

Extra videos on coming out and allyship

https://www.youtube.com/watch?v=qyOO7hl8JT0&list=PL9-RZux3Bsq1bVeqNgNg0aRQ_uUz4UYO6&index=11 (wellbeing and friends)

https://www.youtube.com/watch?v=T8K8KPvSzpU&list=PL9-RZux3Bsq1bVeqNgNg0aRQ_uUz4UYO6&index=15 (teacher who supported at school)

https://www.youtube.com/watch?v=PmK6nLQ3xl4&list=PL9-RZux3Bsq1bVeqNgNg0aRQ_uUz4UYO6&index=35 (longer video about differing responses when they came out) This includes negative experiences so please discuss what those students could have done to be a better ally.



Growing up LGBT+ today

Session summary		Pupil context
<p>This lesson focuses on gaining an insight into the experiences of young people growing up LGBT+ today. The lesson content can vary depending on which of our videos you choose to show, but is likely to explore themes such as family and friends, religion, mental health, coming out and experiences at school. Pupils can share their personal responses and the session ends on positive key messages both for LGBT+ and non-LGBT+ young people.</p>		<p>This lesson is suitable for secondary pupils of all ages, given that they have an understanding of what LGBT+ means.</p>
Session aims	Resources needed	Link to English curriculum
<ul style="list-style-type: none"> • Gain insight into the experience of growing up LGBT+ person today • Think about how I can demonstrate acceptance in my own life • For young LGBT+ people, to see there are others who may be 	<ul style="list-style-type: none"> • Presentation • Discussion prompt questions (included in presentation) • Support resources handout (included in presentation) 	<p>The statutory PSHE curriculum for 2020 will include a requirement that pupils must understand “that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded”. LGBT+ specific content will also be a requirement.</p>

experiencing the same things, and see positive role models.		
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
"To understand the range of sexual attitudes, relationships and behaviours in society"	"As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others"	"Investigate factors that influence individual and group identity"
Preparation ahead of the session		
<ul style="list-style-type: none"> You may need to let pupils know about School Diversity Week: you can find explainer slides in our resource library. 		

Timing	Activity	Suggestions for differentiation
0-10	LGBT+ 101 <ul style="list-style-type: none"> Begin by explaining the lesson aims Give pupils the LGBT+ terms worksheet, which asks them to match up the term to the correct definition 	Remove 'Gender expression', 'Transgender' and 'Cisgender' and cover these after the matching activity.
10-40	Meeting the Just Like Us ambassadors <ul style="list-style-type: none"> Play a series of videos showcasing the experiences of the Just Like Us ambassadors Emphasise that these experiences 	A key aspect of differentiating this session will be selecting which videos to show. Our suggestions for younger

	<p>represent a small range within a range wide and diverse community, so whilst they are true to the individuals speaking, they are not representative of the whole community</p> <ul style="list-style-type: none"> ● Give pupils a notes worksheet to fill in, so they can remember what ambassadors have said on a range of key areas including: <ul style="list-style-type: none"> ● Family and friends ● Religion ● Mental health ● Coming out ● School ● Any others they're interested in finding out about ● After each clip, as someone in the class to summarise what the ambassador has said 	<p>pupils:</p> <ul style="list-style-type: none"> ● Josh ● Toki ● Lauryn ● Kayla
40-50	<p>5-5-1</p> <ul style="list-style-type: none"> ● Ask pupils to reflect on their own thoughts and insights they have gained following the videos, using the 5-5-1 method. The structure for a 5-5-1 review is included in the presentation slides 	
50-55	<p>Key messages</p> <ul style="list-style-type: none"> ● Present the key messages to pupils: what they should keep in mind if they're LGBT+, and how they can be a great ally even if they don't identify as LGBT+ ● Note that when you use the word 'ally' you include LGBT+ people in that as well, as LGBT+ people need to support each other too 	

55-60	<p>Where next?</p> <ul style="list-style-type: none"> • Signpost pupils to resources they can use or turn to, and make sure to hand this out to every pupil at the end of the lesson • Ask pupils to write a message on a post-it to give to school leaders outlining what they'd like their school to do for LGBT+ pupils 	
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Growing up LGBT+ today



Aims for today's session:

- Gain insight into the experience of growing up as an LGBT+ person today
- Think about how I can show acceptance in my own life



Meeting the Just Like Us ambassadors



Meeting the Just Like Us ambassadors

- The videos on the next few slides feature several Just Like Us ambassadors, speaking about their experiences as LGBT+ people
- We asked them to focus on the issues which were most significant to them
- Their stories provide a window into the lived experiences of LGBT+ people in today's society
- Each video is accompanied by three areas on which to take notes, which can form the basis of a class discussion
- We hope the videos will encourage young people to empathise with our ambassadors, potentially find comfort in their stories, or to better appreciate things their peers may be going through



