



Introduction

Now, perhaps more than ever before, it is vital we talk to our children and young people about developing and maintaining positive mental health.

We are still assessing the impact of the COVID-19 pandemic but it is safe to say that for all of us, our lives have changed immeasurably. It may take many years for us to get back to anything approaching the lives we once had. The impact, also, on mental health cannot be underestimated.

In addition to this, so much is going on in our communities and the wider world that discriminates against LGBT+ people: hard fought-for laws are being eroded or are in danger of being repealed. Governments are legislating against protections and rights for LGBT+ people; world leaders are openly expressing their bigoted views and prejudices. These affect each and every one of us but give a very clear message to LGBT+ communities that we are less deserving of protections, that we are less equal and somehow inferior to our heterosexual counterparts.

All our children and young people deserve to grow up with a positive idea of their gender identity and sexual orientation whatever that might be and as trusted adults in the lives of our students, we have a moral and legal duty to support this positive sense of 'self'. Our schools and classrooms need to be safe environments where trusted adults are enabled to support all students.

Sometimes, teachers know they need to provide safe spaces for their LGBT+ students but may lack the confidence to do it. Starting to create a safe space for our students can be as easy as putting up a poster. The "Real Families Rock" posters from "Out for our Children" are representative and inclusive of diverse families in the 21st century. But, while giving out a clear message to all students, putting up a poster is not enough, of course. Have a selection of books in your reading corner or school library that all students can access and which provide 'windows and mirrors' onto the lives of LGBT+ people. (I always tell children that books should be windows on to the lives and experiences of people they may never meet and mirrors to reflect their own lives). Read books to your students that reflect the lives of our LGBT+ students. Hearing these words from a trusted adult has an immense impact.

But is it enough to read a book and put up a poster? No. Of course not.

Back up the poster and book with related activities. The books and activities included here allow for students to immerse themselves in a story that encourages all students to be themselves and to have their life experiences reflected and validated. The activities are open-ended with suggested timings. They can be a starting point or a discrete, one-off activity. They allow for staff and students to use language relating to gender identity and sexual orientation perhaps for the first time in their classroom. For school staff, the books give a very clear message that your classroom and school is a safe space for students (and staff) to be their authentic selves.

In my experience, this work doesn't just benefit the LGBT+ students or those with same gender parents. This work benefits all students who are different in any way, which, let's face it, is most of our students!

I have lived with chronic anxiety and depression for 50 years, the direct result of my school experiences. No child deserves to go through what I went through. Reading one of these books, hearing a trusted adult use positive language about gender identity and sexual orientation, can be life-changing, and indeed, life saving, for an LGBT+ student.

Enjoy these books and activities and please do get in touch with me or with the Proud Trust for any further support.



In addition to those listed in the activities, you may find it useful to visit the following websites to support your work:

Schools OUT UK

The LGBT Education Charity

Charitable Incorporated Organisation No. 1156352

www.schools-out.org.uk - the organisation to support LGBT+ staff and students that aims to make our schools safe and inclusive for everyone.

www.the-classroom.org.uk - a useful bank of a variety of resources to support educators.

www.lgbtplushistorymonth.co.uk - the chief initiative of Schools OUT UK. Ongoing every February since 2005. Lots of themed resources.

www.genderedintelligence.co.uk - a Community Interest Company whose object is to deliver arts programmes and creative workshops to trans youth from across the UK.

www.mermaidsuk.org.uk - supports gender-diverse children and young people until their 20th birthday, as well as their families and professionals involved in their care.

www.itspronouncedmetrosexual.com - a free online resource for learning and teaching about gender, sexuality and social justice

www.outforourchildren.org.uk - works to create a positive environment for children of same-sex parents in nurseries, playgroups and schools by producing and promoting representations of diverse families, with a particular focus on LGBT-parented children

theproudtrust.org - is a lifesaving and life enhancing organisation that helps LGBT+ young people empower themselves, to make a positive change for themselves, and their communities.

www.stonewall.org.uk - a UK charity founded in 1989 which works to empower individuals; transform institutions; change hearts and minds; and change and protect laws.

lgbt.foundation - is a national charity delivering advice, support and information services to LGBT communities

www.switchboard.lgbt - the second oldest LGBT+ telephone helpline in the UK

www.fflag.org.uk - Families and Friends of Lesbians and Gays is a voluntary organisation and registered charity in the United Kingdom which offers support to parents and their lesbian/gay/bisexual and transgender children.

www.galop.org.uk - provides support for LGBT+ victims of hate crime, domestic abuse and sexual violence.

<https://humanism.org.uk/community/lgbt-humanists/> - founded in 1979, is a special interest section of Humanists UK which campaigns for lesbian, gay, bisexual and transgender equality and human rights in the United Kingdom.

www.kaleidoscopetrust.com - is a non-profit organisation that campaigns for the human rights of LGBT+ people in countries where they are discriminated.

www.pfc.org.uk - Press for Change is a UK-based campaign group focusing on the rights and treatment of trans people.

www.petertatchellfoundation.org - The Peter Tatchell Foundation seeks to promote and protect the human rights of individuals, communities and nations, in the UK and internationally.

www.nazandmattfoundation.org - The Naz and Matt Foundation tackles homophobia triggered by religious and cultural beliefs.

These are only a small handful of the countless national and local organisations that support LGBT+ individuals, organisations and institutions in the UK.



Glossary of useful terms

Here is a guide to help you understand some of the words used in these activities. This glossary may also help you to understand some of the terms LGBT+ people use to describe themselves. This is not an exhaustive list, but it will hopefully provide you with the support you need to start a conversation and to understand an LGBT+ young person.

Language, particularly for trans and gender-diverse people, is changing and developing all the time. There is not a “one size fits all” approach to words that trans people use about themselves. A good way to start a conversation with a trans person is to ask which pronouns they use and feel most comfortable with.

No language or terms used here are intended to cause offence and none should be inferred.

LGBT+ - Lesbian, Gay, Bisexual and Trans: the ‘+’ is to include other gender identities and sexual orientations, like pansexual and gender-fluid. Some organisations also include straight allies in the ‘+’.

Sexual Orientation: a person’s sexual identity in relation to the gender to which they are attracted.

Gay: to experience attraction to the same gender. This word is mostly used by men although some women who experience same gender attraction may also use the term ‘gay women’.

Lesbian: a woman who experiences attraction to other women.

Bisexual: a person who experiences attraction to two genders - usually male and female.

Trans: an umbrella term used to describe someone with a gender identity other than cisgender.

Cisgender: someone whose gender identity is congruent with the sex they were assigned at birth.

Queer: an umbrella term used by some LGBT+ people to describe sexual orientation or gender identity. Some LGBT+ young people have reclaimed this word that was often used in the past as a derogatory insult. Always respect someone's choice to use this word to describe them, or not.

Pansexual: a person who experiences attraction to people that is not limited by gender, gender identity or gender expression.

Gender Fluid: Gender fluid is a gender identity which refers to a gender that varies over time. A gender fluid person may at any time identify as male, female, or any other non-binary identity, or some combination of identities. Their gender can also vary at random or vary in response to different circumstances.

Non-binary: a gender identity that is neither exclusively male or female.

Gender identity: when a person is born they are assigned a sex, usually male or female. A person's gender identity is their own expression and outward manifestation of their gender which may be different from the sex assigned at birth. This is often referred to as gender incongruence, and such a person may identify themselves as trans.

Gender expression: refers to ways in which we each manifest masculinity or femininity. It is usually an extension of our gender identity, our innate sense of being male or female. Each of us expresses a gender every day - by the way we style our hair, select our clothing, or even the way we sit/stand.

Gender neutral: a person who identifies as neither male nor female.

Androgynous: being androgynous means having the characteristics or nature of both male and female. An androgynous person is someone who is neither specifically feminine nor masculine. People who are androgynous may use the androgynous pronoun 'them'. Androgynous can also refer to the blurring of traditional male and female roles. Famously, certain pop stars played with androgyny in the 1980's. For example, Boy George; Marilyn; Pete Burns; Annie Lennox; kd lang.

FTM: an acronym meaning 'female to male', used to describe people whose birth-assigned gender was female, and they are transitioning or have transitioned to male

MTF: an acronym meaning 'male to female', used to describe people whose birth-assigned gender was male, and they are transitioning or have transitioned to female.

Asexual: someone who is asexual has little or no sexual attraction to anyone.

Demisexual: a person who can only experience sexual attraction after forming a strong emotional bond.

