

Level

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Sexual identity

Strands

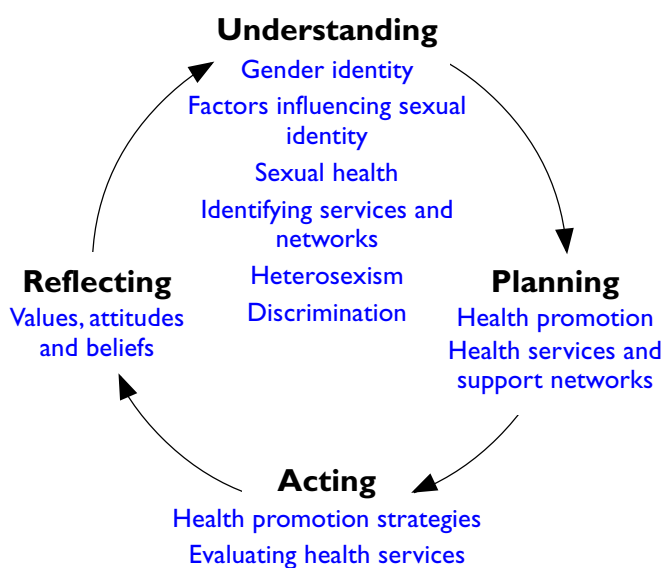
Promoting the Health of Individuals and Communities
Enhancing Personal Development

Purpose

Students understand that positive sexual identity is an essential component of their sexual health. They examine the health-related impact of behaviours associated with heterosexism and homophobia on our social and physical environments and analyse the impact of these factors on their own and others' ability to access and effectively use health information, products and services. Students propose strategies to deal with discrimination on the basis of sexual identity and to affirm sexual diversity.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities

5.4 Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.

5.5 Students examine the health-related impact of behaviours on our social and physical environments, and propose ways to promote health-enhancing social and physical environments.

Enhancing Personal Development

5.1 Students evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- issues related to the selection of health products, services and information, including health needs of self and others, and access and availability of information, products and services;
- health effects of human behaviours on social and physical environments including home, work and recreation, focusing on harassment and bullying;
- creation and maintenance of environments that promote and protect health, focusing on the roles of individuals and communities and the impact of rules, laws and policies;

Enhancing Personal Development

- aspects of identity including self-concept, self-esteem, gender identity and sexual identity;
- factors influencing identity and relationships, in particular, values, attitudes and beliefs.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

Promoting the Health of Individuals and Communities 5.5

- **Students design and implement an educational, motivational or organisational health promotion strategy addressing discrimination, violence, harassment or stereotyping and promoting health-enhancing social and physical environments.**
 - Can the student explain how this strategy promotes health-enhancing social and physical environments?
 - Can the student explain how this strategy supports young people in developing a positive sexual identity?

Promoting the Health of Individuals and Communities 5.4

- **Students prepare a report evaluating one health service or support network available in their school or community. They identify factors relating to their own or others' ability to access and effectively use this service or network.**
 - Does the student identify factors that influence access to this service or network?
 - Does the student identify factors that influence their own or others' ability to effectively use this service or network?
 - Does the student demonstrate an understanding of the social justice principles of diversity, equity and supportive environments as they relate to access and effective use of health products and services?
 - Does the student propose suitable actions for improving equitable access to this service or network?

Promoting the Health of Individuals and Communities 5.4

- **As a group, students publish a directory of health services and support networks available within their school or community.**
 - Can the student explain how these services and networks support young people in developing a positive sexual identity?
 - Can the student explain how these services or networks address the issues of discrimination, harassment and violence in the school or community?

Enhancing Personal Development 5.1

- **Students write a report explaining the influence of differing values, attitudes and beliefs about sex, gender and sexual orientation on their own and others' self-concept and self-esteem.**
 - Does the student demonstrate an understanding of factors that influence the development of values, attitudes and beliefs?
 - Does the student identify how values, attitudes and beliefs about sexuality influence their own and others' self-concept and self-esteem?
 - Does the student demonstrate a willingness to listen respectfully to values, attitudes and beliefs that may differ from their own?