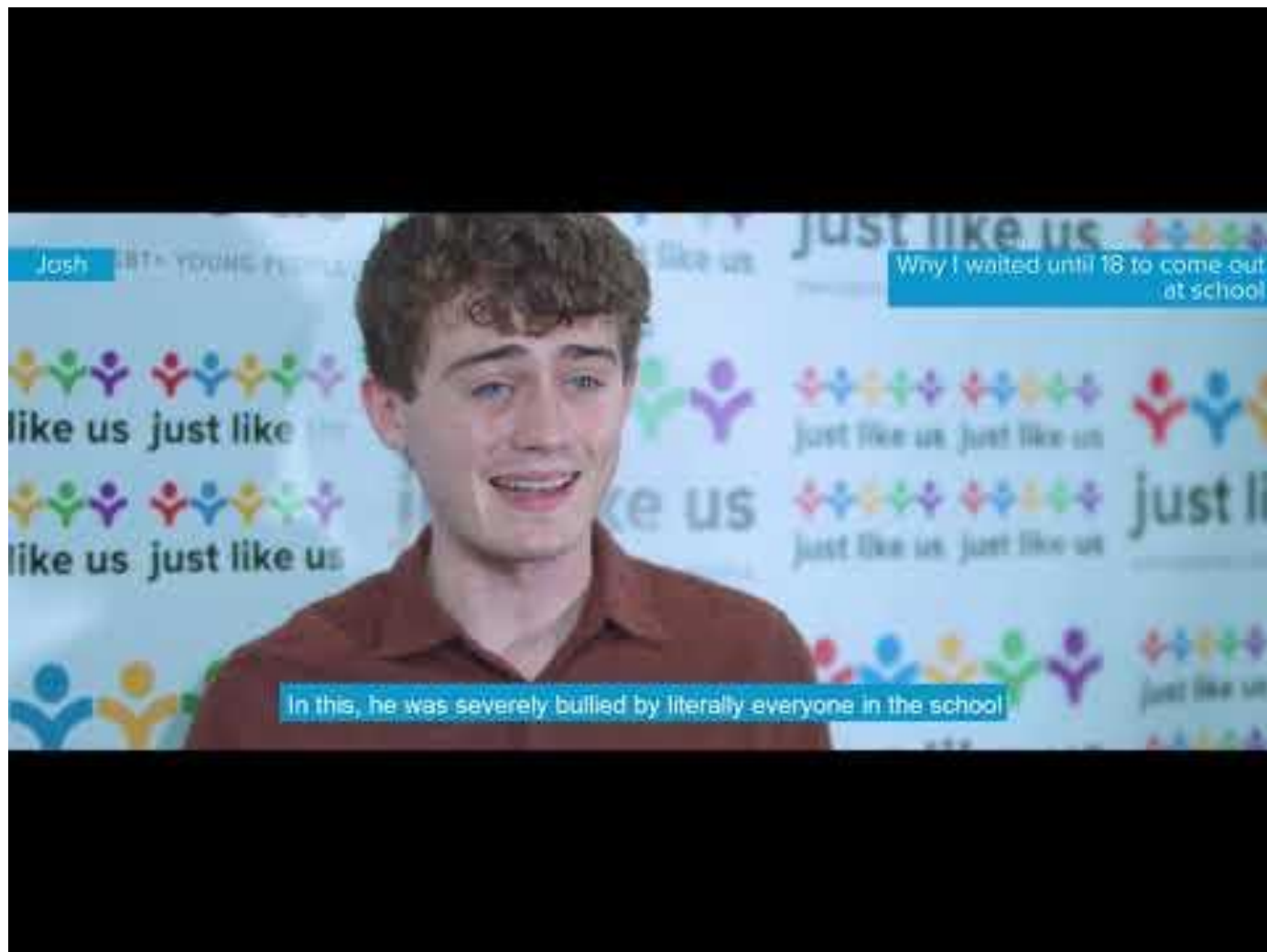
Josh's story



Josh's story

06.30 - 07.51

Josh identifies
as a gay man



What does Josh say about...

how people reacted to the other boy coming out?

how he felt about it?

what happened when he came out to his friends?

any other thoughts?



Tope's story



Tope's story

07.00 - 09.44

Tope
identifies as a
bisexual man



What does Tope say about...

his relationships with his friends after he came out?

how he felt about it?

what he wishes he could have?

any other thoughts?



Maya's story



Maya's story

full clip

Maya
identifies as a
bisexual
woman



What does Maya say about...

what helped her and other people at school?

how speaking out improved her skills?

any other thoughts?



