

SRE LESSON PLAN

Sexuality (LGBTQI)

Suggested
Year Group 10

Unit Aims:	To examine society's attitudes towards sexuality
Lesson duration:	1 hour
Organisation:	Mixed Sex
Resources required:	<ul style="list-style-type: none"> ✓ <i>Sexuality Terminology Cards</i> ✓ <i>Sexuality Terminology Glossary</i> ✓ <i>Car Park Role Cards</i> ✓ <i>Car Park Facilitator's Notes</i> ✓ <i>Attitude Continuum</i> ✓ <i>Glossary of Terms related to GBLT Teen life</i>

Intended Learning Outcomes:

- Challenge stereotypes
- Explore how society discriminates against difference and diversity within sexuality
- Discuss their own values and attitudes towards sexuality

Introduction:	Time	Grouping
<p>1. Establish/Recap Ground Rules</p> <p>In a circle, go through the ground rules that you have set for these lessons. Ensure you explain - don't ask personal questions, confidentiality and the right to pass.</p>	5mins	Whole group
<p>2. Sexuality Terminology Cards</p> <p>Ensure before the lesson you have cut up enough copies of the <i>Sexuality Terminology Cards</i> for each group to have a set. Divide the students into small groups and give each group a set of the sexuality terms and definitions (Terminology cards) Each group needs to try to match up the sexual term with the correct definition. Go through the answers.</p> <p><i>More sexuality terminology definitions can be found in the Sexuality Terminology Glossary and Glossary of Terms.</i></p>	20 mins	Small Groups
<p>3. Car Park Activity</p> <p>This exercise provides an opportunity to explore with students how prejudice and discrimination in relation to sexuality can affect a person's options and choices in everyday life.</p> <p>In a large room or open space ask participants to line up across one side of the room, give each participant a role card from the <i>Car Park Role Cards</i> resource. <i>(These will need to be cut up before the lesson, alternatively, where space/mobility is an issue you can do this through the students accumulating a</i></p>	20mins	Individuals

point/coin/sweet each time they are able to answer yes to a question.)

Ensure you tell the students that they are not to disclose their role until the end of the exercise.

Read out each of the questions on the *Car Park Facilitator's Notes* explaining that if they can answer 'yes' to that question they are to take one step forward (or collect a point/coin/sweet). If they answer 'no' they are to remain where they are. Each student must respond to each question.

At the end of the activity there should be a noticeable difference in the position of the students (or the amount of 'things' they have collected).

Discuss the following:

- Ask those at the front how they feel about those at the back.
- Ask those at the back how they feel about those at the front.
- Do they think it is right/fair?
- What about those in the middle, how do they feel?

If the participants have done it right, it should show a difference between those roles who society sees as 'normal' (usually straight, heterosexual), to those society sees as not 'normal', (Gay, Trans, Bi).

One by one ask the students to disclose their role (the person on their card). Facilitate a discussion around how they feel about their role and others in the room, in relation to prejudice and discrimination using the questions below.

Ask participants (still in their roles):

- How do you feel about the position you are in, in the room now?
- Would you rather be somewhere else? If so where?
- How do you feel about the position of anyone/everyone else in the room?
- Is there anything you would like to say to anyone else in the room?
- What have you learned from this activity?
- Have you learned anything specific about yourself – if so what?
- What have you learned about the discrimination/prejudice people face on a daily basis in relation to their sexuality?

It is essential that participants de-role before moving on from this exercise. Ask them to say their name and what they had for breakfast or dinner or swop seats with the person sitting next to them and say their name.

4. Attitude Continuum

Read out the statements from the *Attitude Continuum*

15 mins

6 Groups

<p>resource.</p> <p>Encourage the students to decide how they feel about the statement. This activity can be done as a paper based line continuum ranging from a scale of 1 to 10, or as an 'Agree,' 'Disagree,' 'Unsure' activity encouraging the students to move around the classroom.</p> <p>5. Signposting</p> <p>Give students information on the LGBTQI support agencies in Wolverhampton. Students can access further information/support from these agencies.</p>	<p>5 mins</p>	<p>Whole Group</p>
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