Background information

Sexual identity and diversity

As Australians, we live in a richly diverse culture. Every day most of us meet people who look, think, act or live differently from ourselves. Understanding and celebrating this diversity enriches all our lives. Discrimination, on the other hand, has negative consequences for everyone: the individual, the community and society. People can be discriminated against for being different from the dominant group — for example, because of their race, gender, religion, disability, social class, ethnicity and sexual orientation.

This module encourages young people to challenge stereotypical thinking, in the process coming to understand the social construction of concepts such as 'normal' and 'natural', particularly in relation to sexuality.

The development of sexual identity is a complex, lifelong process involving the interplay of sex, gender and orientation: **sex** refers to the biological characteristics of being female or male; **gender** is the socially constructed

norms of masculinity and femininity; and sexual **orientation** refers to a person’s basic sexual attraction to another person.

Our sexual identities are developed within a social framework of heterosexual dominance. We are surrounded by images and references almost exclusively heterosexual. This creates an environment in which people can make the assumption that everyone is **heterosexual** and those who aren’t are abnormal or deviant. This assumption is called heterosexism. Heterosexism has significant implications for relationships between females, and between males, and between females and males. Close friendships between young women may flounder under the pressure to find and maintain a relationship with a male partner. Young men may become emotionally isolated from their male friends by the pressure to conform to a particular concept of masculinity. Friendships between young men and young women may become unnecessarily sexualised by expectations to prove their heterosexuality, that is, it is implied that any male–female relationship is more than a friendship. All this may have a limiting effect on the range of masculinities and femininities expressed by young people. A common outcome of this process is **sexism**, which has the capacity to limit life choices for both males and females. The extreme outcome of heterosexism is **homophobia** — a fear of homosexuality in ourselves and others. Narrow conceptions of masculinity and femininity, a lack of role models, geographical or emotional isolation, a lack of understanding, discrimination, harassment and violence have a major impact on the health and wellbeing of gay, lesbian, heterosexual and bisexual young people.

All young people, therefore, benefit from learning about sexual identity — their own and others’. They need to examine their values and attitudes and to consider the effects of heterosexism, sexism and homophobia in the community.

Dealing with sensitive issues

The nature of the issues discussed in this module will require sensitivity and understanding by teachers and students, in particular, when dealing with some religious or cultural groups. Teachers will need to be aware of reactions within the school and from parents or carers in relation to this module. It is recommended that parents/carers be advised of the content of this module.

At the beginning of the module, clear guidelines for discussion will need to be negotiated, and rules established for how participants should treat each other. It may be appropriate to include parents/carers in the negotiations of the guidelines for discussion. Reinforcing these guidelines and rules throughout the program will work towards creating a positive, safe and motivating environment for all.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

bisexual	heterosexism	sexual health
discrimination	heterosexual	sexual identity
diversity	homophobia	sexual orientation
equity	homosexual	sexuality
femininity	lesbian	stereotype
gay	masculinity	supportive environments
gender harassment	sex	violence

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly policies relating to sensitive issues. Other relevant policies include those relating to anti-discrimination, gender equity, sexual harassment, and community involvement.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments, diversity and equity. It includes activities that encourage students to:

- consider the construction of masculinity and femininity;
- critically examine sex roles and how we are socialised to them;
- acknowledge and affirm the right of each individual to be who they are without fear of discrimination, harassment or violence;
- challenge discrimination in all its forms, particularly in relation to sexual identity;
- propose strategies that allow young people to be comfortable with their own and others' sexual identities;
- challenge barriers to their own and others' ability to access and effectively use health information, products and services.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

