



Secondary | Year 9 +

Diversity Role Models Teachers Resource

Theme: Standing up through
activism



Contents

- 3 Overview
- 6 Tips for facilitating discussions
- 8 Suggested Questions
- 12 Activities
- 14 Organisations
- 16 Useful Definitions
- 17 Appendix
- 39 Contact Details

Overview

How to use this resource

This resource accompanies a video or series of videos from one of our inspiring Role Models sharing their personal story. Each resource covers a different topic area and comes with discussion questions, challenge questions, suggested activities and challenge activities. Further notes for teachers are written in italics or in boxes.



Learning Objectives

Students will be able to:

- Explain the meaning of activism and being an upstander
- Recognise the impact of activism to bring about social change
- Appraise the role of media activism in shaping public perception

Notes

For further information and links for teaching about activism in the classroom follow [this link](#).

If you are discussing political issues and activism you may wish to remind yourself of the DfE's guidance on [political impartiality in the classroom](#).

Curriculum Links

- **Citizenship:**
Democracy and justice, rights and responsibilities, pressure groups, identities and diversity.
- **PSHE:** Diversity, equality, LGBTQ+ identities
- **English:**
Comprehension, persuasive writing

Suggested Age

All materials should be reviewed by teaching staff to ensure they are appropriate and can be adapted to suit your class's needs.

Diversity Role Models recommend this resource for Year 9 and above. A single labelled challenge activity is for Year 11+

Overview

Summary of stories

Lenna's Story

Lenna describes how she loved playing football when she was growing up. At university she experienced a situation where she felt forced to come out as a lesbian. By standing up she helped another student gain comfort and confidence. Lenna then realised the power that standing up can have to support others as well as ourselves.

This video discusses identity, standing up for others, homophobia and outing.



▶ Watch Here

Content Note: These stories contain descriptions of homophobia which some students may find upsetting.

Thomas' Story

Thomas talks about growing up in a small town as a boy who didn't fit the rigid gender stereotypes expected of him and describes being bullied as a result. He left his hometown and went to another school where people acknowledged and accepted difference. He experienced no bullying there because of the positive culture and environment.

This video discusses gender stereotypes, coming out and bullying including a description of physical assault.



▶ Watch Here

Overview

Summary of stories

Emma's Story

Emma experienced homophobic bullying in school. Because of Section 28, her teachers were not able to support her. After joining the Royal Navy, Emma was 'outed' and discharged from her work. She initiated court proceedings against the UK government in the European Court of Human Rights, and won.

This video discusses institutional homophobia and 'outing'.



[▶ Watch Here](#)

Content Note: These stories contain descriptions of homophobia which some students may find upsetting.

Top Tips

For facilitating positive discussions in your classroom

1. Working Agreement

As a group, set some simple agreements for how to engage with the lesson. This could include:

- The importance of listening to each other and respecting all of our views
- Taking turns and not having to answer if you don't want to
- Using appropriate and respectful language
- Trying to build dialogue not debate

Cover the importance of confidentiality, but be sure to explain the school's safeguarding policy and explain when, why, and with whom you may need to share something that is said in the lesson.

2. Facilitate: Basketball Not Tennis

Create space for young people to explore and express their views with each other, not just with the teacher.

- Consider including small group or pair discussion, plenary, role play or creative approaches.
- Consider the layout of the room and how small groups or circles can help build dialogue between students. We're aiming for ideas to be bounced around the room like a basketball, not back and forth with the teacher like tennis!

Be sensitive to the needs of each individual and share clear ways young people can get support if they have been impacted by any of the issues discussed. Be wary about sharing your personal views but ensure that you reflect the school values, policies and laws in relation to equality and inclusion.

3. Managing Questions

It's important that young people feel empowered to ask the questions that are important to them. Consider some techniques that could give young people the confidence to ask questions, such as by writing them down rather than asking them aloud.

Not all questions need a whole class answer on the spot. If you need more time to think, or feel that a question would be better answered outside of a whole-class setting then say: *'That's a brilliant question and deserves a good answer, let me take some time and get back to you with an answer'*.

4. Distancing Techniques

Our videos are a great way of sharing an engaging and impactful narrative, that is relevant to pupils' lives while not making the issue too personal for pupils. This allows young people to engage in an objective way, avoiding defensive reactions, while still exploring ideas around empathy, allyship, and identity. It will also help you manage challenging questions as you could suggest some of the ways others might feel rather than having to share your view or your personal experiences.

5. Questions For Dialogue And Deep Engagement

Ask open and stretching questions, or better still, get the young people to come up with their own. You could ask young people to generate questions for the Role Models featured and then consider how each might answer.

