

LESSON PLAN • SPEAKING + READING + WRITING

LGBTQ+ Respect and Belonging

Everyday language that helps people feel welcome

LEVEL	DURATION	CLASS
B1-B2	60 minutes	Older teens / adults

Objectives

By the end of the lesson, students will be able to:

- Recognize language that creates inclusion or exclusion.
- Practise responding respectfully to assumptions and unfair jokes.
- Agree on practical ways to make a shared space welcoming.

Materials

Student worksheet (pages 3–4), board or shared screen, pens; optional timer. All reading texts and scenarios are original fictional classroom examples.

Language focus

Polite suggestions and respectful clarification

1. Warm-up (5 minutes)

Ask pairs: What helps a new person feel welcome in a club, class or workplace? Collect behaviors, not personal stories.

- Pairs share a short example; take two or three responses without putting anyone on the spot.

2. Language preparation (8 minutes)

Model: "Could we avoid making assumptions?", "Thanks for telling me", and "You do not have to share." Clarify that nobody must discuss their own identity.

- Students choose two useful expressions from the language bank on page 4 and rehearse them in pairs.

3. Reading for meaning (10 minutes)

Give students the fictional case on page 3. Read independently, then underline the main problem and the response. Ask learners to explain the case in one sentence.

- Do not provide the answer key yet; invite two different summaries.

TEACHER PLAN • CONTINUED

Teaching sequence

LGBTQ+ Respect and Belonging · B1-B2 · 60 minutes

4. Guided practice (12 minutes)

Students complete the five-item vocabulary match and four reading questions on page 3. Check in pairs first, then review answers as a class.

- Ask for the sentence or detail in the reading that supports each answer.
- For faster groups, ask whether the characters could have chosen another respectful solution.

5. Communicative task (15 minutes)

Use the role-play on page 4. Give each participant one minute to prepare their position; complete the discussion and agree on an action.

- A volunteer says, "I was only joking." Another member says the joke made them uncomfortable. You are the activity leader.
- If working in threes, an observer records one effective expression and one suggestion for improvement.
- Learners present their agreed decision briefly to another pair.

6. Writing and feedback (7 minutes)

Students complete the page 4 writing task (90–110 words). Prioritize a clear point and practical example over perfect grammar.

- Ask students to underline one target-language expression and check whether their proposal answers the prompt.

7. Exit ticket (3 minutes)

Each learner writes one sentence explaining what they would change in the case and why. Collect two examples or ask for a volunteer summary.

Differentiation and classroom care

Support: allow preparation notes and sentence frames; pair less confident speakers with supportive peers. Stretch: require a counterargument, a limitation or a measurable next step.

Keep attention on observable behavior. Do not ask students to disclose identities, experiences of discrimination or personal beliefs.

Assessment

Look for (1) accurate understanding of the case, (2) two appropriate topic expressions, (3) respectful turn-taking, and (4) a specific, justified recommendation.

Optional extension / homework

Create a three-line code of conduct for a student club.

STUDENT WORKSHEET • 1/2

LGBTQ+ Respect and Belonging

B1-B2 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

At a community sports club, new members complete a form that asks for a name and contact number. During introductions, a volunteer guesses that two people are a couple and asks them personal questions. One member looks uncomfortable. Later, another volunteer makes a joke about how LGBTQ+ people behave. A few people laugh, but others become quiet.

The club coordinator decides not to embarrass anyone in public. Instead, she speaks to the volunteers privately, explains why assumptions and jokes can make people feel unwelcome, and offers better phrases for next time. At the next meeting, the club agrees on a simple rule: use the name people give, avoid questions about relationships unless someone chooses to share, and speak up calmly when a joke targets a group. Members do not need to agree about everything to treat one another with dignity. Over the following weeks, more newcomers return to activities because the atmosphere feels friendlier.

B. Vocabulary match

Match the words (1–5) to the definitions (A–E). Write the correct letter.

WORD	DEFINITION
1. assumption ____	A. someone who supports people facing unfair treatment
2. inclusive ____	B. an oversimplified idea about a group
3. ally ____	C. a belief you make without checking the facts
4. privacy ____	D. the right to keep personal information to yourself
5. stereotype ____	E. welcoming different kinds of people

C. Check your understanding

1. What two behaviors made some members uncomfortable?

2. Why did the coordinator speak privately to the volunteers?

3. Name one new club rule.

4. What changed in the following weeks?

STUDENT WORKSHEET • 2/2

Speak, decide, write

LGBTQ+ Respect and Belonging · B1-B2

D. Role-play and decision

A volunteer says, "I was only joking." Another member says the joke made them uncomfortable. You are the activity leader.

ROLE A

Leader: acknowledge the impact, explain the group norm and invite a better way to speak.

ROLE B

Volunteer: explain your intention, listen, and suggest how to respond differently next time.

Your decision: Write two short club guidelines that protect both respect and privacy.

Useful language

- Could we phrase that differently?
- I did not realize it sounded that way.
- Let us respect their privacy.
- What would make this more welcoming?

E. Writing task

Write a 90-110-word welcome message for new club members. Include two concrete examples of respectful behavior. Use the lines below or continue on separate paper.

F. Reflection

Which phrase helped you communicate respectfully or clearly? What would you improve next time?

TEACHER KEY

Answers and teaching notes

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B. Vocabulary matching

1 C · 2 E · 3 A · 4 D · 5 B

C. Reading comprehension — suggested answers

1. Personal questions based on assumptions and a joke targeting LGBTQ+ people.
2. To address the behavior without embarrassing people publicly.
3. Use stated names; avoid intrusive questions; respond calmly to targeting jokes.
4. More newcomers returned as the atmosphere felt friendlier.

D. Speaking task — success criteria

Write two short club guidelines that protect both respect and privacy.

- Each speaker states a concern without personal attacks.
- The pair acknowledges at least one trade-off or limitation.
- The final decision names a specific action or safeguard.

E. Writing — sample response

Welcome to our club! We want everyone to feel comfortable here. Please use the name a person introduces themselves with and avoid guessing things about their relationships or identity. Everyone decides what personal information they want to share. If a joke hurts someone, listen and adjust instead of arguing about intentions. We can have different experiences and still show respect. If someone is unsure about the rules, they can ask a volunteer privately. We also welcome suggestions for making activities easier to join. Small choices in everyday conversations help people feel that they belong.

Teacher reminder

Keep attention on observable behavior. Do not ask students to disclose identities, experiences of discrimination or personal beliefs.

Further practice

Create a three-line code of conduct for a student club.