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- Commonwealth Department of Employment, Education and Training 1995, *No Fear — Secondary: A Whole School Approach Towards Creating a Non-violent School Community*, kit, Curriculum and Gender Equity Policy Unit, Sydney.
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- Pollard, J. 1997, *High Talk*, Family Planning Queensland, Brisbane.
- Sears, J. (ed.) 1992, *Sexuality and the Curriculum: The Politics and Practices of Sexuality Education*, Teachers College Press, New York.
- Sexuality Information and Education Council of the United States 1998, *Filling the Gaps: Hard to Teach Topics in Sexuality Education*, New York.
- Weis, L. & Fine, M. (eds) 1993, *Beyond Silenced Voices: Class, Race and Gender in United States Schools*, SUNY Press, New York.
- Willison, G. (producer) 1997, *Out in the Bush*, video, Rantan Productions, Brunswick Heads, NSW.
- World Health Organisation 1975, *Education and Treatment in Human Sexuality: The Training of Health Professionals*, technical report series 572, Geneva.
- World Health Organisation 1986, *Ottawa Charter for Health Promotion*, Geneva.

Activities

Understanding

GENDER IDENTITY

Developing an understanding of notions of masculinity and femininity and their role in shaping identity

► Students discuss the physical, social and cultural features that make a person ‘masculine’ or ‘feminine’ and how they influence self-concept and self-esteem.

Focus questions could include:

- What images of masculinity and femininity are present in the media? What images of masculinity and femininity are absent?
- What are the dominant features associated with masculinity and femininity?
- Who makes the choices about images of masculinity and femininity?
- Who loses and who benefits from these images being so prevalent? Who might be disadvantaged?
- What impact does gender stereotyping have on our developing sexual identity? How can we challenge this?

Teaching consideration

During the course of the discussion, it may be necessary to define the terms ‘gender’ and ‘sex’ for the students (see Background information and Resource Sheet 1, ‘Definitions’).



► Students identify and discuss the range of beliefs and values held by members of society which impact on the development of gendered identities. They create a concept map to demonstrate this range of beliefs and values.

Focus questions could include:

- What beliefs and values underlie the construction of gender?
- Where do beliefs and values about gender come from?
- How do we construct our own gendered identities?
- What are the influences on this process?
- How do people express masculine and feminine traits?

FACTORS INFLUENCING SEXUAL IDENTITY

Understanding the development of sexual identity as a complex process involving the interplay of sex, gender and sexual orientation

► Students define the three aspects of sexual identity — sex, gender and sexual orientation — and write specific examples of each on cards to be used in a later activity.

Focus questions could include:

- What are the biological aspects of being female or male? How does being biologically male or female define one’s sexual options?

- What are some ways in which people could express their sexual attraction to each other? Does it make any difference if the person is heterosexual, homosexual (gay or lesbian) or bisexual?
- What are possible barriers to developing a positive sexual identity?

Teaching considerations



Refer to Resource Sheet 1, which provides definitions of gender, sex and sexual orientation, and an illustration of the dimensions of sexual identity.

It is important to acknowledge that both students and teachers will enter the classroom with personal values. As professionals, it is vital that teachers examine their own personal values and the effect these may have on their engagement with this module.

Use an inclusive approach to help students deal respectfully with diversity in society, to challenge discrimination and injustice, and to develop their own opinions and values.

SEXUAL HEALTH

Understanding the development of sexual health

► Students discuss understandings of sexual health and write specific examples of physical, emotional, social and spiritual aspects onto cards (for later activity). They explore the social and cultural constructions of sexual health and how sexual health influences sexual identity.

Focus questions could include:

- What are some of the physical aspects of being sexually healthy?
- What are some of the emotional aspects of being sexually healthy?
- What are some of the social aspects of being sexually healthy?
- What are some of the spiritual aspects of being sexually healthy?
- How does each dimension of sexual health influence sexual identity?

Teaching considerations

Being sexually healthy is about more than the physical dimension of sexual health (that is, being free from disorders, diseases and deficiencies). It also involves other dimensions that have an effect on sexual identity:

- spiritual — for example, sexual behaviour that corresponds to a personal ethic;
- emotional — for example, enjoyment of sexual behaviour and freedom from fear, shame and guilt;
- mental — for example, freedom from psychological factors inhibiting sexual response;
- social — for example, enjoying and controlling sexual behaviours in relationships and in accordance with a social ethic.



