

# Middle School Introduction to Sexual Orientation, Gender Identity and Expression (SOGIE) Lesson

Time: 45-60 minutes

This lesson is designed to be an introduction to the differences between sex assigned at birth, gender identity, gender expression and sexual orientation. This lesson will also present the idea that people may be discriminated against for their differences and what can be done to help people feel safe and accepted in their communities.

## **Outline**

- Introduction (5 mins)
- Activity One: The Gender Unicorn (15 mins)
- Activity Two: Brainstorming Safe Community (5 mins)
- Activity Three: One-Liners (15 mins)
- Conclusion (5 mins)



## **National Sexuality Education Standards**

- Gl.8.AI.1 Access medically accurate sources of information about gender, gender identity, and gender expression.
- Gl.8.IC.1 Demonstrate ways to communicate respectfully with and about people of all gender identities.
- Gl.8.ADV.1 Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community.
- SO.8.CC.1 Recall the definition of sexual orientation and explain that most people have a sexual orientation.
- SO.8.CC.2 Define sexual identity and explain a range of identities related to sexual orientation.
- SO.8.AI.1 Access credible sources of information about sexual orientation.
- SO.8.IC.1 Demonstrate ways to communicated respectfully with and about people of all sexual orientations.
- SO.8.ADV.1 Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community.
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.
- IV.8.SM.1 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors.



# Colorado Comprehensive Health Standards

## Sixth Grade

3.2 Apply effective verbal and nonverbal communication skills to enhance health.

- Demonstrate how to ask for assistance to enhance the health of self and others.
- Identify ways to advocate for self and others to enhance health and safety.

4.3 Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.

- Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim.
- Advocate for a positive and respectful school environment that supports pro-social behavior.

## Seventh Grade

2.2 Compare and contrast healthy and unhealthy family and peer relationships.

- Explain the purpose of friendship and describe how friends can support one another in making healthy decisions.
- Demonstrate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.

3.1 Demonstrate effective communication skills to express thoughts and feelings appropriately.

- Advocate for self and others to increase the safety of school community.

4.2 Demonstrate self-management skills to reduce physical and emotional violence and actively participate in violence prevention.

- Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence.
- Describe strategies and skills one could use to avoid physical fighting and violence.

## Eighth Grade

3.2 Analyze internal and external factors that influence mental and emotional health.

- Describe strategies to minimize negative influences on mental and emotional health.

4.4 Analyze the factors that influence violent and nonviolent behavior.

- Formulate a plan to advocate for healthy, violence-free, respectful relationships for one's self and community.

4.5 Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.

- Identify pro-social behaviors in the school and community.
- Advocate for a positive and respectful school environment that supports pro-social behavior.



# New Mexico Health Education Standards

C1 Students will comprehend concepts related to health promotion and disease prevention.

- B4: describe how family and peers influence the health of adolescents (PS1 partially met).

C2 Students will demonstrate the ability to access valid health information and health-promoting products and services.

- B2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information (PS4 partially met).
- B6: describe situations requiring professional health services (PS1-2 partially met).

C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- B3: distinguish between safe and risky or harmful behavior in relationships (PS1 partially met).

C4 Students will analyze the influence of culture, media, technology and other factors on health.

- B1: describe the influence of cultural beliefs on health behaviors and the use of health services (PS1 partially met).
- B4: analyze how information from peers influences health (PS2-3 partially met).

C5 Student will demonstrate the ability to use interpersonal communication skills to enhance health.

- B4: demonstrate ways to communicate care, consideration and respect of self and others (PS1 fully met).
- B7: Analyze the possible causes of conflict among youth in schools and communities (PS1-2 partially met).
- B8: demonstrate strategies to manage conflict in positive ways (PS1 partially met).

C7 Students will demonstrate the ability to advocate for personal, family, peer, and community health

- B5: demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (PS1 fully met).

