

# Into the OUTSIDE

Education Resources

## Acceptance



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Duration 30-60 minutes or longer if desired

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Duration 20-30 minutes

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Duration 20-30 minutes

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Duration 30-60 minutes



Photo credits  
Left: Jay & George  
Right: Caitlin Kentish

## Building a contemporary queer youth archive

A creative collective of young people aged 13-25 identifying as LGBTQ+ re-examines Brighton & Hove's rich LGBTQ+ history, creating a new archive of queer youth experiences. This heritage-learning project funded by the Heritage Lottery Fund is delivered by Photoworks in collaboration with Brighton & Hove Libraries Services, the Mass Observation Archive and the East Sussex Record Office. Many other organisations from across the city are also involved including local schools, Brighton Museum & Art Gallery, Queer in Brighton and Allsorts Youth Project.

### About these resources

Guidance, advice and ideas for professionals working with young people who want to raise awareness of and explore LGBTQ+ issues.

The activities are suitable for youth workers and teachers working in a range of settings with young people aged 13+. They can be used to support professionals running LGBTQ+ youth groups, delivery of the Citizenship or PSHE Curriculum in school, or for general youth work.

Each resource refers back to content on the Into the Outside website: [www.intotheoutside.org.uk](http://www.intotheoutside.org.uk), making use of the rich collection of images, artwork, voices, creative writing and archive material.

Each resource includes a series of high-quality, creative activities using discussion, photography and creative writing.



Photo credit  
Colin Lievens

## Acceptance

Acceptance is a global issue that affects all kinds of people from cultures and backgrounds around the world. Accepting others' choices – recognising and coming to terms with a situation without trying to protest or change it is very much about one's ability to understand and empathise. Self acceptance is something most young people grapple with, and for any young person who feels that they don't fit societal norms, self acceptance and being accepted by others can feel like a massive challenge.



## Photography

# In the Picture

Duration 30-60 minutes or longer if desired

This activity is designed for general youth settings where you may be unaware of how young people are making sense of many aspects of their developing identities. Be mindful of supporting how the group approaches this activity. Only undertake the activity if it feels safe for the group as a whole to undertake.

The purpose of the activity is to understand other people's experiences and develop both awareness and empathy. It creates a safe space to discuss the significance of the issues involved, supports openness through dialogue and develops visual and emotional literacy.

This activity is best delivered directly after the Discussion activities in this section.

### Look at, Read, Listen to

- Ellyott's poem  
<http://www.intotheoutside.org.uk/youth-collectives/into-the-outside/artwork/ellyott/>
- Coming out stories  
<http://www.intotheoutside.org.uk/youth-collectives/into-the-outside/coming-out-stories/>
- Sabah Choudhary's text  
<http://www.intotheoutside.org.uk/queer-heritage/queer-heritage-in-brighton/queer-in-brighton/queer-in-brighton-book-excerpts/sabah-choudrey/>
- Voices in this section  
<http://www.intotheoutside.org.uk/tag/acceptance+voices/>

1. Give everyone a sheet of paper and ask each person to split it into 4 quarters.
  - In the top left quarter write – ACCEPTED: HOW I FELT.
  - In the top right quarter write – NOT ACCEPTED: HOW I FELT.
  - In the lower left quarter write – ACCEPTED: WHAT THIS ENABLED ME TO DO.
  - In the lower right quarter write – ACCEPTED: WHAT THIS STOPPED ME DOING.
2. The group is split into pairs. Each pair should discuss what they have written. Next, the pairs choose an emotion for each of the top quadrants and also a situation for each of the lower quadrants. For example, the emotion might be 'isolated' and the situation 'not having friends that you can be really honest with'. Or the emotion might be 'excited' and the situation 'being allowed to go out with my friends'.
3. Each pair must now select one emotion/situation that they would like to represent visually, together constructing a single photographic image that tells the story of the situation and conveys the emotion.
4. Ask each pair to make decisions about the:
  - Location (indoors or outside?)
  - Characters (including pose, facial expression, costume)
  - Props (objects, furniture)
  - Framing (what else is in the picture? Making a viewfinder can help the decision)
  - Lighting (you can make use of natural light/shade, or lamps to help convey mood)

Pairs might take lots of photographs, and try lots of different ideas, but should together decide which is their best shot and be prepared to explain their decision.

5. Once the group has finished, print out or download their final images. As each pair presents their final image, others in the group can try to guess the emotion/situation before the presenting pair talk about their work.



## Discussion

# Understanding Others

Duration 20-30 minutes

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Jay & George

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2. Ask each person to recall and write down two occasions where they have felt accepted in their lives. Then ask each person to recall and write down two occasions where they have not felt they have been accepted.
3. In pairs, ask the young people to discuss what they wrote, and how they felt.



## Discussion

# Accepting Others' Choices

Duration 20-30 minutes

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  - In the lower right quarter write – ACCEPTED: WHAT THIS STOPPED ME DOING.
2. Ask each pair to write down all the things that someone who is accepted around their choices of sexual orientation or gender identity might feel. Then ask them to think about and add, all the things that this might enable them to do in their lives.
3. Ask each pair to write down all the things that someone who is not accepted around their choices of sexual orientation or gender identity might feel. Then ask them to think about all the things they might not be able to do in their lives.
4. If you have also completed Understanding Others, in pairs, or as a whole group, discuss whether there are similarities between these reflections and the personal sheets completed for Understanding Others.



## Creative Writing

# How to Love Yourself

Duration 30-60 minutes

This activity is designed to work in more generic settings where young people have not necessarily openly sought support in questioning their gender identity or sexual orientation. You may be unaware of how young people are making sense of many aspects of their developing identities. Be mindful of supporting how the group approaches this activity. Only undertake the activity if it feels safe for the group as a whole to undertake.

The purpose of the activity is to create a safe space where young people can discuss the issues involved, understand others' experiences and develop awareness and empathy.

### Read

- How to Love Yourself by Dean Atta  
<http://www.intotheoutside.org.uk/voices/dean-atta/dean-atta-2/>



Photo credit  
Jay & George

1. Ask the group to discuss in pairs which lines they liked and related to and why. Then feedback to the whole group.
2. Discuss how this poem relates to accepting yourself and others.
3. Ask everyone to individually, or in pairs or small groups, to write an empowering list of advice for self acceptance.