We've compiled some questions aimed at building empathy and encouraging discussion on the key themes. Remember to ask probing questions to draw out more depth and reflection from pupils such as *'That's brilliant, could you expand and tell us why you think that?'*. Consider asking philosophical questions such as *'Why do you think that is right/ wrong?'* too.

Suggested Questions

See Appendix 1 for a worksheet featuring these questions.

Lenna's Story

1. Lenna describes herself as different. What are some ways we can show kindness and acceptance towards someone who is different from us?

Some ways we can show kindness and acceptance towards someone who is different from us include listening to their perspective without judgment, treating them with respect and dignity, and being open-minded and empathetic.

2. Lenna recalls shouting 'standing up for women's rights, the right to play football' as she ran onto the pitch. What are some key issues that female activists in sports might commonly address?

Female activists in sports might focus on issues like unequal pay, lack of media coverage, gender discrimination, and inadequate resources and facilities for female athletes.

3. Lenna speaks about 'coming out' as a lesbian while at university. What does the term 'coming out' mean in this case?

Coming out refers to someone revealing their sexual orientation or gender identity to others, often to friends, family, or the broader community.

4. Lenna describes how she felt forced to stand up and 'out' herself? How could being pressured to come out in that way have impacted her?

Lenna could possibly experience discrimination and homophobia by being outed in a public manner.

5. What did the Dean tell Lenna after she stood up and outed herself?

He told her that by standing up, she made another student feel more comfortable.

Content Notes:

This video discusses gender stereotypes, bullying and coming out which some students may find upsetting.



Suggested Questions

See Appendix 2 for a worksheet featuring these questions.

Thomas' Story

- 1. Thomas liked things that were seen as being different to what the other boys liked? What term describes a fixed idea about a person based on gender?**

A gender stereotype.

- 2. Thomas mentions experiencing verbal and physical bullying. Name 2 other types of bullying.**

Social or emotional bullying and cyber or online bullying,

- 3. Over 60 people watched Thomas being bullied in the event he described. What word describes someone who stands by and does not intervene to help others?**

A bystander.

- 4. When Thomas started to be blamed for the bullying he experienced, how did he feel about that?**

He felt his world was incredibly small, he couldn't think a way out of his situation.

- 5. What advice does Thomas give to young people who are finding exploring their identity overwhelming?**

"Go looking for your tribe." Meaning to find people who accept you for who you are.

Content Notes:

This video discusses gender stereotypes, bullying and coming out which some students may find upsetting. Thomas described an incident in which he was physically assaulted and the injuries he sustained.



Suggested Questions

See Appendix 3 for a worksheet featuring these questions.

Emma's Story

1. Why was school not particularly kind to Emma?

Emma experienced bullying because she was gay and because of her appearance.

2. Why did Emma want to join the Royal Navy?

Emma had been sailing with her parents for years. She wanted to be somewhere she felt like she belonged, doing a job she found rewarding.

3. What happened after Emma 'came out' to her roommate?

Emma's roommate phoned the military police and forcefully 'outed' her. Emma was arrested and interrogated for a number of hours.

4. How did Emma's parents react to her being gay?

Emma's parents were really supportive.

5. What did the European Court of Human Rights say about the UK's ban on being gay in the armed services?

The European Court ruled that it was illegal. It is against LGB people's human rights to force people to stop working for the Royal Navy because of their sexual orientation.

Content Notes:

This video discusses institutional homophobia and forced 'outing' which some students may find upsetting.



Challenge Discussion Questions

See Appendix 4 for a worksheet featuring these questions.

Secondary

1. Lenna speaks about being the only student who stood up and came out and how that gave comfort to others. Give an example of a person from history who stood up for the rights of others and what they did?
2. The word activist can be used to describe a person who can take action to support a particular cause. Give an example of a person you have seen in the media who could be described as an activist. What cause(s) do they support?
3. If you witnessed someone being treated unfairly. How could you respond, and what actions could you take?
4. What are some ways you could get involved in standing up for others/activism within your school or local community? Think about how the Role Models in the videos did that.
5. Why is it important to have allies, people who aren't impacted by an issue personally but who wish to stand up for and stand with those who are?
6. Thomas uses the phrase 'find your tribe'. What do you think he means by this?
7. Lenna describes running onto the football pitch to score a goal as 'standing up for women's rights, the right to play football'. In what ways can sport, art, music, and literature be forms of activism or standing up?
8. Emma's story is about how she was treated as a gay woman in the Royal Navy when it was against the law to be LGBT and serve in the forces. How do you think the law can affect activism and groups campaigning for change? How can people change laws?

