

## 21<sup>st</sup> Century Healthy Living Lesson

**Grade: 8**

**Unit: Healthy Community**

### Driving Question: How Does the Media Portray Sexual Orientation?

#### Curriculum Outcomes:

3.14 examine the media portrayal of sexual orientation

3.13 assess the benefits and risks of online technology and make healthy and responsible decisions that reduce the risk of exploitation and victimization

#### Expected Time:

2 – 60 minute classes

#### Resources:

- [EDpuzzle “What if being gay was normal?”](#)
- [Group handout](#)
- Class set of iPads, netbooks or computers. Could also use student’s own devices if possible

Lesson Procedure	21 <sup>st</sup> century skills
<p>Teacher does (I Do):</p> <p><b>**Before starting class, tell students that today we’ll be looking at a sensitive topic and that the class is a safe space to reflect on things.</b></p> <p>Show class this <a href="#">video</a> as one person’s take on how the media portrays sexual orientation. Tell class that the video is from 2010 and since that time gay marriage has been legalized in the United States (June 2015). In Canada, gay marriage has been legal since July 2005. After viewing, ask class if they believe we have ended discrimination based on sexual orientation in our country or the United States? Tell them that legalizing marriage has not magically ended hatred, but there has been more and more acceptance in recent years in many parts of North America.</p>	<input type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Individual student work (You Do):</p> <p>Tell students that they will be viewing a 20 minute video showing a world where gay is normal and being heterosexual</p>	<input type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize

<p>is frowned upon. Before assigning the <a href="#">EDpuzzle “What if being gay was normal?”</a>, remind students that the events taking place are all based on true events that have happened to real people. They will be answering the open-ended questions within the EDpuzzle – remind them that you will be the only one who sees their responses in case there is fear of bullying within the class for differing opinions.</p>	<input checked="" type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p><b>Group work (We Do):</b></p> <p>Have students work in groups of 2-3 on the <a href="#">group handout</a>. They will be brainstorming a list of TV or movie characters who are gay and explaining how they are represented (i.e. Are they presented as stereotypical gay characters?) They will also be looking for members of the online community, like Tyler Oakley, who does a lot of advocacy work for the LGBTQ community and create a <a href="#">Glogster</a> biography about them.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p><b>Class share (We Share):</b></p> <p>Share the <a href="#">Padlet</a> wall(s) with the class to see some of the examples groups came up with and discuss whether they see characterizations of gay and transgendered characters changing in the next 10-20 years.</p> <p>Have 1-2 groups share their Glogster biography with the class and discuss how people like this can promote change.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p><b>Lesson Wrap Up:</b></p> <p>Thank all class for their work and maturity in discussing this topic. Ensure you have access to all group work for grading purposes.</p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Students who need support can be paired with stronger students.</li> <li>• Students who work quickly can be more in-depth with their responses and Glogster biographies.</li> </ul>	
<p><b>Assessment:</b></p> <p>Record EDpuzzle responses in Power School using a 1-4 grading scale for students’ ability to respond to the questions presented. Record the group activities separately using a 1-4 scale for content and understanding of how the media can portray sexual orientation in a stereotypical view.</p>	

**Teacher Reflection:**