Encourage students to give specific examples of the physical, emotional, social and spiritual dimensions of sexual health (see Resource Sheet 2, 'Dimensions of sexual health'). This can help broaden the range of health services and support networks they are to consider in the next activity.

IDENTIFYING SERVICES AND NETWORKS

Identifying services and networks and issues associated with their use

► Students identify services and networks that are sources of information about sexual health and write these onto cards (for next activity). They identify social justice issues that may affect the availability and use of each service or network.

Focus questions could include:

- What health services and support networks are available in your school and community?
- Who could young people talk to about sexual health? Who could they get information from?
- Is there support for all aspects of sexual health? What does the spread of sexual health services and networks reveal about societal values?
- What issues of equity, diversity, supportive environments exist in relation to the provision of health services and support networks?

► Students use the three sets of cards they have already created in previous activities— sexual identity, sexual health, services and networks — to create a concept map to illustrate the physical, emotional, social and spiritual influences on a person’s sexual identity.

Focus questions could include:

- What may be the consequences on a person’s sexual health (physical, emotional, social and spiritual) of being unable to develop a positive sexual identity?
- What does it mean to be sexually healthy? Why do you think this?
- What images and messages in society support this meaning?
- How do values, attitudes and beliefs about sexuality influence sexual health?

Teaching considerations

Confidentiality and privacy are important issues to be considered for both students and teachers.

These services and networks may be available in the school, the local community or by phone access. Informal, personal networks are also important.

Reinforce the guidelines for discussion that were established at the beginning of the module.

HETEROSEXISM

Understanding the impact of heterosexism on the development of sexual identity

► Students examine the range of masculinities, femininities and sexual orientations portrayed in the media — books, magazines, movies, television, music, sport. They identify which images are most dominant and make written responses to the following sentence stems:

- The range of sexual orientations portrayed in the media includes ...
- The dominant image of sexual orientation portrayed in the media is ...
- The images of sexual orientation that are not represented in the media are ...

- Male attractiveness is presented by ...
- Female attractiveness is presented by ...
- The messages that this gives me about sexual orientation are ...

Focus questions could include:

- What was easy about this activity? Why?
- What was difficult about this activity? Why?
- What is 'attractive'? What makes a person attractive? Where do we get these ideas about attractiveness from? Who is advantaged by this? Who is disadvantaged? Who is left out?
- How difficult was it to name role models for sexual orientation (heterosexual, homosexual, bisexual)?
- What are the stereotypes of sexual orientation portrayed in the media? What impact does this have on how we express our sexual identity?
- What other examples of heterosexism can you identify?
- How do you feel when you see stereotyping of sexual identity occurring in the media? What do you want to do to change this? What can you do?

Teaching considerations

Some students may have difficulty with this activity, feeling threatened by being asked to think of someone the same gender as attractive.

Explain to students that this fear of being thought of as non-heterosexual is one example of how heterosexism creates pressure on people to 'prove' their conformity to a stereotypical model of heterosexuality. Encourage the class to discuss the implications for relationships between females, and between males, and between females and males. This fear of homosexuality in ourselves and in others is known as 'homophobia'.

DISCRIMINATION

Developing empathy for people who are discriminated against because of their sexual orientation



► Students listen to a reading of 'Colony on the moon' (Resource Sheet 3). They think about the situation and then give one word to describe how they feel. In small groups, students make a list of strategies that a person who is heterosexual could use to cope with this situation.

Focus questions could include:

- What was easy about this activity? Why?
- What was difficult about this activity? Why?
- How effective do you think each strategy might be in making your life as a 'heterosexual in a homosexual community' comfortable?
- Would any of the strategies make your life uncomfortable? If so, why?
- How did you feel about the option of pretending to be homosexual? Why? How are your feelings shaped by heterosexism?
- What sort of behaviours do you associate with homosexuals? Do all homosexuals behave similarly? Where do your ideas come from?
- Do you think this activity has a relevance in real life for people whose sexual orientation is not of the dominant group in our society?