Activities

Detailed plans can be found in Appendix 6 to 13

- 1.** Invite local activists or members of advocacy groups to speak to the class about their experiences. Students can prepare questions and engage in a discussion about the challenges they face, the impact of their work, and how students can get involved in activism within their own communities.
- 2.** Organise a debate where students take on the roles of activists advocating for different social causes. This activity helps students understand diverse perspectives, enhances their debating skills, and encourages empathy by requiring them to argue for a cause they may not personally support.
- 3.** Ask students in groups to research and present on activist movements from around the world. Each presentation can focus on a different region or issue, highlighting the unique challenges and strategies employed by activists in diverse contexts. This activity fosters global awareness, cultural understanding, and analysing the role activists play in bringing about change in different places.
- 4.** Present students with ethical dilemmas commonly faced by activists, such as balancing personal safety with goals. Divide students into small groups to consider different perspectives and to propose solutions and then present back to the class. This activity encourages critical thinking, ethical reasoning, and empathy for the complexities of activism.
- 5.** Task students to write letters to local officials or organisations expressing their concerns about a specific issue. This activity emphasises the power of individual voices and shows students that activism can take various forms, including grassroots efforts.

Extension Idea: To further explore ethical dilemmas faced by activists ask students to research the story of ex Wales footballer Laura McAllister who was filmed being told to remove a rainbow bucket hat at the Qatar World Cup. Write a diary entry from Laura's perspective. Why did she choose to wear the hat? Was she concerned for her safety?

Challenge Activities

1. Ask students to research UK activist group Lesbians and Gays Support the Miners and their legacy and impact on LGBTQ+ rights through working with the trade union movement. Ask them to prepare and present their findings to the class, highlighting key events, strategies used, and the outcomes (Year 11+).

2. Ask students to design an effective and responsible social media campaign for a cause they are passionate about. This could include covering strategies for raising awareness, building safe inclusive online communities, and leveraging social media platforms for positive change.

3. Ask students to design posters or placards for an activism campaign, focusing on raising awareness, advocating for change, and inspiring action on a specific social issue.

Extension idea for Activity 3:

- Organise a public exhibition of the posters within the community to amplify the campaign's message and engage a broader audience.
- Support students to showcase their posters through school social media platforms.
- Follow up with additional activities or initiatives related to the chosen social issue such as debates, fostering ongoing civic engagement and active citizenship action among participants.

Organisations

Organisations that provide further support and resources for staff and students on Bullying.

These links are to support teachers to access further information, lead discussions or to signpost to students for research and support. Diversity Role Models can take no responsibility for the content hosted on other organisations platforms or shared directly, and we recommend that all signposted resources be checked for suitability by staff before use.

NSPCC

The NSPCC understands how difficult it is for children to talk about bullying. Professionals can contact the NSPCC Helpline by calling **0808 800 5000**, **emailing help@NSPCC.org.uk** or **completing their online report abuse form**.



The Anti-Bullying Alliance has lots of videos and resources for young people who might be a victim of bullying, or know someone who is being bullied.

View the resources **here** or visit their website at:
<https://anti-bullyingalliance.org.uk>



Childline can be contacted 24/7. Calls to **0800 1111** are free and confidential.

Childline has lots of advice about **different types of bullying** and about **dealing with peer pressure**.

Children can also contact **Childline online** here: **www.childline.org.uk**

Organisations

Organisations that provide further support and resources for staff and students on some of the topics raised in this resource. These links are to support teachers to access further information, lead discussions or to signpost to students for research and support. Diversity Role Models can take no responsibility for the content hosted on other organisations platforms or shared directly, and we recommend that all signposted resources be checked for suitability by staff before use.

SWITCHBOARD

Switchboard is the national LGBTQIA+ support line for anyone, anywhere in the country, at any point in their journey.

They have a text, email and phone service to discuss anything related to sexuality and gender identity, in addition to information on their website:

<https://switchboard.lgbt/>

The Mix is the UK's leading support service for young people.

They offer young people a free, confidential helpline and a counselling service, as well a whole host of information and advice on a range of topics (including LGBTQ+) via their website: <https://www.themix.org.uk/>



Useful resources for staff supporting LGBTQ+ students:

- [Brighton and Hove Trans Inclusion Toolkit](#)
- [NEU Supporting trans and gender questioning young people](#)
- [NPSCC: Safeguarding LGBTQ+ young people](#)

Useful Definitions

Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online and can constitute abuse.

Diversity

Difference(s) between two or more things.

Heterosexual

A man who is attracted to women OR a woman who is attracted to men.

Lesbian

A woman who is attracted to women.

Gay

A man who is attracted to men or a woman who is attracted to women.

Stereotype

A fixed, over-generalised belief about a particular group or class of people.

Homophobia

A prejudice or discrimination towards people who are gay/lesbian (homosexual).

Upstander

A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being bullied.

Activism

Action taken challenging those in power to bring about change in society and benefit the greater good.

Appendix

Printable worksheets for use with students and example activities for staff.

