

## Lesson Plan 2 **LGBT+ Discrimination**

### **Skill: Confidence**

The following 2–6 lessons each take one of the characterising features of controversial issues explored in the introductory lessons, and through a given topic, help your students to explore and develop the skill required to overcome this barrier to engagement.

This Lesson 2 uses an LGBT+ topic of your choice (either trans women being excluded from women-only spaces, OR being both an LGBT+ person and a person of faith) to explore the following aspect of controversial issue engagement:

### **Factor:**

To begin with, some issues we shy away from entirely because they are difficult for a number of reasons. We can be unsure of our place to comment, feel like we don't know enough OR that an issue is too personal, and be unsure how to participate and afraid of the consequences of engagement. This can mean that less meaningful research or discussion around a topic takes place or that conversations get shut down entirely, further clouding it in controversy.

### **Skill:**

Having the confidence in oneself and one's position to engage in discussion around a particular controversial issue; knowing what steps one can take to bring about this feeling of confidence.



## Learning Objectives

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- To be able to identify barriers to participating in difficult conversations
- To understand that having self-confidence is a skill helpful in engaging with controversial issues
- To explore the steps that can be taken to feel more confident

## Running time

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50 mins

## Preparation

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- F&BF 'Controversial Issues' film
- PowerPoint 2 for class
- Safe Space Agreement and 'Parking' sheet
- Sheet of A2 paper per group of × 4 students
- 'Confidence in Controversial Issues' worksheet, one per student
- 'Top Tips for Self-confidence' handout, one per student

## Curriculum mapping

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These pages show indicative maps of where we think this package fits with the RE, PSHE and Citizenship curricula:

Subject	RE
<p><b>1 Living Difference III</b></p> <p>Approach to enquiry five key steps:</p> <ul style="list-style-type: none"><li>• <b>Communicate</b> and <b>Apply</b> to their own and others' experience</li><li>• <b>Enquire</b> and <b>Contextualise</b> to engage intellectually</li><li>• <b>Evaluate</b> to discern value for others and themselves</li></ul>	<p><b>2 The national curriculum framework for RE (NCFRE)</b></p> <p><b>KS3</b></p> <ul style="list-style-type: none"><li>• B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</li><li>• C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</li></ul>

## Curriculum mapping

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Subject <b>PSHE</b>	
<b>PSHE Association Programme of Study for PSHE education</b> <i>Updated to include the statutory requirements outlined in the new RSE curriculum</i>	
<ul style="list-style-type: none"><li>• <b>CORE THEME 2: RELATIONSHIPS</b></li></ul>	
<b>KS3 Learning opportunities in Relationships and Sex Education</b> Positive relationships <ul style="list-style-type: none"><li>• R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li><li>• R4. the difference between biological sex, gender identity and sexual orientation</li><li>• R16. to further develop the skills of active listening, clear communication, negotiation and compromise</li><li>• R19. to develop conflict management skills and strategies to reconcile after disagreements</li></ul>	<ul style="list-style-type: none"><li>• R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</li><li>• R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li><li>• R41. the need to promote inclusion and challenge discrimination</li></ul>

## Curriculum mapping

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Subject <b>PSHE</b>	
<b>PSHE Association Programme of Study for PSHE education</b> <i>Updated to include the statutory requirements outlined in the new RSE curriculum</i>	
<ul style="list-style-type: none"><li>• <b>CORE THEME 2: RELATIONSHIPS</b></li></ul>	
<b>KS4 Learning opportunities in Health and Wellbeing</b> Positive relationships <ul style="list-style-type: none"><li>• R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online</li><li>• R36. skills to support younger peers when in positions of influence</li><li>• R34. strategies to challenge all forms of prejudice and discrimination</li></ul>	

## Curriculum mapping

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Subject <b>Citizenship</b>	
<b>Citizenship programmes of study: National curriculum in England</b>	
<b>KS3</b> Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.	<b>KS4</b> Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

## Lesson 2 PPT

**Re-visit Safe Space**

Recap the lesson around what makes issues controversial. Play the scene in our film where the main character is shying away from a dialogue. Pause at the part where the screen reads: 'We Shy Away from Them'.

Instigate a discussion by asking your students:

- Is it true that this happens with controversial issues?
- Why does it happen? Why do we avoid certain issues?
- Can anyone describe a time they have felt this way?
- What are the consequences of shying away from topics?
- What might help?

Safe Space  
Agreement  
'Parking' sheet

Review your **Safe Space Agreement**. Then, explain that you have a 'parking' sheet for anything that comes up which you decide to 'park' and to address after the lesson.

Explain that today you will be thinking about this type of scenario through exploring your choice of one of the following two topics:

- A** Trans women being excluded from 'women-only' spaces
- B** Being both an LGBT+ person and a person of faith

Write your chosen topic at the top of the board, like a title, and take some time to clarify what it means (the PowerPoint includes visuals and conversation starters for both topics, so please delete slides as appropriate).

## Main Activity Controversial Discussions and Self-Confidence / 30 mins

Sheet of A2  
paper per group  
of × 4 students

### Part One

Divide your class into groups of four and give each group a sheet of A2 paper. They should write the topic at the top and then make two columns, the first titled **What We Know** and the other **Level Of Confidence**.

Explain that for the first column you'd like them to discuss and jot down key points they collectively know about the topic, as well as things they don't know enough about.

