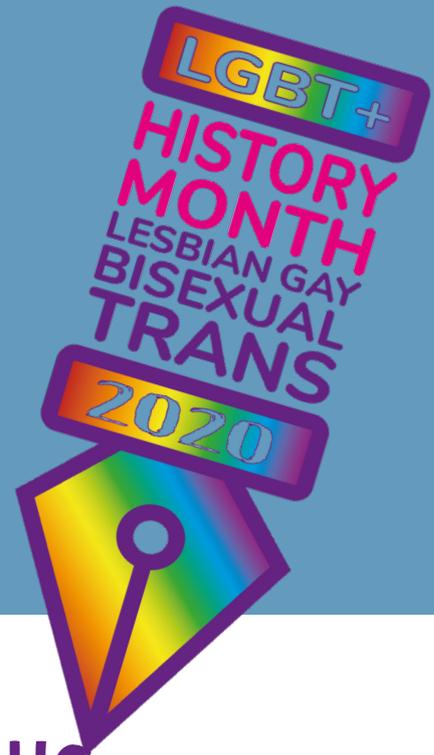


LGBT+ HISTORY MONTH 2020



Poetry, Prose and Plays

Resource and Education Pack
Written and produced by



In collaboration with



Schools  **OUT UK**
The LGBT Education Charity

Charitable Incorporated Organisation Number 1156352

Funded by

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Fairbairn
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FOREWORD

by Sara Canning, Partner
of Murdered Journalist
and LGBT+ Rights
Advocate, Lyra McKee



Lyra and Sara

When she was 24 years old, Lyra wrote a letter to her 14-year-old self. This letter described her journey from being a teen who was terrified of her sexuality, who prayed to God to be changed, and who suffered at the hands of bullies, to an adult who was loved, accepted, included, and respected. Lyra was 14 in 2004... the noughties were the time of ‘it gets better’.

Lyra was an advocate for her LGBT+ family. She used her own experiences to raise awareness, and to encourage people think differently. She used to say ‘it’s hard to hate someone after you’ve had a cup of tea with them’. Taking the time to build a connection is what brings people from a place of fear or mistrust, to a place of acceptance and kindness.

Lyra would be so proud to be remembered during LGBT+ History Month. She would hope that we would all take a leaf out of her book, and be open to new people, be proud of our identities, and work hard to be inclusive. We do not have to quietly accept prejudice or injustice, whether it be directed against ourselves or against others - we have voices, and there is power when we come together and speak out.

My hope for the coming decade is that it will be a time of things being even better. That different sexualities, gender expressions and identities will not just be accepted, but celebrated, while at the same time being no big deal. I witnessed in 2019 a movement of ‘coming in’, many non-LGBT+ people standing up and showing their support for the LGBT+ community... Perhaps in the future ‘coming out’ will be a thing of the past and we’ll all be able to love, be loved, and be our true selves, without labels. It can still a tough world for many who identify under the LGBT+ umbrella, and it’s important that we remain united and support each other. We are a diverse and colourful community and each distinct element of the LGBT+ family is equally important and valuable, as are our amazing allies.

Lyra taught me so much in the short time I was lucky enough to love her. She taught me that if we are fortunate enough we can use our privilege for good. We can advocate for those who are silenced or ignored. We can give to those who have less... and giving isn’t always about money - giving your time and attention can be just as valuable. Small steps and little gestures may seem inconsequential, but their impact on others could mean the world. Each and every one of us has the ability to make change, occasionally single-handedly, but more often by us all coming together and positively creating and shaping our community.

INTRODUCTION

by Sue Sanders, Schools OUT UK, and
Co-founder of LGBT History Month UK



I am thrilled to be able to introduce you to this wonderful pack that gives you some insights and activities on the theme of LGBT+ History Month 2020 – Poetry, Prose and Plays. You will find that as ever, The Proud Trust have brought together stimulating activities that will enable young people to discover, explore and celebrate a wide variety of LGBT+ people and experiences.

LGBT+ History Month was started back in 2005, to ensure that LGBT+ people, in all their diversities, are visible. We wanted to claim our past, celebrate our present, and create our future. Working with young people will we hope, make sure that we do all three.