1. Lenna's Story Questions
2. Thomas's Story Questions
3. Emma's Story Questions
4. Challenge Questions - 2 Pages
5. Activity 1 Session Plan
6. Activity 2 Session Plan
7. Activity 3 Session Plan
8. Activity 4 Session Plan
9. Activity 5 Session Plan
10. Challenge Activity 1 Session Plan
11. Challenge Activity 2 Session Plan
12. Challenge Activity 3 Session Plan

Note: All resources can be printed out in greyscale to save on coloured ink.

Lenna's Story - Questions

1. Lenna describes herself as different. What are some ways we can show kindness and acceptance towards someone who is different from us?
2. Lenna recalls shouting 'standing up for women's rights, the right to play football' as she ran onto the pitch. What are some key issues that female activists in sports might commonly address?
3. Lenna speaks about 'coming out' as a lesbian while at university. What does the term 'coming out' mean in this case?
4. Lenna describes how she felt to be forced to stand up and 'out' herself? How could being pressured to come out have impacted her?
5. What did the Dean tell Lenna after she stood up and outed herself?

Thomas' Story - Questions

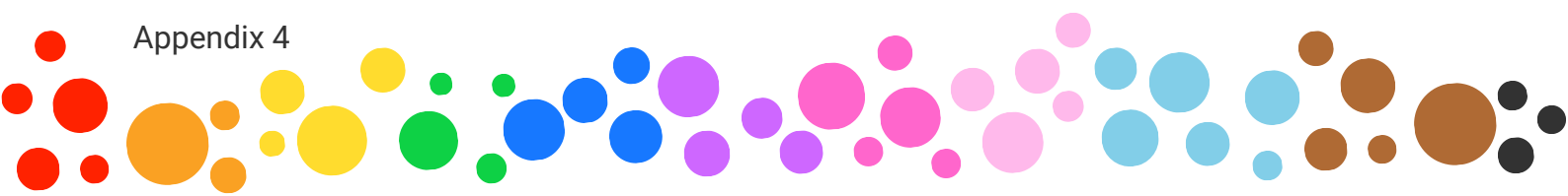
1. Thomas liked things that were seen as being different to what the other boys liked? What term describes a fixed idea about a person based on gender?
2. Thomas mentions experiencing verbal and physical bullying. Name 2 other types of bullying.
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Emma's Story - Questions

1. Why was school not particularly kind to Emma?
2. Why did Emma want to join the Royal Navy?
3. What happened after Emma 'came out' to her roommate?
4. How did Emma's parents react to her being gay?
5. What did the European Court of Human Rights say about the UK's ban on being LGB in the armed services?

Challenge Questions

1. Lenna speaks about being the only student who stood up and came out and how that gave comfort to others. Give an example of a person from history who stood up for the rights of others and what they did?
2. The word activist can be used to describe a person who can take action to support a particular cause. Give an example of a person you have seen in the media who could be described as an activist. What cause(s) do they support?
3. If you witnessed someone being treated unfairly. How could you respond, and what actions could you take?
4. What are some ways you could get involved in standing up for others/activism within your school or local community? Think about how the role models in the videos did that.



Challenge Questions

5. Why is it important to have allies, people who aren't impacted by an issue personally but who wish to stand up for and stand with those who are?

6. Thomas uses the phrase 'find your tribe'. What do you think he means by this?

7. Lenna describes running onto the football pitch to score a goal as 'Standing up for women's rights, the right to play football'. In what ways can sport, art, music, and literature be forms of activism or standing up?

8. Emma's story is about how she was treated as a gay woman in the Royal Navy when it was against the law to be LGB and serve in the forces. How do you think the law can affect activism and groups campaigning for change? How can people change laws?

Activity 1 Guide

Activity Plan: Engaging with Local Activists

Objective: To inspire students to become involved in activism by providing them with the opportunity to learn from local activists or members of advocacy groups.

Duration: 60 minutes

Note: When inviting guest speakers you may wish to remind yourself of the **DfE's guidance on political impartiality**.

Activity Steps:

1. Introduction (5 minutes):

- Introduce the purpose of the session: to hear from local activists and learn about their experiences in advocacy work.
- Provide a brief overview of the agenda and set expectations for engagement in the session.
- Brief the speakers about your expectations, check their content and ensure they understand the school policies (e.g. on safeguarding)

2. Guest Speaker Presentation (20 minutes):

- Invite the local activist or member of the advocacy group to share their experiences.
- Encourage them to discuss their background, the issues they are passionate about, and their journey into activism.
- Allow time for the speaker to share anecdotes, challenges they have faced, and successes they have achieved.

3. Question and Answer Session (15 minutes):

- Open the floor for students to ask questions to the guest speaker. Use post it notes as an anonymous method to collect questions from students to encourage participation.
- Encourage students to inquire about specific challenges the speaker has encountered, the impact of their work, and strategies for effective advocacy.
- Facilitate a respectful and inclusive discussion, ensuring that all students have the opportunity to participate.

