

Grade: 5th	Strand: Identity	Lesson Name: What is Love Anyway?
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Materials Needed: <ul style="list-style-type: none"> • PowerPoint “What is Love Anyway?” • Slips of paper for questions • Teacher’s Guide: “Teaching about Sexual Orientation (located after the lesson plan) 	Other Notes: This lesson is from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum. A curriculum recommended by the WI DPI.
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Learning Objectives: ID.5.CC.1 Define sexual orientation as a person’s experience of being romantically, physically, and emotionally attracted to men, women, both or neither. ID.5.AI.1 Students will be able to identify parents or other trusted adult to who they can ask questions about sexual orientation By the end of this lesson, students will be able to: 1. Describe the difference between “liking” and “loving.” [Knowledge] 2. Define “sexual orientation” and its most common categories. [Knowledge] 3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge]
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Lesson Plan: STEP 1: Say: “Today, we will participate in an activity that will help us differentiate between things we like and love and people we like and love. Keep in mind that this is a great topic for you to talk about with your parents and other trusted adults.” STEP 2: Start the session by asking students to take out a piece of paper and draw a t-chart. <i>Note to the Teacher: Students can also feel free to use their tablet or laptop if permitted.</i> Draw a similar chart on the board, on poster board or using your technology. Ask the students to write the word “Like” on the top of the left side of the division, and the word “Love” at the top of the right side. Do the same. When done, it should look like this:

Like

Love

(2 minutes)

STEP 3: Tell students you are going to give them 60 seconds to come up with a list of 5 (or more) things they LIKE. Tell them these cannot be people, they have to be things – objects, activities, places etc. Have them write what they like on the left side of their sheet or screen. Tell them to keep writing until you call time – but that they need to have a minimum of five. Let them know they will have the option of sharing examples of these, but will not be required to.

Stop them at 60 seconds. Next, ask them to come up with a list of 5 (or more) things they LOVE. Again, be sure to emphasize that these cannot be people, they have to be things – objects, activities, place, etc. Call time at 60 seconds. Say, “I am now going to ask for some volunteers to share something they said they like. Please remember that we always agree to respect our classmates, even if we disagree with something they may say. So if someone says they like something and you don’t like it, please do not judge or make fun of their choice.” Ask for some responses and write those on the board on the left side of the line. After the “like” side is filled, ask for examples of things they said they love and write those on the right side.

“Was it easier to think of things you like or things you love? Why?”

After students have shared their thoughts about the difficulty of the activity, ask how they decided which things went on which list. Record key points from this feedback on the board, which may include references to the frequency with which they do something (the more they do it, the more they may like or love it); the duration of the activity (it could be something they’ve done every day after school or a place they have visited for several years); emotional connection to it (a gift from or something that used to belong to a relative or friend), something they’re good at (playing a video game or a sport), etc.

Once the table has been filled on the board, ask the students what they notice about the lists. Sample responses might include, “Some people put things on the ‘like’ side while other people put those same things on the ‘love’ side;” “They’re very similar;” “They’re very different,” etc. Ask students: “What was it like to do this?” and listen to their responses.

STEP 4: Explain that you will now be talking about people. Write an identical “T” with “Like” and “Love” written at the top of each side and ask the students, “Who are some of the people in our lives we might like, and who are some of the people we would say we love?” (Note: the list will be different every time, and that’s okay. Also expect students to say some people can be liked or loved; if that is the case, write the person on both sides. Also, some students may see a person put up and ask, “What if you don’t like or love them?” – such as a sibling. Acknowledge that this is a list of who we like or love and that people might not like or love the same people in their lives.

Finally, be sure to tell students that this must be people they know PERSONALLY – it should not include celebrities).

