



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Health Level 2

This exemplar supports assessment against:

Achievement Standard 91239

**Analyse issues related to sexuality and gender to develop strategies
for addressing the issues**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to analyse, comprehensively, issues relating to sexuality and gender to develop strategies for addressing the issues.</p> <p>This involves engaging critically with evidence to thoughtfully explain factors influencing gender identity and sexual identity, and recommending and justifying strategies at personal, interpersonal and societal levels to address issues (social injustices) arising from the influencing factors. The interrelationships between the three levels will also be explained.</p> <p>This student has described in detail, with reference to evidence, the nature of two influencing factors (one relating to gender identity and the other to sexual identity). The student then explains how and why the factors influence gender identity (1) and sexual identity (2). The student has perceptively described the arising issues in relation to social injustices.</p> <p>The student has recommended and explained strategies for a sexual identity situation. The explanations of the strategies clearly link the actions to each other (3) and are more critical actions in terms of addressing the social injustices. Some outcomes for the promotion of the values of social justice are described (4).</p> <p>For a more secure Excellence, the student could:</p> <ul style="list-style-type: none"> • more specifically link the explanation of the influence of music videos to the particular three videos used as supporting evidence • refer to examples wider than the Harry scenario for the explanation of the influence of attitudes, values and beliefs on sexual identity • provide more depth in the justification of the strategies in relation to outcomes for the promotion of the values of social justice.

The portrayal of women in hip hop videos can influence people's ideas about gender. The videos that have been analysed are 'give it up to me' by Shakira, 'rude boy' by Rihanna and 'man of the year' by Schoolboy Q. The role played by women in all three clips is that of a sexual object to be admired by men. We see this in the behaviour – women are dancing seductively and provocatively. The women seem an easy target for men's sexual desires and they live to give men pleasure. This is also evident in the appearance of the women – dressed in bikinis or very little clothing, slim but curvy with large breasts (hourglass figures), make-up and jewellery worn. These images show the cultural attitudes seen in the hip hop industry. This portrayal puts ideas in people's heads that this is what is important to the opposite sex and what is expected as a gender role.

The influence of these video clips on **male's ideas about female gender roles [1]** is that they may expect all females to be sexually interested in them, and easy to get. Women will do anything that a man asks of them, in order to fit in and please her man. Males will expect girls to look perfect in relation to their body, clothing, make-up and hair. Since it is often seen on music videos that heterosexuality is normal for everyone, a male or female watching these video clips will believe this is what is expected (this links to influence on sexual identity). A female watching these hip hop videos might get the impression that it is expected for her to show off her body. She may also pick up ideas about how she should behave in order to be seen as attractive to the opposite sex. She will see that it is acceptable in society for women to use their sexuality to attract males and please a partner. The video clips also suggest that bisexuality is accepted in females. This is seen in Schoolboy Q's video where the females are dancing provocatively with each other. One other influence relating to Schoolboy Q's video is that being polygamous, having many partners, is normal. Females may be influenced to think that all men want this and don't expect to be tied down to one partner.

The values of social justice are not being encouraged, especially in relation to gender roles for women in society. A way inclusiveness is not being encouraged is through the limited images seen of women in the video clips. These images do not include everyone and very few women actually look and act like this in real life (this is unrealistic and fake). The portrayal of women in hip hop videos is also unfair due to the limited images shown and discriminatory in relation to women being seen as sexual objects. Another value that the video clips fail to encourage is respect for females.

Personal attitudes, values and beliefs related to sexual orientation can influence people's ideas about sexual identity. Harry is attracted to the same sex but he identifies himself as heterosexual. He is uncomfortable and ashamed of being gay, possibly because he doesn't see homosexuality being accepted or encouraged in his peer group, family or society. Harry is into the typical male interests, like spending time with his friends, skateboarding and sports. Harry is confused because the gay males he sees on TV are into beauty, fashion and portray themselves as more feminine. Harry is not like this, and his sexual identity is influenced by attitudes and values relating to those of the 'typical kiwi male', so therefore he goes off with girls.