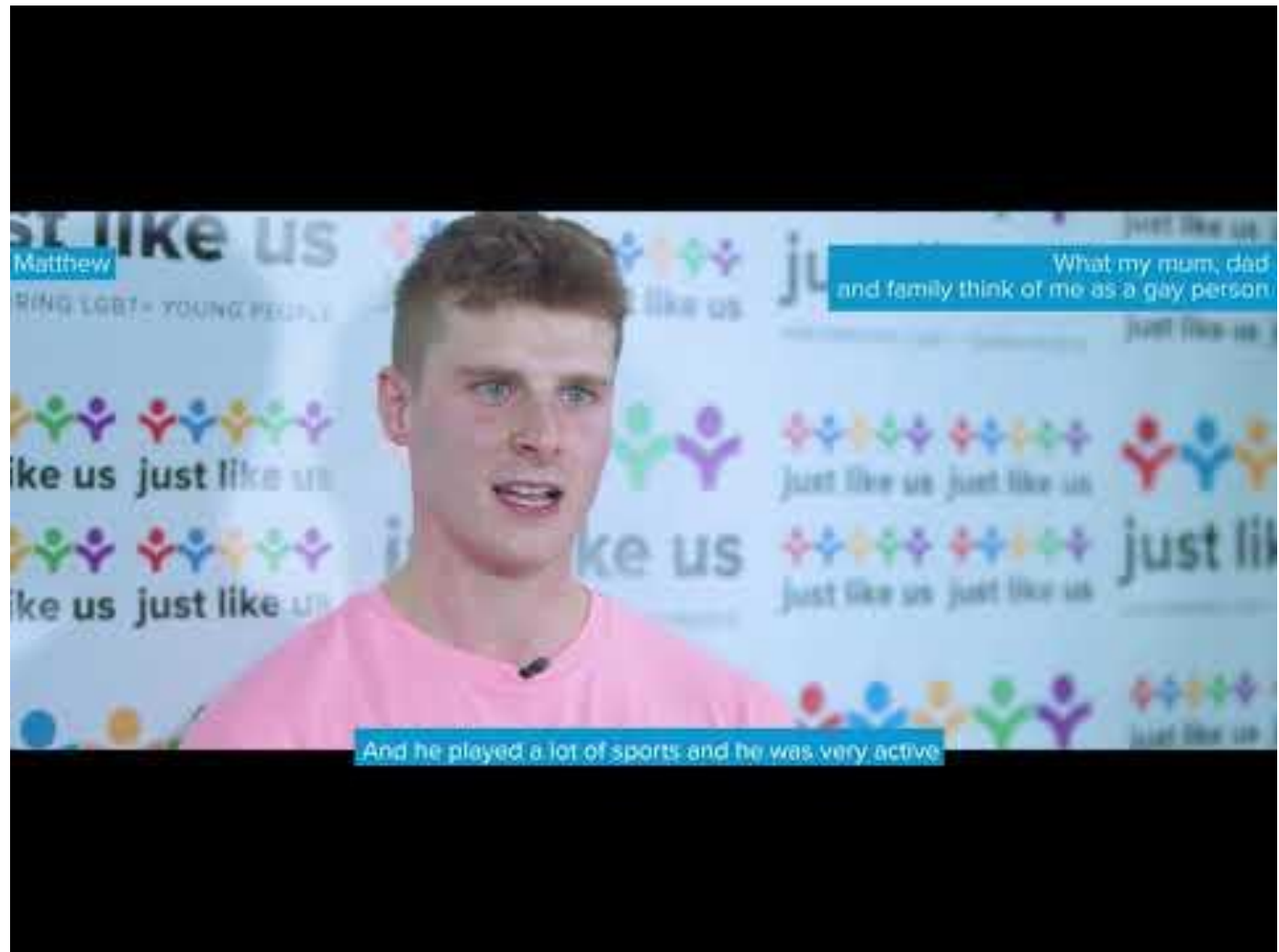
Matthew's story



Matthew's story

08.24 - 10.58

Matthew
identifies as a
gay man



What does Matthew say about...

how his dad reacted to him being who he was?

how his mum reacted to him being who he was?

how he thinks about those reactions now?

any other thoughts?



5-5-1 review



5-5-1 review

Write 5 sentences summarising
what you will take away from
today's lesson

Now reduce that to 5 key words

And finally to one word



Key messages



If you know you're not LGBT+

- Sexuality and gender are essential parts of all of us
- Imagine growing up feeling like an outsider
- Anti-LGBT+ bullying is as destructive as other bullying
- You can make a huge difference



If you know you're LGBT+

- If you're having a rough time now, things get better
- There's no one way of being LGBT+
- It won't hold you back from having an awesome life
- You are not alone – reach out for support at school and/or from helplines



Where next?



Who can I talk to?

Your form tutor or head of year

Switchboard LGBT+ helpline



Brook help and advice



Childline

childline

ONLINE, ON THE PHONE, ANYTIME

The Mix help and advice



What would you like our school to do for LGBT+ pupils?



About Just Like Us

Just Like Us is the LGBT+ young people's charity. Our mission is to empower young people to champion LGBT+ equality.

We run [three programmes](#) in schools across the UK:

- **School Diversity Week:** Sign up for free resources and celebrate inclusion alongside thousands of primary and secondary schools
- **School talks:** Book our trained LGBT+ 18 to 25-year-olds speakers for relatable talks on allyship and growing up LGBT+
- **Pride Groups:** Join our programme to get support with setting up a lunchtime or after school Pride Group for LGBT+ and ally pupils





LGBT+ resources for schools:

www.facebook.com/groups/lgbtinschools

www.justlikeus.org | [@JustLikeUsUK](https://twitter.com/JustLikeUsUK)





LGBT+ families

Session summary		Pupil context
Students will learn about the diversity of families, focusing on the many different kinds of LGBT+ families.		KS2 students who may have encountered LGBT+ issues before but also this may be new to them.
Session aims	Resources needed	Link to English curriculum
<p>I will:</p> <ul style="list-style-type: none"> • Understand that there are many kinds of families, including LGBT+ families • Know that all families are similar in some ways • Explore how I can celebrate diverse families 	<ul style="list-style-type: none"> • Slides • Lesson resource 	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
The importance of stable family relationships.	I recognise that each individual has a unique	Examining and exploring the different types of

To develop respect for themselves and others.	blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.	families that exist, the roles within them, and the different responsibilities.
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Preparation ahead of the session

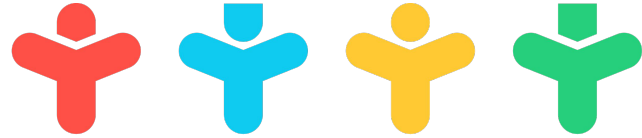
The topic of family can be hard for some children for a wide variety of reasons. It is important to think about this before running this lesson and think about anything you can do to support individual students, for example by talking to them about it prior to the lesson, or finding a way for them to leave the classroom if the lesson becomes overwhelming.

