

# Who am I?

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

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 and the needs of your students. You'll find [PowerPoints](#) to accompany this lesson plan on our [website](#). 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 [mainstream secondary pack](#) useful, you'll find it on our [website](#) along with our [pack for mainstream 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](http://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](http://www.stonewall.org.uk/schools-colleges).

# Who are they? Who am I?

## Learning objective:

To take part in activities about difference

To identify how a person is the same or different from yourself

To understand that everybody is different

Activity	Details	Resources
Introduction (10 min)	<p>As a class agree some ground rules for the session. For example, being kind to other people, being kind about other people, taking turns during activities, etc.</p> <p>As a class, watch one of Stonewall's School &amp; College Role Model videos.</p>	<ul style="list-style-type: none"><li>• Stonewall School &amp; College Role Model videos</li><li>• Who Am I PowerPoint (available on the Stonewall website)</li></ul>
What did they say? (10 min)	<p>Easier activity: Watch the video again, this time pausing at various points in the video to identify key points about the person and their life, reinforcing students' understanding with sign or symbols. For example "Miki is a lesbian, can you match the symbol for lesbian?"</p> <p>Harder activity: Ask students questions about the person in the video. For example, "What was the name of the person in the video?", "What did the person say they like to do in their spare time?", etc.</p>	<ul style="list-style-type: none"><li>• Key symbols based on the video (available on the Stonewall website)</li></ul>
Are you the same or different? (10 min)	<p>Easier activity: Place a photo of the student on one sorting box and a photo of the LGBTQ+ person on a second sorting box.</p> <p>Mix up a range of symbols based on the person from the video and based on the individual student (make sure you've got a spare set of copies of symbols based</p>	<ul style="list-style-type: none"><li>• Key symbols based on students' interests</li></ul>

