Who am I?

A lesson pack for Post-16 students

We've created this lesson pack to accompany our School & College Role Model videos. This pack could be used to accompany any of our videos and encourages young people to think about their own identity and experiences, as well as those as the LGBTQ+ person in the video. 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 PowerPoint to accompany this lesson plan on our website.

This lesson pack is designed for Post-16 students in mainstream schools or colleges. You might also find our SEND/ALN/ASN specific pack useful, you'll find it on our website along with our pack for secondary aged learners.

A note: Because this session encourages students to think about their own identities and the impact that their identity has on their lived experiences, it's important that they are able to seek support after the session if needed. We've signposted to some sources of support in the PowerPoint materials, please adapt the content to include sources of support available to them in your setting and local area.

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.

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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 www.stonewall.org.uk/schools-colleges.

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Post-16

Learning objective:

To explain the impact of a person's identity at different stages of their life.

Activity	Details	Resources
Introduction (10 min)	As a group agree some ground rules for the session. For example, treating others (including the person on the video) with respect, playing a contructive role in conversations, etc. As a group, develop a shared understanding of the word 'identity'. What makes up a person's identity?	• Stonewall School & College Role Model videos • Who Am I PowerPoint • Graph outline
Video (10 min)	Watch one of Stonewall's School & College Role Model videos. When they're watching the video, ask students to note: • Key events from the person's life and whether they related to the person's identity. If so, how? • How did the person in the video feel when they were growing up? How did their identity impact their life? • Has the person's relationship with their identity changed with time? If so, how?	
Life in a graph (15-20 min)	Students use the graph outline to plot key events or moments from the LGBTQ+ person's life. The x axis represents the person's age, the y axis represents the extent to which an event or experience was positive or negative. For each event or moment, students should consider whether it was a positive, neutral or negative experience and place it on the graph accordingly. They should also annotate the event to identify whether any aspect of the person's identity influenced the event -	

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	either in that it caused it to happen, or in that it impacted the extent to which it was positive or negative. If you have 20 min for this activity: Students present their graph to a peer, explaining the rationale for their decisions when deciding what to place on the graph and where.	
How about you? (10 min)	Students complete the graph activity about their own life. Encourage them to reflect on their own identity and the impact (both positive and negative) that it may have had on their experiences thus far.	
Discussion (10 min)	Ask students to reflect on the person from the video. What impact had their identity had on their lived experiences and how had this impact changed as the person grew older?	

Life in a graph

Positive

Age

Negative