



Being a great ally (trust building game)

Session summary		Pupil context
Pupils will take part in a trust building game, where they complete an obstacle course blindfolded with the support of one trusted 'ally' - their partner. The lesson finishes with a discussion as to how they can be a great ally to the LGBT+ community (or a supportive member of the LGBT+ community).		This is a fun lesson which should be suitable for pupils of all ages.
Session aims	Resources needed	Link to English curriculum
<ul style="list-style-type: none"> ▶ Encourage pupils to think about trust and cooperation in PE, and in the context of supporting their LGBT+ peers 	<ul style="list-style-type: none"> ▶ Presentation ▶ Mats (for safety) ▶ Simple obstacles that can be completed, blindfolded ▶ Blindfolds ▶ Cones, mats, ropes, boards 	"Take part in adventurous activities which present intellectual and physical challenges, building on trust and developing skills to solve problems"
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
"Working closely with others in cooperative and competitive activities develops effective relationships and self-assurance, while coping with the increasing influence of peer pressure"	"I can demonstrate my understanding that [physical activity] can develop my social skills, positive attitudes and values"	"Work with others to solve problems in a range of practical situations"
Preparation ahead of the session		
<ul style="list-style-type: none"> ▶ You may need to let pupils know about School Diversity Week: you can find explainer slides in our resource library. ▶ Our intro slides contain information explaining the acronym LGBT+ 		
Primary adaptations		
<ul style="list-style-type: none"> ▶ Messaging for primary pupils will focus more on being accepting of all others. 		

Timing	Activity	Suggestions for
--------	----------	-----------------

differentiation		
0-5	Trust is a two-way street <ul style="list-style-type: none"> ▸ Begin by explaining to pupils that trust in a relationship goes both ways. ▸ Partially explain the activity. They will be completing an obstacle course, helped by a partner. ▸ Pair up pupils. 	
5-10	Our aims today <ul style="list-style-type: none"> ▸ Explain that today's lesson is happening as part of School Diversity Week. ▸ You may wish to show the School Diversity Week intro slides, or simply explain that this is a week where you work as a school to champion equality and to support each other - and supporting each other is exactly what they'll need to do in this lesson! 	
10-20	Getting to know the course <ul style="list-style-type: none"> ▸ It's down to you how familiar you'd like pupils to be with the course before they attempt it, but you could start by getting them to walk through the course - the first time without blindfolds. ▸ Remind them that they'll need to take it slowly, and give clear instructions. 	
20-45	Lead the way! <ul style="list-style-type: none"> ▸ Partner 1 is blindfolded. Partner 2 leads them around the course, giving them clear instructions. ▸ Whilst pupils are waiting to take their turn on the course (or after they've come back), ask them to add their ideas about what makes a good ally and their messages of support to the LGBT+ community. Use two different coloured post-its and ask them to stick them up in different areas of the hall. ▸ Select responsible pupils to read over the messages as they're being added, to choose the best ones and discourage immaturity. ▸ If you have time, the partners swap over and Partner 2 is blindfolded being led by Partner 1. 	<p>Have optional elements to the course as 'stretch' activities for those who are able to do them.</p> <p>Allow pupils who particularly struggle to be led by their partner's guiding hand on the shoulder.</p>
45-50	Follower or leader? <ul style="list-style-type: none"> ▸ Lead a group discussion about whether pupils found it harder to give directions or follow, and the reasons why. 	
50-60	How to be a good ally and supportive friend	

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">› Remind pupils that this is all in aid of School Diversity Week.› Ask the pupils who were reading the messages to choose the best suggestions as to how to be a great ally and supportive friend, and share them.› We have included a few slides which you can use to round off the discussion.› Share the post-its with messages of support with the school staff member coordinating School Diversity Week, or ask a pupil to write them up into an account for the school newsletter. | |
|--|--|--|