Timing	Activity	Suggestions for differentiation
0-10	<p>Intro</p> <ul style="list-style-type: none"> What does family mean to you? Make a mindmap of all the words students suggest Students will all have different conceptions of what makes a family a family - this is a great chance to explore this Introduce the lesson aims 	<p>If children need prompts you could try the following:</p> <p>Who might be in a family?</p> <p>What qualities does a family relationship have?</p> <p>How does family make you feel?</p>
10 - 25	<p>Look again at the mindmap - can we decide on a definition of family?</p> <p>For example: do families have to have children? Do they have to have a mum and a dad? Do families</p>	

	<p>always get along well? Do families include non-blood related people? What about extended families?</p> <p>Children may talk about who is in their family - make a point of pointing out any differences.</p> <p>There is no one definition of family! The most important thing is that a healthy family is a set of people, often parents and children, but not always, who care for each other, support each other and show respect and love. It is a place where we can feel safe. Just because your family looks one way doesn't mean this is the only way for a family to look.</p> <p>Show pictures of lots of different types of families. Ask children to talk with their partner about what this family looks like, for example who is in this family? What do you think their relationship is to one another? How do you think they treat each other?</p> <p>These are all LGBT+ families - meaning there are people in these families who are members of the LGBT+ community.</p> <p>What does LGBT+ mean? If children do not know, you can explain this using the slide.</p> <p>There are many kinds of LGBT+ families. These include (show relevant pictures):</p> <ul style="list-style-type: none"> ● Families with two dads who are gay ● Families with two mums who are lesbian ● Families with only one parent but this 	
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	<p>parent is LGBT+</p> <ul style="list-style-type: none"> Families with a parent who is bisexual Families with one or two transgender parents Families with LGBT+ young people <p>Some people may have older siblings who are LGBT+. Other people may have grandparents, aunts and uncles or cousins who are LGBT+ too.</p> <p>While all these families look different and may look different to yours, they can all be healthy, loving family relationships.</p> <p>Some people may be unkind to a person because they have a different family. How do you think this would make someone feel?</p> <p>It is important that we respect and show kindness towards all families, including those that look different from ours.</p> <p>If you find out someone has a different family, what would you say to them?</p>	
25 - 55	<p>Activity</p> <p>Use the sheet to compare your family and other families. Answer the questions.</p> <ul style="list-style-type: none"> Which family is most similar to yours? Why? Which family do you think is most different? Why? How do you think all these people feel about their family? What do you think makes a family? 	<p>Children can draw their own family and label them and take one of the examples and label them.</p> <p>They could also verbally discuss this and notes could be made by an adult.</p>

55 - 60	Plenary How can we show that we respect and celebrate all different kinds of families in our school?	
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just like us
THE LGBT+ YOUNG PEOPLE'S CHARITY

LGBT+ families



Lesson aims

I will:

- Understand that there are many kinds of families, including LGBT+ families
- Know that all families are similar in some ways
- Explore how I can celebrate diverse families



What is family?



What does family mean?

Make a mindmap on the next slide, use the following questions to help you:

- Who might be in a family? Do they have to have two parents and children?
- What qualities does a family relationship have?
- How does family make you feel?
- How do people in families treat each other?



What does family mean?

Family



What is family?

- Looking at your mindmap, can you make a definition of family?
Does everyone agree?
- There is no one definition of family - families look different for everyone
- In a family, we care for each other, love each other, show kindness and respect
- Families often have children and adults but they are not always related by blood
- Families may look different but when they are healthy they make us feel safe and cared for



Different families

Here are lots of different families. Talk to your partner:

- Who is in each family?
- What is their relationship to each other?
- How do they treat each other?
- How do you think being in their family feels for them?



Different families



Different families

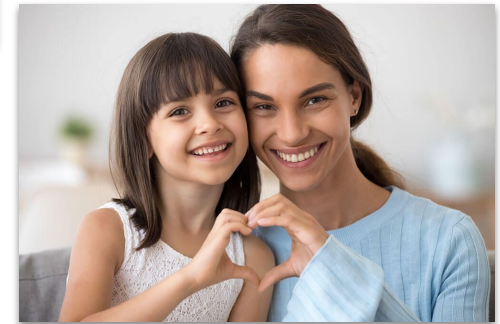


LGBT+ families



LGBT+ families

These are all **LGBT+ families** - meaning there are people in these families who are members of the LGBT+ community.



LGBT+ families

There are many kinds of LGBT+ families. For example, families with:

- Two lesbian mums
- Two gay dads
- One or more transgender parents
- One or more bisexual parents
- A single parent who is LGBT+
- An LGBT+ young person

Some children may have an older sibling who is LGBT+, or a member of their extended family, such as a grandparent or an uncle.



LGBT+ families

All these families look different and they may look different to yours, but they are still families that are made of **love, respect and care.**

Some people can be unkind to those who come from LGBT+ families.

How do you think that makes those people feel?

How can you show someone that you celebrate their family even if it is different from yours?






Activity



LGBT+ families

Using the resource sheet, compare the different families and your own family, then answer the questions.

Name: _____		Date: _____	
LGBT+ families			
1) Here are three different families. Who do you think is in this family? Write in the box below the picture. In the last box, draw your own family and write who is there.			
			
			

Just Like Us is a registered charity number 1165194



Celebrating diverse families



How can you celebrate diverse families?

- How can **you individually** respect and celebrate different families?
- How can **your class** celebrate different kinds of families?
- How can **your school** celebrate different kinds of families?