A comprehensive glossary of terms can be found at the website: www.itspronouncedmetrosexual.com
The glossary is copyright free. Follow this link to access it: <https://bit.ly/2DL7LHL>

“ The Black Dog” by Levi Pinfold

As with a lot of potentially sensitive and tricky subjects like this, I recommend writing to parents/carers before starting the work. Invite them in to school to look at the book and lesson activities; also, you might encourage them to sit in on certain lessons. Always ensure parents/carers know the language you will be using so they can use the same when talking with your class (and with their children at home). Be sure to brief the parents/carers who are joining you for a session or two and always be sure to follow your school’s Safeguarding Policy and Procedures.

Parents/carers can be a great resource to have in the class and, properly managed, can bring a wealth of knowledge and experience to activities such as these.

Depending on the age of the children taking part in these activities, the language you use when talking about depression may have to be adapted. Talking about ‘low mood’ or ‘long periods of feeling really sad’ can be a way in. However, depression can be so much more than this and one person’s experience of depression may be vastly different to another’s. Exploring and understanding how a person may become depressed should be a thread throughout this work.

Talking about personal experiences of depression can be uncomfortable. There is often a lot of shame and embarrassment around talking about mental health anyway and more so about specifics such as depression. Be aware of this and be sensitive to it. Lessening the shame is not something that can be done in one session but hopefully you will sow the seeds of trust and openness in your classroom and across the school. Our children need to be encouraged to talk about their mental health without any shame or fear of being judged. Schools can be a safe place to do this with a child’s trusted adult being a great person to start these kinds of conversations with.

Take a look at the following websites for further information:

Rethink.org: <https://bit.ly/3eB8B7D>

NHS UK: <https://bit.ly/3fK6FcX>

LGBT NHS mental health support <https://bit.ly/2Yq94Ut>

Mentalhealth.org.uk <https://bit.ly/2V6zrN3>

GQ magazine <https://bit.ly/315ki2r>

Pink News: <https://bit.ly/3hS3dPe>

Mind.org.uk <https://bit.ly/2CmozE7>

LGBT Health <https://bit.ly/3hOFuj5>

Mental Health today <https://bit.ly/3fK53Qq>

Sage Journals <https://bit.ly/3ejG5XP>

Blurb:

Each member of the Hope family sees the black dog as something bigger and scarier. Small Hope comes along and deals with it appropriately.

“ The Black Dog” by Levi Pinfold

For your Learning Outcomes, please refer to the PSHE Association Scheme of Work for PSHE (October 2014) - Core Theme 1: Health and Wellbeing; Core Theme 2: Relationships; and Core Theme 3: Living in the Wider World.

In Health and Wellbeing, pupils should be taught:

- 1) what is meant by a healthy lifestyle
- 2) how to maintain physical, mental and emotional health and wellbeing
- 3) how to manage risks to physical and emotional health and wellbeing
- 4) ways of keeping physically and emotionally safe
- 5) about managing change, including puberty, transition and loss
- 6) how to make informed choices about health and wellbeing and to recognise sources of help with this
- 7) to identify different influences on health and wellbeing

In Relationships, pupils should be taught:

- 1) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- 2) how to recognise and manage emotions within a range of relationships
- 3) how to recognise risky or negative relationships including all forms of bullying and abuse
- 4) how to respond to risky or negative relationships and ask for help
- 5) how to respect equality and diversity in relationships

In Living in the Wider World, pupils should be taught:

- 1) about respect for self and others and the importance of responsible behaviours and actions
- 2) about rights and responsibilities as members of families, other groups and ultimately as citizens
- 3) about different groups and communities
- 4) to respect diversity and equality and to be a productive member of a diverse community

Time 20-30 mins	<p>Activity 1: FOCUS: BLACK DOG</p> <ol style="list-style-type: none"> 1) Read the book to your class 2) Discuss what the book is about 3) Explore the symbolism of the black dog; what could it mean? 4) Discuss the family name: Hope. Was this a deliberate choice by the author to give the message that no matter how big the fear, there's always hope? 5) The character that reduces the fear and sees it for what it really is, is called 'Small Hope'. Again, was this a deliberate choice of name?
Half a day (or more)	<p>Activity 2: FOCUS: EXPLORE FEARS</p> <ol style="list-style-type: none"> 1) Each member of the family sees the black dog differently. If the black dog represents someone's fear, why does each family member see it being bigger each time? 2) Are we all frightened of the same thing?

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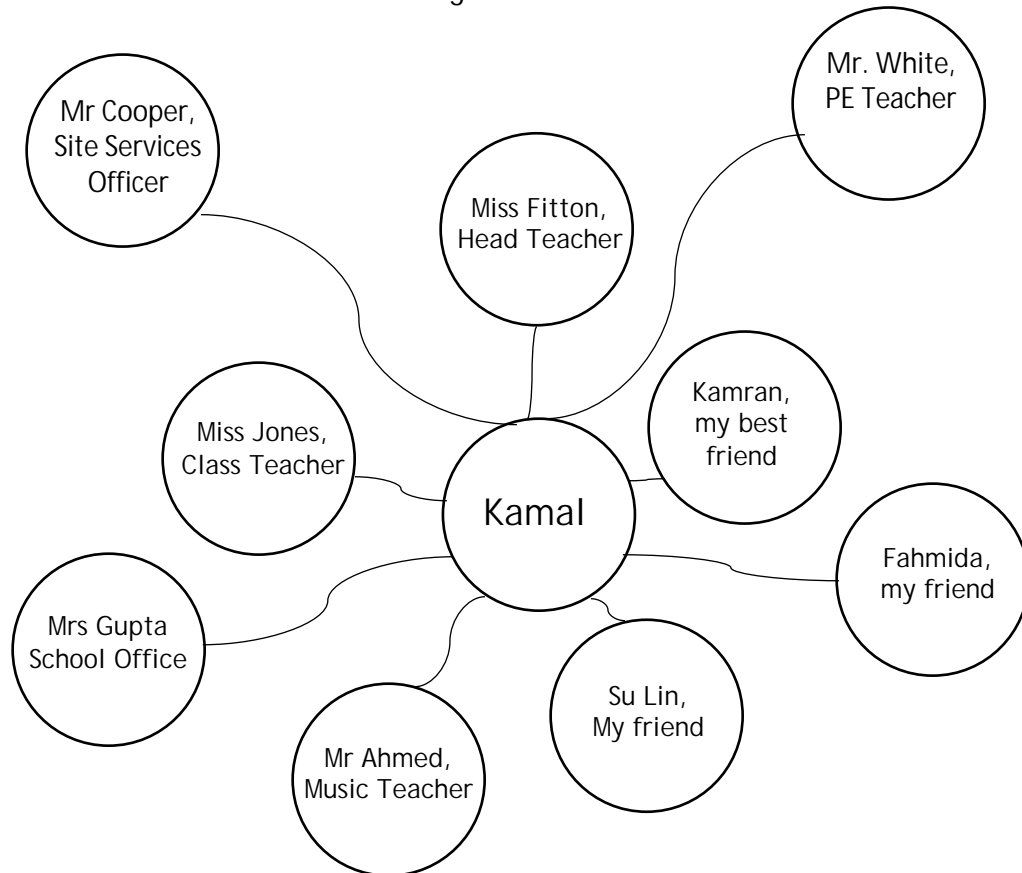
	<p>CAUTION: You know your class better than anyone. Work with your children to create a safe space in which to honestly and openly discuss their fears. Being able to do this without worrying about whether they will be teased or not, will enable each child to be open and honest about their fears.</p> <p>Talk with your children about creating a classroom charter of 3-5 rules of behaviour/expectations - you may already have one, in which case it would be good to revisit it with this specific activity in mind.</p> <p>3) Ask the children to create ‘mood boards’ of their fears and use the board to answer these questions:</p> <ul style="list-style-type: none"> • If you gave your fear a colour what would it be? • When you are at your most frightened, what number would you give it? • What shape would your fear take? <p>Some of this can feel quite abstract. Model your own board before you ask the children to do theirs. Later in the week, revisit the ‘mood boards’ and create new ones to show any changes i.e. when our fears are lessened, do the colours, numbers, shapes etc. change in any way?</p>
Half a day	<p>Activity 3: FOCUS: DEALING WITH YOUR FEARS #1</p> <ol style="list-style-type: none"> 1) Watch the boggart scene from ‘Harry Potter and the Prisoner of Azkaban’. Follow this link: https://bit.ly/3cUeDhV 2) What fears do the characters have? How do they deal with them? 3) Only a few characters explore their fears before the end of the scene. Brainstorm/discuss: what fears might the other characters have and how might they deal with them? 4) Which of the book characters were most afraid of the black dog? What strategies did Small Hope use to help her control her fear? Can we use those same or similar strategies?
A whole day	<p>Activity 4: FOCUS: DEALING WITH YOUR FEARS #2</p> <p>Often, as educators, we do a lot of work around celebrating our differences. With work on such deep, personal issues as our fears, it’s important that we understand there are fears that we all might share such as fear of spiders; fear of the first day back at school; fear of being left out of a playground game etc.</p> <p>Work with the children to brainstorm lists of what we are afraid of as a class. Create a collage of images - be careful though! I’m sure I’m not the only one who would panic even at the sight of a picture of a spider! Find out which fears are the most common - create bar charts, graphs etc. of most feared things. Create a top 10 or top 3 list.</p>
90 mins	<p>Activity 5: FOCUS: DEALING WITH YOUR FEARS #3</p> <ol style="list-style-type: none"> 1) Pair the children up with a friend/someone they feel happy to work with. Give them time to talk to each other to share

