

RAINBOW LACES 2019: Year 3 and 4 England and Wales. P4 and P5 Scotland.

## RAINBOW LACES 2019 – Activities for Schools & Colleges

Year 3 and 4 – England and Wales

P4 and P5 – Scotland

If you have up to 30 minutes, complete activities 1 and 2.

If you have up to 45 minutes, complete activities 1, 3 and 5.

If you have up to 60 minutes, complete activities 1 to 5.

If you have 2 hours, complete activities 1 to 5 and then the PE activities.

### Classroom activities

#### Learning objectives:

To understand the importance of respecting people's differences

AND

To retrieve and record information from a fact file

Activity	Duration	Details	Resources
1. Sports people	15 min	<p>Show students different sportspeople on the board (Pat Manuel, Colin Jackson, Keegan Hirst, Tom Daley, Helen and Kate Richardson Walsh, Lianne Sanderson, Ryan Russell, Duttee Chand, Lizzie Williams)</p> <p>Ask: What have these people got in common? Think. Pair. Share.</p> <p>Discuss that they are all sports people (brief info about each person's sport). Sports people are often given a lot of respect for being good at sports.</p>	<p><b>PowerPoint:</b></p> <ul style="list-style-type: none"> <li>Rainbow Laces Differences PowerPoint (Year 3 Year 4 P4 P5)</li> </ul> <p><b>Paper resources:</b></p> <ul style="list-style-type: none"> <li>Stonewall star outlines</li> <li>Stonewall sports people fact files primary</li> </ul>

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		<p>Ask: What else might these people have in common? Think. Pair. Share.</p> <p>Share the additional information about each person and discuss that they are all LGBT. Explain that these people face prejudice because of being LGBT – for example, people saying mean things about them or laws in some countries saying that it's ok to discriminate against people.</p> <p>Discuss that in some countries Helen and Kate Richardson Walsh wouldn't have been allowed to get married. In some countries Pat Manuel wouldn't be allowed to change his birth certificate. In some countries Keegan could be put in prison for having a boyfriend. But even in this country, people call other people names or want to hurt them because they're LGBT.</p> <p>Ask: How might that make them feel? Think. Pair. Share.</p> <p>Discuss that being LGBT is just part of who all these people are, that there is nothing wrong with being LGBT and that we should respect everyone.</p> <p>Ask: How does it feel to be respected? Think. Pair. Share.</p>	<p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Lesbian</li> <li>• Gay</li> <li>• Bi</li> <li>• Trans</li> <li>• Sports</li> <li>• Boxing</li> <li>• Hurdles</li> <li>• Rugby</li> <li>• Diving</li> <li>• Hockey</li> <li>• Bodybuilding</li> <li>• Seated Volleyball</li> <li>• Sexual orientation</li> <li>• Gender identity</li> <li>• Love</li> <li>• Transition</li> <li>• Similarities</li> <li>• Differences</li> <li>• Discrimination</li> <li>• Acceptance</li> <li>• Respect</li> <li>• Kindness</li> </ul>
2. Sports star	10 min	In groups of 3, children choose a sports person to focus on. They should write the person's name in the middle of a star outline, then use the fact file to add information about that person to their star.	

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<p>3. School stars</p>	<p>15 min</p>	<p>Give each child their own a star outline.</p> <p>On the star they should write or draw things about themselves. They could include:</p> <ul style="list-style-type: none"> <li>• What their interests are</li> <li>• What they are good at</li> <li>• What might make them different to other people</li> </ul>	
<p>4. Stars together</p>	<p>10 min</p>	<p>Children move around the class to find someone with the same interest written on their star. They should look at what else is on each others' star – can they find things that are different about each other?</p> <p>Next children should find someone that is good at different things to them and look at what else is on each others' star – can they find things that are similar? Have they got anything in common that isn't written down?</p>	
<p>5. Sharing</p>	<p>10 min</p>	<p>Ask children to feed back about their similarities and differences and that they can still choose to respect people even if they have a lot of differences.</p> <p>Link the conversation back to the conversation on LGBT sports people – all people are worthy of respect and it is wrong to disrespect people because of being LGBT.</p> <p>Note: The stars would make a fantastic display to show that you celebrate diversity in your class.</p>	

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## PE activities

### Learning objective:

To use a range of skills in combination

Activity	Duration	Details	Resources
1. Warm up	10 min	<p>Set up a large square with 4 cones labelled as 'L', 'G', 'B' and 'T'.</p> <p>Children should run around inside the square. If you shout 'red' they should stop, 'green' they should go. If you shout 'L', 'G', 'B', or 'T' they should run to the relevant cone.</p> <p>Adaptation: If any children are not able to access this activity, you could adapt it so that all children instead complete an energetic exercise on the spot and then make the shape of the letter with their body when you call out the letter names.</p>	<p><b>Paper resources:</b></p> <ul style="list-style-type: none"> <li>• L, G, B and T labels</li> </ul> <p><b>PE equipment:</b></p> <ul style="list-style-type: none"> <li>• Skipping ropes</li> <li>• Hockey sticks</li> <li>• Tennis balls</li> <li>• Footballs</li> <li>• Rugby balls</li> <li>• Cones</li> </ul> <p><i>Adapted resources if required:</i></p>
2. Stonewall Sports Champions Challenge	30 min	<p>Split the class into teams of 5. Each team should stand behind a row of 5 evenly spaced cones.</p> <p>They should take part in a series of relay races practicing the skills needed by the people they had learned about in the classroom based lesson.</p> <p>Round 1: Duttee Chand – shuttle runs Children run to the each cone and back in turn until they have visited all 5 cones.</p>	<ul style="list-style-type: none"> <li>• <i>Large bell ball</i></li> <li>• <i>Small bell ball</i></li> </ul>

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Round 2: Pat Manuel – skipping  
Place a skipping rope at the last cone.  
Children run to the end, jump the skipping rope 10 times and then run back.

Round 3: Colin Jackson – squats  
Place a football at the last cone.  
Children should run to the last cone, squat down to pick the ball up, bring it to their chest, straighten their legs, raise the ball in the air. They should repeat the squat action 5 times and then run back.

Round 4: Helen and Kate Richardson Walsh – hockey slalom  
Children take turns to dribble the ball between the cones, practicing how they control the ball with the hockey stick.

Round 5: Lianne Sanderson – football slalom  
Children take turns to dribble the football between the cones. When they get to the end they should pass the ball back to the start of their line and run back.

Round 6: Ryan Russell – pass the ball  
The first child runs to the end cone and picks up the rugby ball. They throw it to the next person in their line, who should either throw it back to them. The first child places the ball back on the end cone and then returns to the line.

*Adaptation: If children are not able to access the relay format, you could change the activities to remove the running aspect.*

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		<p><i>For example, by having 3 children from each team lined up facing each other and then asking them to pass the ball 3 times to each other before it is the next pair's turn. Amend other activities to suit children's needs.</i></p>	
3. Cool down	10 min	<p>Lead the children through a series of stretches to cool down. As they are stretching, ask them to reflect on the skills they have used and how they relate to the sports that the different LGBT sports people play. Ask some children to share their thoughts.</p>	