

LESSON PLAN • SPEAKING + READING + WRITING

LGBTQ+ Inclusion and Belonging

From good intentions to accountable everyday practice

LEVEL	DURATION	CLASS
C1	70 minutes	Older teens / adults

Objectives

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

- Differentiate symbolic inclusion from practical changes.
- Evaluate policies using privacy, consistency and dignity as criteria.
- Write a measured proposal with safeguards and a response to objections.

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

Nuanced proposals, concessions and policy justification

1. Warm-up (7 minutes)

Discuss a fictional club displaying a "Everyone Welcome" poster. What actions would make the message credible?

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

2. Language preparation (10 minutes)

Model a concession: "Although a visible statement may help, it is insufficient unless..." Teach "subject to", "provided that" and "in practice".

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

3. Reading for meaning (12 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

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4. Guided practice (15 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 (17 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.

- An arts center must choose between a high-profile publicity campaign and low-visibility operational changes, with limited funds.
- 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 (6 minutes)

Students complete the page 4 writing task (170–200 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.

Never require disclosure or ask learners to debate whether LGBTQ+ people deserve dignity. Evaluate actions and institutional practices instead.

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

Compare two fictional inclusion policies for clarity, privacy and enforceability.

STUDENT WORKSHEET • 1/2

LGBTQ+ Inclusion and Belonging

C1 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

A regional arts center launches a campaign describing itself as welcoming to LGBTQ+ visitors and staff. Its posters attract positive attention, yet several routine practices remain unchanged. Registration forms request relationship details that are unnecessary for participation; event hosts occasionally introduce guests by making assumptions about their partners; and volunteers have no clear procedure for responding to disrespectful remarks. An advisory group argues that the campaign risks becoming tokenistic. Management initially worries that revising forms and training volunteers will create unnecessary bureaucracy.

After a review, the center takes a narrower approach. It removes irrelevant personal questions, adds an optional field for the name a participant wishes to use, and provides staff with short scripts for addressing intrusive questions or jokes. The center also creates a confidential channel for feedback, while avoiding promises of anonymity it cannot guarantee. A small evaluation six months later asks whether visitors understand the procedures and feel able to report problems. The central lesson is not that good intentions are worthless, but that inclusion requires consistent behavior, privacy protections and a willingness to examine whether published commitments match lived experience.

B. Vocabulary match

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

WORD	DEFINITION
1. tokenistic ____	A. a measure designed to prevent harm
2. disclosure ____	B. being responsible for explaining and correcting decisions
3. safeguard ____	C. done mainly to look supportive rather than create real change
4. consistency ____	D. applying the same principle reliably
5. accountability ____	E. the act of sharing personal information

C. Check your understanding

1. Why might the campaign be described as tokenistic?
2. Which two kinds of information were treated more carefully?
3. What concern did management express?
4. How would the center evaluate progress?

STUDENT WORKSHEET • 2/2

Speak, decide, write

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D. Role-play and decision

An arts center must choose between a high-profile publicity campaign and low-visibility operational changes, with limited funds.

ROLE A

Director: defend public visibility while acknowledging limits of current procedures.

ROLE B

Adviser: prioritize privacy, staff training, clear reporting and measurable changes.

Your decision: Draft a phased three-point policy balancing visibility, implementation and accountability.

Useful language

- Although this may be well intentioned,...
- In practice, the key safeguard is...
- A proportionate response would...
- This should be evaluated against...

E. Writing task

Write a 170-200-word policy brief. Address an objection, specify safeguards, and propose one measurable indicator of progress. 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. The public message was not matched by practical changes.
2. Unnecessary relationship details and preferred names, with feedback confidentiality.
3. That procedural changes would create bureaucracy.
4. Check understanding of procedures and confidence in reporting after six months.

D. Speaking task — success criteria

Draft a phased three-point policy balancing visibility, implementation and accountability.

- 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

Although a visible inclusion campaign can signal an important commitment, it cannot substitute for reliable everyday practice. The arts center should first remove unnecessary personal questions, introduce optional and respectful naming conventions, and train staff to respond to intrusive remarks without public confrontation. These steps need not create excessive bureaucracy if procedures are brief, proportionate and reviewed regularly. A confidential feedback channel should explain its limits clearly rather than promise absolute anonymity. Only after these safeguards are in place should the center expand its publicity. Progress could be evaluated through anonymous aggregate feedback about whether visitors understand the reporting process and feel able to use it. In this way, the institution can demonstrate that inclusion is more than a slogan. Management should also consult the people who use these procedures, without pressuring anyone to disclose personal information. Feedback should produce documented changes rather than merely reassuring statistics. A limited budget is a genuine constraint, yet it strengthens the case for prioritizing the most practical safeguards first. A modest program implemented consistently is preferable to an ambitious slogan that staff cannot support.

Teacher reminder

Never require disclosure or ask learners to debate whether LGBTQ+ people deserve dignity. Evaluate actions and institutional practices instead.

Further practice

Compare two fictional inclusion policies for clarity, privacy and enforceability.