- How do discrimination, harassment and violence affect everyone in our society, rather than just minority groups?
- What can this class do to challenge discrimination in its many forms and to celebrate diversity?

Teaching considerations

This activity may not be suitable for all classes. Some students may find it quite uncomfortable or threatening. Remind them that this is only a hypothetical discussion for them but for many gay, lesbian and bisexual people, these feelings and experiences are part of their everyday lives.

The initial suggestions for strategies for coping in a community in which they are not in the dominant sexual group may be aggressive, even violent. As the facilitator you, the teacher, will need to carefully guide the discussion around to the consequences of such strategies. It is difficult for most 'majority group' students to really understand the pervasiveness of discrimination and oppression. Encourage students to think of ways in which this community could be enriched by celebrating diversity and then to make the links to our real world.

Students should be encouraged to challenge assumptions about 'the way a homosexual behaves in daily life' since responses often are based on stereotypes and there is no actual difference in the way homosexuals or heterosexuals conduct their daily routines.

Planning

HEALTH PROMOTION

Planning strategies to support the developing sexual identity of young people

► Students make a list of the strategies they could implement within their school and their community to support the development of healthy sexual identities. They classify these strategies as being educational, motivational or organisational.

Focus questions could include:

- Who will your strategies influence and how?
- What impact do you intend your strategies to have on the development of positive sexual identity?
- How do your strategies support sexual diversity?

Teaching considerations

The range of strategies students could consider for this activity includes:

- educational: challenging their personal discriminatory beliefs, language, behaviours; challenging the discriminatory beliefs, language, behaviours of the people around them; submitting requests to expand library resources related to sexual identity; identifying gay and lesbian contributions throughout history, literature, art, science; identifying health agencies and support networks within the school and community; and publishing a directory;
 - motivational: designing posters, T-shirts, badges or videos affirming sexual diversity; setting up support groups for sexual minority youth;
 - organisational: proposing changes to school policies to ensure they are more inclusive.
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► Students consider each of the strategies they identified in the previous activity and examine the factors that may hinder the development (barriers) or support the development (enablers) of a healthy sexual identity. They develop a personal action plan to implement their strategy.

Focus questions could include:

- What can I do personally to show acceptance of my sexual identity and the sexual identity of my peers?
- What strengths and resources do I have that would help me to develop a healthy sexual identity?
- What barriers am I or others likely to put in the way of achieving this goal? How do I deal with these barriers?
- What enablers exist in supporting the development of a healthy sexual identity?
- What can we do as a group to celebrate sexual diversity?
- What strengths and resources do we have that would help us to achieve this goal?
- What barriers are we likely to come across in attempting to achieve this goal? How do we deal with these barriers?

Teaching consideration

Students may need guidance in respecting and being sensitive to the comfort levels of individuals and groups with the topic of sexual identity. They may need help to examine the different messages they receive and to determine their own thoughts, values and beliefs.

**HEALTH SERVICES
AND SUPPORT
NETWORKS**

Accessing and evaluating health services and support networks

► Students identify additional health services and support networks available in their school and community that support a healthy sexual identity and identify factors influencing their own and others' ability to access and effectively use these services or networks. They develop criteria to evaluate health services and support networks, considering the social justice principles of diversity, equity and supportive environments.

Focus questions could include:

- How is the need for equity met in the provision of, or access to, health services and networks? (For example, are the services easily accessed by all groups in terms of cost, location, opening hours?)
- How are supportive environments encouraged through the health services and support networks? (For example, do the services have a youth focus? Are they confidential?)
- How are the diverse needs of individuals met through health services or support networks? (For example, do they cater to the needs of individuals from diverse linguistic or cultural backgrounds, different sexual orientations, individuals in rural or remote areas?)

Teaching consideration

Teachers should highlight to students that there are power and equity issues associated with the funding of particular services and networks resulting in the implicit valuing of some networks over others.