4. Group Discussion (15 minutes):

- Divide students into small groups to discuss their reflections on the presentation.
- Prompt them to consider the following questions:
 - What aspects of the speaker's experience resonated with you?
 - How do you think you could get involved in activism within your own community?
 - What are some potential challenges you might face, and how could you overcome them?
- Encourage each group to appoint a spokesperson to share their key insights with the class.

5. Wrap-Up and Conclusion (5 minutes):

- Summarise the key points discussed during the session.
- Thank the guest speaker for their valuable insights and contribution.
- Encourage students to continue exploring opportunities for activism and to apply what they have learned to make a positive difference in their communities.

Activity 2 Guide

Activity Plan: Social Cause Debate

Objective: Foster critical thinking, empathy, and debating skills among students by immersing them in the perspectives of activists advocating for various social causes.

Materials Needed:

- Whiteboard or flip chart
- Markers
- A timer
- List of debate subjects (suggestions provided below)

Duration: 60 minutes

Activity Steps:

1. Introduction (5 minutes):

- Explain the purpose of the activity: to engage in a debate where students will take on the roles of activists advocating for different social causes.
- Emphasise the importance of understanding diverse perspectives, honing debating skills, and practicing empathy.
- Briefly introduce the debate subjects.

2. Subject Selection (5 minutes):

- Present a list of debate subjects/topics to the students.
- Encourage students to choose a subject they find interesting or challenging.
- Allow a brief discussion period for students to express their preferences and form debate teams.

3. Team Formation (5 minutes):

- Divide the students into teams, ensuring a mix of perspectives within each team.

4. Research and Preparation (15 minutes):

- Provide time for teams to prepare their points for their chosen social cause, encourage use of relevant facts and statistics.
- Encourage teams to anticipate counterarguments and develop effective rebuttals.
- Circulate among the teams to provide guidance and answer any questions.

5. Debate (20 minutes):

- Allocate time for each team to present their arguments.
- Each team should designate a spokesperson to present their case, followed by rebuttals from opposing teams.
- Encourage respectful and constructive dialogue.
- Use a timer to ensure equal speaking time for each team.
- Encourage active listening and note-taking among students.

Activity 2 Guide

6. **Reflection and Discussion (10 minutes):**

- Facilitate a debriefing session where students reflect on the experience.
- Encourage students to share their thoughts on the challenges they faced, insights gained, and any changes in perspective.
- Discuss the importance of empathy in understanding differing viewpoints.
- Highlight key takeaways and lessons learned from the debate.

7. **Conclusion (5 minutes):**

- Summarise the main points discussed during the activity.
- Encourage continued exploration of social issues and critical thinking outside the classroom.

Possible Debate Subjects:

- Universal Basic Income: Should the government implement a universal basic income?
- Climate Change Policies: Are current government policies sufficient to address climate change?
- Affirmative Action: Is affirmative action necessary to promote equality?
- Animal Testing: Should animal testing be banned for cosmetic and medical research?
- Immigration Reform: Should countries have more open or restrictive immigration policies?
- LGBTQ+ Rights: Have we achieved LGBTQ+ equality or is there more to be done?
- Wealth Inequality: Can wealth inequality be justified if the living standards of the worst off are raised in the process?
- Access to Healthcare: Is healthcare a fundamental right or a privilege?
- Gender Equality: How can society achieve gender equality in all aspects of life?

Activity 3 Guide

Activity Plan: Exploring Global Activism

Objective: To analyse global, national and local issues and foster an understanding of and evaluate the work of activist groups in trying to create social, political, economic and environmental change.

Note: When discussing political issues you may wish to remind yourself of the **DfE's guidance on political impartiality**.

Materials Needed:

- Access to the internet and research materials
- Presentation tools (such as PowerPoint, white board, chart paper)
- Markers, pens, and papers for note-taking
- Timer or clock to manage presentation times
- Handouts with guidelines and examples of activist movements

Activity Timeline: To split over multiple sessions as required.

1. **Introduction (10 minutes):**

- Introduce the activity.
- Explain the importance of understanding activist movements and engaging in political processes.
- Briefly discuss the diversity of activist movements and their impact on society.

2. **Formation of Groups (5 minutes):**

- Divide students into small groups of 3-4 members each.
- Encourage diversity within groups to foster different perspectives and insights.

3. **Topic Selection (10 minutes):**

- Provide a list of examples of activist movements from various regions and on different issues. Examples could include:
 - Civil rights movements (e.g., Black Lives Matter, LGBTQ+ rights movements)
 - Environmental activism (e.g., Greenpeace, Extinction Rebellion)
 - Indigenous rights movements (e.g., Standing Rock protests, Maasai land rights activism)
 - Women's rights movements (e.g., #MeToo movement, women's suffrage movements)
 - Labour rights movements (e.g., TUC and other trade union movements)
- Allow each group to choose a topic of interest from the provided list or suggest their own, ensuring diversity among chosen topics.