The list might end up looking something like this, although the people and their placement on the t chart may be different:

<u>LIKE</u>	<u>LOVE</u>
New student/friend	A friend you’ve had since you were young
Youth Group Leader	Parent Grandparent
Teacher	Sibling Relatives
Camp Counselor	
Coach	
Religious Leader	
Classmate	

Ask students, “So, what’s the difference? How do you know when you like someone and when you love them?” Some responses may include: we love our family members because we spend a lot of time with them and they support us, we like our friends because we have a lot in common and like to do the same things. Have a discussion about this highlighting, if it is not said, “you just know.” Explain that our feelings are not something we decide to feel – we just like or dislike someone or something. Say, “While we may end up liking someone we didn’t before – or liking an activity we hated at first – we can’t sit down and say, ‘I’m going to make myself like or love this activity or person.’ Think back to when you were in kindergarten or first grade. What would your list look like? What would be the same and what would be different compared to this list? Why do you think your T-chart would look different?”

STEP 5: Say, “As we get older, our feelings start to change. We may experience a type of romantic love that we don’t have when we’re younger. It’s really hard to explain, because just like the liking and loving we just talked about, it’s something you know when you feel it.”

Explain that when people are older they may end up in romantic relationships with each other that are different from friendships. People might have boyfriends, girlfriends, partners – or, when they’re older, they may choose to live together or get

married. Sometimes, these adults have children together, and sometimes they don't.

Say, "Some people may want to have these types of romantic relationships starting in middle school, and some aren't interested until high school or later." Ask, "What makes these types of relationships different from friendship or your relationships with your family members?" Some responses will include "you do different things together," "you feel like being with that person all the time," "you like doing nice things for them and think of what they might want to do before what you might want to do," "you hold hands,"

Display the slide show.

https://drive.google.com/open?id=1nn50K2-dNbSJRA9ei8_3i-8kFOsWbS16qJNQN_KNpVE Say: Let's summarize our discussion so far. Slide 2: We identified things we like and things we love. Here are some examples. The things we like and love will change as we get older and develop new interests and skills. Slide 3: We discussed people we like and people we love. Your list could be very different or the same as another classmate's list. People we like could include classmates, teachers, coaches. People we love could include brothers, grandma, mom, dad.

Slide 4: We talked about feelings of romantic love when we get older. No matter at what age we start having feelings of romantic love, most people experience these feelings at some point in their lives – often, for different people over the course of their lifetime. Some people feel this way about others who are a different gender than they are. The common term for this is 'heterosexual.' You may also hear the word 'straight' used to describe heterosexuals.

Slide 5: "Some people have these feelings for others who are the same gender. The common term for this is 'homosexual.' It is more likely you will hear this referred to as being 'gay.' This is the preferred terminology for those who identify as gay. Some gay women will call themselves 'lesbians.' Some people have feelings of romantic love for people of all genders. This is called being 'bisexual.'" The term used to explain our understanding of which gender or genders we feel romantic love and attraction for is called 'sexual orientation.'

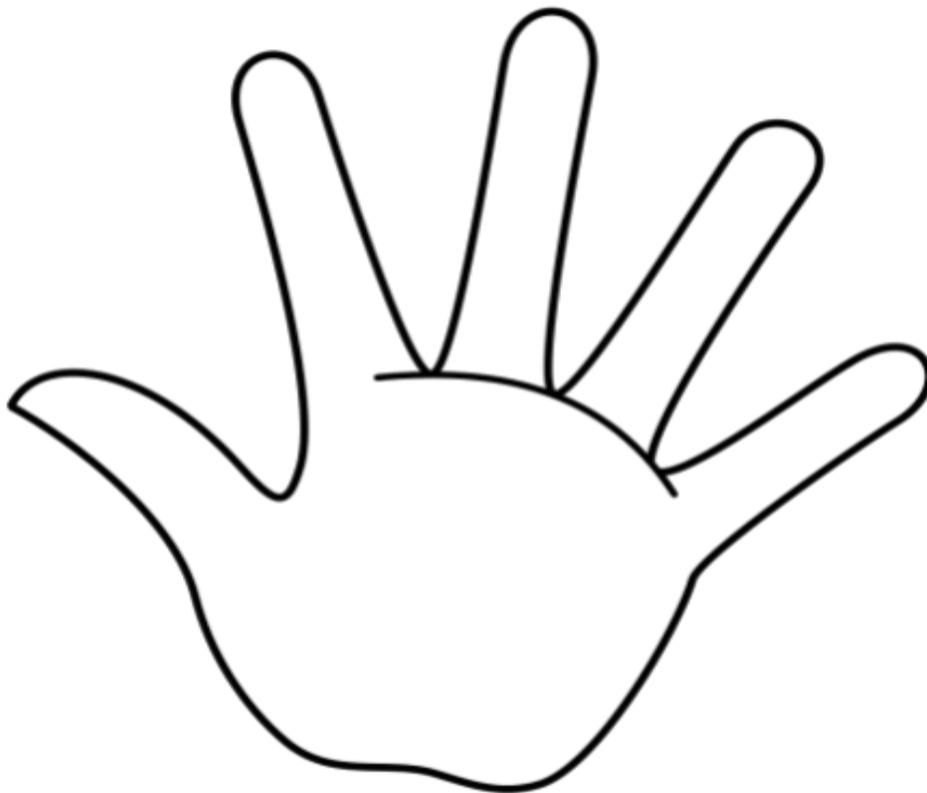
Continue: "Even though the phrase 'sexual orientation' has the word 'sexual' in it, in many cases, people have strong feelings of love before feelings of sexual attraction or before acting on those feelings. You don't need to have done anything sexual with someone to know your sexual orientation."

