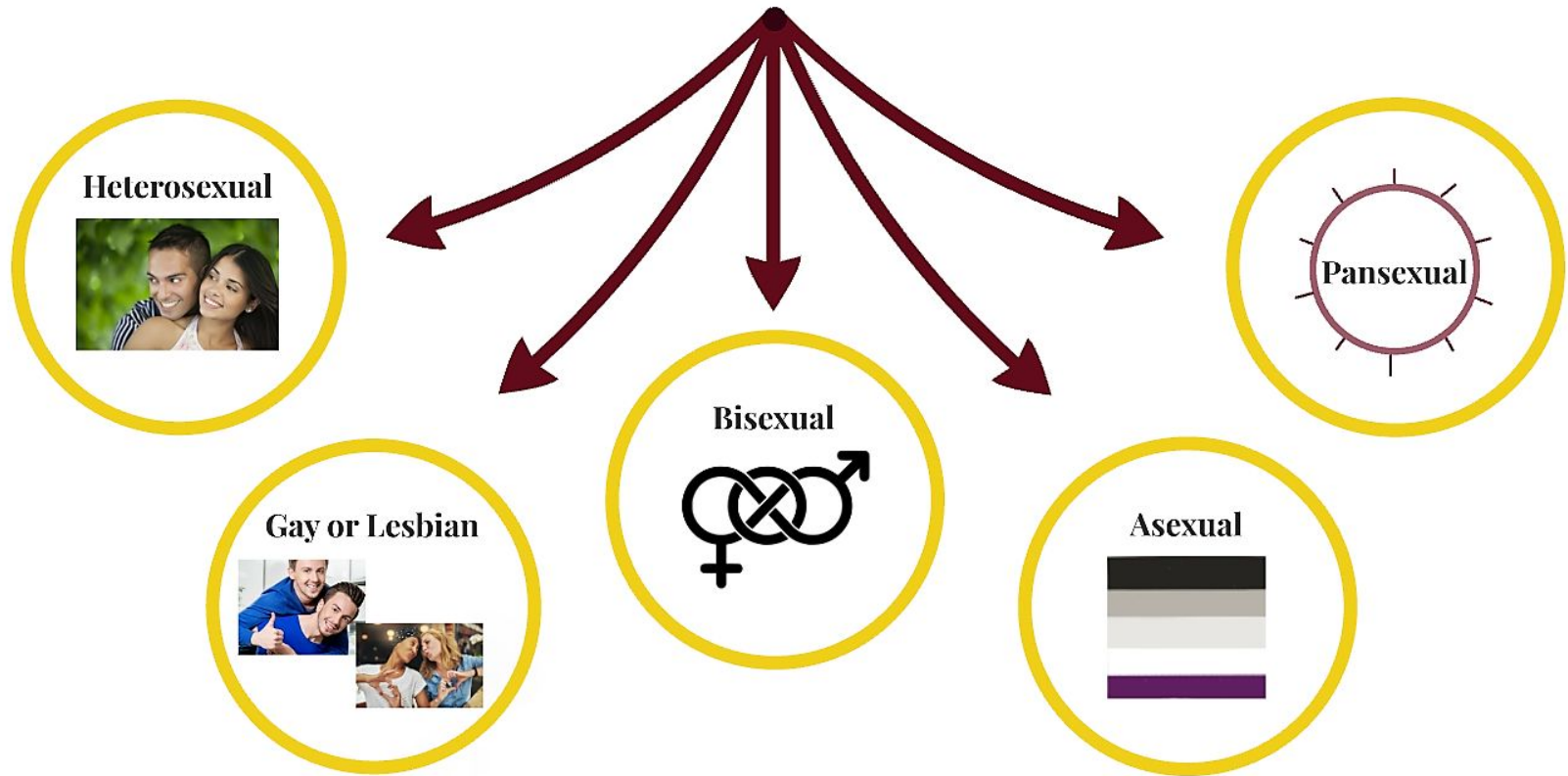
# Androgynous



**A Mixture**

ATTRACTION

# Who someone is attracted to





**Who someone is attracted to**

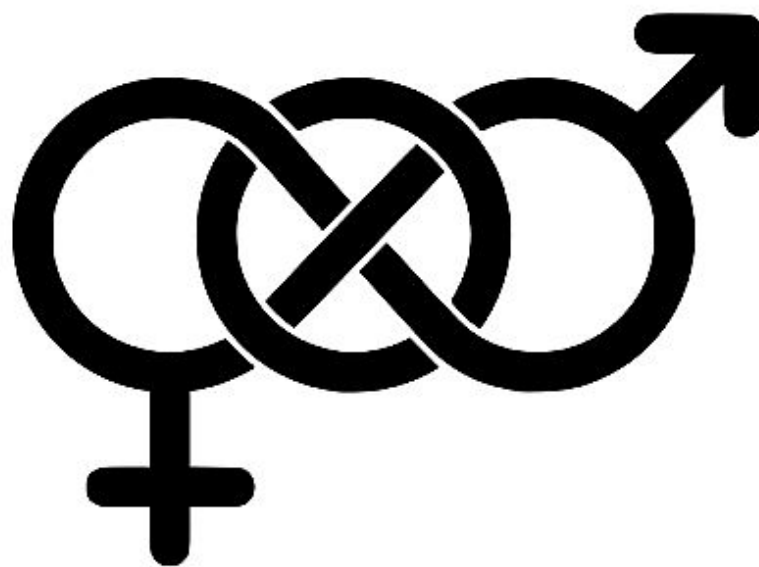
# Heterosexual



# Gay or Lesbian

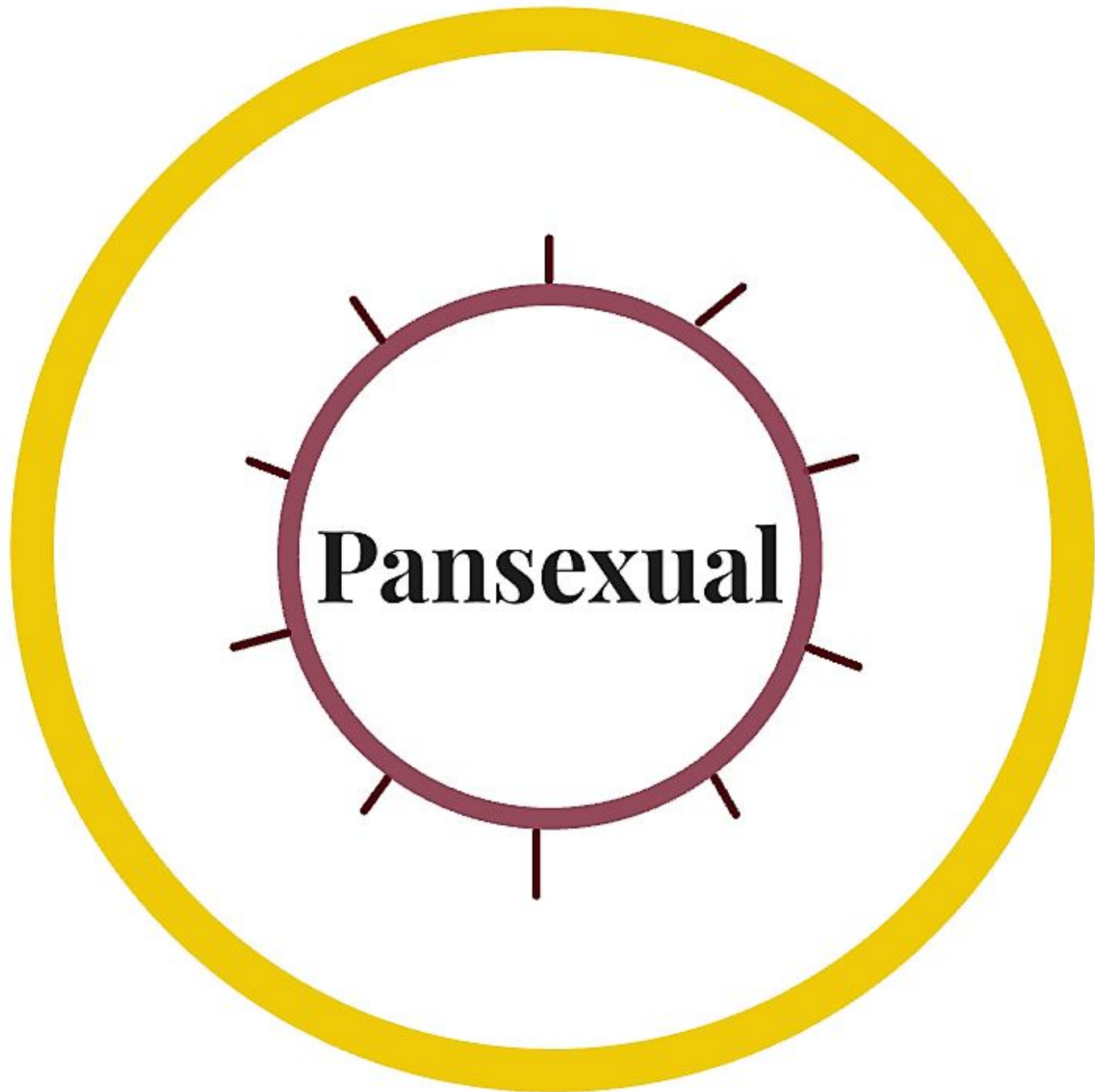


**Bisexual**

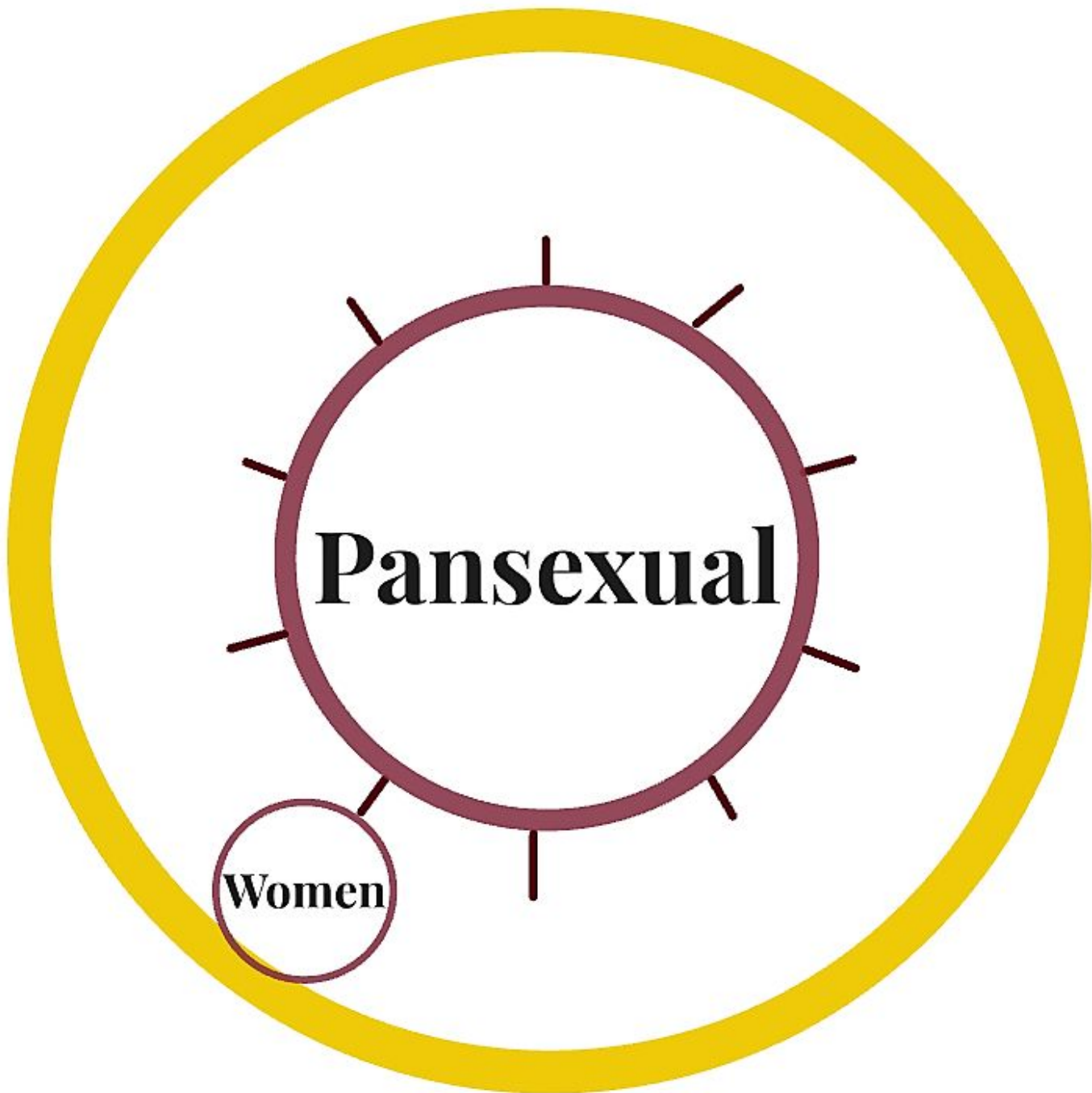


**Asexual**



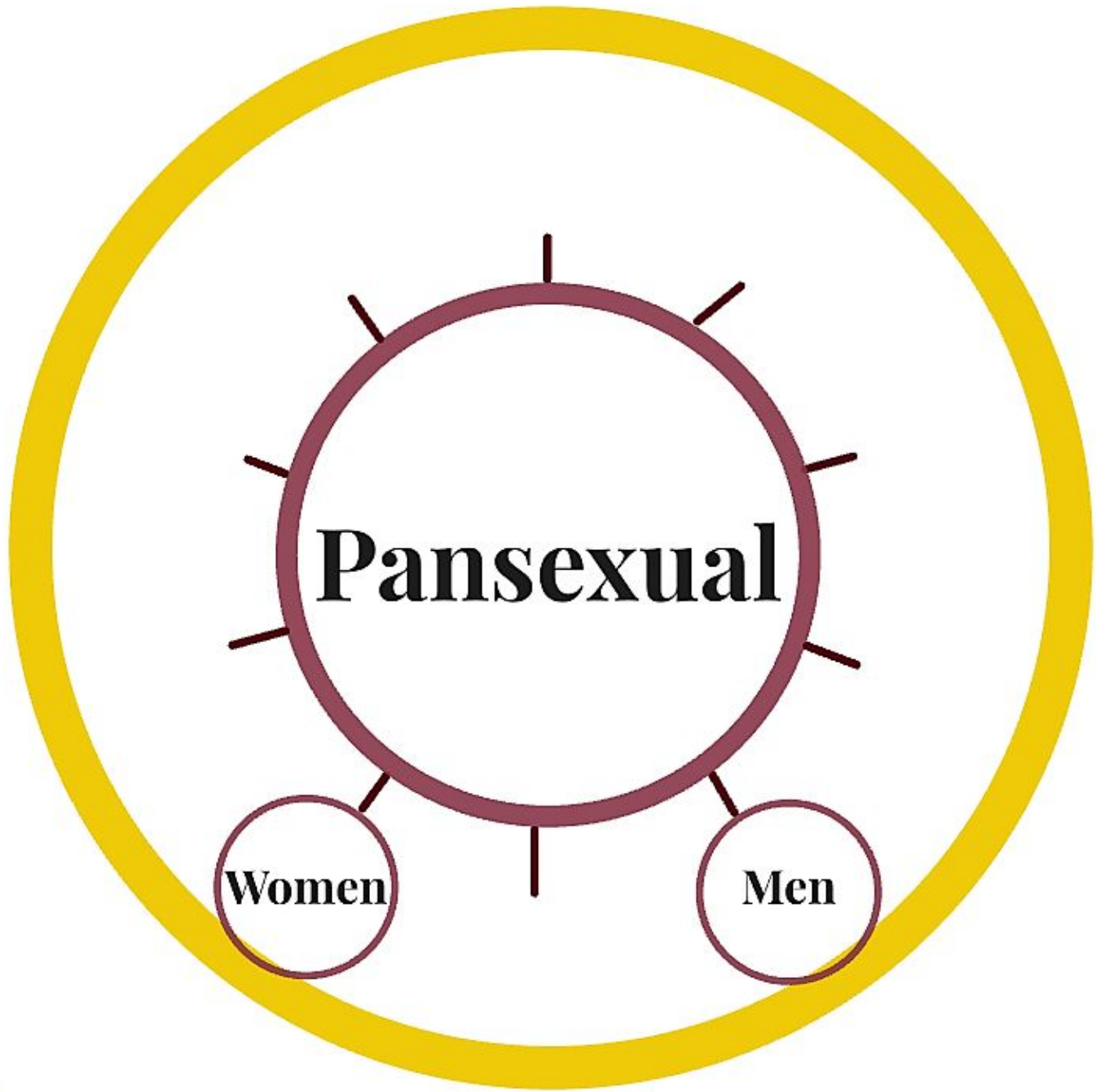