These beliefs **influence other young homosexual males in a similar way [2]**. Heterosexuality is seen as the norm, and if you are male attracted to the same sex, you are soft and feminine; and 'abnormal'. This idea has formed a stigma that is related to being gay and makes it harder for gay people to come out to others and accept their own sexual identity. If people have the attitude that being homosexual is wrong, it would indicate that it is expected that people are heterosexual, which is confusing and distressing for people like

Harry who are trying to figure out who they are. The beliefs not only come from individuals, but from the influence of others (friends, family, school mates) and from society itself. For example the media is often very stereotypical with how it presents people of different sexualities and this has the ability to influence people's views. If someone like Harry has been brought up around mainly (or only) straight males and he only sees images of homosexual males in the media, it can become confusing when the limited images portrayed in the media does not match reality for young gay people. It is important for teenagers to feel as though they fit in, and the thought of not being accepted or being excluded makes the fear worse for those who are scared of coming out. This means they will be influenced to continue to present themselves as straight, like Harry.

The values of social justice are not being shown in relation to Harry. One of the things that Harry personally feels is unfair is that homosexuals have to come out whereas heterosexuals do not. Teenagers just want to be normal and accepted, so having to go through this process, when others don't, is unfair as it makes them feel uncomfortable, unequal and different. The resource refers to Harry feeling this way and this is making his decision to come out even harder. Another way social justice is not being promoted relates to lack of inclusive portrayal of homosexuality in the media. The limited representation of gay males in the media as feminine does not match people like Harry who don't have these tendencies and aside from sexual preference are like other guys. This makes them feel that they would not fit in with either group.

A societal strategy involves equal opportunities and policies that make homosexuality as equally accepted as heterosexuality. For example, in NZ we now have marriage equality. Another action that relates to this would be more inclusive portrayal of diverse sexual identities in the media, for example in popular TV shows and as hosts and presenters of news and sports shows. Doing this will help to take the stigma around being gay and send a strong message that people are treated as equals, no matter what their sexual identity. With marriage equality, this will address the unfairness and discrimination that can be shown to homosexuals because their relationship can be recognised legally. This will help to change people's attitudes towards relationships and what defines a family. With inclusive portrayal in the media, this will make it seem less unusual for someone to be homosexual and it can show that, just because they are gay, it doesn't mean that they dress or act any differently from anyone else.

An interpersonal strategy that connects to the societal action is to communicate with other people openly and positively and respect each other. Because the societal action will increase the chances of equal opportunities and acceptance of homosexuality, then people are likely to feel more comfortable in supporting others around them who are gay or are coming out. This may involve supporting them to tell other people, being a good friend and advocate. Social justice will be encouraged as people like Harry will feel more likely to be included, and less likely to be discriminated against, when he comes out.

A personal action that links to the above is to be responsible for your own learning about sexual identity to develop a better understanding of their own sexual identity but also develop more tolerance and openness to other people's sexual identities. This links to the interpersonal strategy if this learning is shared when communicating with others, and links to the societal strategy [3], as some of this learning is likely to come from a better understanding of equal opportunity policies and portrayal of gay people in the media. This further supports social justice as people will be more likely to be inclusive and respectful of other people's sexuality [4].

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to analyse, in depth, issues relating to sexuality and gender to develop strategies for addressing the issues.</p> <p>This involves explaining why or how influences impact on gender identity and sexual identity and explaining personal, interpersonal and societal strategies which address issues (social injustices) arising from the influences.</p> <p>This student has explained two factors: the influence of family and cultural expectations on gender identity (1), and the influence of personal attitudes, values and beliefs on sexual identity (2). The student has described the arising issues in relation to how the values of social justice are not being encouraged.</p> <p>The student has recommended and explained strategies for a sexual identity situation, with some reference to outcomes for the promotion of the values of social justice.</p> <p>To reach Excellence, the student could:</p> <ul style="list-style-type: none"> • provide a more critical explanation of the influencing factors as linked to supporting evidence • further develop the interrelationships between the recommended strategies • explain in more detail outcomes for the promotion of the values of social justice.

The well known film “Bend it like Beckham” has a number of cultural and family expectations and beliefs that **influence gender identity for the main character, Jess [1]**. Firstly her mother wants a daughter who will learn to be an ideal wife to an Indian man. This means that she will be capable of cleaning, cooking traditional meals and following the wishes of her husband. Basically, to be able to meet every need of the husband and family that follows after (pre-marital sex is not accepted) and devote herself to pleasing them. Jess is a talented soccer player, but this is not accepted by her family, who expect her instead to be at home, learning how to cook. This may influence young girls living in a family like this to put their own interests, needs and wants second, while they put their energy into learning how to keep a household in order. This may influence young women not to pursue study or a career and to seek happiness from pleasing others. They may be expected to be submissive to their husband, which results in an unequal relationship. However, the expectations were not shared by others in the movie, as Jess’s soccer friends has different ideas about what it means to be a young woman. When this contradicts the family’s ideas, this can cause confusion and conflict within self and within the family.