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	<p>strategies for dealing with their fears. Ensure both in the pair get adequate chance to talk.</p> <p>2) Come together in a support circle where each child shares their own strategies for dealing with fear. Each child in the pair could either share their own strategies or introduce their paired partner and share their partners strategies. This can often make it easier to share something very personal.</p>
60 mins or up to half a day	<p>Activity 6: FOCUS: THE BLACK DOG OF DEPRESSION</p> <p>Of course, our fears are only part of this story. The image of the black dog is often used to symbolise depression.</p> <p>CAUTION: some of your children may have direct experience of depression with a parent or other family member. Indeed, you may recognise a child who could be experiencing depression. Be careful not to label any child as depressed and not to pass any kind of judgement.</p> <p>Before starting this work, I strongly advise writing to the parents/carers to let them know you will be discussing the topic of depression through a picture book. Invite the parents/carers in to see the book and read these activity plans.</p> <p>Some parents/carers may share their own experiences or disclose some sensitive, private information. Remember to be professional at all times. Remember to support the children and their parents/carers but remember too that you’re not a therapist but you can provide a safe space and a listening ear.</p> <p>Have an open, honest discussion with your class about depression. Visit: https://bit.ly/2BXhnhG and https://bit.ly/30wXliU to start the conversation.</p>
60 mins	<p>Activity 7: FOCUS: DEPRESSION</p> <p>1) Watch the following short clip: https://bit.ly/2AhMvlp</p> <p>2) Compare this with the book. Discuss: Are there any similarities? Does the book go far enough in dealing with depression?</p>
Half a day	<p>Activity 8: FOCUS: BLACK DOG</p> <p>1) The black dog is a recognised symbol of depression. Encourage the children to think of a time when they have felt sad. Explore this sensitively. Ask the children to think of a creature/animal etc. they would use to symbolise this sadness. Give it a colour and a name.</p> <p>2) Share these and explore through Circle Time, ways of dealing with this creature/animal. Is it always there or are there times when it might be bigger or smaller?</p> <p>3) Discuss the Hope family in the book. They all see the black dog. Does this mean they are sad or depressed? Link back to Activity 2.</p>
Half a day	<p>Activity 9: FOCUS: TRUST</p> <p>1) Ask the children to brainstorm and list the people they trust. Encourage the children to put the names in order starting with the person they most trust.</p>

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- 2) Create a trust map. Draw a circle in the middle of a piece of paper with the child’s name in it. Then draw other circles with the names in of the people the child trusts. Circles drawn closer to the child’s circle indicate that the child trusts the person more; circles further away indicate less trust. Link the circles to the child with a line. E.g.



- 3) Separate maps could be compiled such as a ‘home’ or ‘school’ trust map. Some children may create maps based on an after-school group such as Beavers or Brownies or a group that they attend linked to their religious belief.
CAUTION: this may highlight in the children’s minds, people they don’t trust and reasons why they don’t trust them. Children may go on to disclose very personal information. Ensure other staff are informed that you’re doing this activity and that children may choose to disclose something to them. Ensure you are fully aware of your school’s Safeguarding Policy and Procedures.
Also with an activity such as this, some children may feel disgruntled if they are left out of someone else’s trust map. Be sensitive to the needs of these children and manage their feelings appropriately.
- 4) Draw Venn diagrams of the lists created above. Are there any overlaps?

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	<ol style="list-style-type: none">5) Make lists of names and accompanying characteristics. E.g. ‘I trust Miss Fitton because she is kind and friendly’; ‘I trust Kamran because he’s good at keeping secrets.’ Etc.6) Activity 5) can be anonymised or brainstorm general trustworthy characteristics e.g. ‘A trusted friend is someone who...’
	<p>Activity 10: FOCUS: DON’T WORRY, BE HAPPY</p> <ol style="list-style-type: none">1) It’s never enough, and never appropriate, just to say to someone who is depressed, “Be happy!” However, doing things that lift your mood can cause a cumulative build up over time. Ask the children to write a list of activities that make them happy. Compare lists. Display them.2) Create a whole month of ideas of things to do each day to help lift your mood.3) Visit: https://www.actionforhappiness.org/ for a wealth of ideas and resources4) Have a whole school approach to creating a month of mood-raising activities. Share these on your school website and with parents/carers. If you have enough, create a whole year of activities!5) Link the activities to specific ‘special days’ throughout the year e.g. January: Blue Monday/Brew Monday; February: Children’s Mental Health Week; March: Happiness Day; April: World Health Day; May: Mental Health Awareness Week; June: Men’s Health Week; July: Health Information Week; Samaritans Big Listen; September: Suicide Prevention Day*; October: World Mental Health Day; November: Anti-Bullying Week; National Stress Awareness Day. How you mark these days is up to the school. However, linking activities around maintaining positive mental health will keep up the momentum around the work across the whole school and the wider community. <p>*I am, of course, aware that it is not always appropriate to talk to children about suicide. Some families will have direct experience of this. At what age you do talk to the children about it, is a decision for SLT/Governors and in consultation with parents/carers. However, we want to enable our children with a skill set that helps them to understand their moods and to recognise when they can do something to lift their mood.</p> <p>Rates of suicide and self-harm among the LGBT+ community are alarmingly high particularly among 16-24 year olds compared with their heterosexual peers.</p> <p>Visit: https://bit.ly/3eZNhZG and https://bit.ly/2YRrVYu for further information.</p>

“ You’ve Got Dragons” by Kathryn Cave

“Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten.”

Neil Gaiman

Blurb:

This book uses dragons to symbolise the main character’s worries and fears. The book shows us ways of coping with our fears and indicates that perhaps our worries and fears may not be as big as they might sometimes seem.

Related books that can also be read alongside this one:

- “Black Dog” by Levi Pinfold
- “Be Who You Are!” by Jennifer Carr
- “Be Who You Are!” / “It’s Okay to be Different” by Todd Parr
- “Elmer” by David McKee
- “Something Else” by Kathryn Cave

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- 1) about respect for self and others and the importance of responsible behaviours and actions
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Time
20-30
mins

Activity 1: FOCUS: You’ve Got Dragons

- 1) Read the book to your class
- 2) Discuss what the book is about
- 3) Explore the symbolism of the dragon; what could it mean?
- 4) Why do the children think Kathryn Cave chose dragons as the symbol of the main character’s (Ben’s) fears?

“ You’ve Got Dragons” by Kathryn Cave

Half a day (or more)	<p>Activity 2: FOCUS: What do we worry about?</p> <p>Often, much of the work we do explores and celebrates our differences. Much of this work around our worries aims to explore commonalities - what things do we worry about? How do we deal with these worries? Are there any more effective ways we can deal with them than we are currently doing? Can we learn from others how to deal with our worries?</p> <p>Create a safe circle - explore the rules of Circle Time. Do these need to be added to or developed further for this kind of activity? Our children need to be given a safe space where they can talk about their worries without fear of being ridiculed and/or judged by others.</p> <p>Encourage the children to share things they are worried about.</p> <p>CAUTION: Some children may not wish to share anything particularly on the first time around the circle. This can be a worrying, stressful activity for some. Remember to give the children some thinking time before you start.</p> <p>For the first time round the circle, instead of saying “ pass” , you could encourage those who are finding it difficult, to repeat something that someone else has offered. This at least gets them used to contributing something even if it may not be personal to them. You could also give the children a sentence starter of “ I know someone who...” or “ I have a friend who...” .For the second time around, the children should all be encouraged to say something personal.</p> <p>Repeating something that someone else has offered may make those who made the original contribution uncomfortable. Be sure to discuss this with the children before starting the activity. Of course, the children themselves may come up with another idea to encourage those who are shy or nervous about saying something first time. You may wish to encourage children who may not be comfortable sharing personal information in the main circle to speak one-to-one with you or another trusted adult in the room/school.</p> <p>You may also wish to have something similar to the Anonymous Questions Box like the one we use in RSE lessons. Provide pieces of paper with sentence starters on such as “ Something I’m worried about is...” . Before you share these with the class (anonymously of course - even if you do recognise the handwriting!), read them through by yourself. That way you can read out general worries with the class and save any potentially difficult conversations for a one-to-one time later.</p> <p>Make a list of worries voiced by the children. After you’ve been around the circle and generated a long list, discuss with the children which of these worries are most common. This could be done by individual children as part of a maths-based activity - create a tally chart/bar</p>
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“ You’ve Got Dragons” by Kathryn Cave