**Pansexual**

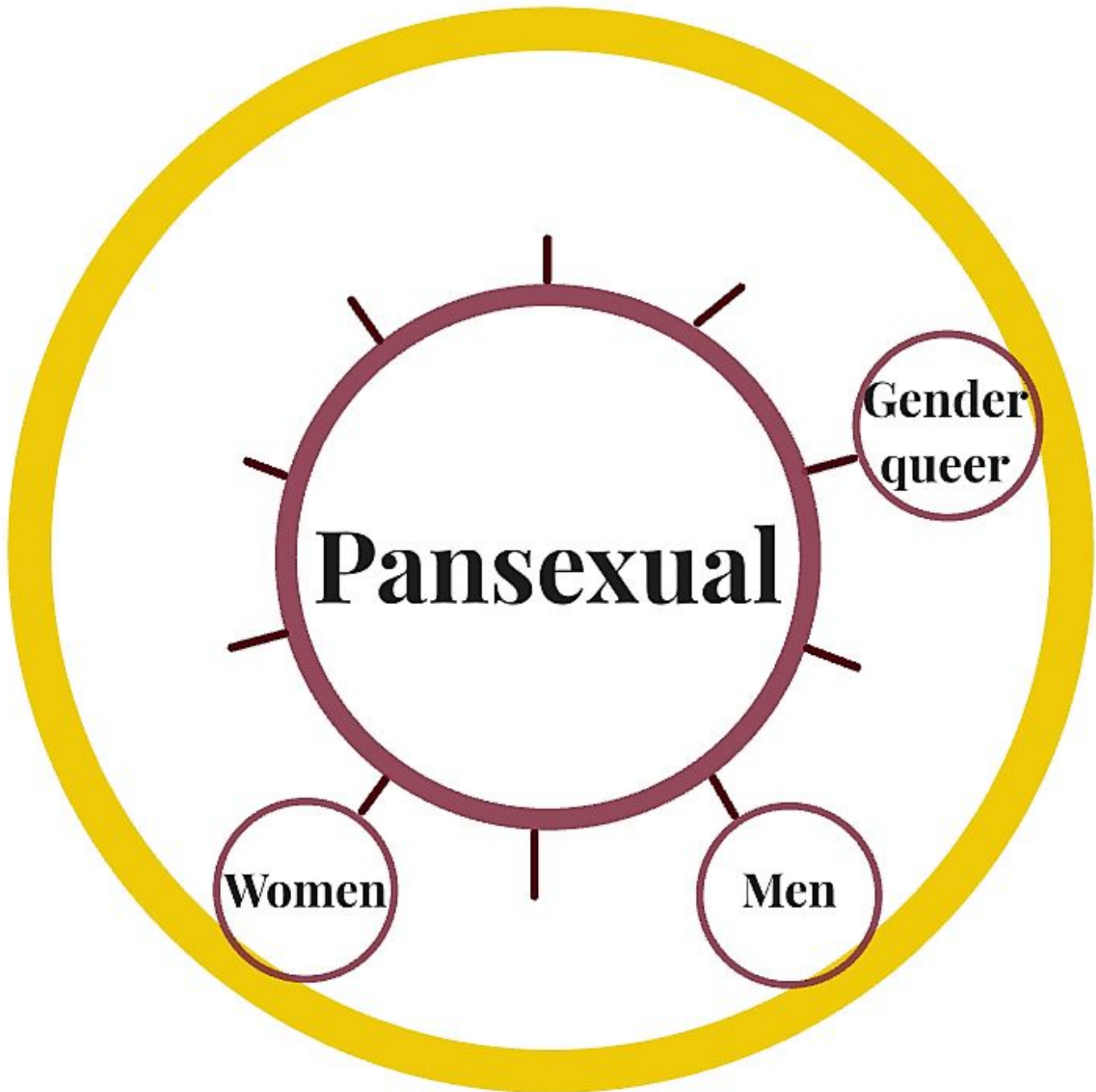


**Pansexual**

**Women**





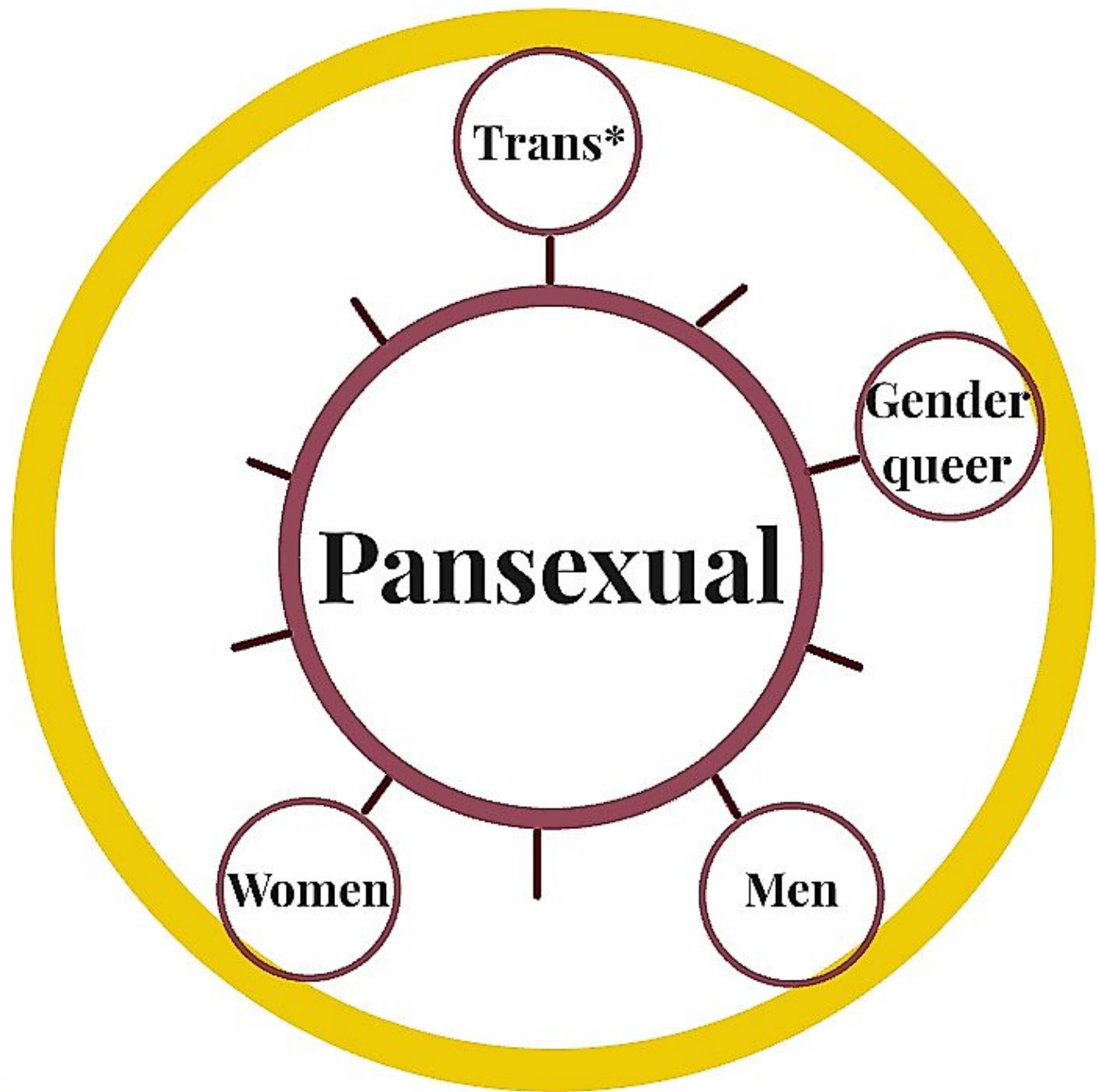


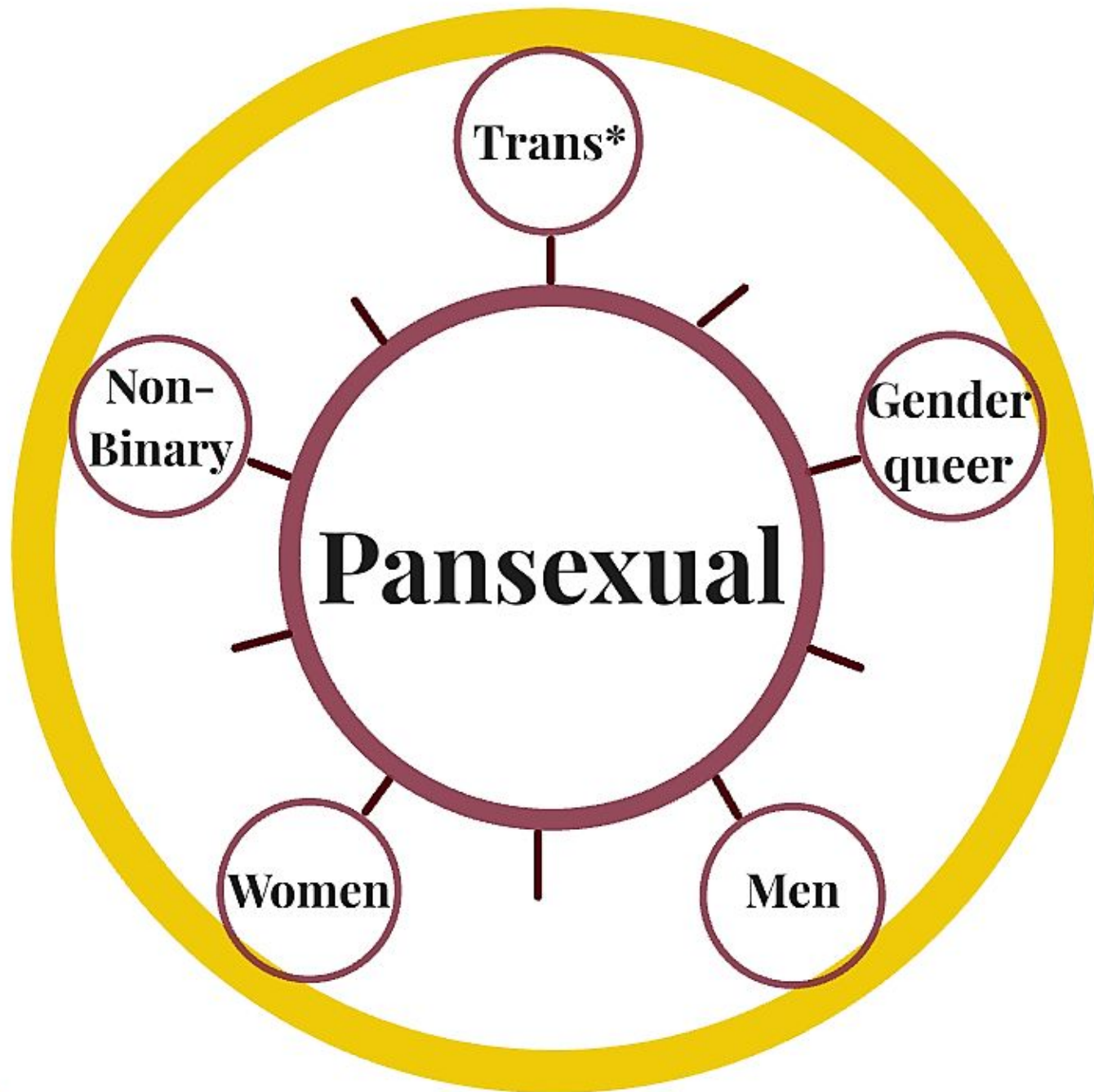
**Pansexual**

**Gender  
queer**

**Women**

**Men**





**Trans\***

**Non-  
Binary**

**Gender  
queer**

**Pansexual**

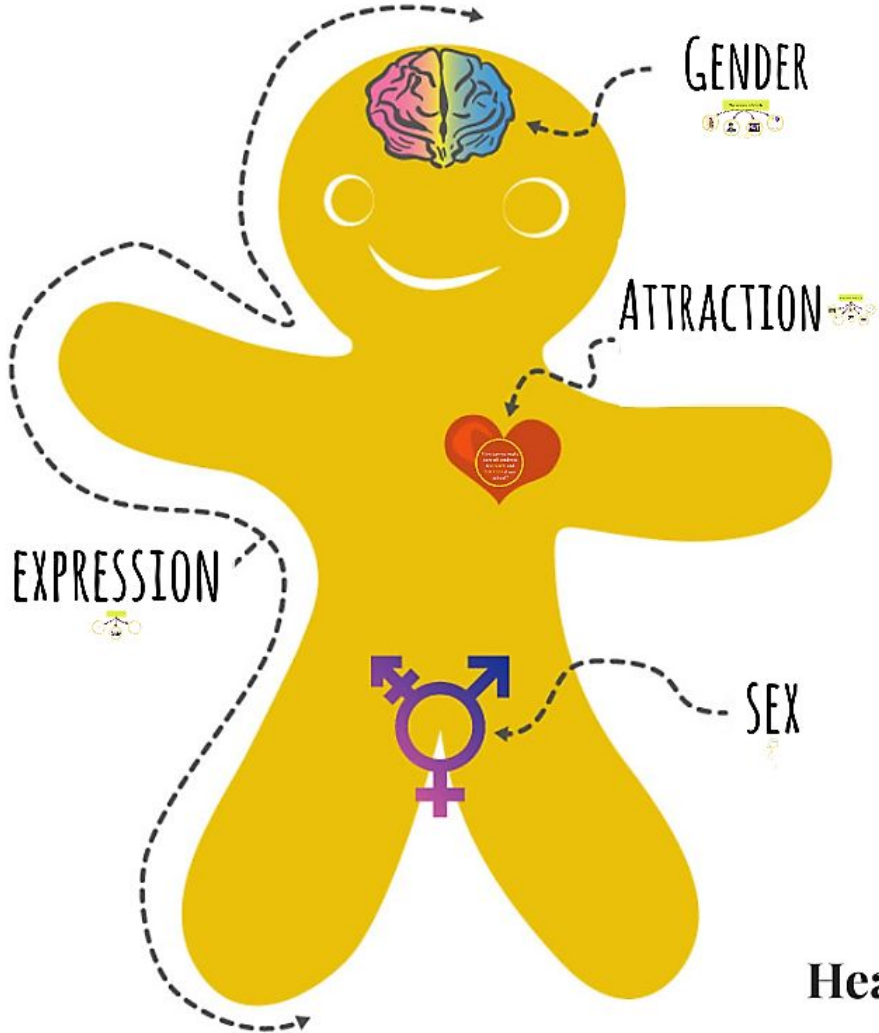