The values of social justice are not being met because it is unfair that Jess is expected to give up soccer and be a housewife. These expectations on her do not give her the opportunity to explore who she is, and do what she enjoys and is good at. The movie has an example of the different expectations of girls and boys because the neighbourhood boys can play soccer openly and no-one discourages them; but Jess is not allowed to take part in this.

Society has well known stereotypes about homosexual and heterosexual men. For example, heterosexual men enjoy rugby, beer and cooking steak on the barbeque, while homosexual men dress well and are feminine in their mannerisms. This is the stereotype that Harry sees around him and has **influenced his personal attitude, values and beliefs about his sexual identity [2]**. Harry is confused by the restricted view of sexual orientation that he sees in movies and on TV. He considers himself pretty much a typical male in that he enjoys sports and spends his time skateboarding and hanging out with friends. He can’t understand how he could be attracted to the same sex because he is not like those gay males that he sees on TV. This is influencing him to doubt his true sexual identity because he believes he lacks the personal aspects that relate to him being gay. As a result, Harry has relationships with girls. Teenagers like Harry will be influenced by these sorts of attitudes, values and beliefs because they will feel unsure about who they are and what behaviour they should be involved in, as a gay male. They will also be influenced by the attitudes and beliefs of their families and friends, because it is important to feel accepted as a teenager. In Harry’s case, he is scared to come out to others, as he thinks he will be rejected. This sort of attitude is common and leads gay youth to deny who they are – sometimes to themselves as well as to others around them.

The values of social justice are not being met in Harry’s life in relation to his sexual identity. It is not fair on Harry or any other gay man who wishes to wear his true sexual identity freely if they can’t do this without it being a big issue. Heterosexuals do not have to declare their sexual orientation to anyone, so why is it that homosexuals must do so?

A societal strategy that a community could initiate could be as small as educational opportunities to dispel stereotypes and address discrimination towards people with diverse sexual identities/sexualities. If a group of students are provided with the information and guidance to help them understand about sexuality, difference, tolerance towards others and healthy relationships, then they are able to pass this knowledge on to others, and to more

effectively communicate with others. This is not only within Health classes, as this links to the idea in the scenario about Harry's English teacher choosing a novel with a gay character. This leads to an interpersonal strategy of interacting positively with others, and embracing their differences rather than rejecting people with differences. Instead of mocking others, teenagers can be more respectful in their communication with others, support those who are in the process of coming out or who are 'out' at school and treat others equally.

As an individual, trying to figure out his or her sexual identity, positive self-talk and building confidence and self-esteem is important. This involves someone giving positive, rather than negative messages to him or herself, which develops a more positive sense of self worth and confidence. By being more confident in who you are, you are more likely to be able to deal with coming out to family and friends and begin to think about having a relationship with someone of the same sex.

These strategies encourage social justice because if they are taken, they will lead to more respect between people. This reduces discrimination and intolerance of people who have different sexual identities to what is considered the norm. Teenagers who are discovering who they are, and who are thinking about coming out, will be more likely to be treated fairly and accepted by their family and friends.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to analyse, in depth, issues relating to sexuality and gender to develop strategies for addressing the issues.</p> <p>This involves explaining why or how influences impact on gender identity and sexual identity and explaining personal, interpersonal and societal strategies which address issues (social injustices) arising from the influences.</p> <p>This student has explained two factors: the influence of family expectations on gender identity (1) and the influence of personal attitudes, values and beliefs on sexual identity (2). The student has described the arising issues in relation to how the values of social justice are not being encouraged.</p> <p>The student has recommended and explained strategies for a sexual identity situation, with brief reference to outcomes for the promotion of the values of social justice.</p> <p>For a more secure Merit, the student could:</p> <ul style="list-style-type: none">• further develop the explanations of how and why the factors influence gender identity and sexual identity• more explicitly explain outcomes for the promotion of the values of social justice in the interpersonal and personal strategies.