	<p>graph of worries, for example.</p> <p>Group worries into school-focussed worries and home worries. Explore with the children ways they might calm their fears around different subjects e.g. “I’m worried I won’t understand hard maths when I get into Year 6”. Explore ways such school-based worries and fears can be lessened and dealt with.</p> <p>Dealing with home worries such as “I’m worried what will happen when I go home because I didn’t tidy my room this morning” needs to be handled very sensitively. This could be done through role play or by having a one-to-one conversation with the child later on.</p> <p>Remember: you’re not a counsellor or therapist. You’re also not a Fairy Godmother - you can’t wave a magic wand and make a child’s difficult home life better; you can’t magic away their worries and fears. Like much of the pastoral care and support offered in schools, we can give the child a set of skills to help them deal with worrying situations.</p>
Half a day	<p>Activity 3: FOCUS: Draw your fears and worries</p> <ol style="list-style-type: none"> 1) Explore with the children ways of picturing their worries and fears. Do they manifest themselves as animals e.g. dragons? Or colours? Or shapes? Or a mixture of these e.g. a red, spiky dragon. 2) Often, visualising our worries and fears can be a way of dealing with them. As we deal with them effectively, they perhaps reduce in size, change colour, become less fixed in shape. Remember: the children choose their shape or animal; it doesn’t have to be a dragon. 3) Naming a dragon can also help someone to deal with them. Ben names his Maths dragon, Montgomery. What names would the children use for their dragons? 4) In the book, the main character (Ben) often finds themselves surrounded by dragons. These activities can enable the children to find ways of dealing with multiple dragons, for example, and this can reduce their number also. 5) Create large artworks of our worries. Make an exhibition. 6) Create a large papier-mâché dragon (or similar creature chosen by the children) from chicken wire and tissue paper. Cover the scales with PVA glue to make them shiny and durable. Before sealing the dragon, encourage the children to write anonymous messages about their worries and post them in the dragon’s belly e.g. “I’m afraid of being on my own in the playground but I’m not going to let it make me feel unhappy anymore”. Seal the dragon. Make a semi-permanent display somewhere prominent in the school e.g. the entrance area. Put a detailed label with the work to explain to visitors what this large-scale dragon (pun intended!) represents. It’s the perfect stimulus to start important conversations about fears and worries across the whole school.
A whole	<p>Activity 4: FOCUS: Dealing with your fears and worries</p> <p>Revisit Activity 2 and refresh the children’s memories about the list they</p>

“ You’ve Got Dragons” by Kathryn Cave

day	<p>created and some of the ideas they came up with.</p> <ol style="list-style-type: none"> 1) Role play the ways children might deal with their fears/worries. Have three pieces of paper labelled A, B and C. A is the child with the worry talking to child B who is offering a suggestion on how to deal with it. Child C is an observer asking questions, offering a different viewpoint, giving feedback etc. 2) When everyone has had the chance to be A, B and C then ask the children to “perform” and share what they have done as a trio. Explore which ways may be more successful than others of dealing effectively with fears and worries 3) Role play ways of effectively dealing with our dragons. The character in the story says, “Sometimes you feel you’re burning up inside. You want to shout at the dragon: GO AWAY! You’d like to stamp on it and kill it.”
90 mins	<p>Activity 5: FOCUS: How does it feel? How fears and worries make us feel is different for each of us. In the story, Ben says, “Your heart thuds and your knees wobble and your hands shake...”</p> <p>Explore and discuss with the children how they feel when they worry about something. Create a word cloud using their feelings or adjectives or descriptions. Visit www.tagxedo.com These word clouds make interesting displays.</p> <p>Again, look for commonalities amongst the children.</p>
60 mins or up to half a day	<p>Activity 6: FOCUS: Ben’s Problem Page</p> <ol style="list-style-type: none"> 1) Read Ben’s Problem Page again 2) Having discussed with the children their own ways of dealing with their worries, is the advice that Ben gives good advice? 3) Ask the children to rewrite any of Ben’s answers to include their own advice. 4) Create your own problem page either with real problems the children want advice with or fictitious problems that elicit real, ‘true life’ solutions.
Half a day	<p>Activity 7: FOCUS: Top Tips</p> <ol style="list-style-type: none"> 1) Ben includes 4 top tips for dealing with dragons. Is this list long enough and comprehensive enough for dealing with dragons? Encourage the children to write their own top tips. 2) Collate the ideas into one class list of Top 10 Tips.
60 mins	<p>Activity 8: FOCUS: Ancient Dragon Wisdom</p> <ol style="list-style-type: none"> 1) What pearls of wisdom have the children learned from this book? What would they pass on to others? If the children had to choose one wise sentence, what would they say? 2) Create an “Ancient Dragon Wisdom” display with shields and

“ You’ve Got Dragons” by Kathryn Cave

	drawings.
	<p>Activity 9: FOCUS: Coming Together</p> <p>We often feel alone with our problems. We feel we are the only ones to have them. By discussing and sharing our problems, we’re encouraging the children to see that others share the same fears and worries. Ensure you finish these activities with as much sharing as possible. Indeed, make time to share after each activity and when you have completed as many as you choose to go with the book.</p> <p>We need to enable the children to understand that worries can be common amongst other children and even adults and that these worries are nothing to be embarrassed or ashamed about.</p> <p>The children need to learn the different ways that others deal with their worries and that these ways can be learned and used effectively.</p> <p>The worries our children have need to be explored in a safe environment; they need to be heard and validated. Our children also need a skill set they can use to effectively deal with their worries.</p>
	<p>Activity 10: FOCUS: Dragons – some additional ideas</p> <ol style="list-style-type: none">1) Explore other stories about dragons e.g. ‘Worm in the Blood’ (trilogy) by Thomas Bloor; ‘The Paperbag Princess’ by Robert Munsch; ‘The Different Dragon’ by Jennifer Bryan; ‘Dear Dragon’ by Josh Funk; ‘A Dragon’s Guide for Making Your Human Smarter’ by Laurence Yep and Joanne Rider; ‘Talon’ by Julie Kagawa; “How to Train Your Dragon” by Cressida Cowell.2) Watch some dragon movies e.g. ‘Pete’s Dragon’ (live action: 2016; animated: 1977); ‘How to Train Your Dragon’ (2010 etc.); ‘Eragon’ (2006); ‘Dragonheart’ (1996); ‘Dragonrider’ (2020); to name but a few. Ensure you have parental permission for your children to watch any films with a ‘PG’ certificate. Also, you must ensure your school has a license to show movies. Follow this link to find out more information about the Public Video Screening Licence: https://bit.ly/38jUO2R

“Elmer” by David McKee

Fitting in, finding our herd or our tribe, is something we all do at various points in our lives. We all want to belong. Sometimes we choose to belong to many different groups at the same time. Sometimes these groups overlap; sometimes they are discrete groups. We all need people we identify with to help us build a positive picture of who we are. This of course impacts on our self-esteem and mental health. Being excluded from a group we feel we belong to can also impact negatively on our idea of who we are.

Many LGBT+ people often go to great lengths to find our communities. We often leave the place where we are born in order to find others like us in bigger cities or even in different countries. Sadly, there are still many countries that discriminate against us and where it is dangerous to be visible and proud.

Blurb:

Elmer is a colourful, patchwork elephant living in a herd of grey elephants. He is the life and soul of the party but grows tired of standing out - he wants to be the same as the others. He tries to fit in but soon comes to realise that his true purpose in life is to stand out and make everyone around him happy.

Related books that can also be read alongside this one:

- “Friends” by Kathryn Cave and Nick Maland;
- “Giraffes Can’t Dance” by Giles Andreae;
- “Dogs Don’t Do Ballet” by Anna Kemp;
- “It’s a George Thing!” by David Bedford and Russell Julian;
- “The Princesses Have a Ball” by Teresa Bateman;
- “Princess Smartypants”, “Long Live Princess Smartypants” and “Prince Cinders” by Babette Cole;
- “Girls Will Be Boys Will Be Girls Will Be...” by Jacinta Bunnell and Irit Reinheimer;
- “Jump!” by Michelle Magorian;
- “William’s Doll” by Charlotte Zolotow;
- “Oliver Button is a Sissy” by Tomie dePaola.

