




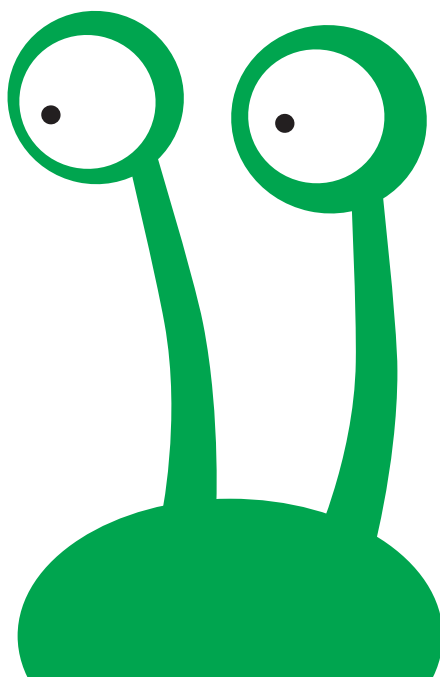
# Alien Nation Teaching Pack



Contains pre-book, book reading  
and follow up lesson plans,  
resources and suggestions for  
further learning.



• THEPROUDTRUST.ORG •



**the PROUD TRUST**  
for LGBT awareness training & education  
FIND US ON FACEBOOK | @THEPROUDTRUST | 07531 061777

Funded by



Cheshire West  
and Chester



# CONTENTS

* Glossary	3
* Frequently Asked Questions	5
* Pre-Book Activity, “Nation Creation”	6
* Reading the Book Activity, “Alien Nation”	9
* Follow Up Activity, “Gender Exploration”	12
* Additional Follow Up Activities	15
* Appendix 1 – Planet and Bridge Picture Sheet	18
* Appendix 2 – My Alien Nation Workbook	19
* Signposting for Support	24



# GLOSSARY

## Gender

When we are born we are given a gender. We are not asked how we feel or if we want it. We are given a gender based on only two options – girl or boy. This is often called the gender binary. However, gender is really about how you feel and there are many more than two genders. The words you choose to describe your gender should always be your choice, and you are allowed to change these. People may place themselves in a gender category, (such as woman), but this does not mean that they will experience their gender in exactly the same way as all other people that put themselves in the same gender category.

## Biological Sex

Often confused with gender, biological sex refers to the biological make up and characteristics of your body. We are assigned a word to describe our biological sex based only three options – female, intersex and male. Intersex is a word to describe people whose biological sex is defined as being in some way different to the Western medical definitions of a “biological female” or a “biological male”. Biological sex is made up of lots of different things, some of which you can't see. It includes our genitals, our hormones, our genes, our internal organs and our chromosomes. Everyone's body is beautiful and unique. Really there are many more than three ways of having a body, and our bodies change throughout our lives. The words you choose to describe your body should always be your choice and you are allowed to change these.

## Gender Rules, Expectations and Expression

In life, we are often encouraged to act, dress and behave in certain ways because of the gender we were given. These gender rules which we are expected to follow can influence how we express our gender, including what we can do, who we can be and how we see ourselves. These can change depending on the country, culture and time you are in. How you express yourself should always be your choice and you are allowed to change how you do this.

**In order to describe where people fit into this system there are different words:**

**Cis** (or cisgender, pronounced “sis”) is a word people can use to describe themselves if they identify completely with the gender they were given when they were born. For example, someone who was given the gender girl when they were born and who feels like they are a girl. Cis is an umbrella term, not all cis people are the same, but all are valid. Lots of cis people use other words to describe themselves as well. Cis comes from the Latin word meaning “on the same side”.

**Trans** (or transgender) is a word people can use to describe themselves if they do not identify completely with the gender they were given when they were born. For example, someone who was given the gender boy when they were born and who feels like they are not a boy. Trans is an umbrella term, not all trans people are the same, but all are valid. Lots of trans people use other words to describe themselves as well. Trans comes from the Latin word meaning “to cross over”. Another popular definition is that trans means to transcend or “go beyond” gender.

**Non-binary** is a word people can use to describe themselves if they do not identify completely as a girl or a boy. Some non-binary people feel like they are both a girl and a boy, some feel like they are neither a girl or a boy, and some feel like they are something else. Non-binary is an umbrella term, not all non-binary people are the same, but all are valid. Lots of non-binary people use other words to describe themselves as well. Some non-binary people identify as trans, some do not identify as trans. Binary comes from the Latin word meaning “two of a pair”. Non-binary comes from being outside of the gender binary of “girl/boy” or “woman/man”.