The family expectations in the scenario that relate to male gender roles are that men should be the ones who work to support a family and should play physical sports like rugby. Sam's dad is a builder and Sam plays rugby. Men do these things because they are expected to be stronger and tougher than women, who are expected to stay at home to look after the family. Men are expected to bring home the main income to support the family and this pressure is being felt by Sam as he decides on a career. Sam is expected to follow his father's career, but he wants to go to university to study politics and he is not even thinking about having (and needing to support) a family yet. The expectations being shown in this family are stereotypical and make Sam fearful to tell his family about his study plans, as they are not what is expected of him. **The influence on male teenagers in society [1]** is that there are certain careers and sports that are suited to them; and that anything outside the norm is not as accepted. Females who live in a family who hold these attitudes may be influenced to believe that it is the woman's role to be the home carer, cleaner and cook, which may discourage her from following a career of her choosing, although this is more of an old-fashioned view.

Social justice is not being encouraged as Sam is unable to tell his family what he really wants to do, and it would be unfair if he were forced to take on a builder apprenticeship when he has a different career in mind.

Personal attitudes, values and beliefs related to sexual orientation can influence people's ideas about sexual identity. Harry knows that he is gay and is attracted to the same sex. Harry is, however, too scared to tell his family and friends because he feels ashamed of this. The sexual identity that he is portraying to other people is of a heterosexual, as he is seeing girls. His attitude towards same-sex attraction is that he should try to change how he feels because it is not the normal thing to do. Harry isn't into the whole fashion/beauty thing. He is more into sports, hanging out with friends and skateboarding. The belief that gay people are meant to like fashion and beauty comes from the media and culture, but this is confusing to Harry because he is not interested in this sort of thing. The belief within schools, family groups or friendships that homosexuality is wrong and is not accepted **influences teenagers [2]** like Harry to hide their true sexual identity and to also believe that homosexuality is something to be afraid of.

Social justice is not being encouraged because Harry has to hide his sexual orientation from those around him, knowing that he may not be accepted if he were to tell the truth. This is unfair as this would not be the case if he were heterosexual. This unfairness is also mentioned in the scenario "it is unfair that he has to come out as gay, no-one has to come out as heterosexual".

A societal strategy that can be used is to create a group of people in the community or at school that supports people of diverse sexual identities and orientations, as well as their friends and family. Some groups like this already exist in New Zealand, such as Rainbow Youth and gay-straight alliances in many high schools. Having groups like this can help with meeting people, developing understanding of difference, and providing support to those struggling with their sexual identity. This can make people feel comfortable and accepted, especially if family members take on board the support. This links to the social justice value of inclusiveness because young people who are gay or transgender will be treated more equally and will be more likely to be accepted for who they are.

An interpersonal strategy could be for the people who take part in the support groups to use the skills and knowledge that they have developed in their communication and relationships with others. They may become a support person for someone who is coming out, or be an advocate for being accepting of others, no matter what their sexuality. For example if someone is openly gay, instead of being nasty or not talking to them, someone could go sit next to them, talk to and get to know them. By doing this, people will develop a better understanding of each other and will accept others and treat them as equals.

A personal strategy that parents could use would be to accept their child for who they are, no matter what, and make sure they communicate with and encourage their child. This might first involve seeking support from a group such as Rainbow Youth, to learn more about sexual orientation and to make sure they are best able to support their child. Hopefully this will also challenge any negative attitudes that parents have towards homosexuality, which could change the way they view others around them. Having this support from their parents will help their child to feel wanted and accepted for who they are.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to analyse issues relating to sexuality and gender to develop strategies for addressing the issues.</p> <p>This involves explaining influences on gender identity and sexual identity and recommending a relevant combination of personal, interpersonal and societal which address issues (social injustices) arising from the influences.</p> <p>This student has used supporting evidence and extracts from the resource provided to describe the nature of one factor that influences gender identity and one that influences sexual identity. Some explanation is given as to how the factors influence gender identity (1) and sexual identity (2). The student has briefly described social injustices that arise from the two influences.</p> <p>Strategies are recommended for a sexual identity situation.</p> <p>To reach Merit, the student could:</p> <ul style="list-style-type: none">• provide further detail in the explanations of how and why the factors influence gender identity and sexual identity• further develop the outcomes of using the strategies, especially in relation to the promotion of the values of social justice.