About Just Like Us

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LGBT+ resources for schools:

www.facebook.com/groups/lgbtinschools

www.justlikeus.org | [@JustLikeUsUK](https://twitter.com/JustLikeUsUK)



Name: _____

Date: _____

LGBT+ families

Here are three different families. Who do you think is in this family? Write in the box below the picture. In the last box, draw your own family and write who is there.



Name: _____

Date: _____

Which family do you think is most similar to yours and why?

Which family do you think is most different to yours and why?

Name: _____

Date: _____

How do you think all these people feel about their family?

What do you think makes a family?

LGBTQAI+ What does this stand for and what do we need to know about it?



Challenge: What does this flag stand for? Who might use it?

More challenging: Why has this particular community chosen a rainbow as their flag? Explain.

Mega Challenging: What do the letters in LGBTQAI+ stand for? Explain what the term 'gender issues' might mean.

LGBTQAI+ What does this stand for and what do we need to know about it? Today's focus - trans and gender issues

Key terms:

LGBTQAI - Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex community.

Cis-gender - most people are 'cisgender'. People who are happy with the biological sex they were born with. These people can still be gay or straight or bi.

Learning Outcomes:

Correctly identify the different LGBTQAI identities and what the community want us know about these.

Describe the difference between these identities and use the new terms articulately and in the correct context.

Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.

Transgender Question Sheet

Watch the video and answer the questions at your challenge level.

<https://www.youtube.com/watch?v=YQAFYy15N7E>



Challenging

1. Are gender and sex the same thing? Explain your answer.
2. What are the categories of biological sex?
3. Is gender the same thing as sexual orientation? Explain your answer.
4. What sex was Adam assigned at birth? What is his identity now?

More Challenging

1. What is the difference between gender and sexual orientation?
2. What is a term for somebody who identifies as ALL genders?
3. Why doesn't being a transgender person mean you HAVE to have surgery?
4. How can you help transgender people to become more accepted in society?

Mega Challenging

1. Why do many people say there are only two genders, and some people say there are more?
2. List five ways in which Adam may experience prejudice in his life where a cisgender person wouldn't.
3. List five things which cisgender people can do to be allies to transgender people.

READING ALOUD OPPORTUNITY:

We'll now read some information about what each of the terms stand for and what we need to know about each of these identities.



Transgender and Non-Binary Identities

When we are thinking about gender identity, we first need to understand the difference between sex and gender.

Sex refers to the biological features of a person. For example, biologically male people have XY chromosomes; biologically female people have XX chromosomes.

Gender is more related to social and cultural expectations. We often talk about these as 'masculine' and 'feminine'. Masculine is often linked with our idea of what is 'manly', and 'feminine' is often linked with our idea of what is 'womanly'. For example, wearing flowery dresses and makeup is stereotypically considered to be feminine in Western culture, and having short hair and very big muscles is stereotypically considered to be masculine. (It is important to note that stereotypes are only general ideas and they are not true for everyone in every case.)

Somebody whose gender identity matches the biological sex they were born with is referred to as cisgender. They don't have a problem thinking of themselves as a girl if they were born female, or as a boy if they were born male. For example, someone who is born biologically female would be considered cisgender if they felt that they were a girl or a woman. They may or may not also be interested in stereotypically 'feminine' things.

Somebody whose gender identity is different from the biological sex they were born with is referred to as transgender. A transgender (often called trans) person may feel that their physical body does not match who they really are. For example, someone who is born biologically male would be considered transgender if they felt that they were a girl or a woman. They may or may not also be interested in stereotypically 'feminine' things.

Some transgender people will choose to have surgery to make their bodies better suited to their true identity. For example, a transgender man might have his breasts removed so that he has a flatter chest. Some transgender people take hormones to change their body; for example, a transgender woman might take estrogen in order to give her less facial and body hair. These are all things which are done with the help and guidance of a medical professional, after lots of discussion and counselling. It is important that the person who is having the surgery or taking the hormones knows what they are doing to their body and the consequences - good and bad - of what they are doing. Consequences of hormone therapy and surgery can often include infertility (not being able to have biological children).

Some transgender people choose not to have surgery or take hormones. They may dress in ways that are more typical of their preferred gender identity. For example, a trans man may dress in a more 'boyish' or 'manly' style.

What are pronouns and how should I use them?

Pronouns are what we say instead of a person's name, e.g. he, she, they. Most people will use the pronouns that relate to their true gender identity. For example, someone who was born biologically male but identifies as female will want to be addressed with the pronouns 'she' and 'her'. It can be very offensive to get someone's pronouns wrong, so it is important to ask them. NEVER use the pronoun 'it' for a person. This is offensive to everybody, regardless of their gender.

Transgender identity is different to transvestite identity or **cross-dressing**. Cross-dressing is the practice of wearing the clothes which are typically associated with the opposite sex. A transvestite man might enjoy wearing dresses and makeup, but does not identify as a woman. A transvestite may wear the clothes associated with the opposite sex in private, or in public.

Some people identify as **non-binary**. Like transgender people, **non-binary** (or NB) people feel that the biological sex which they were assigned at birth does not reflect their identity. However, unlike transgender people, **non-binary** people do not feel that they are one gender or another. They may feel like they have no gender. They may feel that they have a gender identity that is neither masculine nor feminine, or both. **Non-binary** people often use the pronoun 'they'.

How can I tell if a person is transgender or **non-binary**?