**Some other words that you might come across when exploring gender:**

**Agender** literally means “no gender”. People who feel like they do not have a gender might use this word to describe themselves.

**Bigender** literally means “two genders”. People who feel like they have two gender identities might use this word to describe themselves.

**Demi girl/Demi boy** literally means “half girl” or “half boy”. People who feel like they are partially a girl or boy, or partially and boy or girl and non-binary might describe themselves in this way.

**Genderfluid** literally means to have a “fluid gender”. People who feel like their gender changes over time, changes regularly, or who have multiple gender identities, may use this word to describe themselves.

**Gender neutral** literally means a “neutral gender”. People who feel like their gender is neutral, and outside of the binary, may use this word to describe themselves.

**Genderqueer** literally means to “queer gender”. People who go against what their society sees as usual gender distinctions, (e.g. through their gender identity or gender expression), may use this word to describe themselves.

All the descriptions in this section are what we believe to be the most accurate description at the time they were written. It is important to remember that language and definitions evolve. It is also important to remember that people should be allowed to choose what words they use about themselves, and this might change. Two good questions to ask people are: **What words do you use to describe yourself? What do those words mean to you?**



## FREQUENTLY ASKED QUESTIONS

### What gender is the Leader (in the Alien Nation story book)?

We purposefully did not gender the leader, but it would be interesting to see if children do think the leader does have a gender and if so which. In our experience, the leader is often assumed to be male, which needs challenging. You could use examples of non-male leaders in the world that your pupils might be familiar with.

### Why can't the aliens all live on one big planet together (in the Alien Nation story book)?

We did consider giving the book a “happily ever after” ending, where one planet is created for everyone. After much deliberation, we decided that actually we wanted to better reflect reality. Babies currently get gendered as “girl” or “boy” when they are born. Children will still need to reflect on their assigned gender and work out where they sit in the world. Perhaps you could explore with your class what would need to happen to create an ideal planet, what would this look like?

### How many people are trans or non-binary?

It is thought that 3% of people experience their gender in a different way to that assigned at birth. We have recently observed a significant increase in the number of trans and non-binary young people accessing support through our services. Many of them tell us that they don't feel included, or even able to be “out” in many other areas of their life.

### What is a pronoun?

Your pronoun is the way in which people reference or talk about you when they are not using your name. Some people prefer to be referred to as “she/her”, other people as “he/him”, while other people prefer to be referred to in a gender neutral way, using “they/them” pronouns. Largely, a person's pronouns are assumed, based on their gender expression. Young people tell us it would be better to ask a person's preferred pronoun, rather than assume it.

During the activity pack we have provided for you, the pupils are being asked what their preferred pronouns are. It is so important that you take note of and respect what they say here, especially if a child says something different to what you are expecting, (in which case you should have a follow up conversation with them, so they know you are a safe person to talk to).

### Are the aliens gay?

Perhaps because of the acronym LGBT (lesbian, gay, bisexual, trans), it could be quite easy to confuse children that being L, G, B, or T is the same thing. To be clear, trans is about the relationship you have with your own gender and the gender you were given. Lesbian, gay, bisexual are words that describe who people are attracted to. We would recommend very strongly for primary aged children, that education about gender identity should happen in a different set of lessons than education around same gender attraction and relationships.



# PRE-BOOK ACTIVITY:

## “Nation Creation”

Please note, this lesson is not compulsory. If you prefer not to make the planets as per this lesson, an A4 printable “Alien Nation Prop Pack” for use alongside the reading of the Alien Nation book, is available at:

[www.theproudtrust.org/alien-nation](http://www.theproudtrust.org/alien-nation)

### Curriculum areas

- ★ Art and Design
- ★ PSHEe
- ★ SMSC

### Aims

In this lesson we will create the “Alien Nation” ahead of reading the book. We will make the planets and bridges, and begin to think who might live where, and how it all connects together.

### Learning Outcomes

Pupils will:

- Have created the “Alien Nation” consisting of pink planet/blue planet/multi-coloured planet and connecting bridges.
- Explore who they think lives on each of the planets.
- Explore what they think the bridges are for, and what they might enable.

### Resources

Supplied:

Planet and bridge picture sheet.