Activity 3 Guide

4. **Research and Preparation (30 minutes):**

- Allocate time for groups to conduct research on their chosen activist movement.
- Encourage students to explore the history, key figures, strategies, challenges, and outcomes of the movement.
- Emphasise the importance of understanding the cultural and social context in which the movement operates and critically evaluate the groups goals and tactics.

5. **Presentation Preparation (20 minutes):**

- Guide groups in organising their findings into a coherent presentation format.
- Encourage creativity in presentation design and delivery.
- Remind students to focus on highlighting the unique challenges and strategies employed by activists in their chosen context.

6. **Presentation Sessions (60 minutes):**

- Each group presents their research and findings to the class.
- Allow time for questions and discussion following each presentation.
- Encourage respectful dialogue and exchange of ideas among students.

7. **Reflection and Discussion (15 minutes):**

- Facilitate a discussion on common themes, differences, and insights gleaned from the presentations.
- Encourage students to reflect on how their understanding of activism has evolved through this activity.
- Discuss the importance of active citizenship and civic engagement in the process of political, social, economic or environmental change.

8. **Conclusion (5 minutes):**

- Emphasise the value of empathy, understanding, and social action and being an active, engage global citizen.

Additional Notes:

- Monitor group dynamics during the research and preparation phases to ensure equal participation and collaboration.
- Provide guidance and support to students as needed throughout the activity.
- Encourage students to continue exploring and engaging in these topics as an active citizen.

Extension idea:

Students can create their own pressure groups to understand and evaluate their role in society using CND Peace Education's **resource pack**.

Activity 4 Guide

Activity Plan: Exploring Ethical Dilemmas in Activism

Objective: To encourage critical thinking, ethical reasoning, and empathy among students by presenting and discussing ethical dilemmas commonly faced by activists.

Materials Needed:

- List of ethical dilemmas commonly faced by activists (prepared in advance)
- Whiteboard or flip chart
- Markers
- Small group discussion guidelines (provided below)

Duration: 60-90 minutes

Note: When discussing political issues you may wish to remind yourself of the **DfE's guidance on political impartiality**.

Activity Steps:

1. Introduction (10 minutes):

- Begin by explaining the importance of ethical decision-making in activism and the complexities activists often face when deciding balancing tactics with their goals.
- Provide examples of ethical dilemmas that activists may encounter, such as the decision to engage in civil disobedience, the use of confrontational tactics, or the disclosure of sensitive information.

2. Group Formation (5 minutes):

- Divide the students into small groups of 4-6 members each.

3. Ethical Dilemma Presentation (15 minutes):

- Present one ethical dilemma scenario to each group. Ensure that each group receives a different scenario to encourage diversity in perspectives.

4. Examples of ethical dilemmas:

- A group of environmental activists must decide whether to trespass on private property to document environmental violations.
- LGBTQ+ activists are faced with the choice of publicly revealing the identity of a closeted politician who actively opposes LGBTQ+ rights.
- Human rights activists must decide whether to participate in a protest that has the potential to lead to disorderly behaviour.
- Encourage groups to read and discuss the scenario together, considering the perspectives of all stakeholders involved.

5. Small Group Discussion (25 minutes):

- Provide guidelines for small group discussions:
- Identify the key ethical considerations in the scenario.
- Discuss the potential consequences of different courses of action.
- Consider alternative approaches that could address the ethical dilemma.
- Circulate among the groups to offer guidance and facilitate discussions.

Activity 4 Guide

6. **Solution Proposal (15 minutes):**

- After discussing the ethical dilemma within their groups, ask each group to propose a solution or course of action.
- Encourage groups to present their proposals using the whiteboard or flip chart to illustrate their reasoning and key points.

7. **Whole Class Discussion (15 minutes):**

- Facilitate a whole-class discussion to debrief the activity and encourage students to reflect on the ethical dilemmas they explored.
- Encourage students to share their perspectives, insights, and any challenges they encountered during the activity.
- Emphasise the importance of considering multiple viewpoints and ethical principles when making decisions in activism.

8. **Conclusion (5 minutes):**

- Conclude the activity by summarising key takeaways.
- Encourage students to continue thinking critically about ethical dilemmas in activism and to apply the ethical reasoning skills they've developed in other areas of their life.

Note:

- It's essential to create a safe and respectful environment where students feel comfortable expressing their opinions and engaging in open dialogue.
- Modify the scenarios and discussion guidelines as needed to suit the specific needs and interests of the students.