You may not be able to tell a person's gender identity just from looking at them. The only way to know for sure is if they tell you. You do need to remember that another person's gender identity is their own business, not yours. If you feel that they wouldn't mind you asking them about it, a good question to ask a person is what pronouns they use. Some people will be open about their gender identity and want to talk about it; other people will not want to make a big deal about it. You should respect their choice either way.



Left: Caitlyn Jenner, a famous transgender person.



Popcorn reading! Someone will start reading a paragraph, then shout 'popcorn!' and the person's name they would like to continue reading. Be ready!

Main task: Inbox Full.



You run a LGBTQAI support hotline for teenagers discovering their identity, simply curious or concerned about friends. You have just had a few messages in your inbox....

*What is up with my friend Mark?
Suddenly he wants to borrow my handbag
and shoes all the time. He says it's for
his sister, but why couldn't she just get
her own? I don't care if it's really for him
but I'm not sure how to approach the
subject. Amy.*

*No one understands me. I don't feel
comfortable with the fact I have
breasts. It's not the real me! What's up
with me? Why am I like this? Kelly*

*My mate reckons she's 'non-binary' now. So she's
neither he or she, what do I call her then? 'It'?!
Keith*

*Please help me! I know I'm ready
to transition. I've lived for two
years as a man now...my doctor is
supportive, but what's the next
move? What can I expect?*

*My parents have
decorated my bedroom
with pink flower
wallpaper as a
surprise. I hate pink
and I hate flowers
even though I'm a girl.
Am I a weirdo?*

Challenge: Using the info from the clips and your reading sheets, answer each message giving advice to help the teenagers.

More challenging: Explain to each person how they can help the people in question to feel better about themselves, using the new terms in context and remembering what we have learned about gender stereotypes.

Mega Challenging: After completing the 'mega challenge', create three more emails for a partner to answer.

Plenary

Challenge: Create a one minute role play with a partner about a person who believes themselves to be non-binary or trans, telling their friend about their identity.

More challenging: As above but you must include the terms; cis-gender, transvestism and LGBTQAI.

Mega challenging: You must also explain to your friend the problems that come with gender stereotyping.

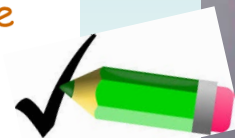


Learning Outcomes:

Correctly identify the different LGBTQAI identities and what the community want us know about these.

Describe the difference between these identities and use the new terms articulately and in the correct context.

Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.





The importance of being an ally

Session summary		Pupil context
Pupils will consider what it means when we talk about being an “ally” to someone, or to a community. They’ll consider practical ways this can happen, as well as where they can make the greatest difference in their own communities.		Suitable for KS4 pupils who have an understanding of different sexual orientations and gender identities. It may help if they have an understanding of the concept of intersectionality.
Session aims	Resources needed	Link to English curriculum
<ul style="list-style-type: none"> • Explore what it means to be an ally. • Consider where I can make the greatest difference in my own community. 	<ul style="list-style-type: none"> • Presentation • Post-its • Video transcripts 	<p>The different ways in which a citizen can contribute to the improvement of their community.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>

Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
Develop a consistent set of personal values and have the confidence to apply these in practice	I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.	Ways to promote inclusion in society through laws, policies, communication and education in the following: <ul style="list-style-type: none"> • school • community • workplace
Preparation ahead of the session		
<ul style="list-style-type: none"> • You may need to let pupils know about School Diversity Week, the UK-wide celebration of LGBT+ equality in primary and secondary schools. 		

Timing	Activity	Suggestions for differentiation
0-5	What is an ally? <ul style="list-style-type: none"> • Begin with the question: what do we mean when we say ally? How is an ally different from just being a good friend? • Ask the class if they were able to unscramble any of the key words to give them a clue. 	
5-15	Who needs an ally? <ul style="list-style-type: none"> • Based on the definition just agreed, ask pupils to individually reflect on who, in society, might have a particular need for people to be good allies. • Present the information on discrimination, intersectionality and relevant legal 	

	<p>frameworks, highlighting their own rights and responsibilities now and in the future.</p> <ul style="list-style-type: none"> ● Ask pupils what other ideas they had in terms of who might need allies, due to the fact they are more likely to face discrimination. 	
15-30	<p>How can you be an ally to a person, or to a community?</p> <ul style="list-style-type: none"> ● Hand out post-its, and give pupils 2 minutes (timed) to come up with as many ideas as they can, at speed. If they don't generate 10+ ideas in 2 minutes, give them extra time. ● Now they have generated ideas, without asking for their feedback, ask them to put the post-its in groups. It's down to them to decide what those groups might be. Give them five minutes before taking feedback on which groups they found. ● If time, ask them to regroup them, to see what additional ideas they come up with. ● Categories they might come up with (or equivalents): <ul style="list-style-type: none"> ○ Being informed ○ Understand your own privilege ○ Not being a bystander ○ Being visibly supportive ○ Making life better - changing the situation for people ○ Listening ○ Letting people speak about their own experiences (when they're comfortable to) ○ Keep trying ○ Volunteering or fundraising 	<p>Give them pre-filled cards to sort into categories.</p>