Needed:

Large amounts of cardboard – enough to make three planets and three bridges.

Paint and brushes.

Other textures/materials for sticking on planets.

## Preparation

1. Read the Alien Nation book (to yourself) in its entirety. Familiarise yourself with the story and its key themes.
2. Read the lesson plan to familiarise yourself with the task.
3. Print a Planet and Bridge Picture Sheet (Appendix One of this booklet, page 18) and cut into the six sections as indicated.
4. Cut out three “planet shapes” and three “bridge shapes” in cardboard.
5. Source paints (these must include the colours featured on Planet and Bridge Picture Sheet). Source brushes and other craft items/materials to stick on.

N.B. It may be advisable to deliver this “pre-lesson” the day before reading the story book. This will allow the resources to dry, before being used.

## Procedure (total one hour)

Duration	Activity	Method
0-10 mins	Introduction	<p>Introduce the topic as something called “Alien Nation”. Split the class into six mixed gender groups and explain that each group will be making different things that exist on the Planet and Bridge Picture Sheet:</p> <ul style="list-style-type: none"> <li>• Group one to paint and decorate a pink planet</li> <li>• Group two to paint and decorate a blue planet</li> <li>• Group three to paint and decorate a multi-coloured planet</li> <li>• Group four to paint and decorate a bridge (as per picture four on sheet)</li> <li>• Groups five and six to paint and decorate one bridge each. These two bridges should look very similar (as per pictures five and six on sheet).</li> </ul> <p>The planets can be embellished with other materials if you have them. These must be of the correct colour, e.g. pink tissue paper for the pink planet.</p>

Duration	Activity	Method
11-50 mins	Planet and Bridge creation	<ol style="list-style-type: none"> <li>1. Give each group a picture of the object they will recreate on cardboard.</li> <li>2. Give each group a blank cardboard planet or bridge, in accordance to their task allocation.</li> <li>3. Make paints and other arts materials available and support them to decorate the cardboard planets or bridges.</li> </ol> <p>Stress to groups that they <b>MUST</b> use the colours that are on the picture you give them.</p> <ol style="list-style-type: none"> <li>4. Tidy up.</li> </ol>
51-60 mins	Summary	<p>Share the work by looking at each group's creation as a gallery or group-by-group.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Who do you think might live on the pink planet? Why?</li> <li>• Who do you think might live on the blue planet? Why?</li> <li>• Who do you think might live on the multi-coloured planet? Why?</li> <li>• What do you think the bridges are for and why might they be needed?</li> </ul> <p>Use your discretion to challenge some of the things that children might say here. It is important to question statements like “girls live on the pink planet because all girls like pink”, but don't give too much of the Alien Nation story away!</p> <p>Whip up some excitement by saying “we will find out more about the planets and bridges tomorrow!”</p>





# READING THE BOOK ACTIVITY: “Alien Nation”

## Curriculum areas

★ PSHEe

★ SMSC

## Aims

In this “circle time” we will read the “Alien Nation” story, interacting with pupils where prompted. We will start to think about gender rules that exist, why they exist, how they might make people feel, and what happens if we challenge them. We also begin to explore what it might be like for a person that experiences their gender in a different way to the gender assigned to them at birth.

## Learning Outcomes

Pupils will:

- Be able to give examples of gender rules that exist.
- Have an understanding of, (and terminology for), trans, non-binary and cis gender identities.
- Make comparisons between the aliens in the book and real life experiences.

## Resources

Supplied: Alien Nation Prop Pack (for use when reading story, find at [www.theproudtrust.org/alien-nation](http://www.theproudtrust.org/alien-nation)).  
Needed: Alien Nation story book.

## Preparation

1. Read the Alien Nation book (to yourself) in its entirety, to familiarise yourself with the story and its key themes.
2. Read the lesson plan to familiarise yourself with the task.
3. Print the Alien Nation Prop Pack (you will only need some of the props in the pack if you have done the suggested pre-book activity).

