



STONEWALL LESSON PLANS – Black History Month for SEND/ASN settings

We've designed these lesson plans to give you some guidance on having an LGBT inclusive Black History Month. You can mix and match the different activities to suit your class. You know your students best. To accompany these lesson plans, we have made PowerPoints to support whole class teaching and some worksheets to support your students. There are differentiated versions of each of these resources – we've suggested ways to use them below, but you can use them in the way that works best for your groups. Other suggested resources are noted in each lesson plan. Feel free to adapt the resources to best meet the needs of your students, we've left space for you to add Widget symbols where needed. The Widget symbols for lesbian, gay, bi, trans and non-binary are provided on page 4 of this document. We have also produced plans and resources aimed at mainstream schools, which you may find useful. These can be found on our website.

Learning Objectives

To take part in activities relating to fairness

OR

To understand the words 'fair' and 'not fair'/'unfair'

OR

To identify how to treat people fairly

OR

To explain why we should treat people fairly



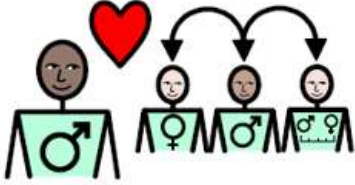
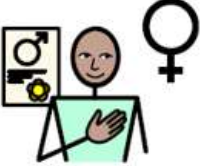

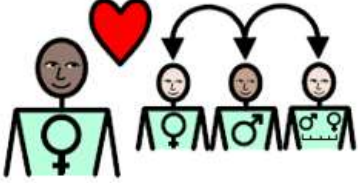
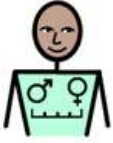
Activity	Details	Resources
Whole class: What does fair mean?	<p>As a class or in groups, play a short turn taking game such as Pop up Pirate. Ask a student to share out the swords so that everyone has the same number – use it as an opportunity to talk about fairness.</p> <p>Students take turns to play the game. When taking turns, use it as an opportunity to discuss that taking turns in a game means that we are being fair.</p>	<p><u>PowerPoint:</u></p> <ul style="list-style-type: none"> Black History Month PowerPoint SEND V1, V2 <p><u>Paper resources:</u></p> <ul style="list-style-type: none"> Stonewall Black History Month jigsaws



<p>Whole class: Bayard Rustin</p>	<p>Share out the Bayard Rustin jigsaw pieces as a class or in groups. Students each take a turn to add a piece to the jigsaw until it is complete.</p> <p>Look at the picture of Bayard Rustin on the whiteboard, explain that Bayard Rustin was one of a group of black people from history who spoke about being treated unfairly because of the colour of their skin.</p>	<ul style="list-style-type: none"> Stonewall fair and unfair worksheet <p>Key words, symbols or signs:</p> <p>Fair Unfair/Not fair Same Different Share Take turns Black White Gay Rosa Parks Bus Seat School Kindness Water fountain Prison Martin Luther King Jr Bayard Rustin</p>
<p>Whole class: The Civil Rights Movement</p>	<p>Explain the following situations to students about segregation era America.</p> <p>For each scenario, ask students to:</p> <ul style="list-style-type: none"> Match the symbol for unfair Identify if it was fair or unfair Identify if it was fair or unfair and explain their answers. <ol style="list-style-type: none"> Black people were expected to give their seat on the bus to white people. Rosa Parks said that black people and white people should all be able to have a seat on the bus. Black children had to go to different schools to white children. The white children's schools were better and had more money. Martin Luther King Junior said that black children should be able to go to the same schools as white children. Gay men were sent to prison for having a boyfriend. Bayard Rustin was gay and wanted to be treated with kindness. <p>Extension activity: If your students are able to, identify other examples of people being treated fairly and unfairly.</p>	<p>Other:</p> <ul style="list-style-type: none"> Short turn taking game (for example, Pop up Pirate) 2 sorting boxes



<p>Individual: Fair or unfair</p>	<p>Students complete the fair or unfair worksheet. Choose the most suitable version of the worksheet for your students:</p> <ul style="list-style-type: none"> • Match the 'not fair' photos into the box which says 'not fair'. Match the 'fair' photos into the box which says 'fair'. • Stick the photos into 'fair' and 'not fair' boxes. • Draw an example of something that is 'not fair' in the 'not fair box', draw an example of something that is 'fair' in the 'fair box'. • Write examples of things that are unfair in the 'unfair' column. Write examples of things that are fair in the 'fair' column. <p>Alternative activity: Students post the 'fair' and 'not' fair photos into sorting boxes labelled 'fair' and 'not fair'. They could do this individually or you could do it as a class to reinforce fairness and turn taking.</p>	
<p>Whole class plenary: How did we do?</p>	<p>As a class, self mark.</p> <p>Choose the most appropriate activity from below:</p> <ul style="list-style-type: none"> • Go through the pictures on the board, identify which was fair or unfair. Did we get it right on our worksheets? • Ask students to identify the fair and unfair situations they had identified. 	

 <p>Lesbian</p>	 <p>Gay</p>	 <p>Bi</p>
 <p>Trans</p>	 <p>Trans</p>	 <p>Bi</p>
 <p>Non-Binary</p>		