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In Health and Wellbeing, pupils should be taught:

- 1) what is meant by a healthy lifestyle
- 2) how to maintain physical, mental and emotional health and wellbeing
- 3) how to manage risks to physical and emotional health and wellbeing
- 4) ways of keeping physically and emotionally safe
- 5) about managing change, including puberty, transition and loss
- 6) how to make informed choices about health and wellbeing and to recognise sources of help with this
- 7) to identify different influences on health and wellbeing

In Relationships, pupils should be taught:

- 1) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- 2) how to recognise and manage emotions within a range of relationships
- 3) how to recognise risky or negative relationships including all forms of

“Elmer” by David McKee

	<p>bullying and abuse</p> <ol style="list-style-type: none"> 4) how to respond to risky or negative relationships and ask for help 5) how to respect equality and diversity in relationships <p>In Living in the Wider World, pupils should be taught:</p> <ol style="list-style-type: none"> 1) about respect for self and others and the importance of responsible behaviours and actions 2) about rights and responsibilities as members of families, other groups and ultimately as citizens 3) about different groups and communities 4) to respect equality and to be a productive member of a diverse community
Up to a whole day	<p>Activity 1: FOCUS: In some ways we are all the same</p> <ol style="list-style-type: none"> 1) Read the book to the children. 2) Discuss what the book is about: trying to fit in; being unique and different and special. 3) Brainstorm ways in which Elmer and the other elephants were all the same e.g. two ears, long trunk, huge bodies, what they like to eat. Brainstorm ways in which we (humans) are all the same. 4) Create pictures or large-scale artwork highlighting ways in which we are all the same.
Half a day	<p>Activity 2: FOCUS: We are all different and special</p> <ol style="list-style-type: none"> 1) Brainstorm and list ways in which Elmer and the other elephants are all different: size; sense of humour; skin shade/tone; 2) Include in this list the people we love. Use age-appropriate language to discuss people who love the opposite sex; the same sex. The emphasis here is on love not what people do in bed. Remember to include the definition of bisexual as a person who experiences attraction to some people of their gender and another gender.
Half a day	<p>Activity 3: FOCUS: How do we try to fit in?</p> <ol style="list-style-type: none"> 1) Elmer painted himself grey to try and fit in. Explore ways in which we try to fit in: school uniform; clothes that reflect the music we like; liking stuff our friends like; dressing in clothes like the ones our friends wear. 2) Discuss way in which people don't try to fit in: show the children pictures of punks/goths; people who are heavily pierced or tattooed. Ask: why do people try to fit in? What do people do to set themselves apart from others? Why might someone choose not to fit in? Is it easier to go along with the crowd or be unique and individual? 3) Link this with people who might pretend not to be LGBT. Why might someone have to pretend? What effect might this have on someone's life? 4) Play a game: the children have to pretend to be someone/something they are not. Can a confident child pretend to be someone who is shy? Can a shy child pretend to be a loud,

"Elmer" by David McKee

	exuberant child? Can a boy pretend to be a princess? Can a girl pretend to be a King? Is it easy to be someone/ something you are not? How does it feel to pretend to be someone/ something you aren't?
Half a day	Activity 4: FOCUS: All the same, all different <ol style="list-style-type: none">1) Create a herd of elephants - every one the same.2) Create a herd of Elmers - every one different. Would all these elephants then be the same (all brightly coloured)? Would a single grey elephant then be considered different?
Up to a whole day	Activity 5: FOCUS: An Elmer Parade <ol style="list-style-type: none">1) Create an Elmer parade: either encourage all the children to come to school in as many different coloured clothes as possible - how about a prize for the child who comes to school wearing the most colours? Have an Elmer party.2) Create a herd of Elmers out of plastic milk bottle cartons - the handle makes a great trunk! Cover in squares of tissue paper and a layer of PVA. This makes an excellent display.3) Create a piece of art or a poster with the title, "We are all different. We are all special!" or "Wouldn't it be boring if we were all the same?"

“No Matter What” by Debi Gliori

In an ideal world, love and acceptance from family and friends should be unconditional. If an LGBT+ person is rejected by our family, we often look to find that love elsewhere and form supporting and accepting relationships amongst our friendship groups. We create our own families. Of course, rejection from family and friends can have chronic effects on our mental health and well-being.

Blurb:

A Mother Fox determines to prove that her love is limitless. Her child, Small, needs the reassurance from his mother that he is loved, no matter what.

Related books that can also be read alongside this one:

- “And Tango Makes Three” by Justin Richardson and Peter Parnell;
- “The Family Book”, “We Belong Together” and “The I Love You Book” by Todd Parr;
- “King and King and Family” by Linda de Haan and Stern Nijland;
- “The Sissy Duckling” by Harvey Fierstein; “Something Else” by Kathryn Cave.
- “What’s in a Family?” by Robert Skutch.
- “The Great Big Book of Families” and “Welcome to the Family” by Mary Hoffman and Ros Asquith

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- 6) how to make informed choices about health and wellbeing and to recognise sources of help with this
- 7) to identify different influences on health and wellbeing

In Relationships, pupils should be taught:

- 1) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
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- 3) how to recognise risky or negative relationships including all forms of bullying and abuse
- 4) how to respond to risky or negative relationships and ask for help
- 5) how to respect equality and diversity in relationships

In Living in the Wider World, pupils should be taught:

- 1) about respect for self and others and the importance of responsible behaviours and actions
- 2) about rights and responsibilities as members of families, other groups and ultimately as citizens
- 3) about different groups and communities
- 4) to respect equality and to be a productive member of a diverse community

60 | Activity 1: FOCUS: No Matter What

“No Matter What” by Debi Gliori

mins	<ol style="list-style-type: none"> 1) Read “No Matter What”. 2) Discuss: what is the book all about?
Half a day	<p>Activity 2: FOCUS: My Family</p> <ol style="list-style-type: none"> 1) Ask the children to draw their family tree - each child draws their own family. This could just be limited to the family members they live with/share their home with. N.B. Children should be allowed to opt out if this is too intrusive. In cases such as this, they could draw a fictitious family such as “The Simpsons”. Please use your professional judgement. This could also throw up some uncomfortable memories particularly for children who may be adopted. Remember to have a discussion with SLT and parents before doing this activity. Instead of a family tree drawn in the traditional way, the child could draw themselves as the central trunk with other family members as the branches. This also gives scope for talking about roots. This more flexible structure validates many different kinds of families, leaving space for step-parents, birth parents etc. 2) Extend and consolidate this by looking at/exploring the Stonewall “Different Families” posters. 3) Discuss: what makes a family? (A family is made up of whatever the child’s background is. Whatever their family is is right for them).
Half a day	<p>Activity 3: FOCUS: How do we show we like and accept someone?</p> <ol style="list-style-type: none"> 1) Explore ways in which we show people we like them. How do our parents show they like/love us? How do we show that we like/love them? (Do we have to love our parents?) 2) How do we decide who is safe to have in our lives? 3) How do we include others in our games? How do we exclude others? Create a piece of role play or drama to show how we include or exclude others.
Half a day	<p>Activity 4: FOCUS: How do we show we love someone?</p> <ol style="list-style-type: none"> 1) How do we show people we love them? How does this change for the different people/situations in our life? 2) Discuss different relationships including when two people of the same sex love each other in a romantic way, we call them gay or lesbian. Explain the difference between two friends of the same sex who love each other as friends and two friends of the same sex who love each other in a romantic way. 3) Create large pictures of the mother fox and her cub 4) Label these with adjectives to describe positive attributes of parents 5) Add sentences starting “My mum shows me she loves me by...” or “My dad shows me he loves me when he...” etc. Caution: This can open a can of worms and lead to issues of safeguarding/child protection if a child discloses inappropriate touching. Be sensitive to the family situations of the children in

“No Matter What” by Debi Gliori

	your class.
60 mins	<p>Activity 5: FOCUS: Rejection</p> <ol style="list-style-type: none"> 1) Discuss reasons why a parent/carer might reject a child. The parent/carer may feel unable to look after a child for many reasons. A parent/carer may reject a child because they are gay/lesbian. Why? Again, be very sensitive with this. Be aware of your children’s backgrounds and home life. 2) The Albert Kennedy Trust works with homeless LGBT young people up to the age of 25 in Manchester, London and Newcastle. Why might this organisation need to exist?
Half a day	<p>Activity 6: Friendship</p> <ol style="list-style-type: none"> 1) Draw a friendship map - like a spider diagram linking us and our friends. This can include friends outside our school (including family members). Encourage the children to put their best friends closest to them. Link those people who are friends with each other. 2) Who would the children like to have as a friend who perhaps isn’t already? Create a drama piece or role play how to ask someone to be your friend. 3) Discuss: can your mum/dad be a friend?
Up to a whole day	<p>Activity 7: Togetherness</p> <ol style="list-style-type: none"> 1) What activities do families do together? Ask the children to create a picture of the kinds of things their family do together. Discuss. Compare pictures to find differences and similarities. 2) Are there any things that all families do? e.g. eat meals together; go to the park. Are there any things that only certain families do? e.g. pray at the church/mosque/temple/synagogue/gurdwara etc.; visit relatives in other countries, etc.