Hip hop culture is worldwide. The videos are usually very sexual in their content and women are often objectified. Hip hop music videos portray women as promiscuous, easy and/or desperate for a man's attention. Particularly in my selected video clip "Candy Shop" by 50 Cent, these behaviours are emphasised. The women in this video clip are wearing little clothing, revealing a great deal of their bodies. They are dancing seductively, trying to gain the male's attention. The candy shop actually meaning a brothel – the males selecting what females he wants, making females look powerless and existing only to pleasure men.

Regularly seeing this sort of video clip would definitely influence people's ideas on what it means to be female, as well as male [1]. It would be seen as normal for women to use their sexuality to attract males, who are interested only in women for sex. For a female, you should wear little clothing, dance provocatively to gain a male's attention, be slim but curvy and be completely satisfied when you gain interest from the male.

Social justice is definitely not being encouraged. These videos are unfair and discriminatory, giving a limited and unrealistic view of what women and men are like.

Harry is and has known he is attracted to males for as long as he can remember. He believes that the aspects of being gay have to relate to fashion and beauty; he is generally confused about this stereotypical image of a gay male, as he doesn't have these attributes himself and therefore can't be gay. He is socially seen as a typical NZ male, popular, a good sportsman and interested in girls. He feels a lot of shame that he is attracted to the same sex and feels as though he should change as he doesn't believe he is normal. People's attitudes and beliefs about homosexuality influence teenagers like Harry [2] to hide their true sexual identity and to be reluctant to come out as gay.

It is unfair that he feels he should hide who he really is, and that he is likely to be rejected if he were to come out to his friends and family because their attitudes and beliefs are that homosexuality is different from the norm.

Harry's English teacher is probably more accepting of homosexuality as he has chosen a novel about a homosexual male. As an interpersonal strategy, this is a great opportunity for Harry to have an honest conversation with someone who is accepting and trustworthy. Keeping this secret is not good for Harry's well-being, and being able to confide in and get advice from his teacher will be helpful for him as he figures out who he is and how he can go about telling others.

As a wider community we could help people such as Harry to start a support group to advocate and ensure that all members of our society are supported and have access to information and services in relation to sexuality and sexual health. This could be school-based or in a local community, or it could be a nationwide support service. This sort of support group could help homosexual, bisexual and transgender youth, but also help heterosexual people to understand and help people like Harry to come out and assist them through their difficulties.

An individual person, in this case Harry, could self-talk and encourage himself to go and talk to his teacher or a counsellor, or research support services that exist for him to understand more about sexual orientation (eg on the internet). This could provide Harry with the added confidence he needs to confide in others and gain support for his transition.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to analyse issues relating to sexuality and gender to develop strategies for addressing the issues.</p> <p>This involves explaining influences on gender identity and sexual identity and recommending a relevant combination of personal, interpersonal and societal which address issues (social injustices) arising from the influences.</p> <p>This student has used supporting evidence and extracts from the resource provided to describe the nature of one factor that influences gender identity and one that influences sexual identity. Brief explanation is given as to how these factors influence gender identity (1) and sexual identity (2). The student has briefly described social injustices that arise from the two influences.</p> <p>A combination of strategies is recommended for the sexual identity situation. The societal action, however, is more interpersonal in nature (3). Evidence for a valid societal action is found in the strategy for music videos (4).</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> • provide greater detail/depth in all responses • recommend a valid societal strategy for the sexual identity situation.

The portrayal of women in “blurred lines” by Robin Thicke is discriminatory because the music video is all about girls walking around/dancing in hot pants, crop tops and high heels. This could influence people’s ideas about gender by showing that girls must act and look ‘easy’ to attract males. The cultural attitudes in many music videos give a negative attitude to women by using them as sex symbols. It is giving the idea to younger girls [1] that they must act and dress like this in order to gain attention from males. Younger males who watch this may get the idea that they must treat girls badly in order to be seen as a man.

The values of social justice are not being met by having these images of women shown. Robin Thicke is putting these women in situations that do not happen in reality.

A societal strategy that the community could do would be to advocate for firmer rules around which video clips can be shown on TV during the day [4], and which need to be shown later at night. This will stop younger viewers from seeing these sorts of music videos constantly and they will be less likely to develop the wrong idea about what it means to be female.

Harry’s attitudes, values and beliefs are that he considers himself a typical kiwi male, but he believes that if he were to tell people he was same-sex attracted, he would not be accepted by his family, friends and peers and he may even be discriminated against. I believe that being gay is not a big deal. From the NZ stereotypes stated in the resource, these would make people believe that to be gay [2] you must enjoy fashion and not be interested in sports, and also must be feminine. Because Harry is not like this, he is confused about his sexuality.