Acting

HEALTH PROMOTION STRATEGIES

Implementing a health promotion strategy

► From those they examined in the planning phase, students select, design and implement a health promotion strategy to promote the development of positive sexual identity. The chosen strategy should have an educational, motivational or organisational focus.

Focus questions could include:

- Does your strategy have an educational, motivational or organisational focus?
- Who will your strategy influence and how will it do this?
- What impact do you intend it to have on the development of positive sexual identity?
- How does your strategy celebrate sexual identity?

Teaching considerations

Encourage students to analyse the purpose of a health promotion strategy in the context of the following statement: ‘Health promotion is the process of enabling people to increase control over, and to improve, their health. To reach a state of complete physical, mental and social wellbeing, an individual or group must be able to identify and to realise aspirations, to satisfy needs and to change or cope with the environment.’ (WHO 1986, Ottawa Charter for Health Promotion)

A strategy may have an educational focus, which aims to provide information, consider values and attitudes, and/or develop skills; a motivational focus, which aims to encourage some form of positive action either personally or in a group; or an organisational focus which aims to effect changes in policies and structures.

Students should choose an area in which they believe they can make a difference. They also need to be realistic in what they can achieve. Strategies that are overly confronting may have the negative effect of escalating homophobic behaviours.

EVALUATING HEALTH SERVICES

Preparing reports to identify useful health services or support networks in the community

► Each student uses the criteria they have developed to prepare a report evaluating one health service or support network in their school or community. They present their report to the relevant service or network. The report is to include recommendations for improving young people’s access to, and effective use of, the service or network.

► As a group, students publish a directory of youth-friendly health services and support networks in their school and community.

Focus questions could include:

- What are your overall impressions of the service or network?
- Who is the service or network aimed at? How do you know?
- How easy was it to access this service or network? Why?
- How effectively could you use this service or network?
- Does this service or network actively support the development of positive sexual identity for all young people? How?
- What understandings of sexual health is the service or network based on? (See Resource Sheet 2.)
- How could this service or network be improved?
- Do you recommend its inclusion in a directory for young people? Why?



Teaching consideration

Suggest students review the list of services and networks compiled in the first activity as a measure of their increased understanding of sexual identity and sexual health.

Reflecting

VALUES, ATTITUDES AND BELIEFS

Reflecting on values, attitudes and beliefs about sexual identity

► Students discuss how their personal values, attitudes and beliefs about sexual identity have been shaped by factors such as peers, the media, and cultural and religious backgrounds.

► Students discuss the range of values, attitudes and beliefs they encountered throughout this module.

Focus questions could include:

- What have you learned about your own and others' sexual identity?
- What can you do to enhance your sexual identity?
- What can you do to enhance the sexual identity of other people?
- What are the significant issues you need to consider when developing your values, attitudes and beliefs about sexual identity?
- How do we develop our values, attitudes and beliefs?
- What have you learned about how to respond to people whose values, attitudes and beliefs are different from your own?

Teaching considerations

Be aware and respect that some students may not want to share their opinions with the group. For some it may be the first time they have had to discuss or confront these issues.

Remind students that the development of our sexual identity and the values and attitudes we have about this aspect of ourselves is a complex, lifelong process. The values, attitudes and opinions we express today will evolve or change as our life experiences broaden.

R Resource
Sheet 4

- ▶ Students conduct a KWL activity (what we know, what we want to know, what we learned) to evaluate what they learned about services or networks supporting a healthy sexual identity using Resource Sheet 4, 'KWL proforma'.
- ▶ Students reflect on what they have learned about sexual identity and the effectiveness of the strategies they proposed for developing their own and others' sexual identity.
- ▶ Students reflect on the processes they engaged in during the project by considering a set of questions.

Focus questions could include:

- How useful were our initial guidelines in providing a framework for our discussions?
- How respectful have we been to each other?
- What are some advantages and disadvantages of our treating each other this way?
- How can we continue to treat each other in respectful ways?

Teaching consideration

It is hoped that classroom behaviour and relationships throughout the duration of this module actually modelled the respect that is being advocated. Congratulate students if so and encourage its continuance in all aspects of their daily lives.

