

# Lesson four: My beliefs



## Lesson aim:

Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.



## Learning outcomes:

- I know the terms associated with gender identity and sexual orientation
- I know that using the terms to bully someone is unacceptable
- I have considered ways to respond to identity bullying



## Resources required:

- Resource sheet: Matching pairs
- Resource sheet: Who am I?

**Key words:** gender, sex, intersex, transgender, gay, lesbian

## Teacher notes:

Most pupils are likely to be aware of the concepts being taught within this lesson.

A baseline assessment of current knowledge and understanding can be gained by asking pupils: What things help to form a person's identity, now and in the future? Some pupils may be aware of derogatory terms used to describe gender identity and sexual orientation.

These words may be normalised within their family and/or social environments. Pupils may also have heard or used correct terminology being used in a derogatory way. It is important that pupils are informed of the correct terms to describe gender identity and sexual orientation, to know that everyone has different identities and that this is OK. Be aware that there are likely to be pupils within the classroom who are currently questioning their identity or know people who identify as gay, lesbian, bisexual or transgender. Any incidents of known misuse of terms by pupils must be addressed during the lesson using the questioning approach: Do you know what that word means? Do you know what the correct word to use is? If necessary this can be followed with an organisational approach: In our school everyone is welcome and we do not use words like that to be unkind.

## Begin the lesson by...

Explaining that in this lesson we will be learning about some elements of identity. Identity is what makes you who you are. This lesson will focus on gender identity (how much you feel like a boy or a girl) and whether people love someone of the same or opposite gender to themselves. Remind pupils that we are all different and have different likes and dislikes to each other. This includes our identities and how we like to express our identity. It is never OK for someone to be unkind to another person because of their identity or who they fall in love with. Remind pupils of the working agreement.



### Activity one: Matching pairs

Explain the following terms to pupils. After each explanation, ask pupils if they have any questions. Check their understanding by inviting pupils to raise their hand if they feel confident to define the term back to the class.

- 'Sex' is a term used to describe the 'private parts' that someone is born with. A boy has a penis and testicles. A girl has a vulva and vagina. Some babies are born with some 'private parts' of both a girl and a boy. This is known as 'intersex'.
- 'Gender' is a term used to describe whether someone feels like a girl or a boy. Some people do not feel the same as the sex that they were born. This is known as 'transgender'. For example, a person may be born with the 'private parts' of a boy and feel like a girl or, born with the 'private parts' of a girl and feel like a boy.
- Some people fall in love with people of the opposite gender to them. Some people fall in love with people of the same gender as them and this is known as being 'gay' or 'lesbian'. When two men fall in love they use the term 'gay', when two women fall in love they can use the term 'gay' or 'lesbian'.

Divide the class into small groups. Provide each group with a set of matching pairs. Ask the groups to match the term with the definition like a game of matching pairs.

#### Answers:

- |                    |   |
|--------------------|---|
| <b>Sex</b>         | Being born with the 'private parts' of a boy, or a girl   |
| <b>Girl</b>        | Someone born with the 'private parts' of a girl (vagina and vulva)  |
| <b>Boy</b>         | Someone born with the 'private parts' of a boy (penis and testicles)  |
| <b>Intersex</b>    | Someone born with some of the 'private parts' of both a boy and girl  |
| <b>Transgender</b> | Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy. |
| <b>Gay</b>         | Two men who love each other or two women who love each other.   |
| <b>Lesbian</b>     | Two women who love each other   |

Check that all pupils have completed the matching pairs correctly.



## Activity two: Who am I?

Display the Who am I? answer sheets randomly around the classroom.

Tell pupils that there are eight Who Am I? sheets located around the classroom. Explain that you are going to read an identity description, following which pupils should move to the sheet that has the term they think matches the description.

Someone born with the 'private parts' of a girl (vagina and vulva)	-	<b>Girl</b>
Someone born with the 'private parts' of a boy (penis and testicles)	-	<b>Boy</b>
Someone born with some of the 'private parts' of both a boy and girl	-	<b>Intersex</b>
Someone born with the 'private parts' of a boy, who feels like a girl	-	<b>Transgender</b>
Someone born with the 'private parts' of a girl, who feels like a boy	-	<b>Transgender</b>
Two men who love each other	-	<b>Gay</b>
Two women who love each other	-	<b>Gay</b>
Two women who love each other	-	<b>Lesbian</b>



## Activity three: Beating bullying

Tell pupils that using the terms they have learned in today's lesson are the correct words to use when describing gender identity or who someone loves. Acknowledge that pupils may have heard other words to describe these and that they should be careful that these words are not unkind words that could cause upset. Using the correct terms to be unkind to someone is also unacceptable, and is a form of bullying.

Ask pupils to pair, square and share how they would respond to the following bullying situations:

- At lunchtime you hear a boy shouting "you're such a girl" at another boy who is crying.
- Two boys give each other a hug and a girl from the year above them says 'gay boys' as she walks passed.
- Two girls are holding hands on the way to school when they arrive you overhear someone saying 'you look like lesbians'.

Invite the groups to share their responses with the rest of the class. Highlight the most effective responses. Remind pupils that any incidents of people being unkind in these ways should always be reported to a teacher.



## Extension:

Divide the class into small groups. Ask pupils to work together to develop what they think would be an effective response if they hear someone using the term 'gay' or 'lesbian' to be unkind. For example, 'Gay – What? Good as you?' or 'Thank you for your kind words'.

Ask each group to share their response with the rest of the class. Once all the responses have been shared, invite the class to vote on the best response and encourage all pupils to be anti-bullying ambassadors, using this response if they hear any homophobic or transphobic bullying in school.

### Finish the lesson by:

Providing pupils with the opportunity to ask questions. Ask pupils to tell you some of the new words that they have learned today together with a definition of what it means. Reassure pupils that we are all different and have different likes and dislikes to each other. This includes our identities and how we like to express our identity. Remind pupils that is never OK for someone to be unkind to another person because of their identity or who they fall in love with. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils demonstrated an awareness of key terminology associated with sex, gender and sexuality, by correctly matching terms to their definition.

**Activity two:** Pupils demonstrated an understanding of key terminology associated with sex, gender and sexuality, by correctly identifying the 'who am I?' statements.

**Activity three:** Pupils showed maturity responding to incidents of homophobic and transphobic bullying appropriate to their age and stage.

**Evidence of assessment:** Matching pairs, correctly paired.

<b>Sex</b>	<b>Girl</b>
<b>Boy</b>	<b>Intersex</b>
<b>Transgender</b>	<b>Gay</b>
<b>Lesbian</b>	

Being born with the 'private parts' of a boy, or a girl.

Someone born with the 'private parts' of a girl (vagina and vulva).

Someone born with the 'private parts' of a boy (penis and testicles).

Someone born with some of the 'private parts' of both a boy and girl.

Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy.

Two men who love each other or two women who love each other.

Two women who love each other

# Girl

# Boy



# Intersex

# Transgender



# Gay

# Lesbian