Harry is not being shown social justice in a variety of ways, such as gays have to ‘come out’ as gay but heterosexuals do not have to ‘come out’ as straight. I believe this is unfair – you cannot help what you are born as.

A societal strategy is that others around Harry can support and accept him [3] for who he is. They can help him figure out who he is and make sure they encourage him and do not treat him any differently to how he was treated before. This will help Harry to feel included and accepted and will help social justice as he will be included and not discriminated against.

An interpersonal action people could use when communicating with Harry and other teenagers like him is that when they are having a conversation they could be open and supportive, and give advice. They would not discriminate against homosexual people and they would use inclusive language. They could also encourage each other to be more accepting of others who are different.

An action an individual person could do to encourage social justice is that any person could be open towards homosexuals (and other people who are different) and accept them and encourage them. The person could also learn more about sexuality and how to be empathetic to people who are trying to figure out who they are. This will help people with diverse sexualities to be more accepted within society.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to analyse issues relating to sexuality and gender to develop strategies for addressing the issues.</p> <p>This involves explaining influences on gender identity and sexual identity and recommending a relevant combination of personal, interpersonal and societal which address issues (social injustices) arising from the influences.</p> <p>This student has used supporting evidence and extracts from the resource provided to describe the nature of one factor that influences gender identity and one that influences sexual identity. However, the student has not explained how or why the factors influence gender identity and sexual identity.</p> <p>The student has recommended strategies for the sexual identity situation. The societal action, however, is more interpersonal in nature (1). The strategy proposed for a music video influence (2) more closely reflects the societal level, however the 'support group' action is not particularly suitable in this situation.</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> • provide greater detail/depth in all responses • explain how or why the stated factors influence gender identity and sexual identity. • recommend a valid societal strategy.

Women are seen as sexual objects in the following hip hop music video clips: “Man of the Year” by Schoolboy Q and “Rude Boy” by Rihanna. They both show sexual images, with women wearing bikinis, dancing sexually and looking ‘perfect’, with make-up, nice figures including big breasts, tall and slim but curvy. The women are dancing for the pleasure of the men in the video clips. There is only one type of girl shown in the video clips and she looks and behaves the way she does so she can attract a man. Also, the lyrics in the songs are very sexual. Social justice is not being promoted here because they are only presenting one type of girl and this is not inclusive of different body types and non-sexual behaviours.

A societal strategy would be to try and **attend a support group [2]** with a bunch of people who feel that these video clips are dangerous and wrong. The group can talk about the video clips and make decisions about what they can do about them. This might help teenagers feel better about the way they look and help them realize that the images are unrealistic.

Harry is a 17 year old boy. He knows in himself that he is interested in men, but Harry is too scared to come out because he is afraid of what his family and friends would think about it. Harry is into sports and skateboarding. He is not interested in the things that are seen as being gay interests, such as fashion and beauty. Harry has also been in a few relationships with girls but they haven’t lasted long. The way Harry sees homosexuality in the media show Harry that if he is gay, he shouldn’t be into sports but should be interested in fashion. The attitude and beliefs of other people are that they see Harry as a heterosexual or straight because he is into the typical masculine things that are seen as the heterosexual things to do. One way social justice is not being encouraged is the stereotype that is presented to him – it is not very inclusive. This makes Harry feel that he doesn’t fit in with anyone.

A societal strategy is that **people should respect Harry [1]** (or others who are also struggling with their sexual identity). Harry should be able to be open about his sexual preferences as well as play any sport that he wants to play. Harry should feel comfortable opening up to people about his sexuality and be happy with who he is as a person. People could be more encouraging and accepting of others and that people are different.

An interpersonal action that could help Harry in relation to his sexual identity is that Harry could find someone who is in the same situation and talk to them. He could also go to someone he really trusts like a counselor for advice. Because this is confidential, he can talk about his situation honestly. If Harry shared his situation with someone that he trusted, he can gain support and encouragement from this person and hopefully he will feel more confident about himself.

An individual person could take responsibility for being a good support person to a friend like Harry who is going through this sort of situation. Being a good support person means they will be encouraging, supportive, give good advice, stand up for the person if needed and be inclusive which builds social justice. This action involves being tolerant and open and having an understanding of difference and sexuality.