

(Before starting this discussion you may, as a class, wish to read the pronoun section on page 12 of our book *What Does LGBT+ Mean?*)

### Discussion

- What are pronouns?
- Which pronouns might people use? (Include 'he', 'she' and 'they' as a minimum).
- Why might pronouns be important to some people?
- Can we tell someone's pronouns just by looking at them? (Emphasise that we might guess and get it right, but we can't be sure).
- How could we ask someone's pronouns if we aren't sure? (Can you think of a polite question that can be used?)
- What can we do if we accidentally get someone's pronouns wrong? (Emphasise not making a big deal out of it. Discuss how to quickly apologise and then move on).
- How could we normalise/usualise the sharing of pronouns? E.g. Include them in our name labels, wear badges that say our pronouns, say them whenever we introduce ourselves, etc.

### Activity

Print the pronoun posters onto paper or card. Decorate with pens, pencils, fabric, different textured, paper, etc.

Or print and use the smaller pronoun badges.

### Outdoors Activity

Go outside and use natural materials to make pronouns e.g. twigs, stones, leaves, etc...

Encourage the children to make versions of 'he', 'she' and 'they' as a minimum.

If there are no natural materials in the playground use chalk to draw on the walls or floor or make shapes with bodies in letter formations – get creative!

### Display

Make a classroom display out of the decorated posters or photographs of the outdoor creations.

Work with the children to devise positive messages which encourage respect for pronouns, including how to ask about pronouns and what to do if you make a mistake.

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H  
/  
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H

1. Reser

unese

**Hello, my name is**

.....

**and my pronouns**

**are .....;**

**which pronouns do**

**you prefer?**

SHE/HER

HE/HIM

THEY/THEM

SHE/HER

HE/HIM

THEY/THEM

SHE/HER

HE/HIM

THEY/THEM

SHE/HER

HE/HIM

THEY/THEM

SHE/HER

HE/HIM

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