“Pride: the story of Harvey Milk and the Rainbow Flag” by Rob Sanders

The international Pride movement was borne out of years of oppression. It started at the Stonewall Inn in New York in 1969 when we fought back for the first time against the police.

The first UK Pride March was held in London on 1st July 1972 when 2,000 LGBT+ people marched through the streets of the capital. Over the years, Pride has turned from a political statement to a celebration of who we are and what we have achieved as a community. We owe so much to those who have been political on our behalf: Peter Tatchell; ACT UP; Outrage! ; School’s Out and Sue Sanders; Stonewall; to name but a few. We can now get married and adopt children. We are protected at work. The Equality Act (2010) supports us and other groups in every sphere of our lives.

However, there is still so much for us to do. The effects of years of oppression have taken their toll on our communities and the mental health and well-being of many in our communities is not as healthy as it might be.

Across the world, we are discriminated against and hard-won laws we have fought for are quietly being eroded and repealed.

We all must stand shoulder to shoulder together to ensure that equity across the board is something we can all enjoy no matter how we identify or which group we belong to.

Blurb:

This is the true story of the creation of the Rainbow Flag, the international symbol for the LGBT+ community. The story of the flag is told alongside the story of Harvey Milk, the openly gay politician assassinated in 1978.

Related books that can also be read alongside this one:

- “Have Pride” by Stella Caldwell and Sue Sanders
- “Something Else” by Kathryn Cave
- “It’s Okay To Be Different” and “The I’m Not Scared Book” by Todd Parr
- “The Duke Who Outlawed Jelly Beans and Other Stories” by Johnny Valentine
- “I Am A Rainbow” by Dolly Parton
- “Living in Secret” by Cristina Salat
- “We Do: A Celebration of Gay and Lesbian Marriage” by Gary Newsom

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Half a day	<p>Activity 1: FOCUS: Hope</p> <ol style="list-style-type: none"> 1) Read “Pride: The Story of Harvey Milk and the Rainbow Flag” 2) Display on the Interactive White Board (IWB) the quote “The only thing they have to look forward to is hope. And you have to give them hope. Hope for a better world, hope for a better tomorrow...hope that all will be all right.” What does this actually mean? 3) Is hope the same for different people? Consider what ‘hope’ might mean for someone coming from a wealthy background; someone from a disadvantaged background; someone from a village in the developing world; someone from a major city e.g. London, New York; someone with a particular religious belief (and someone with no religious belief). 4) Explore: what hope did Harvey Milk want for all communities in San Francisco? Was he just speaking to other LGBT people or was he trying to bring everyone together?
Half a day	<p>Activity 2: FOCUS: Harvey Milk</p> <p>This is a real story. It actually happened. Discuss why Harvey Milk was assassinated. What did he believe in and stand for? (It wasn’t just gay rights). What was he fighting for?</p> <ol style="list-style-type: none"> 1) How were gay people being discriminated against in the USA? This site https://bit.ly/2Cdh1AM gives a history of the LGBT+ community in the USA. Compare this to https://bit.ly/2OGLy0G which is UK LGBT+ history. 2) “Google” Harvey Milk. These sites are probably the best ones: <ul style="list-style-type: none"> http://bit.ly/1TnHEkQ (Harvey Milk Wikipedia page) http://www.harveymilk.com/ (Harvey Milk Civil Rights Academy in San Francisco) <p>YouTube (Shortened URL) bitly.com/2vA8LrG (The last words of Harvey Milk)</p> <p>What more do these sites tell us about this man?</p> 3) Consider playing the clip of “Milk”, the film starring Sean Penn, where he is recording these last words at his kitchen table. Harvey Milk knew that what he was standing up for would cause him to be unpopular and even to be assassinated but he still stood strong and proud. What does this tell us about the man and his beliefs?

“Pride: the story of Harvey Milk and the Rainbow Flag” by Rob Sanders

Up to a whole day	<p>Activity 3: FOCUS: The Law</p> <p>Harvey Milk was assassinated because of his sexuality and for what he was trying to legally establish for LGBT people in the United States.</p> <ol style="list-style-type: none"> 1) Explore the laws in this country which protect LGBT+ people e.g. the partial decriminalisation of homosexuality (1967); the equal age of consent (2001); the Civil Partnership Act (2004); the Adoption and Children Act (2005); the Equality Act (2010); the Marriage (Same Sex Couples) Act (2014). 2) Discuss discrimination and equality. Relate this to the Race Laws passed in 1965 which were tightened in 1968 and then in 1976 further laws were passed and the Commission for Racial Equality was founded. Explore why it might have taken 30 years for similar laws to be passed for LGBT+ people. 3) Explore the United Nations Convention on the Rights of the Child (UNCRC) and what it means to be a Rights Respecting School. Are there any rights in the UNCRC that relate to any of the laws passed in this country to protect LGBT+ people? 4) Many of the rights that LGBT+ people have fought for are being taken away globally, and particularly in the USA. Why is it important that we know about this? Why is it important that we must all stand together? 5) Discuss the difference between being a ‘bystander’ (someone who watches things happen to others) and an ‘upstander’ (someone who stands up for others who are being discriminated against). 6) Explore the links between discrimination and hate incidents/hate crimes. Visit: www.stophateuk.org to find out more.
Up to a whole day	<p>Activity 4: FOCUS: The lives of others who stood up for what they believed in</p> <p>Which other people do you/the children know who were assassinated because of their beliefs?</p> <p>Research: Martin Luther King Jr; Mahatma/Indira Gandhi; John F Kennedy; Yitzhak Rabin; Abraham Lincoln; Rosa Luxemburg; John Lennon; Archduke Franz Ferdinand; Malcolm X; President Sadat; Benazir Bhutto; Julius Caesar; Spencer Percival (British Prime Minister); Leon Trotsky; Veronica Guerin; Anna Politkovskaya; Dorothy Stang; Konca Kuris; Anna Lindh; Lyra McKee.</p> <p>You/the children may wish to research other assassinated people in addition to this list.</p> <ol style="list-style-type: none"> 1) Ask the children to create a short presentation about one of these

“Pride: the story of Harvey Milk and the Rainbow Flag” by Rob Sanders

	<p>people, including Harvey Milk. Are there any similarities about their lives, their beliefs and what they stood up for?</p> <ol style="list-style-type: none"> 2) Discuss: what do the children consider is worth fighting for? What beliefs do they have that they stand up for? 3) Must we always fight for what we believe in? Explore the idea of peaceful protests as promoted by Mahatma Gandhi. What is a better way of effecting change? Are there occasions when protesting peacefully just isn't enough? (Look at what is happening with Greta Thunberg and climate change protests across the world).
Half a day	<p>Activity 5: FOCUS: What will you fight for?</p> <ol style="list-style-type: none"> 1) “Our cities must not be abandoned. They're worth fighting for, not just by those who live in them, but by industry, commerce, unions, everyone. What we need is a neighbourhood where people can walk to work, raise their kids, enjoy life. That simple.” This, in a nutshell, is what Harvey Milk fought for. 2) Ask the children to make placards with simple slogans e.g. “End Hate Now”. Have an assembly where the children march in holding their placards. What effect does this have on the audience and how do the children holding the placards feel? (This also makes for a powerful photo/video opportunity and looks great on the school website!)
Up to a whole day	<p>Activity 6: FOCUS: LGBT Politicians</p> <p>Explore the lives and careers of openly LGBT politicians such as Matthew Parris; Nick Brown; Simon Hughes; Chris Smith; Alan Duncan; Angela Eagle; Peter Mandelson; Nick Gibb; Ben Bradshaw; Justine Greening; Mhairi Black; Wes Streeting; Lord Montagu of Beaulieu; Lord Alli; Lord Paddick; Lord Cashman; Ruth Davidson; Kezia Dugdale.</p> <ol style="list-style-type: none"> 1) Ask the children to create a list of questions they would ask these politicians about being LGBT. Contact them via the Houses of Parliament/House of Lords/Scottish Parliament etc. 2) Ask the children to create a factfile of these politicians. Compare the lives of these politicians with Harvey Milk's life and career.
Half a day	<p>Activity 6: FOCUS: Keeping a secret</p> <p>Harvey Milk, like many LGBT+ people at that time and even now, feared he would lose his job at Rego Park where he taught maths. Harvey kept his relationship with Joe Campbell secret. Keeping such a big part of their lives secret put a lot of stress on Harvey and Joe's relationship and after six years they separated.</p> <ol style="list-style-type: none"> 1) Discuss: why do people keep secrets? Are there some people who have to keep secrets? What might these secrets be? (Perhaps to do with their

