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Sexuality Education Lesson Plans Southeast Asia

HOW TO BE
A LGBTQIA+ ALLY





ABOUT THIS LESSON . . .



This lesson plan is one of a set of 9 individual, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) in Southeast Asia. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.

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International Technical Guidance on Sexuality Education Alignment

Key Concept 1: Relationships

- Topic 1.3: Tolerance, Inclusion and Respect, ages 9-12

Key Concept 5: Skills for Health and Well-Being

- Topic 5.1: Norms and Peer Influence on Sexual Behavior, ages 9-12

Prior Student Knowledge

Students have learned about the difference between sexual orientation and gender identity, what LGBTQIA+ stands for, and acknowledge that all people are unique and should be treated with dignity and respect.

Target Age-Range

Grades 7-8 (approximately ages 10-14)

Time

45 minutes

TEACHER PREPARATION:

- Access and preview the AMAZE How to be a LGBTQIA+ ally video to be familiar with the content and sure that you are comfortable showing it in class.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an **AMAZE playlist**, or a downloaded version. Consider using the **YouTube Playback Speed function** to adjust the speed of the video to what's best for your students.

MATERIALS NEEDED:

- Computer with internet access and speakers.
- LCD projector and screen
- Video link: <https://bit.ly/good-ally>
- Chalk and blackboard
- Notecards



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define what is meant by an LGBTQIA+ ally. (Knowledge)
2. Acknowledge the importance of being an LGBTQIA+ ally. (Attitudinal)
3. Describe at least two ways to be an LGBTQIA+ ally. (Knowledge)



Note to the Teacher: The reflection activity in this lesson could be challenging for some students and so it is important to be aware of students' reactions. Some students may have experienced being mistreated while some may have mistreated others or been accomplices. Stay focussed on the positives of treating people well and don't allow students to name, blame or shame their peers. This may mean interrupting those who start to tell tales about what classmates have done. Encourage those who wish to report potential mistreatment to do so with you privately.



PROCEDURE:

Step 1

Tell the students that you are going to be talking about how to help a person out when someone is being mean to them, or in other words how to be an ally to them, with a focus on being an ally to LGBTQIA+ people. First, distribute two notecards to each student.

Ask them to take a few minutes to think about a time when they felt like someone was being mean to them or they were not treated well and whether it was because of their sex, gender, age, ability, ethnicity, religion, how much money their family has, or their sexual orientation or gender identity.

Ask them to take a few more minutes to think about what was said or done, how it made them feel and what, if anything, they did about it.

After allowing for reflection, ask, **“What is a word you would use to describe how you felt?”** Ask them to write that one word down on their notecard. As they are writing, write **“When I am not treated well, I feel...”** on the blackboard.

As they complete the notecards, gather them up, shuffle them, and redistribute them to the class. Go around the room and ask each student to complete the phrase on the board with whatever word is written on their card and write them down on the blackboard. If they don't share them, or if only one or two students speak, feel free to add a few, saying, **“I have heard people who haven't felt well treated and they say they feel:”**

- Sad
- Inferior
- Invisible
- Worthless
- Stupid
- Powerless
- Angry
- Resentful

Now, ask students to think about whether having a friend or person they trust to support them would have made that situation easier. Ask, **“Has there ever been a time when you weren't being treated well and another person stepped in to help? What did they do? How did it feel to be supported by that person?”**



Ask them to write that one word down on the other notecard about how it felt to be supported. As students provide words, write **“When someone helps me in a tough situation, I feel…”** on the blackboard. As they complete the notecards, gather them up, shuffle them, and redistribute them to the class. Go around the room and ask each student to complete the phrase on the board with whatever word is written on their card. Then, note the words on the blackboard. If they don’t bring any up, or if only one or two students put their cards, add a few, saying, **“I have heard people who have felt supported by others say they feel:”**

- Good
- Grateful
- Cared for
- Happy
- Empowered
- Energized
- Encouraged

Once all of the words are on the blackboard, review the two lists and facilitate students’ reflection of them by asking these questions:

- What was it like to come up with these words based on an experience where you were not treated well and someone helped you out?
- What do you notice about the words that you have come up with in answering both questions?
- Why do you think it’s important to support someone who is not being treated well or bullied?
- What might you think about doing if you’re in a situation where someone you are with is not being treated well? *(20 minutes)*

Step

2

Next, explain that an ally is typically someone who does things like they’ve just mentioned (make reference to answers to the last question) and that a LGBTQIA+ ally is typically someone who is not LGBTQIA+ and who is supportive and stands up for LGBTQIA+ people. Sometimes LGBTQIA+ people can be targeted because of their sexual orientation and gender identity, which is

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wrong and hurtful and when others support them, not only does it make everyone feel better, it also helps encourage others to do the same.



Note to the Teacher: It may come up in the class that sometimes people who are perceived to be LGBTQIA+ but who are not, may be mistreated or bullied—if so, note that this behaviour is also wrong and hurtful.

To explore more about ways to be an ally, say that next you will show a short video. Play the 2 minute AMAZE video How to be a LGBTQIA+ ally:

<https://bit.ly/good-ally>

(5 minutes)



Step 3

After the video, facilitate reflection about the video posing the questions below and when students respond to the last two questions, note their answers on the blackboard.

- What did you think about the video?
- What does it mean to be a LGBTQIA+ ally?
- What are some of the ways that a person can be a LGBTQIA+ ally?
- Can you think of other ways to support LGBTQIA+ people?



Note to the Teacher: In some cases, inappropriate language or humor that is stigmatizing of LGBTQIA+ people may be used by students. If this were to happen, interrupt the situation, ask students to stop, explain that such language is hurtful, and address the inappropriate behavior with those students after class.

Depending on what the students say, be sure to note the following:

- Let your LGBTQIA+ friends and loved ones know that you are there to listen to if they need to talk
- Stand up for someone if they are being picked on or bullied because of their sexual orientation or gender identity, such as by saying, "It really makes me



feel uncomfortable when you say negative things about LGBTQIA+ people.”

- Get involved with a club, group, or organization that supports LGBTQIA+ people.

(15 minutes)

Step 4

To conclude, note that most people have experienced someone being mean to them because of one reason or another. LGBTQIA+ people can experience this even more just because of their sexual orientation or gender identity. The good news is that anyone can become an ally by helping and supporting LGBTQIA+ people. Before leaving class today, take out a piece of paper and write down what it means to be a LGBTQIA+ ally. Submit your paper upon exiting the classroom. (5 minutes)



Note to the Teacher: During this lesson, you may want to use an anonymous question box as students may have questions about sexual orientation and gender identity due to lack of previous instruction on the topic or because they may prefer not to ask in front of others.

KEY SUMMARY POINTS:

- Sometimes people can be mean to others just because of their age, gender, ethnicity, religion, ability, or how much money their family has.
- LGBTQIA+ people can experience this even more just because of their sexual orientation or even how they express their gender.
- Anyone can become a LGBTQIA+ ally by showing their support in various ways, such as by offering to listen or speaking up if someone is being mean.

OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:

Each of the in-class activities is intended to introduce and reinforce the content taught. The discussion following the video, as well as the exit slip will help the teacher determine whether the students understand what constitutes being a LGBTQIA+ ally.



ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like Google Classroom or Zoom. In lieu of notecards, consider using Jamboard, which will offer anonymity similar to that of shuffling the cards, whereby students note the feelings in response to each of the two questions on either side of the Jamboard. Read out loud or request a student volunteer to read out loud the words on each side upon completion. Otherwise, note student responses on a virtual blackboard.

HOMEWORK (If any)

None

Adapted from Rice, D. What a Difference an Ally Makes by ANSWER. AMAZE. LGBTQ-Toolkit_What-Difference-an-Ally-Makes-Lesson. Advocates for Youth. Rights, Respect, Responsibility K-12 Curriculum, Being the Change You. ADL. Understanding Homophobia/Heterosexism and How to Be an Ally. UNESCO, et al. Connect with Respect. Effects of Gender-Based Violence.