Definitions

Gender is the socially constructed norms of masculinity and femininity. The following definition has been accepted by all Australian states:

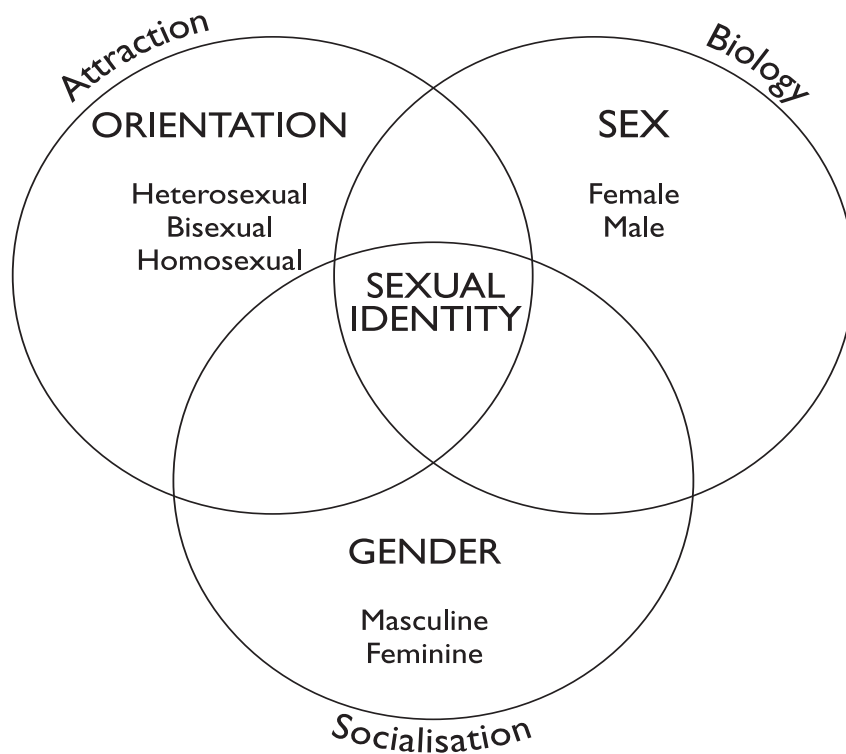
... gender is a pattern of social relations that exists at multiple levels in and around schools: in institutional patterns, in interpersonal relations, and in culture. Gender relations divide, positioning people and actions as masculine and feminine, but also shape common frameworks of action. Gender relations are constantly under construction, contain significant tensions, and therefore have many possibilities of change (Connell 1994).

Sex refers to the biological characteristics of being female or male.

Sexual orientation refers to a person's basic sexual attraction to another person.

Dimensions of sexual identity

The dimensions of sexual identity are illustrated in the following diagram.