Activity 5 Guide

Activity Plan: Empowering Student Voices Through Letter Writing

Title: "Speak Up: Empowering Student Activism Through Letter Writing"

Objective:

- To empower students to express their concerns about a specific issue to local officials or organisations through letter writing.
- To demonstrate the power of individual voices in effecting change within the community.
- To encourage students to engage in grassroots activism and civic participation.

Duration: 1-2 lessons, depending on the depth of discussion and research.

Activity Steps:

1. Introduction:

- Start the activity by introducing the concept of grassroots activism and the importance of civic engagement.
- Discuss examples of how individuals and communities have brought about change through activism.
- Explain the purpose of the activity: for students to write letters expressing their concerns about a specific issue to local officials or organisations.

2. Choose an Issue:

- Facilitate a discussion or brainstorming session to choose a specific issue that students are passionate about addressing.
- Encourage students to consider local issues that directly impact their community.
- Take a vote or come to a consensus on the issue to focus on for the letter writing activity.

3. Research:

- Provide students with time to conduct research on the chosen issue.
- Offer access to resources such as books, articles, websites, and other relevant materials.
- Encourage students to gather information to support their concerns and arguments in their letters.

4. Letter Writing:

- Review the components of a persuasive letter: introduction, explanation of the issue, personal perspective, proposed solutions and call to action and conclusion.
- Provide guidance on addressing local officials or organisations respectfully and effectively.
- Allow students ample time to draft their letters, offering support and feedback as needed
- Optionally, provide sample letters as reference or inspiration.

Activity 5 Guide

5. **Peer Review:**

- Pair students up or form small groups for peer review.
- Encourage students to exchange letters and provide constructive feedback to each other.
- Emphasise the importance of clarity, persuasiveness, and respectful tone in their letters.

6. **Finalisation and Sending:**

- Give students time to revise and finalise their letters based on peer feedback.
- Provide instructions on emailing the letters in line with your school's safeguarding policy (it may be the letters are emailed by a teacher on behalf of students)
- Ensure students have access to contact information for relevant local officials or organisations.

7. **Reflection:**

- Conclude the activity with a reflection session.
- Ask students to share their thoughts and feelings about the letter writing experience.
- Discuss the potential impact of their letters and the importance of civic engagement in creating positive change.

8. **Follow-up:**

- Follow up with students after a few weeks to discuss any responses they may have received.
- Use this opportunity to further explore the outcomes of their activism and to reinforce the importance of staying engaged in local issues.

Challenge Activity 1 Guide

Title: Researching the Legacy of Lesbians and Gays Support the Miners (LGSM) and Its Impact on the Trade Union Movement

Suitable for: Year 11+

Objective: Engage students in researching and understanding the role of the UK activist group Lesbians and Gays Support the Miners (LGSM), its collaboration with the striking miners/trade union movement, and the impact it had on social activism and LGBTQ+ rights.

Activity Plan:

1. Introduction to LGSM and its significance:

- Start the session by providing a brief overview of LGSM, its formation, objectives, and the political context in which it operated. (see this [link](#) for an overview and further sources at the end of this guide)
- Explain the significance of LGSM's collaboration with striking miners and the trade union movement during the miners' strike of 1984-1985.
- Highlight the importance of understanding LGSM's legacy in the context of LGBTQ+ activism and labour rights.

2. Research Assignment:

- Divide the students into groups, assigning each group the task of researching specific aspects of LGSM's involvement with the striking miners/trade union movement.
- Provide guidelines for research, focusing on key events, strategies employed by LGSM, their collaboration with striking mine workers/trade unions, and the outcomes of their activism.
- Encourage students to utilise a variety of resources, including books, articles, documentaries, and reputable archives. You could arrange a trip to the [People's History Museum](#) in Manchester or the [Bishopsgate Institute](#) in London.

3. Conducting Research:

- Allocate sufficient time for students to conduct their research, ensuring they have access to necessary resources.
- Encourage critical analysis of sources and emphasise the importance of cross-referencing information to ensure accuracy.

4. Preparation of Presentations:

- Set clear guidelines for presentation format and content, including requirements such as key events timeline, strategies overview, and analysis of outcomes.
- Encourage creativity in presentation methods, allowing students to use visual aids, multimedia, or storytelling techniques to engage their audience.
- Provide support and guidance as needed during the preparation process.

Challenge Activity 1 Guide

5. **Presentation:**

- Schedule a lesson where each group will present their findings to the class.
- Allocate sufficient time for each presentation, allowing for questions and discussions afterward.
- Encourage active participation from all students by asking questions and facilitating dialogue.

6. **Reflection and Discussion:**

- Conclude the activity with a reflection session where students discuss their insights, observations, and the significance of LGSM's legacy.
- Encourage students to consider the broader implications of LGSM's activism on LGBTQ+ rights, solidarity movements, and social change.
- Provide additional resources or readings for students interested in further exploration of the topic.