## Procedure (total one hour)

Duration	Activity	Method
0– 10 mins	Introduction	Gather pupils for circle time. Show them the cover of the “Alien Nation” book, and ask them what they think the story will be about.
11–35 mins	Alien Nation story	<p>Read the story in its entirety, using the prop pack and/or props you have made. In the book, when a planet/prop is introduced, it will be clear to use the prop at that stage.</p> <p>At various stages in the “Alien Nation” story, you are invited to ask the group questions. These questions appear in the book at the times they should be asked.</p>

Duration	Activity	Method
36–50 mins	Questions and discussion	<p>Key questions to ask pupils following the reading of the book;</p> <ul style="list-style-type: none"> <li>• How is the story like real life?</li> <li>• What new words have you learned from the story and what does that word mean?</li> <li>• What happens next in the “Alien Nation”?</li> </ul> <p>Allow time for any further Q&amp;A that the book creates. You may wish to create an opportunity for pupils to be able to ask any questions anonymously that they may have, e.g. by using a question box.</p> <p>FAQs can be found at the start of this document, to aid you facilitating this part.</p> <p>For anything that gets asked that you feel unprepared to answer, make a note and take some time to research this. You may also email The Proud Trust for an appropriate response to any difficult questions. It is acceptable to tell the pupils that you don’t know the answer, but that you will find it out and let them know.</p>
51–60 mins	Evaluation	<p>What have pupils learned?</p> <p>Recap the meanings of:</p> <ul style="list-style-type: none"> <li>• Trans</li> <li>• Non-binary</li> <li>• Cis</li> </ul> <p>Refer to the glossary on page 3–4 of this document if you need to.</p> <p>Explain that they could talk to an adult that they trust (e.g. you) if they wanted to talk about their own experience of being trans, non-binary or cis, or if they felt that any other of the themes in the book were about them.</p>



# FOLLOW UP ACTIVITY: “Gender Exploration”

## Curriculum areas

- ★ Art and Design
- ★ PSHEe
- ★ SMSC

## Aims

In this lesson we will begin to explore how children experience their own gender identity through how they feel. We will also explore how children express their gender through the things they like to do and the clothes they like to wear.

## Learning Outcomes

Pupils will:

- Have recapped the understanding of trans, non-binary and cis gender identities.
- Have started to think about where they would exist in the “Alien Nation”.
- Have started to think about their own gender identity and expression. This includes an exploration of their favourite things and what kind of planet they would like to exist on.
- Have started to think about what it is that draws them to other people, in order that they become friends.

## Resources

**Supplied:** Young People’s Story Film (found at [www.theprouddtrust.org/alien-nation](http://www.theprouddtrust.org/alien-nation))  
“My Alien Nation Workbook” (Appendix Two of this booklet, pages 19-23).

**Needed:** Pens and pencils.  
Coloured pencils and/or felt tips.

## Preparation

1. Watch the Young People's Story Film in its entirety to familiarise yourself with the content.
2. Print and photocopy the "My Alien Nation Workbook", one for each pupil.
3. Source pens, pencils, coloured pencils and/or felt tips.

## Procedure (total two hours)



Duration	Activity	Method
0- 10 mins	Introduction	Following the book, check that children understand what the words trans, non-binary and cis mean. There is a glossary on pages 3-4 of this document for a more detailed explanation.
11-35 mins	Young People's stories	<p>Ask pupils if they think that the experience of the aliens (as being trans, non-binary or cis), can happen in real life.</p> <p>Do they know anybody outside of school that describes themselves as trans/non-binary/cis? What does this mean?</p> <p>Show the video (6 mins) that can be found on the Alien Nation webpage:</p> <p><a href="http://www.theproudtrust.org/alien-nation">www.theproudtrust.org/alien-nation</a></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• How did you feel about the people in the film?</li> <li>• What do you think it might have been like for Natalie/ Zach/Charlie being sent to the wrong "planet" when they were born?</li> <li>• What advice would you give to a person (e.g. a friend) who feels like they were sent to the wrong "planet" when they were born?</li> <li>• What advice would you give to a person (e.g. a friend) who feels like they were sent to the right "planet" when they were born?</li> </ul>

Duration	Activity	Method
31-105 mins	My Alien Nation	<p>Give each pupil a copy of the “My Alien Nation Workbook”. Go through it with them to check they understand the tasks. Set them off working through it, encouraging small group discussions and questions as they progress.</p> <p>Feedback as appropriate.</p> <p>Please note: Activities like the “My Alien Self” may be adapted to a plasticine modelling activity. You can use these to make a display and include any planets you have made in the pre-book activity.</p>
106-120 mins	Evaluation	<p>What have pupils learned?</p> <p>Recap the meanings of:</p> <ul style="list-style-type: none"> <li>• Trans</li> <li>• Non-binary</li> <li>• Cis</li> </ul> <p>Refer to the glossary on pages 3-4 of this document if you need to.</p> <p>Explain that they could talk to an adult they trust (e.g. you) if they wanted to talk about their own experience of being trans, non-binary or cis, or if they felt that any other of the themes in the book were about them.</p> <p>They may also have some questions they feel uncomfortable asking in front of the class. Please make room for this in another way, for example, with the use of an anonymous question box.</p>



