

YEAR 11 LESSON 3 TITLE Diversity

KEY CONCEPTS

- ◆ Appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation
 - ◆ Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives
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KEY PROCESSES

- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
 - ◆ Identify how managing feelings and emotions effectively supports decision-making and risk management
 - ◆ Demonstrate respect for and acceptance of the differences between people and challenge offensive behaviour, prejudice and discrimination assertively and safely
 - ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing – evaluating personal choices and making changes if necessary
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CONTENT

- ◆ The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders
 - ◆ The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse
 - ◆ The benefits and risks of health and lifestyle choices – including choices relating to sexual activity and substance use and misuse and their short and long-term consequences for the health and mental well-being of individuals, families and communities
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LEARNING OUTCOMES

by the end of the lesson, pupils will be able to:

- ◆ Understand the risks attached to a range of sexual activities
 - ◆ Understand some of the issues faced by different sexual identities
 - ◆ Understand some of the physical and emotional difficulties attached to sexual relationships
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RESOURCES

- 'Sexual Activities' cards
 - Post-its and pens
 - 'Sort It' forms
 - 'Problem Scenarios' sheet
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LESSON PLAN

Activity 1 – Safer Sex?

Timing

20 mins. approx

Resources

'Sexual Activities' cards

Divide the class into small groups and give each group a copy of the 'Sexual Activities' cards. Ask the students to decide which activities are 'high risk', which are 'medium risk' and which are 'low risk'.

Next, put up cards with the above headings on a wall. As a whole class, review each group and pin up their suggestions under the appropriate headings. Also examine which activities are likely to be practised by heterosexuals/gay men and lesbians/all sexualities (with a few obvious exceptions, all the listed activities are practised amongst all groups, e.g. anal sex being performed by heterosexuals as well as gay men).

Finally, pose the following questions to the class:

- ❖ Are any of these more important or enjoyable than the others?
- ❖ Are any of these more important or enjoyable for men or women?
- ❖ What makes it difficult for people to practice the safer activities and avoid the riskier ones?
- ❖ What are the most likely reasons people that will fail to practise safer sex?

Activity 2 – Sexual Identities

Timing

20 mins. approx

Resources

Post-its and pens

On a wall, put up cards headed 'heterosexual men', 'gay men', 'heterosexual women', 'lesbians', 'bisexuals' and 'transgender'. In small groups, ask students to consider the advantages and disadvantages of belonging to each of the sexual identities named. Particularly focus on the following questions:

- ❖ What are the positives in sexual relationships for each of these groups?
- ❖ What problems are they likely to face?
- ❖ Who has it hardest/easiest? Why?

Review the groups' discussions as a class, and pin up their suggestions under the appropriate headings.

Activity 3 – Sexual Problems

Timing

20 mins. approx

Resources

'Sort It' forms; 'Problem Scenarios' sheet

Divide the class into pairs, and ask them to fill in a 'Sort It' form for each of the 'Problem Scenarios'. Get them to write down:

- ❖ Any **medical or physical** issue there might be
- ❖ Any **emotional** issue
- ❖ What **advice** they would give
- ❖ Where the person should go for **help**

When all the pairs are finished, review and discuss the answers as a class.

Kissing lips/ mouth	Kissing ears	Kissing hands
Kissing backs	Kissing anus	Hugging
Massaging another person	Massaging yourself	Masturbating each other
Masturbating yourself	Licking a woman's vagina (oral sex)	Licking/sucking a man's penis (oral sex)
Touching/ licking the clitoris (oral sex)	Fingers inside the vagina	Intercourse with a condom
Intercourse without a condom	Intercourse with contraception	Anal intercourse with a condom
Anal intercourse without a condom	Using sex toys/ a vibrator	

Sexual Activities Cards Answers

Risk levels are hard to quantify absolutely, and medical opinions can change. However, it is thought that activities where saliva rather than blood or other sexual fluids (semen, vaginal excretions) are generally safer. This makes kissing safer than oral sex, for example, since there may be other fluids present during the latter.

None are as risky as intercourse without condom use. Contraception offers protection against pregnancy, but only condoms (including female condoms) protect against STIs. Condom use is 'safe' only when used correctly.

	Low	High
Kissing lips/mouth	X	
Kissing ears	X	
Kissing hands	X	
Kissing backs	X	
Kissing anus		X
Hugging	X	
Massaging another person	X	
Massaging yourself	X	
Masturbating each other	X	
Masturbating yourself	X	
Licking a woman's vagina (oral sex)	X	
Licking/sucking a man's penis (oral sex)	X	
Touching/licking the clitoris (oral sex)	X	
Fingers inside the vagina	X	
Intercourse with a condom	X	
Intercourse without a condom		X
Intercourse with contraception		X (High risk of STIs)
Anal intercourse with a condom		(Some risk because of condom breakage) X
Anal intercourse without a condom		X
Using sex toys/a vibrator		X

Sort It Form

Problem

Medical/Physical issue

Emotional Issue

Advice

Where to go for help

Problem Scenarios

Problem Scenario – 1

Pete (aged 16) has had sex three times, and every time he has ejaculated ('come') very quickly. He is really worried, and is now beginning to think that there is something wrong with him.

Problem Scenario – 2

Pat has had sex for the first time with a much older guy. He is worried about HIV even though they only had oral sex.

Problem Scenario – 3

Wasim's foreskin is really tight and he gets a lot of pain when peeing. He is too embarrassed to tell anyone.

Problem Scenario – 4

Jermaine used to think about sex all the time, but since his mum died he's just lost interest. He's worried he might never get over this.

Problem Scenario – 5

Ciaran has been watching porn on the internet for a couple of years, and has recently been watching more and more extreme stuff. No one knows what he is doing, but he is worried about his parents finding out.

Problem Scenario – 6

Paula has been having sex with her boyfriend for a couple of months, but now he has asked her to shave her pubic hair off. She is uncomfortable about this but doesn't want to lose him.

Problem Scenario – 7

Clare started losing weight because it made her feel more attractive. Now she has lost all interest in food. Her friends have started to worry about her but she doesn't see that there's a problem.

Problem Scenario – 8

Whitney has had sex twice, but has not had an orgasm. She is worried that she is 'frigid'.

Problem Scenario – 9

Sami is worried that her vagina smells, and her friends have told her that she must use vaginal deodorant otherwise no boys will go out with her. Her mum has told her that they are bad for you and she is unsure what to do.

Problem Scenario – 10

Cara has one breast which is slightly bigger than the other. She is really embarrassed about this and thinks that she should save up to have an operation to correct it.

