



## SOGIE Reflections: Taking a Deeper Dive (SOGIE II)

**Target Grade:** 6-8

**Length:** ~60 minutes

**Learning Objectives:** By the end of the lesson, students will be able to:

1. Recall SOGIE definitions
2. Discuss stereotypes people may experience because of their SOGIE identities
3. Identify agents of influence over SOGIE identities

**Standards Met:**

- **National Standard GI.8.INF.1:** Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression
- **National Standard SO.8.CC.1:** Recall the definition of sexual orientation and explain that most people have a sexual orientation
- **National Standard SO.8.INF.1:** Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation

**Materials Needed:** SOGIE Reflections: Taking a Deeper Dive slide deck, easel paper and markers

**Preparations:** Facilitator should read through the PowerPoint slide deck to familiarize themselves with the content and have it pre-loaded as the students enter the learning space. Facilitator should write "A" "B" "C" and "D" on four separate pieces of easel paper and place them in four separate corners of the classroom for the SOGIE review activity. Facilitator should have easel paper and markers ready to distribute to groups for Agents of Influence activity.

**Procedure:**

1. **Introduction** - With slide 2 of the PowerPoint, start by introducing yourself as the instructor with name, job position, and pronouns. Advance to slide 3 and review guidelines for conversation. Facilitators can also ask the classroom if they have any guidelines they would like to add for the conversation for the day. Advance to slide 4 and review the goals for the day's class.

- 2. SOGIE Recap - Activity and Discussion** – Go to slide 5 and introduce the SOGIE review activity. Have students stand up as they are able and tell them that you are going to read multiple choice questions out loud to them. Tell them that once they think they know the answer to each question they should look around the four corners of the room and move to the corner that has the piece on paper that corresponds to the answer they've chosen. Go through the SOGIE review activity on slides 6-29.

After they have finished ask, "Who can tell me what SOGIE means?" Field responses from the classroom. After students have responded, go to slide 30 and review the definition of SOGIE. Advance to slide 31 and review the definition and examples of sexual orientation.

Ask, "Can you name any more examples of sexual orientation?" After fielding responses from the classroom, ask, "Does anyone have any questions about different sexual orientations?"

Answer any questions that come up for students, then move to slide 32 and repeat the same steps for gender identity.

Go to slide 33 and review some of the forms of gender expression that exist.

Go to slide 34 and ask, "Does anyone know why we use the word SOGIE when we talk about identity?" After students give responses, advance the slide and say, "Not every person in this room might identify as LGBTQ. However, every single person in this room and in the world has SOGIE identities. Everyone here has a sexual orientation, a gender identity, and a way they express that gender."

Ask if there are any more questions about SOGIE and answer them as they come up.

- 3. Breaking Down Stereotypes – Gender Boxes Activity** – Go to slide 35 and ask for a definition of stereotype. Say that "A stereotype is a generalized belief about a particular category of people. It is an expectation that people might have about every person of a particular group."

Go to slide 36 and introduce the Gender Boxes activity first by reading about the history of the activity from the slide. Then, label one piece paper/side of the whiteboard "Man" and another "Woman."

Go to slide 37 and ask, "If an alien came down from space and asked, "what is a man?" What would you say?" The facilitator can provide prompts such as "What does a man look like?", "What kind of job does a man have?", "How does a man act in a relationship?", "What do people call a man?", "What kind of feelings does a man have?", "What does a man act like?", "What kind of hobbies do men have?". Write answers as they are given on the designated piece of paper/side of the board for "Man." When students have finished giving responses, draw a box around the list of words that has been written down.

Go to slide 38 and repeat the same steps for a woman.

Go to slide 39 and ask, “What happens to a man who steps outside of that box?” Do they face social consequences? Physical ones? Are they treated differently from men who stay inside of the box? Field responses from students.

Go to slide 40 and ask, “What happens to a woman who steps outside of the box?” and repeat the same process.

**Note to the Facilitator:** Help facilitate a discussion with students here, and help them start thinking about how individuals, institutions, and society as a whole treats folks whose SOGIE identities do not line up with what is stereotypical or the “norm” - cisgender and heterosexual.

To wind down the conversation, go to slide 41 and read through the reflection statements.

4. **Agents of Socialization – Agents of Influence Discussion** – Go to slide 42 and ask, “So where do these ideas come from? If we don’t believe all of these things, then why do we have them floating around in our heads? Let’s talk about the agents of influence.”

Go to slide 43. Divide learners into 4 or 5 groups, class size depending. Give each group a sheet of easel paper or assign them a designated spot on a whiteboard, if there is enough room for each group to write on. Have them write down the ways in which agents of socialization – family, peers, media, school, and religion - produce or reproduce expectations relating to SOGIE identities. Ask them to think not only about expectations, but how they are being communicated by different agents of socialization.

Go to slide 44, which is a timer for 10 minutes. Let groups know that they have ten minutes to complete the activity. Walk around the classroom throughout the duration of the activity to answer questions as needed.

Go to slide 45 and lead a discussion about the agents of influence activity. Start by asking what the activity was like to complete, then have groups take turns sharing what they came up with for the ways that different agents of influence work to reproduce expectation related to SOGIE identities.

Wrap up the activity and the class by reading the talking points on slide 46, the takeaways on slide 47, and the action steps on slide 48.