## ADDITIONAL FOLLOW-UP ACTIVITIES (linked to the curriculum):

	Activity	Curriculum area and skills
1	<p><b>Gender Policing:</b> Ask the pupils to make a list of pink/blue rules or behaviours that exist:</p> <ul style="list-style-type: none"><li>• In school</li><li>• In the playground</li><li>• In the classroom</li><li>• In sport</li><li>• In friendships</li><li>• Uniform</li></ul> <p>Are these rules obvious or unspoken? Explore why these rules exist? Who creates them and who follows them? Do you agree with them?</p>	Literacy Problem solving Debating
2	<p><b>Taking Action:</b> Ask the pupils to write a letter to a leader, (e.g. their headteacher), describing a pink/blue rule that exists in the school that they think is unnecessary. Explain their reasons why. Explore with them if it needs to be removed or changed?</p>	Literacy PSHEe

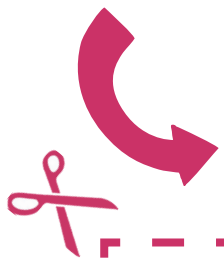
	Activity	Curriculum area and skills
3	<p><b>Trans Activism History:</b> On page 34–35 of the book “Alien Nation” we have pictorially represented significant trans and non-binary activists:</p> <ul style="list-style-type: none"> <li>• Marsha P Johnson</li> <li>• Kate Bornstein</li> <li>• Leslie Feinberg</li> <li>• Sabah Choudhry</li> <li>• Sylvia Rivera</li> </ul> <p>Ask pupils to find out what these people look like and find them in the book. You may also use this task to work with pupils to find out what these people did for trans rights, and make a trans rights timeline.</p> <p>Please note that you will probably need to research this a little yourself to find the most appropriate sources. If we find good signposting resources for this, or create them ourselves, we will put them on the “Alien Nation” webpages:</p> <p><a href="http://www.theproudsttrust.org/alien-nation">www.theproudsttrust.org/alien-nation</a></p>	History Computing
4	<p><b>Trans Flags:</b> Ask pupils to look at the two trans flags that appear in the books (the bridges are made from trans flag colours).</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Why were the flags created?</li> <li>• Why are there two?</li> <li>• Are flags important?</li> <li>• What do they represent?</li> <li>• What other groups of people are represented by flags?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	History Geography



	Activity	Curriculum area and skills
5	<b>Celebrating Diversity:</b> Ask pupils to create a poem, song, poster, assembly or play that acknowledges the wonderful array of genders and gender expressions that exist in the school, and celebrates them.	Music Art and Design PSHEe Computing Drama
6	<b>Bridge Building:</b> Create a challenge for pupils to make the strongest bridge using a variety of materials and methods?	Design and Technology

If you write further lesson plans or schemes of work around “Alien Nation”, or have photos of displays you have created, we’d love to see them and share them on our website. Please email them to:

[info@theproudtrust.org](mailto:info@theproudtrust.org)



