

***Sexuality ABC***  
**Lesson Plan**

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**Duration:** 80 minutes

**Students:** Upper elementary/Intermediate

**Objectives:**

By the end of the lesson, students should be able to:

1. Acknowledge different topics related to sexuality by reading an electronic book and designing posters;
2. Show respect for sexual diversity and orientation.

**Materials:**

E-book: *Sexuality ABC* [https://read.bookcreator.com/vrDSJwIuF9itsPx0-9Fin3\\_9yhCCpBq1eGyqwyzh9LQ/6z1Dpd8qTv2PZ4sLE8-Msw](https://read.bookcreator.com/vrDSJwIuF9itsPx0-9Fin3_9yhCCpBq1eGyqwyzh9LQ/6z1Dpd8qTv2PZ4sLE8-Msw)

Computer, projector, iPads, draft paper, materials for creating a poster

**Synopsis:**

This book is inspired by *My Feminist ABC* by Duopress Labs. Sexual diversity is often neglected in sex education in many schools, perhaps because of traditional cultures, religious backgrounds and/or school policies. This book aims to heighten readers' awareness of the existence of different sexual communities and inspire respect for these minority groups.

The sequential order of this e-book is flexible, depending on students' needs and the teacher's preference. More importantly, this e-book is not only targeted at upper elementary school readers, but at everyone who would be interested in understanding more about the spectrum of sexuality. The following is a possible plan designed for the upper elementary/intermediate level.

**To cite this resource:**

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**Acknowledgements:**

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Time (min)	Content	Purpose(s)	Mode	Material
5	<p>T presents the cover to Ss, introduces the author, and asks:</p> <ul style="list-style-type: none"> <li>- What do you see from the cover?</li> <li>- What is the title of the book? <ul style="list-style-type: none"> <li>o Add-on question: What is ‘sexuality’? **</li> </ul> </li> </ul> <p>** The term may be abstract for upper elementary students. Thus, T can give examples to describe what sexuality includes, such as, gender, body, love, rights and so on.</p>	<ul style="list-style-type: none"> <li>• To contextualise the book</li> </ul>	T-Ss S-T	<i>Book cover</i>
	<p>T briefly introduces the content of the book:</p> <ul style="list-style-type: none"> <li>- The book contains 26 different terms about sexuality in alphabetical order.</li> </ul> <p>T outlines the objective of reading this book: to widen Ss’ perspectives towards the topic of sexuality. T reminds Ss that some of the terms may be difficult to understand. T should encourage Ss to ask questions whenever they have doubts.</p>	<ul style="list-style-type: none"> <li>• To introduce the book</li> </ul>	T-Ss	
	<p>T’s script: <i>The author dedicates the book to his readers who are looking for a place of belonging.</i></p>			<i>Book – Dedication page</i>
30	<p>T presents the letters one by one.</p> <ul style="list-style-type: none"> <li>- Some of the terms may be difficult to understand. T can use the picture on the page and/or other wordings to explain to Ss.</li> <li>- T might need to repeat some of the words for clear pronunciation.</li> <li>- For the letters <i>M</i> and <i>J</i> T does not need to deliver a lot of background information, but T should explain the meaning of “activist”.</li> <li>- For the letter <i>O</i>, T needs to explain the different terms.</li> </ul>	<ul style="list-style-type: none"> <li>• To present the content of the book</li> </ul>	T-Ss	<i>page A – Z</i>

25	3 to 4 Ss will form a group. <ul style="list-style-type: none"> <li>- Ss are asked to create a poster (or more than one) based on the letters that are given to them. <ul style="list-style-type: none"> <li>o Scenario: You are one of the members of Equality Club. You need to design a poster to promote sexuality in your school.</li> </ul> </li> <li>- T can prepare some poster examples for Ss beforehand, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide guidance</li> </ul>	T-Ss	Draft paper  Art materials  iPad
	T distributes draft paper, art materials and an iPad. <ul style="list-style-type: none"> <li>- Colour pens</li> <li>- Markers</li> <li>- Colour paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To elicit performance</li> <li>• To assess Ss' understanding of the terms</li> </ul>	T	
	Ss might need to make a draft first with their groupmates. Meanwhile, T can walk around and give more detailed information about the letters to Ss. <ul style="list-style-type: none"> <li>- Ss can listen to e-book reading of the letters again by using the iPad, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• To give feedback</li> </ul>	T-Ss Ss-Ss	
20	T invites Ss to share their art works in front of the class. <ul style="list-style-type: none"> <li>- Present the letters</li> <li>- The symbolic meanings of the letters</li> <li>- Their poster(s) <ul style="list-style-type: none"> <li>o The concepts</li> <li>o The materials/visuals used</li> <li>o The relationship of the content of the poster and the letter</li> <li>o The most impressive letter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate Ss' understanding of the sexuality concepts</li> </ul>	Ss-Ss Ss-T	Ss' poster(s) Projector
	After each presentation T should allow Ss to ask questions, and T corrects any misunderstandings.	<ul style="list-style-type: none"> <li>• To give feedback</li> </ul>	T-Ss	
	T summarises the lesson content.		T-Ss	



**Draft**

Group: \_\_\_\_\_

Name: \_\_\_\_\_



Draft

Group: \_\_\_\_\_

Name: \_\_\_\_\_



**Draft**

Group: \_\_\_\_\_

Name: \_\_\_\_\_



Draft

Group: \_\_\_\_\_

Name: \_\_\_\_\_





**Draft**

Group: \_\_\_\_\_

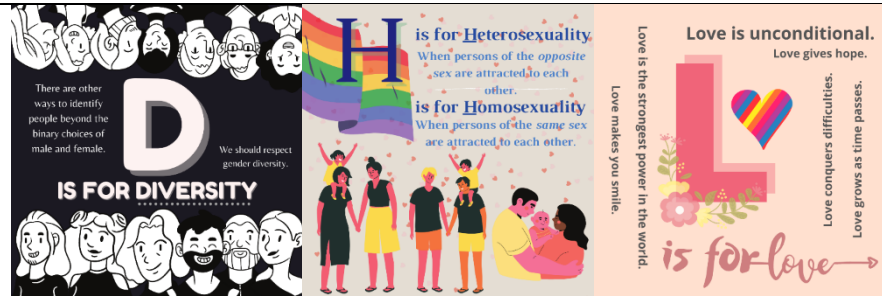
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**Draft**

Group: \_\_\_\_\_

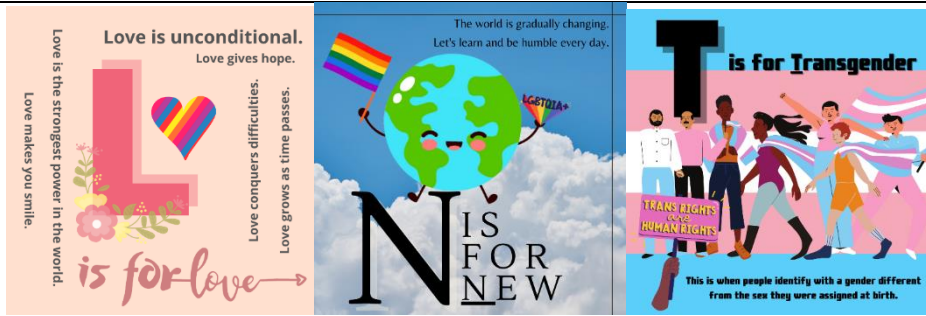
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