“Pride: the story of Harvey Milk and the Rainbow Flag” by Rob Sanders

	<p>job e.g. official secrets). Establish that some people may have to keep their sexuality a secret. (What is sexuality? At this age, your sexuality is who you have a romantic attraction to). Why might people sometimes keep their sexuality a secret?</p> <p>2) Play “The Secret X Game”. Cut up enough card so that the children can have one piece each. Each piece needs to only be the size of a playing card. Either split the cards into four teams: circles, squares, triangles and rectangles. However, on one card, draw an “X”. Each child has to be a detective and find the other shapes that match the one they are holding. If they find the “X” they are out but must keep this to themselves. OR draw circles on all cards except for an “X” on one and the children must find the “X”. The person having the “X” could lie and say they are a circle. You could limit the number of people each child is allowed to ask to make the game even more challenging.</p> <p>3) Explore how it felt for the child with the “X” to keep it secret. Also, how did it feel for the others to be lied to?</p> <p>4) Keeping a secret can be difficult especially if it relates to something like your sexuality or your partner. Explore having a conversation where you use gender neutral language e.g. ‘partner’ rather than ‘husband/wife/boyfriend/girlfriend’ or ‘they’ instead of ‘he/she’. How difficult can it be to have a personal conversation about what you did last night or at the weekend?</p> <p style="text-align: right;">Thanks to Andy Moffat for permission to use this game.</p>
Up to half a day	<p>Activity 7: FOCUS: Famous LGBT People</p> <p>1) What does being LGBT mean? Can the children define what each letter stands for? CAUTION: some children may have LGBT family members and may or may not be comfortable with disclosing this (and shouldn’t feel that they have to!)</p> <p>2) Use the list of LGBT people on the memory stick as well as any others you can find. Create a display of photos of these people. Discuss the people in the display. Who do the children know? Is there anyone in the display who the children know but didn’t know are LGBT. Establish that most people in the world are heterosexual (‘hetero’ means ‘opposite’). Between 5-10% of the world population is gay or lesbian (the medical term ‘homosexual’ is used; ‘homo’ means ‘same’). This could potentially mean in a primary school of 200 children approximately 10-20 may grow up to identify as lesbian or gay. The number of bisexuals (people who are romantically attracted to more than one gender) is unknown as is the number of people who identify as transgender.</p>

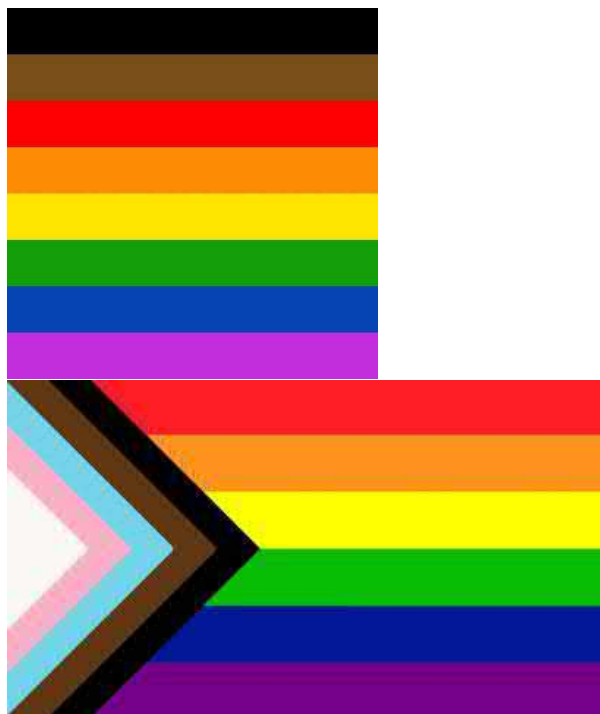
“Pride: the story of Harvey Milk and the Rainbow Flag” by Rob Sanders

	<p>Transgender people are those assigned a gender at birth based on their genitalia but understand themselves to be a different gender. Some trans adults elect to have surgery and take hormones in order to transition to the gender they identify as (medical transitioning). Some choose to change their name and wear the clothes of the gender they identify with (social transitioning).</p> <p>The precise number of trans people is unknown but in the UK it may be around 40,000. In the UK, the law relating to trans people and their birth certificates is covered by the Gender Recognition Act (2004).</p> <p>Visit www.itspronouncedmetrosexual.com and www.mermaidsuk.org.uk for support in understanding sexuality and gender identity especially the language used by our community.</p> <p>3) Discuss: which famous people do the children know who are LGBT+? You may find most people on the display are gay men, fewer are lesbian, even fewer are bisexual and even fewer still are transgender. Why might it be easier or more acceptable for gay men to be open about their sexuality and be more visible? Why is it not as easy for lesbians or bisexuals, and even harder for trans people?</p>
Half a day	<p>Activity 8: FOCUS: Wouldn't it be boring if we were all the same?</p> <ol style="list-style-type: none"> 1) Create a piece of art/poster with the title “Wouldn't it be boring if we were all the same?” 2) An archived Ofsted report called “Wouldn't it be boring if we were all the same?” can be found here: https://bit.ly/2ztb4fQ This is an interesting report for staff to read to support this work.
A whole day (or more!)	<p>Activity 9: FOCUS: The Rainbow Flag</p> <ol style="list-style-type: none"> 1) Explore the meaning of the rainbow flag.

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- 2) Discuss: what could the different colours of the rainbow flag mean for each child?
- 3) Encourage the children to create their own version of the flag using the rainbow colours.
- 4) The rainbow flag originally had 8 colours and then over time this was reduced to 6. Some organisations have now included black and brown stripes to represent BAME communities and pink/blue to include the trans community.



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Ask the children to create their own flag thinking about the design and the meaning behind the colours they have used.

- 5) Are there any colours missing from the rainbow flag? (The ‘hot pink’ stripe representing ‘sexuality’ was removed because of a lack of availability of that particular colour material). What other colours would the children include?
- 6) The original rainbow flag first flew in the San Francisco Gay Freedom Day Parade on June 25th, 1978. The flag replaces the pink triangle which was used to identify gay men in concentration camps.

The flag strongly resembles the ribbon colours of the WW1 Victory Medal though no connection is evidenced. Another suggestion for how the rainbow flag originated is that at college campuses during the 1960s, some people demonstrated for world peace by carrying a Flag of the Races (also called the Flag of the Human Race) with five horizontal stripes (from top to bottom they were red, black, brown, yellow and white).

Following the assassination of Harvey Milk, demand for rainbow flags greatly increased. To meet demand, the Paramount Flag Company began selling a version of the flag using stock rainbow fabric consisting of seven stripes of red, orange, yellow, green, turquoise, blue and violet.

In 1979, the flag was modified again. When hung vertically from the lampposts of San Francisco’s Market Street, the centre stripe was obscured by the post itself. Changing the flag’s design to one with an even number of stripes was the easiest way to rectify this, so the turquoise stripe was dropped. This resulted in a six-stripe version of the flag: red, orange, yellow, green, blue and violet.

Now, the flag is flown outside LGBT/LGBT-friendly businesses (shops, clubs, pubs). Rainbow stickers are displayed similarly on shop/pub windows.

Discuss: why do shops and businesses display rainbow flags or stickers? (For example, to give a sense of community or to mark safe places to shop).

Visit: <https://amzn.to/33dUKOG> for examples

- 7) Many staff in different organisations now wear rainbow lanyards to hang their ID badges from. (Check that lanyards have 6 colours not 7!) What message does this convey to other staff, customers/service users and/or pupils?

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	8) Explore the range of LGBT/rainbow flags available here: https://amzn.to/319glpS These make a powerful addition to the assembly idea above combined with the placards.
Half a day	Activity 10: FOCUS: Are You Proud? 1) Show clips from “Are You Proud?” (2019) You must ensure your school has a license to show movies. Follow this link to find out more information about the Public Video Screening Licence: https://bit.ly/38jUO2R 2) Discuss with the children things they are proud about. Make a display of photos of the children with a sentence about their own pride underneath.

“All young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential.”

**Mallon. G.P. 2010
LGBTQ Youth Issues: Practice Guide for Youth Workers Serving Lesbian,
Gay, Bisexual, Transgender and Questioning Youth.
Arlington: CWLA**

“Something Else” by Kathryn Cave

This is a multi-purpose book which can be used on many different special days or months throughout the year.