# PLANET AND BRIDGE PICTURE SHEET

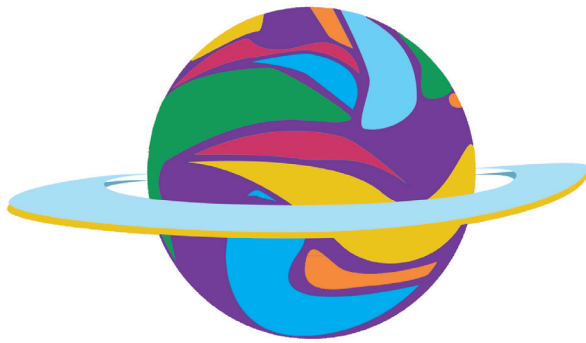
Group One



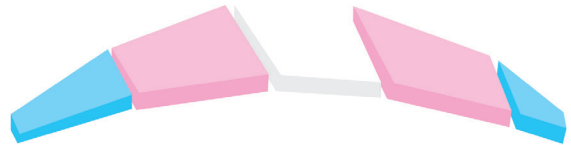
Group Two



Group Three



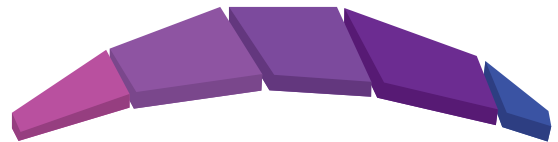
Group Four



Group Five



Group Six



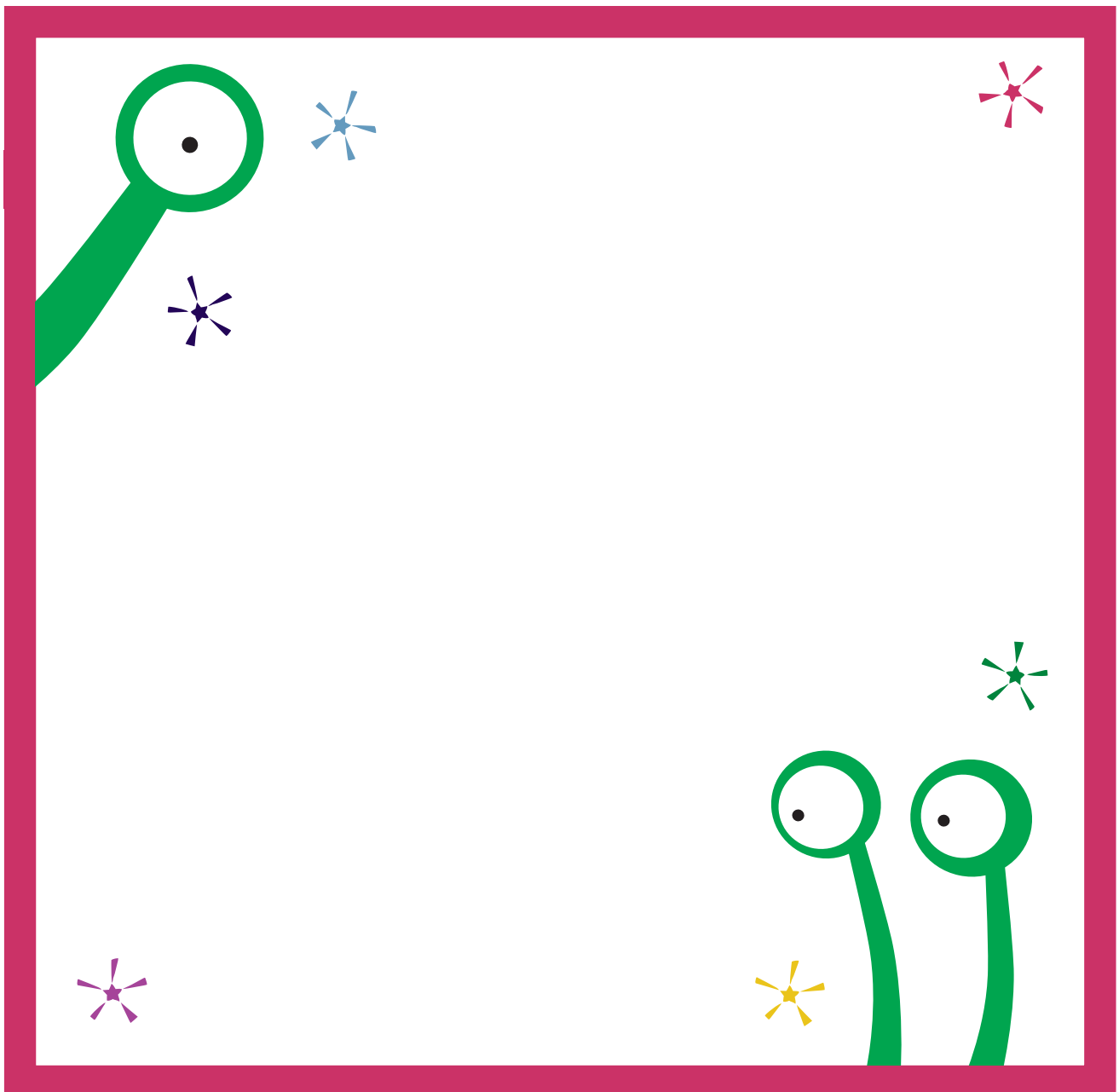
# MY ALIEN NATION WORKBOOK



Name.....

