

Title: Stand Up Awareness Week- Allies

Duration of lesson: 60 minutes

Learning objectives: What does it mean to be an ally? What actions might an LGBTQ+ ally take?

Resources:

Diamond 9 card sort

YouTube videos (2)

Supplies for making posters (colouring pencils, blank paper, etc.)

Starter: (10 mins)

Draw a picture of a stick person and write around it as many parts of *your identity* that you can think of. (Favourite sport, favourite subject, music you listen to or instruments you play, your religion, your nationality, who lives with you at home). Highlight those that are the most important to you.

Imagine that someone told you that you weren't allowed to be that or that you were wrong for being that or caring about that thing. What would you do? How would you feel?

Challenge: What would you want other people to do if you found yourself in that situation?

Teacher Notes:

Ask students to reflect on which identities might be the 'majority' or more common identities in your school, town, in Ireland and in the world.

Different elements of our identity might be the majority or most common, or might be the minority or less common – for example, a student might be a Christian (majority) or a Muslim (minority), able-bodied (majority) or physically disabled (minority), a GAA player (majority) or a table tennis player (minority), etc.) This can change depending on the context – for example a student's Muslim identity may be the minority in their school, but could be the majority identity while they are praying at the Mosque with their family and neighbours.

The identity exercise should involve an element of students considering whether their various identities are in the majority or minority.

Rather than having to "imagine" being in the minority group, they might realise that in some areas of their lives they already are. This won't apply to all students but if and where it does, it might help provoke reflections on similarities with fellow students who are in the minority group regarding their sexual orientation and/or gender identity.

Left-handedness is a nice example to use, because it is the minority in terms of proportion and how the world is designed on an assumption of right-handedness being "the norm". The teacher could ask how a left-handed person might feel having to use a desk or pair of scissors that weren't designed for left-handed people – awkward, embarrassing etc. This can be used to open the discussion about how people in other types of minority groups can feel this way too.

<p>Direct teaching: (15 mins) Explain why Stand Up Awareness Week is for everyone. Introduce the idea of allyship and its importance for the LGBTQ+ community. Students write definition of ally in their copy.</p> <p>Look at the infographic to consider why the LGBTQ+ community need allies. Challenge: Why might someone choose to be an LGBTQ+ ally if they are not LGBTQ+ themselves?</p> <p>Watch the video and list any ways to be a good ally. Challenge: What other actions, not listed, could people do to be allies?</p>	<p>Teacher Notes: Discuss the importance of allies for any minority group. You might use examples like the Marriage Equality referendum, Black Lives Matters protests, or the Dunnes Stores protests.</p> <p>You may want to print the infographic for students to see better or give them the link to a website to view it: https://fra.europa.eu/en/publications-and-resources/infographics/eu-lgbt-survey</p> <p>Let students watch the video first. They can come up with further ideas on their own or with a partner. When you are going through the 7th slide, be sure to stress that allies take action. They are not silent or invisible.</p>
<p>Independent task: (20 mins) Diamond 9: Complete the Diamond 9 activity with your partner. Put the actions on the top which are the most effective examples of allyship and the least effective examples of allyship on the bottom.</p> <p>Think Pair Share: write down some reasons a person might not act as an ally. How could these situations be overcome?</p> <p>Watch the video of James’s story. Answer these questions: 1. Who was an ally in his life? How do you know they were allies? 2. How might James’s story have been different if he had had allies in school?</p>	<p>Teacher Notes: Print off the diamond nine activity on slide 13 and cut out the boxes (or you could have students number them instead.)</p> <p>There are no strict “right” or “wrong” answers here, but individual responses may prompt interesting discussions.</p> <p>Students should first come up with barriers to being an ally (fear, don’t want negative attention, etc.). Have students share ideas with a partner and then discuss as a class. Focus on the importance of overcoming these challenges.</p> <p>These questions could be a class discussion or students could write them in their copy.</p>
<p>Plenary: (15 mins) Design a poster, video or blog post. In in, you will: - Explain what an LGBTQ+ ally is - Give examples of how to be a good ally Hint: make sure to think about how to be an ally on the one-to-one level, in school and nationally/ internationally</p>	<p>Teacher Notes: Students could work independently, with a partner or in a small group. Encourage them to demonstrate what they have learned and challenge them to think of further ways people could be good allies. You could make this into a competition for Stand Up Awareness Week and make a display in the canteen or corridor. They could also complete theirs for homework.</p>