30-35	<p>Being visible</p> <ul style="list-style-type: none"> ● Present the information about the benefits of being a visible ally, where possible. ● Use the images on the slide to inform a discussion about different types of visible support. Ask the group: <ul style="list-style-type: none"> ○ Which have you seen? ○ Which types are more effective? ○ What are the limitations of this type of allyship? 	<p>Print out the slide from the presentation featuring the visible signs of support, and ask pupils to label what they are.</p>
35-45	<p>Being a great listener</p> <ul style="list-style-type: none"> ● Play the video, in which they describe their experience. ● Pose the question: what's the common theme with all of these experiences? (Answer: they were listened to.) ● Introduce the scenario, and get pupils to think-pair-share a good response. 	
45-55	<p>When can you make the greatest difference?</p> <ul style="list-style-type: none"> ● Ask pupils to individually reflect on a specific time where they felt (or feel) that they did (or could) make the greatest difference. ● Ask them to write down <i>why</i> they think they can make the greatest difference in that situation. ● Spider-diagram ideas on the board. Ideas might include: <ul style="list-style-type: none"> ○ Because I have power in this situation ○ Because I have personal experience which people will listen to ○ Because I feel I can act or speak with confidence in this situation ○ Because there's is potential for 	

	change	
55-60	What can I do? <ul style="list-style-type: none"> • Get pupils to write down 5 concrete actions they can take to be better allies. • You may want to end with this great video featuring <u>Daniel Radcliffe</u>! 	



Transcripts: being an ally

1. Aoife

I've always had really supportive friends, they were there as I was trying to figure out who I was and where I fit in and they always lent an ear without judgement. Without my friends listening to my perspective as a young LGBT+ person, I don't think I'd be as happy or as confident as I am today.

2. Elliot

Hi, my name's Elliot, I use he or they pronouns and am an ambassador for Just Like Us. To me, a good ally is someone who's willing to step in when they hear something that isn't quite right. As a trans person, I often get asked questions which are uncomfortable or inappropriate and I often freeze up when I hear these questions. So having someone there who is able to jump in and say; "hey, like, that's not an appropriate question" or "it's not OK to ask that" is a super big help.

3. Georgie

My school wasn't very supportive of LGBT+ [people], but some of my main allies also attended that school which I think shows the power of self-education and also the fact that anyone can be an ally.



The importance of being an ally



Aims for today's session

- Explore what it means to be an ally
- Consider where I can make the greatest difference in my own community



What is an ally?



hlpe

enoitcffa

What do we mean when we say ally? How is an ally different from just being a good friend? Unscramble the anagrams and use them to help.

utprpso

sttur

ALLY

BOTH

FRIEND



What is an ally?

Both “ally” and “friend” can be tricky words to define, and the definitions below only make up part of the picture.

Broadly, an ally is someone who assists or supports you, in a connection you both benefit from.

Both a good ally and a good friend should be supportive. Allies are linked by a common cause, whereas friends are linked by shared affection and trust.



Who needs an ally?



**Who, in society,
might have a
particular need
for allies?**



Some people face greater difficulties

In society, some people face greater discrimination and prejudice than others. Some characteristics which can be used to discriminate or base prejudice on include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity, income or where you live. If you are in a minority group, you're more likely to face a tougher time.

There are laws which protect against discrimination, hate speech, violence and other harmful acts. A key piece of anti-discrimination legislation for England, Wales and Scotland which explicitly refers to many of the characteristics above (the ones in blue) is The Equality Act: [here's an explainer](#).

The Act is complicated, and protects different people in different ways (for example, whether you're under or over eighteen it differs), but overall it's important to know that it exists.

Often, if someone has more than one minority characteristic, they face a higher level of discrimination. Acknowledging and understanding this is called intersectionality, because the person is at the intersection (a point at which two or more things cross) of different characteristics.

As it's School Diversity Week, our examples in this presentation will relate to the LGBT+ community.



Legal

Moral

Psychological

What are the
arguments for
being a good
ally?

Personal

Societal



Legal

- Forms of discrimination, abuse and prejudice are against the law

Moral

- Believing it's the right thing to do

Psychological

- Being kind and helping others improves your own wellbeing

What are the arguments for being a good ally?

Personal

- Being informed about others, and the world you live in
- Being empathetic
- Being kind

Societal

- Wanting to live in a more connected, more considerate world



How can you be an ally to a person, or to a community?



How have people been good allies to Elliott, Aoife and Georgie?



Elliott (he/him, they/them)



Aoife (she/her)



Georgie (she/her)



How can someone be a good ally?

You have 2 minutes to write down as many ideas as possible.

IMPORTANT: write each idea on a separate post-it.

One idea to one post-it.



How can someone be a good ally?

You have 2 minutes to write down as many ideas as possible.

IMPORTANT: write each idea on a separate post-it.

One idea to one post-it.

You have 5 minutes to group the ideas, before we feed back.



Did we find these categories?

- Being informed
- Understand your own privilege
- Not being a bystander
- Being visibly supportive
- Listening
- Letting people speak about their own experiences (when they're comfortable to)
- Volunteering
- Fundraising
- Sharing knowledge about helpful people, organisations or other resources

What does this mean? What might an example of this look like?



Being visible



Being a visible ally

- What kinds of visible allyship for the LGBT+ community can you see? Which have you seen in your own life?
- Which types are more effective?
- What are the limitations of this type of allyship?



Being a good listener



Being a good listener

In her video, Aoife described the way that her friends listening to her had really helped her confidence.

We're going to discuss a scenario in which one friend could be a better active listener.



Scenario

Saffiyah's friend Kit recently came out as trans, and wants to be known by the pronouns he/him. She's been using the pronouns he/him, and feels she's been supportive. Kit is being bullied online by someone from their year group, Matthew, but hasn't told anyone yet.

