# My faith

## A lesson pack for students with SEND/ALN/ASN

We've created this lesson pack to accompany our <u>School & College Role Model videos</u>. This pack could be used to accompany a number of our videos, and encourages students to reflect on LGBTQ+ people's experiences of faith and religion. We've planned an hour's worth of activities, but feel free to pick and mix to suit the amount of time you have available. You'll find the <u>PowerPoints</u> to accompany this lesson plan on our <u>website</u>. Version 2 of the PowerPoint focusses on the simpler activities from this lesson pack and is Widget symbol supported.

This lesson pack is designed for secondary aged students working below age related expectations. You might also find our <u>mainstream secondary pack</u> useful, you'll find it on our <u>website</u> along with our pack for mainstream post-16 learners.

### **Who are Stonewall?**

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people. At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full. Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter. To find out more about our work, visit us at www.stonewall.org.uk.

### **Join our Education & Youth programmes**

Our experienced team are proud to have supported many primary and secondary schools, colleges, Local Authorities and Multi Academy Trusts to challenge bullying and celebrate diversity.

#### We offer:

- Online training for education staff
- An awards scheme
- Membership programmes
- Consultancy
- A wide range of resources

To find out how your school, college or setting can benefit from working with Stonewall, visit <a href="https://www.stonewall.org.uk/schools-colleges">www.stonewall.org.uk/schools-colleges</a>.



## **Lesson plan**

Learning objective:

To take part in activities relating to religions

OR To identify symbols for different religions

OR To name some religions

OR To understand the role religion might play in a person's life

Activity	Details	Resources	
Introduction	Explain to students that you're going to be	• Stonewall	
(5 min)	discussing religion during the session.	School &	
		College Role	
	As a class, agree some ground rules for the session.	Model videos	
	For example, being kind to others (including the	• Faith	
	person on the video), recognising that not everyone	PowerPoint	
	has the same opinions and that's ok.	<ul><li>Stonewall</li></ul>	
Their faith	Watch one or more of Stonewall's School & College	School &	
(15-30	Role Model videos. Miki, Khakan and Philip are all	College Role	
minutes)	people of faith, so you might wish to choose them.	Model	
		communication	
	Simpler activity:	mats	
	After watching the video once, you could watch it	<ul> <li>Stonewall</li> </ul>	
	again, pausing when the person talks about an	School &	
	important part of their life or identity. Encourage	College Role	
	students to match or find the symbols on their	Model prompt	
	communication mat or to sign key words.	sheets	
		<ul> <li>Religious</li> </ul>	
	Harder activity:	symbol bingo	
	After watching the video, ask students to identify	set	
	some of the things the person said about their life	<ul> <li>Profile writing</li> </ul>	
	and about their religion. What was their religion?	frame	
	Were there parts of their life where religion was		

	particuarly important? (for example, worldings	Concoruntons
	particuarly important? (for example, weddings,	Sensory props
a	social events)	associated with
Simpler	Simpler activity:	different
activity:	Play 'Religious Symbol Bingo'. Start the session by	religions
What	encouraging the students to look at the symbols for	
religion is	each of the religions included in the set - if they are	
it?	religious or are from a religious background,	
(20 min)	encourage them to identify the symbol associated	
	with their faith or their family's faith. Use sensory	
Harder	props (for example, a puja set, a prayer mat, a	
activity:	kippah, a crucifix) to reinforce their association	
Who are	between the symbol and the religion.	
they?		
(20 min)	Place either the props or the symbols into a bag. A	
	member of the class should pull the first prop or	
	symbol from the bag and students should see if that	
	religion is shown on their bingo board. Keep going	
	until you've pulled all of the props or symbols from	
	the bag.	
	the sag.	
	Harder activity:	
	Students create a profile for the person from the	
	video, using the profile worksheet. They should:	
	draw or stick on a picture of the person, write their	
	name, their religion, their interests etc. They might	
	find it useful to use the prompt sheet provided in	
	the communication mat pack for each role model.	
How did	Revisit the learning objective(s) for the lesson and	
you do?	encourage students to reflect on their learning in	
	the lesson. Use your usual self-assessment tools or	
(5min)	techniques to facilitate this.	

# A profile of \_\_\_\_\_

Important people in their life:

\_\_\_\_\_

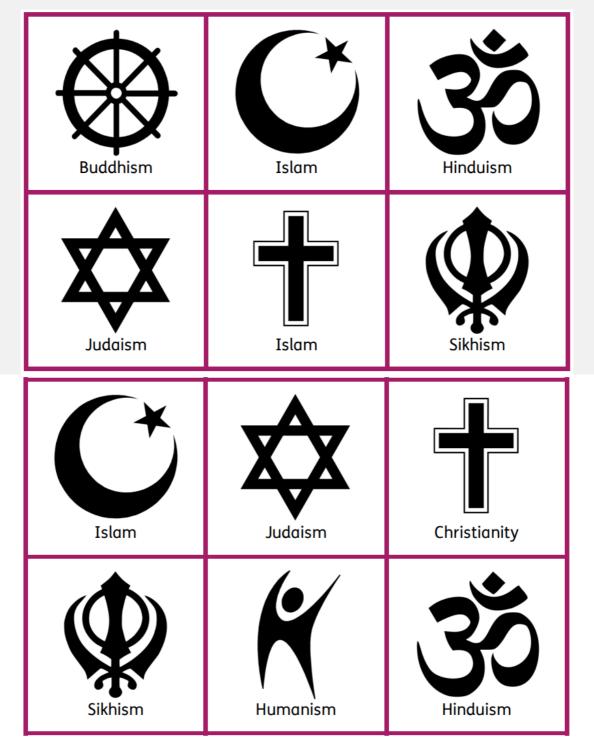
Important things in their life:

Religion:\_\_\_\_\_

A picture of \_\_\_\_\_

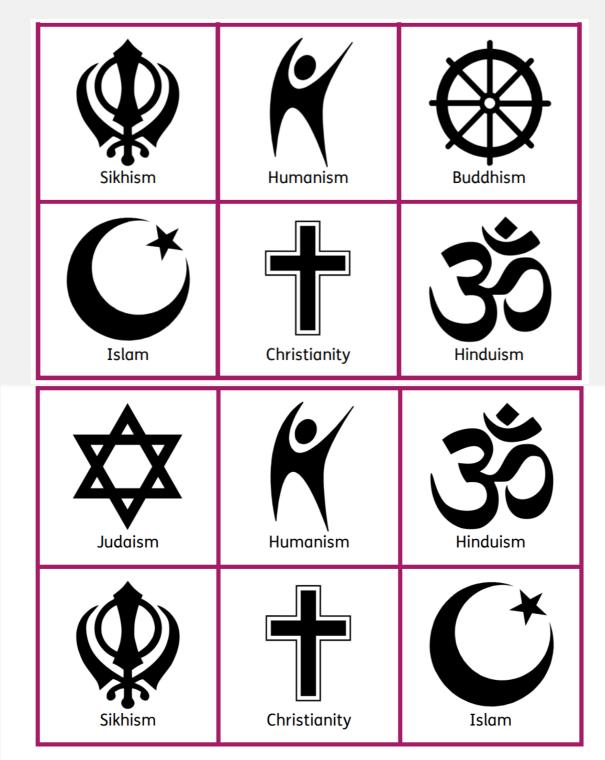
Other information:

## **My Faith: Bingo**



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