



Being a great ally (trust building game)

Session summary		Pupil context
<p>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).</p>		<p>This is a fun lesson which should be suitable for pupils of all ages.</p>
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 	<p>"Take part in adventurous activities which present intellectual and physical challenges, building on trust and developing skills to solve problems"</p>
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
<p>"Working closely with others in cooperative and competitive activities develops effective relationships and self-assurance, while coping with the increasing influence of peer pressure"</p>	<p>"I can demonstrate my understanding that [physical activity] can develop my social skills, positive attitudes and values"</p>	<p>"Work with others to solve problems in a range of practical situations"</p>
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
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differentiation

<p>0-5</p>	<p>Trust is a two-way street</p> <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. 	
<p>5-10</p>	<p>Our aims today</p> <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! 	
<p>10-20</p>	<p>Getting to know the course</p> <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. 	
<p>20-45</p>	<p>Lead the way!</p> <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>
<p>45-50</p>	<p>Follower or leader?</p> <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. 	
<p>50-60</p>	<p>How to be a good ally and supportive friend</p>	

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| | <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. | |
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