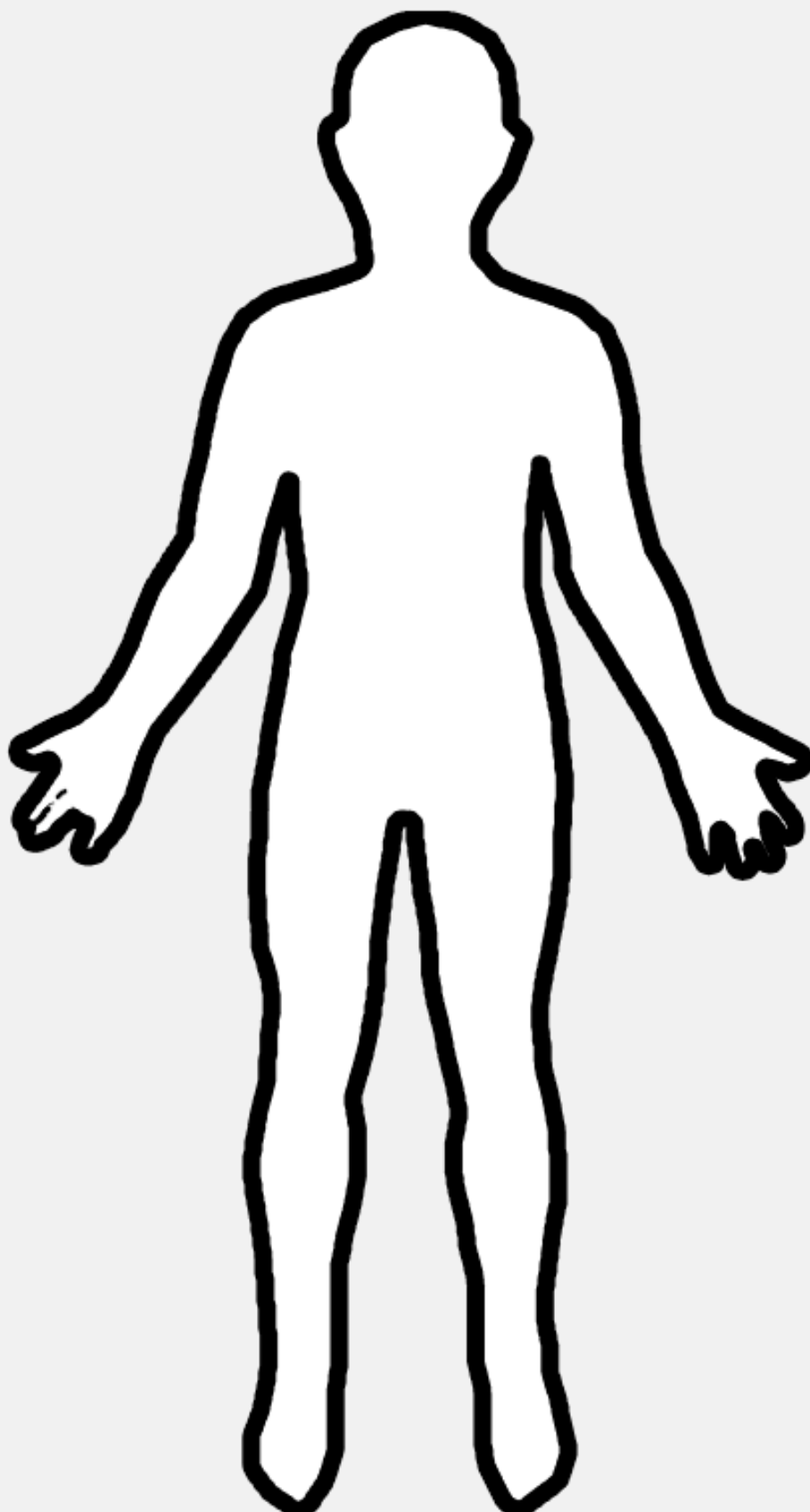
	<p>on the role model to cater for them having things in common with your student). Students should sort the symbols according to whether they are true for the person from the video or whether they are true for them. Of course, if they have anything in common, emphasise that this is something that is the same and be sure to post the symbol in both the boxes.</p> <p>Harder activity:</p> <p>Students use the venn diagram sheet to identity things that they have in common with or make them different to the person from the video. Above one circle they should write the name of the person from the video, above the other circle they should write their own name. Remind them that the place where the circles overlap is a place for them to write or draw the things that they have in common with the role model. Offer students a list a list of key information about the LGBTQ+ person as a prompt. Make sure that students understand that if there are any answers they don't know about themselves yet, they do not have to add them to the diagram.</p> <p>The harder activity can be adapted for students who find reading and writing difficult by using hoops to create the Venn diagram and the symbols and photos suggested for use in the easier activity.</p>	<ul style="list-style-type: none"> <li>• Sorting boxes or postboxes</li> <li>• Photos of the students</li> <li>• Venn diagram sheet</li> <li>• List of key information about the person from the video (available on the Stonewall website)</li> <li>• Person outline</li> <li>• Magazines, catalogues and photos</li> </ul>
Who are they? Who are you? (20 min)	<p>Easier activity:</p> <p>Provide students with a range of magazines, catalogues and photos which could be used to represent the lives and interests of the person from the video. Students should choose images to cut out and stick onto a person outline, which will be used to represent the person from the video. Students then repeat the</p>	

	<p>activity to create a person to represent them and their interests.</p> <p>Harder activity:</p> <p>Using the person outline, students write words or draw images about the person from the video. They should try to include things about the person's interests as well as their identity (for example being LGBTQ+, their faith etc).</p> <p>Students repeat the activity using a person outline to represent themselves.</p>	
<p>Discussion (10 min)</p>	<p>Share some of the students' work as a class. Discuss the things that they have in common with the person in the video and with each other. Discuss the things that make them different from the person in the video and from each other.</p>	

Name \_\_\_\_\_

Date \_\_\_\_\_

**This is** \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## How are we similar? How are we different?

Their name is \_\_\_\_\_ My name is \_\_\_\_\_