**Women**

**Men**



How can we make  
sure all students  
feel **SAFE** and  
**VALUED** at our  
school?

# GENDER AND SEXUAL IDENTITIES



# What I Know About SOGIE

# What I Know About SOGIE

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

*Directions:* Mark **T** (True) or **F** (False) next to the following statements.

- 1) \_\_\_\_\_ It is obvious someone is gay by the way they dress, look, or talk.
- 2) \_\_\_\_\_ A boy who doesn't want to have sex with a girl is probably gay.
- 3) \_\_\_\_\_ Lesbian describes a woman who feels like a man.
- 4) \_\_\_\_\_ Nearly 1 in 5 LGBTQ+ students have had to change schools because they felt unsafe or uncomfortable at school.<sup>1</sup>
- 5) \_\_\_\_\_ Children of gay, lesbian, and bisexual adults usually grow up to be gay also.<sup>2</sup>
- 6) \_\_\_\_\_ Having a sexual thought or fantasy about someone of the same gender is a definite sign that a person is lesbian, gay, or bisexual.
- 7) \_\_\_\_\_ There are many religious communities that accept LGBTQ+ people.
- 8) \_\_\_\_\_ All trans people want to make changes to their bodies.
- 9) \_\_\_\_\_ Gender expression may or may not represent a person's gender identity.
- 10) \_\_\_\_\_ Being gay, lesbian, or bisexual is a choice.<sup>3</sup>
- 11) \_\_\_\_\_ Over 90% of students hear "That's so gay" or "No homo" at least once a day.
- 12) \_\_\_\_\_ There are many groups and organizations that support teens who are LGBTQ+.

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<sup>1</sup> Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. New York: GLSEN. p 13-16

<sup>2</sup> American Psychological Association. (2008). *Answers to your questions: For a better understanding of sexual orientation and homosexuality*. Washington, DC: 2008. (Available at: [www.apa.org/topics/orientation.pdf](http://www.apa.org/topics/orientation.pdf))

<sup>3</sup> American Psychological Association. *Answers to your questions about transgender individuals and gender identity*. Washington, DC: 2006.

# Straightlaced Video

## *Straightlaced Micah*



<https://www.youtube.com/watch?v=ib4TNvREm7E>



# A Place in the Middle Video



<https://vimeo.com/121840165>