Resources:

- **LGSM Archive**: Article on The Guardian: When miners and gay activists united: the real story of the film Pride
- "Pride" (2014): A film depicting LGSM's involvement in the miners' strike. (Please note 15 certificate so suitable for year 11+)
- "LGSM: The Real Story": Documentary available on various streaming platforms.
- **Trade Union Congress**
- **LGSM Wikipedia**

Challenge Activity 2 Guide

Activity Plan: Designing a Responsible Social Media Campaign

Objective: Empower students to utilise social media platforms effectively and responsibly to advocate for causes they are passionate about. Through this activity, students will learn strategies for raising awareness, building safe and inclusive online communities, and leveraging social media for positive change.

Duration: 1-2 lessons, depending on the depth of discussion and student engagement.

Activity Steps:

1. Introduction:

- Begin by discussing the power of social media in shaping opinions, raising awareness, and driving social change.
- Introduce the activity's objectives: to design an effective and responsible social media campaign for a cause students are passionate about.
- Discuss the importance of responsibility, integrity, and inclusivity in social media campaigning.

2. Mind mapping Session:

- Encourage students to mind map causes they are passionate about and would like to advocate for through social media.
- Facilitate a discussion on the importance of choosing a cause that aligns with their values and has relevance in their community or society.

3. Research and Planning:

- Guide students to research their chosen cause, including statistics, relevant news articles, and existing social media campaigns.
- Discuss strategies for effective social media campaigning, including:
 - Identifying target audiences
 - Crafting compelling messages
 - Utilising appropriate hashtags and visuals
 - Engaging with followers and fostering community
 - Amplifying voices of marginalised groups
 - Fact-checking and avoiding misinformation

Challenge Activity 2 Guide

4. **Campaign Design:**

- Divide students into small groups or pairs, assigning each group their chosen cause.
- Instruct students to design a social media campaign plan, outlining:
 - Campaign objectives and goals
 - Target audience demographics and messaging
 - Content creation and posting schedule
 - Engagement strategies and community-building activities
 - Methods for measuring success and impact

5. **Presentation and Feedback:**

- Allow each group to present their campaign plan to the class.
- Encourage peer feedback and constructive criticism, focusing on the clarity, feasibility, and ethical considerations of each campaign.
- Facilitate a discussion on the challenges and opportunities of social media campaigning, highlighting the importance of responsible and inclusive practices.

6. **Reflection:**

- Conclude the activity with a reflection session, asking students to consider:
- What they've learned about effective social media campaigning.
- The ethical responsibilities of online advocacy.

Challenge Activity 3 Guide

Activity Plan: Poster Design for Activism Campaign

Title: "Voices for Change: Poster Design Workshop"

Objective: To empower students to raise awareness, advocate for change, and inspire action on a specific social issue through the creation of posters or placards for an activism campaign.

Materials Needed:

- Poster boards or large sheets of paper
- Markers, coloured pencils, crayons, paints, or any other art supplies
- Reference materials related to the chosen social issue (articles, statistics, images, etc.)
- Glue, scissors, and other crafting materials (optional)
- Internet access for research (if available)

Duration: 100 minutes

Activity Steps:

1. Introduction and Instructions (15 minutes):

- Begin the session by explaining the purpose of the activity: to create posters or placards for an activism campaign.
- Discuss the importance of raising awareness, advocating for change, and inspiring action on social issues.
- Introduce the chosen social issue or allow students to select one collectively.
- Provide guidelines for the posters, emphasising creativity, clarity, and effectiveness in conveying the campaign message.
- Encourage students to consider audience, messaging, and visual elements in their designs.

2. Research and Planning (20 minutes):

- Allow students time to conduct research on the chosen social issue, gathering relevant information, statistics, and images.
- Encourage them to mind map ideas for their posters, considering slogans, imagery, and overall design concepts.
- Facilitate discussions among students, encouraging them to share insights and collaborate on refining their campaign messages.

Challenge Activity 3 Guide

3. **Poster Creation (45 minutes):**


- Distribute materials and provide workspace for students to begin creating their posters.
- Offer guidance and support as needed, assisting with technical aspects or providing feedback on design elements.
- Encourage experimentation with different artistic techniques and styles to effectively communicate the campaign message.
- Remind students to focus on clarity, impact, and relevance in their poster designs.


4. **Presentation and Discussion (30 minutes):**

- Once the posters are completed, invite students to present their posters to the group, explaining the inspiration behind their designs and the message they aim to convey.
- Facilitate a discussion on the effectiveness of the posters in raising awareness, advocating for change, and inspiring action.
- Encourage constructive feedback and reflections from both presenters and audience members.
- Conclude the activity by emphasising the power of art and activism in creating positive social change.


Contact Details

Get in touch

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