

Who am I?

A lesson pack for secondary aged 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 [PowerPoints](#) to accompany these lesson plans on our [website](#).

This lesson pack is designed for secondary aged students working at age related expectations. You might also find our [SEND/ALN/ASN specific pack](#) useful, you'll find it on our [website](#) along with our [pack for post-16 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.

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; and 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.

Key Stage 3 / S1 to S3

Learning objective: To understand that identity is complex and that everybody's identity is different

Activity	Details	Resources
Introduction (10 min)	<p>Explain to students that you're going to be discussing identity during the session.</p> <p>As a class, agree some ground rules for the session. For example, treating others (including the person on the video) with respect, taking part constructively in conversations, etc.</p> <p>Watch one of Stonewall's School & College Role Model videos. If you plan to complete the timeline activity, encourage students to make notes on the key events from the person's life.</p>	<ul style="list-style-type: none">• Stonewall School & College Role Model videos• Who Am I PowerPoint• Person outline
Who are they? Who are you? (10-20 min)	<p>Using the person outline, students write words or draw images to reflect who the person from the video is. They should consider their identity (for example, their LGBTQ+ identity, their faith, etc) and also their interests.</p> <p>If you have 20 minutes, students repeat the activity using a person outline to represent themselves and their own identities.</p>	
Timeline of a life (20 min)	<p>Students draw a timeline of the LGBTQ+ role model's life, thinking about the key events they mentioned in the video.</p> <p>Students compare timelines with someone else in the room, is there anything they missed?</p>	

Discussion (10 min)	Ask students to reflect on the lesson. Is there anything it has made you think differently about? Why?	
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Key Stage 4 / S4 to S5

Learning objective: To understand how a person's identity can impact their life experiences

Activity	Details	Resources
Introduction (10 min)	<p>As a class agree some ground rules for the session. For example, treating others (including the person on the video) with respect, taking part constructively in conversations, etc.</p> <p>Ask the class: How would you explain 'identity' to a younger student?</p> <p>Discuss what identity is.</p>	<ul style="list-style-type: none"> Stonewall School & College Role Model videos Who Am I PowerPoint Person outline
Video (10 min)	<p>As a class, watch one of Stonewall's School & College Role Model videos. When they're watching the video, ask students to reflect on:</p> <ul style="list-style-type: none"> 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? Does the person's identity impact their life as an adult? <p>Encourage students to consider that these impacts may be positive as well as negative.</p>	<ul style="list-style-type: none"> Coloured pens or pencil crayons
Then and now (20 min)	<p>Students should choose 3 coloured pens or pencil crayons. They should choose one colour to reflect the past, one colour to reflect the present and one colour to reflect something that has remained constant.</p>	

	<p>On a person outline, students should write words or draw pictures to represent things in the role model's life growing up that are no longer the same for them. These could be things relating to the person's identity, their hopes, their fears, or certain experiences.</p> <p>Next students should choose a second colour and use it to write words or draw pictures to represent things in the role model's life that have remained constant as they have grown older. This could include their LGBTQ+ identity, some of their interests, family members etc.</p> <p>In a third colour, they should write words or draw pictures to represent things in the role model's life as an adult that were not true for them as a young person. These might be different hopes or fears, people in their life, events that have happened since becoming an adult.</p> <p>Students compare their work with someone else in the class. Is there anything they missed or disagreed on?</p>	
How about you? (10 min)	Students repeat the 'then and now' activity thinking about themselves. They should use one colour to represent things that they don't expect to be true for them as an adult, a second colour to represent things they expect to be the same for them as an adult, and a third colour to represent things that might be new for them as an adult.	
Discussion (10 min)	Ask students to reflect on the person from the video. How had their life changed as they grew older? Which of their life experiences had been impacted by being LGBTQ+? Which of these were positive impacts and which were negative?	

Name_____

Date_____

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