

Comprehensive Sexual Health Education Lesson (6-8)

	Topic: Sexual Orientation Part II	Date:
Objectives	<ol style="list-style-type: none"> 1. Students will understand sexual orientation and key definitions. 2. Students will learn about bullying prevention. 3. Students will learn about supporting the LGBTQ population. 	
State Standards	<ul style="list-style-type: none"> • Physical Development and Health <ul style="list-style-type: none"> ○ Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. ○ Goal 23: Understand human body systems and factors that influence growth and development. ○ Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills 	
Content	Sexual Orientation Bullying Prevention Ally Scenarios	
Web/Other Resources		
Materials	Sexual Orientation Definitions Page Ally Scenarios Student Page	
Learning Activities	<p>LGBTQ Violence and Bullying</p> <p>A. Defining Heterosexism</p> <ol style="list-style-type: none"> I. Facilitator polls the audience: <i>“Stand if you have ever witnessed physical violence or bullying against people of any of the (queer) identities we talked about in the last lesson. Sit down. Now stand if you have ever heard anyone use violent language against queer people. Sit down. Lastly, stand if you have ever witnessed discrimination from an adult to a young queer person.”</i> <p>B. Using sexual orientation definitions page, facilitator places definitions on the wall and explains that those examples contribute to heterosexism and homophobia.</p> <ol style="list-style-type: none"> I. Heterosexism: A form of oppression that marginalizes people who do not identify as heterosexual through emotional and physical violence, coercion and shame. II. Homophobia: an irrational fear and negative attitude towards queer people. Facilitator says: <i>“It is important to remember that heterosexism affects the health of LGBTQ youth. Since most schools and clinics provide less resources and sexual health information for LGBTQ youth, they experience disproportionately higher rates of health problems.”</i> Facilitator says: <i>Heterosexism and Homophobia contribute to violence and bullying against queer youth. Can anyone share an example of violence you’ve witnessed in your school or community against queer youth?</i> <p>Becoming a Strong Ally</p>	

A. What is an Ally?

- I. Group brainstorm- **Facilitator asks:** *What words or phrases do you think of when you hear the word 'Ally?'* Everyone goes around the room and says one thing.
- II. After a few suggestions, **facilitator asks:** *What do we mean when we talk about being an ally to LGBTQ-identified people?* Facilitator then writes a definition on the board.
- III. **Ally:** A person who does not identify as LGBTQ, but who works to end oppression by supporting and advocating for the equal treatment of all people regardless of their sexual orientation/identity.
- IV. Facilitator asks: *“What qualities make a good ally?”* Facilitator lists qualities on the board.

B. Ally Scenarios

- I. Using the Ally Scenarios sheet make cards or slips or paper for each scenario. Split the groups in groups and give each group a scenario to read. Facilitator calls on groups to read from the scenario and after each scenario is read, the facilitator asks:
 - *“What can you do to be an ally in this situation?”* Suggestions are discussed:
 - Would they really work?
 - Are there repercussions for getting directly involved?
 - Are there other ways to support the person in the situation?
 - Why is that a good solution?
- II. After all of the scenarios are read, facilitator asks: *“Why is it important to have allies?” “Why is it important to be an ally?”* Everyone goes around the room and says one thing.