



## Activity: 9-10.12.1

### Key Message

- It is important that all young people feel supported, safe and secure at school, regardless of their sexual orientation or gender identity.

### Activity Details

#### Victorian Curriculum

**Health & PE** Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing VCHPEP147

**Capabilities** VCPSCSO048

**Time** 40 minutes

**Levels** 9 & 10

**Equipment**

- Choosing values Teacher reference sheet
- Gender diversity Teacher reference sheet
- a set of Choosing values cards

*Affirming Diversity; an educational resource on sexual orientation and gender identity, New Zealand Family Planning Association, 2007.*

# Choosing values

## Purpose

To facilitate students in clarifying their own values by reflecting on views and beliefs of different members of their class. This activity also helps to dispel myths and stereotypes that could lead to bullying and/or abuse.

## Teaching notes

This activity is best done when the students have had previous sessions where they have discussed and learnt about diverse sexual and gender identities. The activity can be done as a whole class or in smaller groups. Reinforce ground rules, especially confidentiality and no put downs. There are no right or wrong answers in this activity. Students should also have the right to pass if they feel uncomfortable about the questions asked.

*Please note: Some of the words used in the Values statements have been defined in Tool 31 Teacher fact sheet on addressing the needs of same-sex attracted and sex & gender-diverse young people in the Tools for teachers section.*

## Procedure

1. Place the values cards (Agree, Disagree, etc.) in each corner of the room.
2. Read out a *Values statement* from the list and invite students to stand on a corner that most closely fits with their feelings about the statement.
3. Encourage discussion between students standing in the same corner and with different quadrants.
4. Ask for a volunteer at different points of the corner to say why they are standing there.
5. Discuss between two and five comments for each statement if time permits.

## Discussion

Discussion points might include:

- What or who might influence the values we hold?
- Which statements were challenging?
- What assumptions does our community commonly hold about people who are same-sex attracted or gender diverse?
- Are the assumptions fair?
- Did you notice or find anything interesting about this activity?



# Values statements

Heterosexuals flaunt their sexuality. E.g. by public displays of affection.

An 11 year old who says "I am gay" is probably just going through a phase.

A transwoman (male to female) should be able to compete in women's sporting events.

Talking about homosexuality with young people encourages them to experiment.

People choose to be gay.

Most Australians think it's okay to be gay or lesbian.

A child is better off with two heterosexual parents than with two gay parents.

Gay men are more promiscuous than straight men.

The main reason for sex is pleasure.

Sex outside marriage is wrong.

It would bother me if people assumed I was gay.

I would feel uncomfortable if a transgender person was in the same public toilet as me.

I'd feel comfortable if someone of the same sex asked me out on a date.

Lesbians can't have 'real' sex.

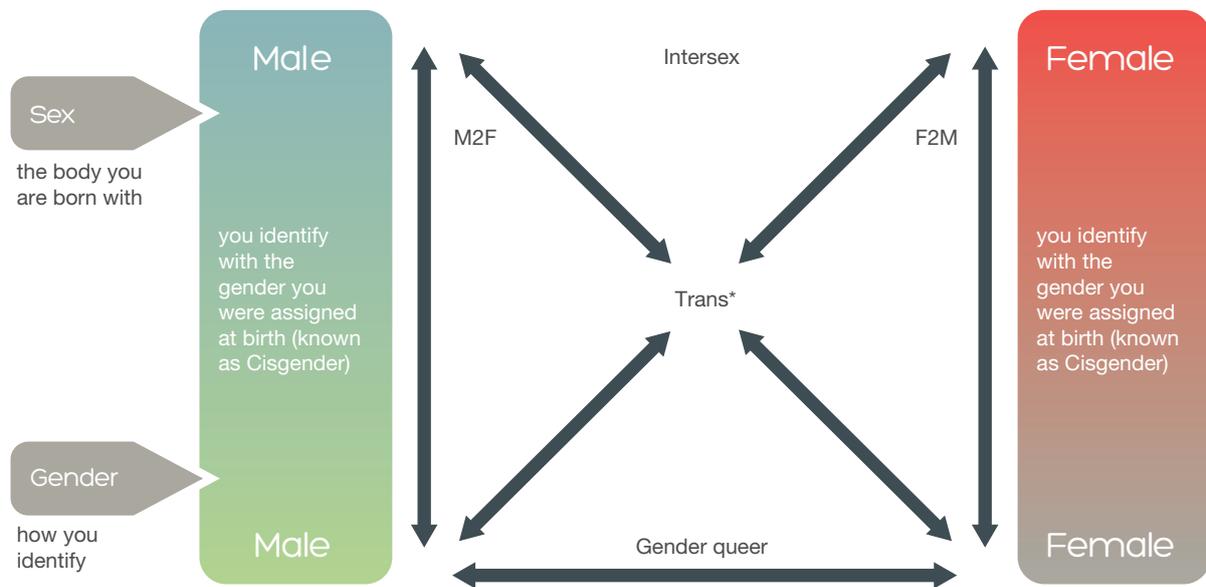
An intersex person should live as a man or a woman.





# Gender identity—teacher's reference sheet

## Sex and gender are fluid



Adapted from Family Planning NZ 2007, 'Affirming Diversity: An educational resource on sexual orientation and gender diversity', NZ Family Planning Association, pp. 70-73.

**SEX:** This is the body we are born with. The majority of us were born with bodies on either end of the 'male' and 'female' spectrum. Children who are born somewhere along this spectrum has an 'intersex' condition (old term 'hermaphrodite'). About 1% of babies born have bodies that differ, in some way, from standard male or female.

**GENDER:** This is what gender we identify with or believe ourselves to be. For a transgender person, a woman may have been born with a male sex/body, but she identifies as a woman. Those who choose to undergo hormone therapy/surgery to align their biological sex with their gender identity are called transexuals (or 'male-to-female' M2F, or 'female-to-male' F2M). It is estimated that 0.24% to 2% of the population may seek treatment for 'gender dysphoria' (a medical term) but may not medically transition.

*Please note: Gender identity and sexual orientation are two separate things (i.e. one does not inform the other).*

### Further information

For student-friendly resources and organisations that cater the needs for intersex and/or gender diverse people, refer to Tool 31, *Teacher fact sheet on addressing the needs of same-sex attracted and sex & gender-diverse young people*.