I always say to anyone I work with using this book, that it is my life story. It always brings me close to tears reading it.

Many LGBT+ people try desperately to fit in, to do what everyone else is doing in an attempt to lessen the verbal and physical abuse we may suffer from others. However, often much of what we do to fit in is never enough and we are told or made to feel we're "something else" or worse. Of course, this is not something that is exclusive to the LGBT+ communities but for anyone who is different in any way: BAME communities; disabled communities and so on.

Being excluded from groups, particularly at school, can have chronic effects on our mental health and well-being. They say that your school years are the best of your life which is often not the case for LGBT+ students. We repeat the mantra: "Sticks and stones may break my bones, but names will never hurt me" to explain away what many of our children experience. But this mantra is false. We often remember the words used as weapons to hurt us long after any physical wounds have healed.

It's taken me most of my life to embrace being 'something else' and to be proud to be me. I would hate any child to go through what I went through at school and to suffer the effects of it for the rest of their lives. We owe it to all our students to enable them to be themselves and to be proud of who they are. This book really does help to start them on that journey.

Blurb:

Something Else tries to fit in with everybody by doing the same kinds of things they do. But it's just never good enough. When another creature arrives and wants to be friends, Something Else finds that perhaps he's not so unusual at all.

Related books that can also be read alongside this one:

- "It's Okay to be Different", "We Belong Together", "The I Love You Book", "The Okay Book", "The I'm Not Scared Book" and "The Feel Good Book" by Todd Parr;
- "Hello Sailor" by Ingrid Godon;
- "Who's In A Family?" by Robert Skutch;
- "King and King" by Linda de Haan and Stern Nijland;
- "Friends" by Kathryn Cave
- "No Matter What" by Debbie Gliori
- "This is My Family" by Pat Thomas
- "Welcome to the Family" and "The Great Big Book of Families" by Mary Hoffman and Ros Asquith
- "Who's in a Family?" by Robert Skutch
- "Pride: The Story of Harvey Milk and the Rainbow Flag" by Rob Sanders and Steven Salerno
- "Have Pride" by Stella Caldwell and Sue Sanders

“Something Else” by Kathryn Cave

For your WALT/LI & WILF/SC, please refer to the PSHE Association Scheme of Work for PSHE (October 2014) – Core Theme 1: Health and Wellbeing; Core Theme 2: Relationships; and Core Theme 3: Living in the Wider World.

In Health and Wellbeing, pupils should be taught:

- 1) what is meant by a healthy lifestyle
- 2) how to maintain physical, mental and emotional health and wellbeing
- 3) how to manage risks to physical and emotional health and wellbeing
- 4) ways of keeping physically and emotionally safe
- 5) about managing change, including puberty, transition and loss
- 6) how to make informed choices about health and wellbeing and to recognise sources of help with this
- 7) to identify different influences on health and wellbeing

In Relationships, pupils should be taught:

- 1) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- 2) how to recognise and manage emotions within a range of relationships
- 3) how to recognise risky or negative relationships including all forms of bullying and abuse
- 4) how to respond to risky or negative relationships and ask for help
- 5) how to respect equality and diversity in relationships

In Living in the Wider World, pupils should be taught:

- 1) about respect for self and others and the importance of responsible behaviours and actions
- 2) about rights and responsibilities as members of families, other groups and ultimately as citizens
- 3) about different groups and communities
- 4) to respect equality and to be a productive member of a diverse community

Up to half a day	<p>Activity 1: FOCUS: Something Else</p> <ol style="list-style-type: none"> 1) Read “Something Else”; what is the book all about? 2) Make large (photocopied or drawn) pictures of Something Else and the creature. Look at the two characters - use adjectives to describe them. The characters are very different to look at but they are still friends. How are we the same as/different to our friends? (Hair colour, eye colour, skin colour, height, gender, families, favourite things, religious belief, etc.) Make pictures of our differences: “I’ve got black hair and so has my friend”, “My friend has got blue eyes and my eyes are brown”, “I’m a girl and my friend is a boy”, etc. We are all different but we are all friends; we all get along together.
Up to half a day	<p>Activity 2: FOCUS: Friendship</p> <ol style="list-style-type: none"> 1) What can my friend do that I can do? What can my friend do that I can’t do? Copy each other. Create a poster: “My friend can...and so can I” and “My friend can...but I can’t”
Half	<p>Activity 3: FOCUS: All About Me</p>

“Something Else” by Kathryn Cave

a day	<ol style="list-style-type: none"> 1) Create a book: “All About Me”. Discuss the information that should go in it - physical details, personal details (family, friends etc.) There is a template for this book on twinkl.co.uk 2) Create a similar book about a friend 3) Create a similar book in a different language. Have books in languages that represent those spoken in your school community. This is a great way to involve parents and whole families.
Half a day	<p>Activity 4: FOCUS: Differences</p> <ol style="list-style-type: none"> 1) The book is basically about how some people are bullied because they are perceived to be different. Brainstorm: Why might someone be bullied? What can we do when we see that someone is bullied? Who should we tell? Who can we go to in school and at home? 2) Discussion: Another reason that someone might be bullied is because of their sexuality - who they fall in love with. This is another difference between people. Why might people be bullied because of their sexuality? 3) Talk about the special friendships we have when we are older. Reference mums and dads, boyfriend and girlfriend. Also reference, two men who love each other (gay) and two women who love each other (lesbian). Challenge any negativity the children may have around the use or understanding of these words. 4) Discuss and explore with the children, the impact of these negative words. How might someone feel if these negative words were used against them? What might the short term and long-term effects be? 5) Explore the Stonewall “No Bystanders” short film: https://bit.ly/2Z0FuDO CAUTION: this clip uses strong language which may not be appropriate for your children. Discuss this with SLT and with the parents before showing it. I’ve been told that this clip teaches children words they might not already know - but don’t we do that every day anyway? The clip very clearly shows the effects of negative language when it goes unchecked. Exploring this language in class, a safe place to do this, clearly shows our children that some people use such language and it is unacceptable. 6) Discuss with the children about being an ‘upstander’ - standing up for those being bullied or picked on rather than standing back and watching, being a ‘bystander’. We should encourage our children to stand up for each other but only to get involved when it doesn’t put them in any danger i.e. it may be easier to get involved and support friends in school rather than strangers out in the street.
Half a day	<p>Activity 5: FOCUS: Appearances</p> <ol style="list-style-type: none"> 1) Discuss: never judge a book by its cover. What does this mean? How was ‘Something Else’ being judged? Who was judging him? We should judge people by what they do not how they look. 2) Do the “Stereotype” picture/statement exercise. Research shows that we make up our mind about someone within 3 seconds of meeting them. What opinions did the children have after looking at

“Something Else” by Kathryn Cave

	<p>the people in the photos? Did their opinion change at all?</p> <ol style="list-style-type: none"> 3) Extend this activity by asking the children to write a story about one of the people in the photos. This writing could explore the reason the person dresses as they do; what the person’s life might be like etc. 4) Discuss: are any of the people in the photos LGBT? Can you always tell by looking? 5) Discuss and explore why some people use negative language against someone else. Is it a form of control? Is it to make someone else who is different to them fit their idea of how they should look/behave/dress/be? <p>Our perception of someone can often dictate how we behave towards them before we actually get to know that person. Can someone be the victim of homophobic abuse even if they’re not gay simply because of someone’s perception? Yes of course they can.</p>
60 mins	<p>Activity 6: FOCUS: First Impressions</p> <ol style="list-style-type: none"> 1) Something Else was horrible to the creature when it first appeared at the door. Why do you think that was? After Something Else threw the creature out, why did it run after the creature and bring it back? 2) Is Something Else and/or the creature male or female? Does it matter? 3) Discuss why it might be more appropriate to call the creature ‘it’ and why we must never use ‘it’ to describe a person.
Half a day	<p>Activity 7: FOCUS: Being Positive</p> <ol style="list-style-type: none"> 1) Revisit the adjectives from Activity 1. Are they all positive? 2) What inclusive and exclusive language do we use in class/the playground? Write down the children’s responses. Make a display of what the children have said and put the words by pictures of the two characters. 3) How do we include our friends in our games? How and why do we exclude people? Role play different situations and explore ways we can include people in what we do.
Half a day	<p>Activity 8: FOCUS: All different. All special!</p> <ol style="list-style-type: none"> 1) Recap the messages of the book: <ul style="list-style-type: none"> • we are all different but we all get along • we can all do things that other people can do, and things that others can’t • people can be different in lots of ways • differences are something to be proud of • we can all find ways of including people in our games/activities/lives. 2) Create a piece of art/poster with the title “We are all different. We are all special!”