



# Pride Learning

## Support Pack

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This pack can be used in the classroom or at home to help prompt important and honest discussions. The activities can be used together or separately.



## Warm Up Activity

### The Glossary

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**How to use** Read each scenario and discuss, using the questions that follow for guidance. If a young person needs support answering the questions related to the scenarios, you may want to use this section to help guide them. Please note there are no right or wrong answers to the questions.

### Activity 1

#### Mythbuster

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**How to use** Read the statements and ask your child or students to show if they think they are facts or myths, using one of the methods below.

- Thumbs up (fact) and thumbs down (myth)
- Students write 'Fact' and 'Myth' on either side of a whiteboard
- Students walk to 'Fact' or 'Myth' sticky notes, placed at either side of the room

**Fact**

1 45% of all LGBTQ+ pupils face bullying at School

**Fact**

2 'Homosexuality' was illegal in the UK until 1967

There are still 69 countries worldwide where homosexuality is criminalised

**Myth**

3 People are either straight or gay

There are many more sexualities than just being either straight or gay, such as bisexuality and asexuality.

**Fact**

4 2-4% of the UK population identifies as LGBTQ+

The UK government estimates 2-4% of people aged 16+ identify as LGBTQ+

## Activity 1 Mythbuster

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**Myth**

**5** A person can only identify as a man or a woman

There are also non-binary and gender fluid identities.

**Fact**

**6** Same sex marriage was made legal in Northern Ireland in 2020

**Myth**

**7** Our sexuality is fixed and cannot change

Sexuality, like many things about us, can change as we explore who we are.

**Myth**

**8** Coming out only happens once

People may have to 'come out' with every new people they meet.

**Myth**

**9** All gay men are feminine and all lesbian women are masculine or 'butch'

These are stereotypes. There is no one way to present.

**Fact**

**10** 96% of young people who identify as LGBTQ+ have reported that the internet has helped them understand more about themselves and their sexual or gender identity

This may be due to the ability to access helpful resources, see LGBTQ+ representation online and ability to message other people who identify as LGBTQ+.

## Activity 2

### The influence of technology and the online world on LGBTQ+ experience

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**How to use** Allow your child or students the opportunity to explore and decide on the pros and cons of being online as an LGBTQ+ person, using one of the methods below.

- Print the pros and cons activity sheet and place each one in a 'pro' or 'con' pile
- Print the pros and cons activity sheet and use two different coloured highlighters to mark each one as 'pro' or 'con'
- Using the pros and cons activity sheet online, read each one and decide if it is a 'pro' or 'con'

#### Pros

- Support for LGBTQ+ young people to express who they are
- Being able to access helpful information and a wide variety of helpful online resources
- Being able to see other members of the LGBTQ+ online and in media, and feeling positively represented
- Get to talk online with other members of the LGBTQ+ community
- Everyone is more able to see the experiences of LGBTQ+ Communities

#### Cons

- Could be exposed to nasty and upsetting comments online
- May come across age-inappropriate or harmful sexual content
- May be targeted by adults who want to say nasty and unkind things
- May experience rejection in a public online space
- Young people may become someone online that they aren't in real life

## Activity 3 Scenarios

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### Language or Discussion Prompts for Guidance

**How to use** Read terms from the glossary for children to answer whether they have seen or heard of them before. They can use the glossary alongside the 'Pride Pack' to help complete each activity.

- 1 Your friend has posted a picture of themselves online, and you think they look great! However, someone is leaving nasty and homophobic comments below.

#### **How do you feel?**

Seeing people comment nasty and homophobic comments on my friend's picture makes me feel angry because people should be able to post photos without receiving these types of comments. I also feel worried about how my friend may be feeling.

#### **How do you think your friend feels?**

I think my friend feels hurt and upset by these comments and I think they have a negative impact on their mental health.

#### **How would you support them?**

I would report any negative comments to the social media platform and tell a trusted adult about what has happened. Also, I would check up on my friend regularly to see if they are okay and if they need any support.

## Activity 4

### Sharing thoughts and reflections

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#### Talking points (questions) to encourage reflection

**How to use** Use the 5 questions in Activity 4 to allow students to reflect and share their learning and experiences by using one of the methods below.

- Print the question cards out and split the class into 5 groups. Give each group a question. After each group has discussed their question card, they can pass it to the next group and repeat the process.
- Display the question cards on the screen and allow students or your child time to give their opinion of each topic.