Once they have done this (they should spend roughly two minutes on each column), they should move to the second column, for which they should be thinking about:

- How ready / confident / prepared they feel for this discussion
- What the barriers are to them participating in it

Give them five minutes to work together to do this, and then, for column two **only**, take some key points from each group and write them on the board, leaving space under each one.

Some of the barriers may be:

- Not knowing enough / being unsure of the language
- Feeling like it's not their place to comment **or** being afraid that it's too personal to them
- Not knowing what other people in the discussion believe
- Not having had time to form an opinion themselves
- (Etc)

‘Confidence in  
Controversial  
Issues’  
worksheet,  
(one per student)

**Part Two:**

Give each of your students the ‘Confidence in Controversial Issues’ worksheet. Explain the task and give them ten minutes to complete it. You should model your own answers first or given example answers to the questions:

“Ahead of our class discussion on ‘trans women being excluded from women-only spaces’ / ‘being both LGBT+ and a person of faith’, take some time to assess how confident you feel taking part, and what you could do to feel more prepared. You should use this worksheet as space to make your own notes for the discussion. You have ten minutes to do this.

- 1** What do you know about the topic? What do you need to know? What are the key terms and facts? (On the reverse you will find some key information and testimonies to support).
- 2** What is your relation to this topic? What is your relevant experience as an individual? How do your identity and your values shape your stance on this topic?
- 3** What do you think others in the class believe? What questions might you ask them before you offer your opinion to establish what you need to know?
- 4** What is some of the language you will use to personalise your opinions (e.g. I believe / from my experience / I have read)?
- 5** How will you respond if you are corrected, or if someone says something you don’t believe is true?
- 6** If you upset someone, how will you handle the situation? (Apologise and move on? Say ‘ouch’ and ask to rephrase?) How will you resist being shut down and ousted from the discussion?”

**Part Three:**

Ask students to turn to the person next to them and discuss:

- How did you find completing this worksheet?
- Was there anything which surprised or interested you?

Give them half a minute to do this and then take some responses.

Then ask for two volunteers to come to the front of the class. They will simulate meeting for the first time, introducing themselves, and launching into a discussion on the issue. (For quieter students, you may act as a third person in the conversation to help stimulate discussion!). For each person, choose another volunteer to stand at either edge of the front and make notes on the following:

- Is this person clear on what they as a person bring to the conversation? Do they make an effort to understand the starting point of the other person?
- Do they seem well-prepared in terms of key information and beliefs? Are they speaking from their own perspective?
- How do they handle being corrected / not knowing something?

Those discussing should have these in mind, and they can use their worksheets to help them. These questions will be on the presentation, so the rest of your class can consider them too while watching.

If you have time, repeat with another set of four volunteers. Take time for feedback from those who participated, as well as for comments from those who were watching (e.g. on what they did well, on what responses they particularly liked).

## Plenary Reflection session / 10 mins

F&BF  
'Controversial  
Issues' film

Watch the relevant scene of our film again, as well as the 'solution' scene.

Return to the 'barriers' on the board and ask your class for some solutions. These could be:

- Not knowing enough / being unsure of the language – establishing what you do and don't know, then doing research to fill the gaps.
- Feeling like it's not their place to comment **or** that it's too personal – reflecting on how your identity and values shape your past and knowing what you do and don't bring to the discussion.
- Not knowing what other people in the discussion believe – spend some time listening to a conversation and asking questions before contributing, to be more secure when doing so.
- Not having had time to form an opinion themselves – it's ok to not be an expert, we all make mistakes. Prepare some phrases / responses to when you get something wrong, or are about to say something you're unsure of.
- (Etc)

Ask for any closing comments, recap what's on the 'parking' sheet and discuss follow-up if it can't be resolved there and then.

If you are following the package, explain that this has been the first five of key features of controversial issues you will be exploring, which can act as barriers to engagement. Each lesson will focus on a different skill and offer top tips for using that skill to engage in discussion around a controversial issue more constructively and enjoyably.

## Plenary Reflection session / 10 mins

'Top tips for self-confidence' handout, one per student

Distribute this week's 'top tips' and ask the students to stick them in their books.

### **Key skill for engaging in controversial discussion: self-confidence**

Top tips for developing self-confidence around an issue:

- Acknowledge how your identity and values shape your stance on this topic. Have these in mind when offering your thoughts.
- Try to gauge what others in the discussion believe and what the starting point of the conversation is.
- Clearly establish for yourself what you do and don't know – do more research if you need to.
- Remember that nobody is an expert on everything and you don't need to speak perfectly to offer an opinion.
- If you're unsure or afraid of offending people, you can start your sentences with 'correct me if I'm wrong' or 'let me know if this makes sense, but...'
- Use 'I statements' to speak from your own perspective and avoid harmful generalisations.
- Accept that we all make mistakes; if you say something which upset someone, apologise and move on.
- See yourself as someone who can learn and grow from this interaction: keep an open mind and listen actively!

Explain the homework below.

"Next lesson we'll be thinking about how to engage critically with the information surrounding a controversial issue."

## Homework / preparation for next lesson

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Using the worksheet from class, ask your students to write a short speech as if they were joining a conversation about your chosen issue. They must outline who they are and what they bring to the conversation, any questions or uncertainties they have, and finally what they believe on the matter. This should be no less than one side of A4.