My alien name.....

Draw and colour a picture of your “alien self”:

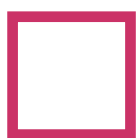


When you were born, were you sent to:

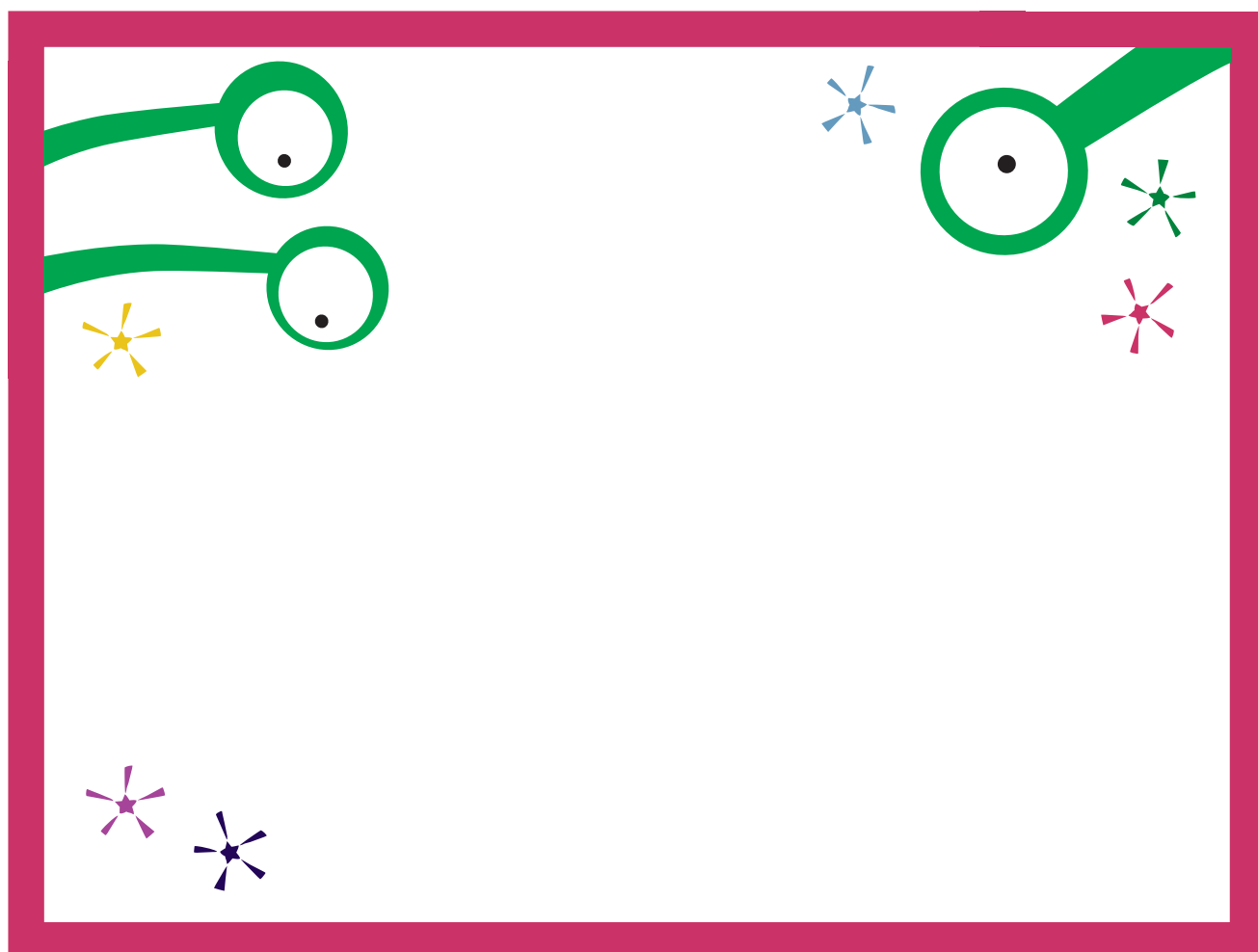
Planet Girl

or

Planet Boy








Draw a picture of the ideal planet, one that you would like to live on:



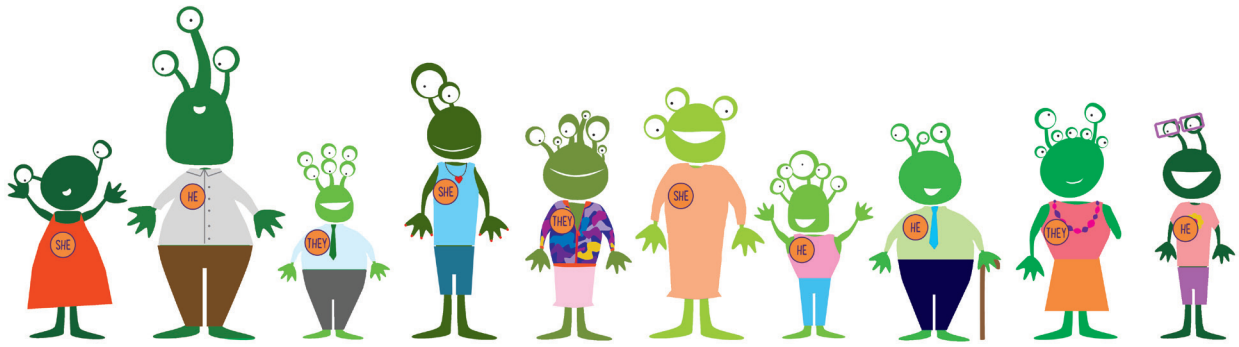
Explain how your ideal planet is different or similar to the one you were sent to when you were born:

List all of your favourite things to go on your ideal planet: 

 Types of Clothes: 	Types of Toys:
 Things to Do: 	Rules: 



Here are the aliens that you met in the book:



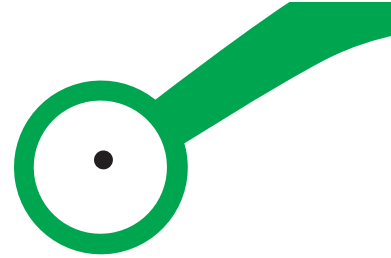
Circle the alien that you think would be your best friend.  
Why do you think this?

What is the best piece of advice for a person, (you or a friend), who felt like they had been sent to the wrong planet when they were born:

What is the best piece of advice for a person, (you or a friend), who felt like that they had been sent to the right planet when they were born:



# PRONOUNS

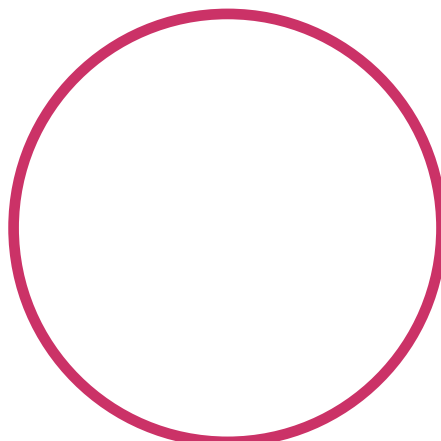


Your pronoun is how you wish people to talk about you, if they don't use your name, for example she, they or he. Did you notice that on pages 34-35 of the book, the aliens all started to wear pronoun badges? Why did they do this?

Colour in the badge or badges that contain the pronoun or pronouns that you would be happy for people to use for you:



Some people might use other pronouns. Here is a blank badge if you use a different pronoun or want to design your own:





# SIGNPOSTING FOR SUPPORT

For help using this book and resource, or for further training contact:



[www.theproudtrust.org](http://www.theproudtrust.org)  
[info@theproudtrust.org](mailto:info@theproudtrust.org)  
07531 061777

Other useful organisations that do great work with and for trans and non-binary children, young people and their families:



[www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)  
[info@mermaidsuk.org.uk](mailto:info@mermaidsuk.org.uk)  
0844 334 0550

Family and individual support  
for trans children, young people  
and their families.



[www.gires.org.uk](http://www.gires.org.uk)  
[info@gires.org.uk](mailto:info@gires.org.uk)  
01372 801554

UK charity that sponsors  
research and education on  
gender identity.



[www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)  
[info@genderedintelligence.co.uk](mailto:info@genderedintelligence.co.uk)  
0207 832 5848

London based organisation that  
supports trans and non-binary  
young people.

**the PROUD TRUST**  
for LGBT awareness training & education  
FIND US ON FACEBOOK | @THEPROUDTRUST | 07531 061777