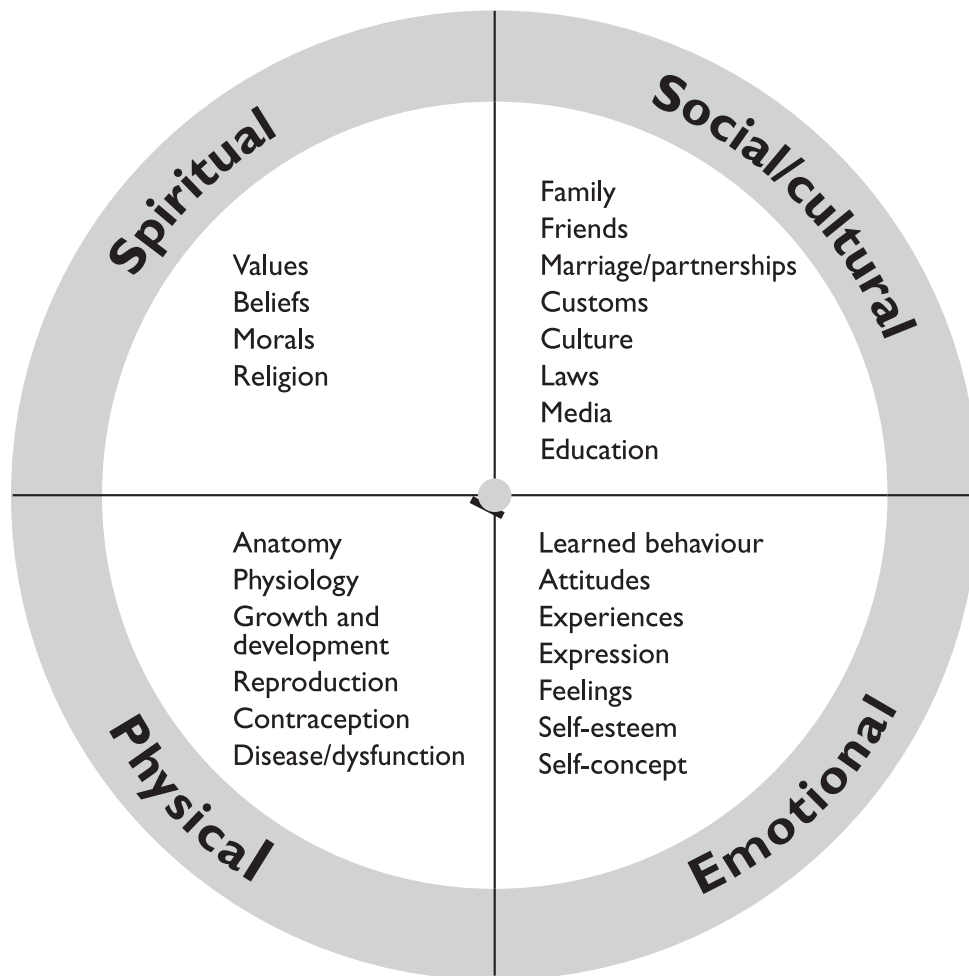


Source: Murray, D. & Rose, J. 1999, *Out with Homophobia: Workshop*, Family Planning Queensland, Brisbane.

Dimensions of sexual health



Being sexually healthy is more than the physical aspects. There are other dimensions that can have an effect on your sexual identity.



Colony on the moon



Read the following scenario, and imagine how you would feel in such a situation. What strategies might you employ to cope in such a community?

Imagine that some time in the future we have the technology to develop a colony on the moon. A team of experts from around the world has been brought together to set up the experimental phase of the project. These people are the best in their field — engineers, architects, physicists, chemists, biologists, astronauts, geologists, meteorologists, doctors, tradespeople, and support personnel — and have passed the strict physical and psychological requirements for living on the moon. The team is made up of many different nationalities and ethnic backgrounds and is evenly made up of females and males.

Everyone arrives on the moon and starts working on their various projects. After a few weeks of settling in and getting to know each other they discover that the majority of the team are homosexual (gay or lesbian).

The colony is run according to the same laws, rules and regulations as on Earth but because the dominant group is homosexual, not heterosexual as on Earth, the social rules change slightly.

A year later the project is to move into the second phase and more personnel are required. You have been chosen to be part of the team for this second phase. You are heterosexual and you know that most people in the colony are homosexual.

- What difference does it make that the majority of the team are homosexual?
- How do you feel about being in the minority? Why do you think that you feel this way?
- What are some of your concerns?
- How do you expect to be treated?
- How do you think you should behave?
- Where do ideas about homosexuality come from? Do these ideas accurately represent homosexuals?
- Should you just be yourself and hope that your difference will be respected?

Source: Murray, D. & Rose, J. 1999, *Out with Homophobia: Workshop*, Family Planning Queensland, Brisbane.

KWL proforma



Use the following table to guide you in your evaluation of what you have learned about services that support a healthy sexual identity.

What we know: Record facts that are known to you

What we want to know: Record things that you want to know more about

What we learned: Record new facts that you learn

Topic: services or networks supporting a healthy sexual identity		
What we know	What we want to know	What we learned

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This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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