

Celebrating LGBT+ History Month: workshop

<p>Session summary</p> <p>This workshop will inform students about LGBT+ History Month and why we have it. They will hear from at least one former student of the school/college, who will share their experiences both at school and afterwards. They will then think about the part they play in creating an inclusive school community, and celebrate current LGBT+ culture and champions.</p>	<p>Suggested volunteers</p> <ul style="list-style-type: none">- LGBT+ individuals (includes lesbian, gay, bisexual, transgender, intersex, queer, asexual, and others)
<p>Learning outcomes</p> <ul style="list-style-type: none">• Students will understand what LGBT+ History Month is and why we celebrate it.• Students will gain insight into (and possibly empathy for) the LGBT+ community through a volunteer's lived experience.	
<p>Resources</p> <ul style="list-style-type: none">• Presentation	
<p>Pre-session preparation</p> <ul style="list-style-type: none">• Speak to the volunteers over the phone and let them know what to expect from the session, as well as finding out which of the roles above they fit into and how they will tell their story• Make sure an appropriate room has been allocated	

Timings	Section content	Key objective and link to next section
0-2	<p>Welcome and introduction (slides 1-2)</p> <ul style="list-style-type: none"> - Briefly outline the objectives as described on the slide, and mention the fact that a volunteer has come to visit the students today. - If you anticipate difficulties discussing the topics, tell students that you've chosen to talk about this with them today because you know they are mature enough to engage sensibly with it, and you're looking forward a thoughtful, honest and interesting discussion. 	<p>Objective: to understand the main objectives of the session.</p> <p>Link: "but what does LGBT+ actually mean? To help us understand, we've got a special visitor here today."</p>
2-7	<p>Meet the former student(s) (slide 3)</p> <ul style="list-style-type: none"> - Introduce the former student(s): their name, when they left the school, and an interesting fact or experience from their time at the school. - Ask volunteers to share where they are on the LGBT+ spectrum. If this is likely to be an unfamiliar 	<p>Objective: to introduce the volunteer(s) and get students looking forward to hearing their story.</p> <p>Link: "Before we hear volunteer's story, let's be clear</p>

	term for students, they should clarify it in a student-friendly way.	about the terminology we're using."
7-10	What does LGBT+ mean? (slide 4) <ul style="list-style-type: none"> - Presentational slide with the key terminology. 	Objective: to clarify the term LGBT+. Link: "But why is it that we think it's so important to keep celebrating LGBT+ History Month?"
10-15	Why do we celebrate LGBT+ History Month? (slides 5-8) <ul style="list-style-type: none"> - Ask students if they can think of any examples of seeing discrimination against LGBT+ people, either in the world or in their daily lives. - Present the key facts on the slides to students. - Ask them what they see their own role, the school's role or the UK's role to be in ensuring equal treatment for all. - Former student role: if time, ask the volunteer(s) to conclude the session by contributing their own thoughts to the discussion. 	Objective: to understand the principles behind celebrating LGBT+ History Month. Link: "Now we're going to hear about real life insight into growing up LGBT+ at school/college. And this is where volunteer's story comes in. "
15-30	Former student story (slide 9) <ul style="list-style-type: none"> - Note: it's important to make it clear to students that there are all kinds of experience of growing up LGBT+ and the volunteer is there to share their particular experience. - If you have enough volunteers and want the students to have the chance to have their own discussions, you may want to run this section as a carousel. - Alternatively, you could run this section as a Q&A from the front, followed by students' questions. If you have discussed the former students' stories beforehand and they are of a sensitive nature this will be the better option. - Suggested questions are included on the slide. 	Objective: to offer students an authentic insight into growing up LGBT+ and living as LGBT+ in the modern world. Link: "A huge thank you to volunteer for coming to share their story today. Now we're going to think about being LGBT+ in our school..."
30-40	LGBT+ rights in our school/college (slide 10) <ul style="list-style-type: none"> - Discussion question one: How safe is this school for lesbian, gay, bisexual and trans young people? - Discussion questions two and three: What makes it that way? What could you do to make it safer? 	Objective: to encourage students to reflect honestly on how inclusive their school community is, and see themselves as agents of change.

	<ul style="list-style-type: none"> - Ask students to discuss briefing in groups first, before feeding back – listen out for the best responses to choose. - Volunteer role: to discuss with students and help select the best responses for whole class feedback. 	Link: “Just as we should all use what we say and do to include others, some well known people set a great example as champions of LGBT+ rights and identity, and we're going to look at one in particular.”
40-50	LGBT+ culture and champions (slide 11) <ul style="list-style-type: none"> - Play a video of a song you feel your students will enjoy with which supports LGBT+ rights. Suggestions: <ul style="list-style-type: none"> o Macklemore, Same Love o Lady Gaga, Born This Way - Give students a copy of the lyrics and ask them to underline the most important lyric (or top three, if they have trouble choosing). - Ask students to explain the message of the song in one sentence (there will be several answers). - Ask some students to share their choices. - Students contribute other examples in modern culture where people have championed LGBT+ rights. - Former student role: can also share what they think the most important lyric from the song is and examples of people championing LGBT+ rights which are important to them. 	Objective: to think about the championing of LGBT+ culture and identity in a positive and celebratory light. Link: “I’d like to end the session on a really positive note where you can reflect on what you've learned and thank volunteer(s). ”
50-55	Messages of support and thanks (slide 12) <ul style="list-style-type: none"> - Students take two post its. Ask them to stick one either side of the dividing line on the board: <ul style="list-style-type: none"> o A message of support, a message about an equal society, or something positive they have learned from the volunteer on a post-it and stick it on the board o A message of thanks to the volunteer(s) Former student role: to read out a selection of messages at the end of the activity.	Objective: to reflect on the learning from the session and thank volunteers. Link: “Now to our volunteer(s) for their final thoughts.”
55-60	Final word from alumni (slide 13) <ul style="list-style-type: none"> - Former students can share their advice for the students as to how to make the school a more inclusive place, or any other relevant points which have emerged in the workshop. 	Objective: to memorably conclude the workshop.

Comments and adaptations

If your former student is able to stay for a longer time period, you could ask them to participate in a relevant lesson, or work with any clubs or groups later in the day.