

EDUC 8545A: Language Teaching for Social Justice

Your name: Greg Ford

Theme: Biological sex, gender identity/expression, and sexual identities

Lesson Plan Template & Checklist

School/Institution: A community college in the U.S.

Grade/Level: Intermediate

Language: English

Course: online, synchronous English for Speakers of Other Languages (60 minutes/class)

Rationale Statement

Sexual identities are held by all human beings, and it is important for ELLs to be familiar with basic vocabulary and constructs such that they will be able to better navigate this topic in English in their personal, educational, and professional lives.

Objectives^[1]

Content Objectives	Language Objectives
- Introduce students to discourses regarding biological sex, gender identity/expression, sexual identities, autonomy, and consent they may encounter in the U.S. with the intention of delving deeper into each topic in subsequent lessons (e.g., one on biological sex, one on gender, and one on sexual identities) - Increase student knowledge about the concept of “constructs,” and how it relates to biological sex, gender identity/expression, and sexual identities - Text-to-text/self/world connections	- Introduce vocabulary having to do with biological sex, gender identity/expression, and sexual identities - Sharing opinions using the prompts “I believe (that),” “I think (that),” “In my opinion,” “It is my opinion that,” and supporting those opinions with three pieces of evidence.

Social Justice Objectives
- Destigmatize a subject, which is not readily accepted everywhere around the U.S.--let alone the world. - Increase student knowledge of concepts of consent and bodily autonomy. - The Social Justice Standards (SJS) from Learning for Justice - 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. - 7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Materials

- [Slides](#)
- [Gender Unicorn](#) (pre-class assignment)
- [Cisgender explainer](#) (run time 2:26)
- [Being an ally to Black trans folks](#) (run time 2:51)
- [Sex as a Social Construct](#) (run time 15:00; chart at 6:49)

Procedures

Pre-Activities: Description	Time Frame	Objective(s) Targeted
HW before class: Ss look at The Gender Unicorn and translate any words for themselves that they do not know. If the Gender Unicorn is available in a language they read and speak, do they agree with the translation?	Ca. 30-60 mins	Prep Ss for in-class discussion, and pre-class vocab building
During activities: Description	Time Frame	Objective(s) Targeted
[SLIDE 2] Read out the agenda to help signpost what we'll be discussing in this lesson	1 min	SJS 7

[SLIDE 3] In breakout rooms for seven minutes, have Ss write on a Google doc what they think each of the words means, then bring Ss back together and spend seven minutes going over their definitions/choosing the most accurate and tweaking or expanding if necessary	14 mins	SJS 6 & 7; Introducing topical vocab
[SLIDE 4] T asks for a volunteer to read the first bullet point aloud, then asks for a different volunteer to read the second bullet aloud. [SLIDE 5] Ss share their synonyms for “consent,” and T uses annotate tool to write the Ss’ responses on the slide. T takes screenshot to share with Ss on LMS after class.	9 mins	Increase S knowledge of consent and bodily autonomy
[SLIDE 6 & 7] T introduces “constructs” on 6, then T asks for volunteers to read each of the columns on 7.	10 mins	SJS 7
[SLIDE 8, 9, & 10] T reinforces information from SLIDE 7	10 mins (incl. 2:26 of the video)	SJS 6 & 7
[SLIDE 11] T reads out SLIDE 11 and asks if students have ever heard any of these terms before. Have Ss take two minutes to write down in their journals how The Gender Unicorn does or doesn’t apply to them, their thoughts about this information, and/or anything that they are feeling after seeing this information presented in this way. T reinforces that this information is just for the purpose of self-reflection, and is for them. They may share it with their classmates if they so choose.	5 mins	SJS 6 & 7
[SLIDE 12, 13, & 14]. T advances to 12, and talks about the admittedly limited list of sexual identities. T advances to 13, and talks about how queer people have become much more visible and accepted by the broader U.S. society. T asks if any Ss know any of the people featured on the slide. On 14, the T asks students to think up the name of a famous or non-famous queer person from wherever they grew up or to use one of the links to	7 mins	SJS 6 & 7

see if they can find anyone from wherever they may have grown up or from their culture.		
Post Activities: Description	Time Frame	Objective(s) Targeted
[SLIDE 15] Explain homework assignment, and read out the several questions. Clarify anything for students before class ends.	4 mins	Expressing opinion; SJS 6 & 7
For extra credit: If a language a student speaks and writes is not represented in the translations for the Gender Unicorn, they can submit a translation for extra credit. I will have to find a third party to crosscheck the translation for accuracy and cultural appropriateness, then I would encourage the student to submit it to TSER for consideration.	N/A	SJS 7

Formative Assessment Strategy

I would like to pause periodically during the lesson and ask students to verbally explain what various vocabulary items mean. I also plan on asking students whether biological sex, gender identity/expression, and sexual identities are new or old topics of discussion for them. If new, what is catching their attention? If old, what else would they like to add?

Reflection

This lesson serves as a good general introduction to biological sex, gender identity/expression, and sexual identities. But because these subjects can be culturally sensitive or even taboo, it is important to be prepared for some students to be uncomfortable, disengaged, nervous, upset, or even combative.

I have not had a chance to teach this lesson yet.

Any thoughts to add after the workshop feedback session?

I understand that these topics can be uncomfortable for people to talk about regardless of cultural background and that this could be a confronting lesson for some students. However, my hope is to engage students who've never thought about these identities very deeply--or just take them for granted from received wisdom--and to equip those students who have thought about these topics before, or who have no choice but to think about these topics because they feature prominently in their lived experiences, with vocabulary to be able to talk about these subjects in English. I realize that biological sex, gender identity/expression, and sexual orientation are semester-long courses all on their own, but if I only get one class session to talk about this subject, I want to cover these core concepts and topics together in one lesson.

Many thanks to Mujun, Mollie, Sarah, Zoya, and Deniz for their invaluable feedback!

[1] You don't have to have both content and SJ objectives. Your content objectives can be – though not necessarily – SJ objectives. We draw from content-based instruction and critical pedagogy when we talk about SJLT.