Say, "As you start going through puberty, your hormones – those natural chemicals in your body – will start to fluctuate. This means you may feel really intense emotions from time to time – both positive and negative emotions. Puberty may also be when you start to feel more intense love. During puberty, it's common to have feelings for people of your same gender and for people of a different gender. Sometimes, that's

part of understanding your sexual orientation. Sometimes, it's not, and you'll have feelings that come and go. So you may not know what your orientation is right away, or until you're older – and that's okay."

STEP 6: Slide 6: "Love seems like a pretty straightforward term – we say 'I love you' all the time; we talk about how we love this tv show or this shirt. Love is a really complicated topic and we only just touched on it today. You also heard the term sexual orientation. Who are some trusted adults you could talk to about sexual orientation?" Take ideas from students; be sure ideas from all sources of strength are identified. Sources of strength include: family support, positive friends, mentors, healthy activities, generosity, spirituality, medical access and mental health.

Closure/Reflection: Say, "Now, draw on your T-chart a turkey with your hand. Write on each part of the turkey the name of at least one trusted adult that you could talk to about sexual orientation." Allow students several minutes to complete this portion.



Distribute index cards and ask students to write anonymously any questions they may have about sexual orientation. Encourage students to talk to their parents or other trusted adults about sexual orientation, especially if they have questions or concerns.

Note to the Teacher: *Index cards should be collected and either answered in the next class as you would with an anonymous question box, put into a handout and shared at the next class session or put into a handout and shared with parents so they have some guidance as to what their kids know and want to know about this topic.*

What Is Love Anyway?

Teacher's Guide--not for distribution to students

Teaching About Sexual Orientation

Note: This teacher's guide is designed to accompany the lesson and PowerPoint presentation, "What is Love Anyway?" Use it as a guide, or as an actual script to explain this topic to your students.

- As we get older, our feelings of romantic love are different from what we feel for friends or family members.
- If people feel romantic love for people who are a different gender than they are, they are called "heterosexual." You may also hear the word "straight."
- Sometimes, people feel romantic love for people who are the same gender as they are. This is called being "gay." Gay women are also sometimes called "lesbians."
- Some people might have romantic feelings for people of all genders. This is called being "bisexual."
- Your understanding of the gender or genders you feel romantic love and attraction for is called your "sexual orientation."
- Even though the phrase "sexual orientation" has the word "sexual" in it, in many cases, people have strong feelings of romantic love before they have feelings of sexual attraction – or before they act on feelings of sexual attraction. You don't need to have done anything sexual with someone to know your sexual orientation.
- As you start going through puberty, hormones – those natural chemicals everyone has in their bodies – start to fluctuate. This means you may feel really intense emotions from time to time – both positive and negative emotions. This may also be when you start to feel more intense romantic love.
- During puberty, it's common to have feelings for people of your same gender and for people of different genders. Sometimes, that's part of understanding your sexual orientation. Sometimes, it's not, and you'll have feelings that come and go. So you may not know what your orientation is right away, or until you're older – and that's okay.