Read through the scenario conversation.

What could Saffiyah do to be a more active listener, and help Kit to feel able to share his experiences?



Scenario

K: So you know Matthew, did you hear what he said in Science?

S: Ugh yeah he just shouted over everyone. So rude.

K: He thinks -

S: - he thinks he's better than everyone

K: (no response, looks at the floor)

S: I have to work in his group in Drama. He just does nothing.

K: Yeah.



**When can you make the
greatest difference?**



**When could you
make the greatest
difference? Why do
you think that is?**



What can I do?



What can I do?

Write down 5 things you can do to be a better ally. Make them as specific as possible, without referring to individuals: actions you can take within the next weeks or months.

Use the ideas you generated earlier in the lesson for inspiration.

Example: add my pronouns to my social media profile.



A final word from an award-winning ally...



Daniel Radcliffe
Actor



About Just Like Us

Just Like Us is the LGBT+ young people's charity. Our mission is to empower young people to champion LGBT+ equality.

We run [three programmes](#) in schools across the UK:

- **School Diversity Week:** Sign up for free resources and celebrate inclusion alongside thousands of primary and secondary schools
- **School talks:** Book our trained LGBT+ 18 to 25-year-olds speakers for relatable talks on allyship and growing up LGBT+
- **Pride Groups:** Join our programme to get support with setting up a lunchtime or after school Pride Group for LGBT+ and ally pupils





LGBT+ resources for schools:

www.facebook.com/groups/lgbtinschools

www.justlikeus.org/schools | [@JustLikeUsUK](https://www.instagram.com/JustLikeUsUK)





What is Pride?



Happy Pride Month!

- June is Pride month, a month dedicated to celebrating the LGBT+ communities around the world.
- Pride is usually celebrated with parades and marches, and sometimes when people use the term 'Pride', they are referring to one of these events.
- June is the month chosen to celebrate Pride as it was the month of the Stonewall riots - more on these later.



How did Pride start?

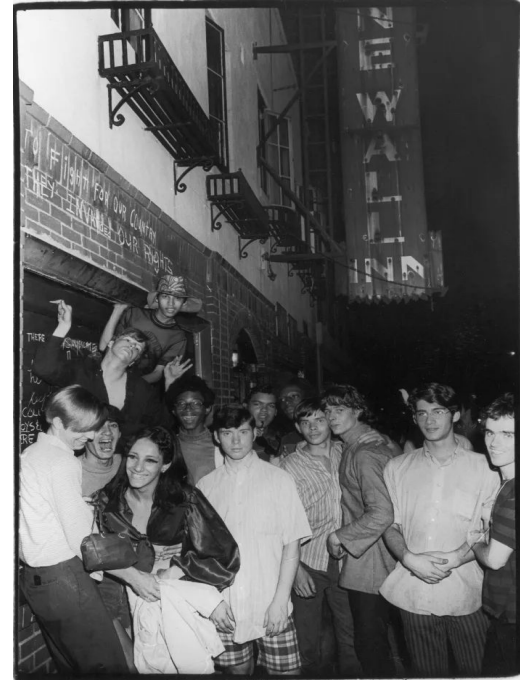


The Stonewall Riots

Pride has a long history, rooted in the **political activism** of LGBT+ communities around the world.

Through the 1950s & 60s, LGBT+ people faced **legal discrimination** and were sometimes **raided** by police in their community spaces.

For example in the UK **male same-sex affection was illegal until 1967** and could have resulted in **arrest and imprisonment**.



The Stonewall Inn in 1969



The Stonewall Riots

In 1969, **The Stonewall Inn**, a bar in New York, had been repeatedly **targeted for raids** by police as it was known to be a meeting place for **trans women and other LGBT+ people of colour**.

On the night of June 28th 1969, police raided the bar again. However, that night the people at the Stonewall Inn decided to **stand up to the police** which sparked **days of protests by LGBT+ activists** across the city.



Protests in New York
(1969)



The Beginnings of Pride in the UK

The Stonewall Riots **sparked similar protests** in cities across the USA where LGBT+ activists had also been pushing for change which became the **beginnings of the Pride celebrations** that we know today.

In the UK, in 1972 the **Gay Liberation Front** organised the first official Gay Pride Rally. They wanted to recreate what had happened in the USA to **help improve the lives of LGBT+ people living in the UK** as well.



An extract from the Gay Liberation Front's manifesto:

"We must root out the idea that homosexuality is bad, sick or immoral, and develop a gay Pride."



What is Pride like today?



Pride in the UK today

As rights and freedoms for LGBT+ people have improved over time, **Pride has increasingly become about celebrating the LGBT+ community**, their lives and their achievements.

Alongside this, Pride is also a key time for **local LGBT+ communities and organisations to come together** and push for further change to **improve the lives of LGBT+ people in the UK**.



Pride in the UK today

Pride in the UK today still has its political roots and Pride parades with floats, music and entertainment are **still often organised around contemporary LGBT+ issues.**

UK Black Pride (top right) and **Trans Pride in Brighton** (bottom right) foreground the issues that face parts of the LGBT+ community while **creating safe, inclusive spaces for everyone to celebrate Pride.**



Get involved!



Head to your local Pride event!

Pride is a welcoming celebration **for all LGBT+ people, allies, their friends and families** and you should go check out your local pride this month!

[Insert details about your local Pride here]

Get involved and **celebrate Pride month this year!**



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