In choosing this year's theme, we know there is a rich seam to mine, and there are hints at that in one of the sessions. It is appalling, that in 2019 many students will have no concept that some of the authors they are reading in school are members of the LGBT+ community. It is crucial to us that this is challenged, and we are not lied to by omission. That information can be vital to students who are questioning and exploring their sexual orientation and/or gender identity. In challenging the heteronormative curriculum, we are recognising the need to be inclusive, celebrate diversity, and challenge LGBTphobia.

This pack is merely the tip of the iceberg of how you can introduce inclusivity when exploring poetry, prose and plays. We will be adding new material to extend this pack at www.the-classroom.org.uk, specifically on this year's chosen 'faces' of LGBT+ History Month 2020 – Lorraine Hansberry, E. M. Forster, William Shakespeare and Dawn Langley Simmons. The people chosen to represent the theme are a mixture of well-known and obscure, but should be known, artists. We hope you will have fun exploring and discovering their rich contributions.

Posters and brief information on the people chosen to represent the theme can be found at www.lgbthistorymonth.org.uk/lgbt-hm-resources and can be used for free.

The entire year is dedicated to Lyra McKee who was a writer and journalist who in her short life made a massive contribution to understanding so many crucial issues. We have been cheated of much wisdom by her cruel and untimely death.



lgbthistorymonth.org.uk

Claiming our past, Celebrating our present, Creating our future.



Lesbian Gay Bisexual Trans + History Month

every February since 2005



2020 Badge

£3



Poetry Prose and Plays

English

2020

in memory of Lyra McKee 1990 - 2019

Schools OUT UK, founder of LGBT History Month,
is registered in England as a Charitable Incorporated Organisation (no. 1156352)

www.lgbthistorymonth.org.uk

SESSION ONE

Why LGBT+ History Month?

Aims

In this lesson you will learn some of the most common words that people use to describe their sexual orientation and gender identity, and go on to explore the reasons why LGBT+ History Month exists.

Learning Outcomes

Young people will:

- Have a basic understanding of LGBT+ terminology and identities.
- Be able to recognise the importance of positive use of LGBT+ language.
- Have a deeper understanding of why LGBT+ History Month is a topic that is taught in schools, and its relevance to society today.

Resources

Supplied:	LGBT+ Terminology Anagrams activity sheet	Page 11
	LGBT+ Terminology Anagrams answer sheet	Appendix One
	Why LGBT+ History Month - Diamond Nine activity sheet	Page 12
	Challenges to LGBT+ Celebration and Education activity sheet	Page 13
	Challenges Guidance sheet	Appendix Two

Needed: Pens
Scissors

Preparation

- 1) Read the entire lesson plan and familiarise yourself with the activities.
- 2) Photocopy the LGBT+ Terminology Anagrams activity sheet (one per two young people).
- 3) Photocopy the Why LGBT+ History Month - Diamond Nine activity sheet (one per three or four young people).
- 4) Photocopy the Challenges to LGBT+ Celebration and Education activity sheet (one per two young people).

Procedure (total one hour)

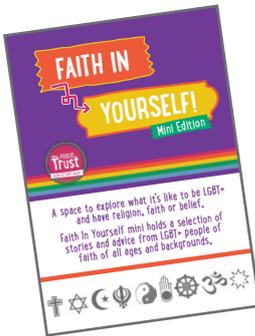
Time	Activity	Method
5 mins	Introduction	<p>Introduce the topic by reading the aims of the session. Explain that each year we celebrate LGBT+ History Month in February in the UK.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Who has heard the acronym 'LGBT+'? • What does 'LGBT' stand for? • What does the '+' represent? <div data-bbox="692 757 1501 1041" style="border: 1px solid red; padding: 5px;"> <p>LGBT+</p> <p>lesbian, gay, bisexual, trans (definitions for these come in the next activity). The 'plus' is to represent lots of other related gender identity and sexual orientation words, that people choose to use to describe themselves.</p> </div>
15 mins	LGBT+ Terminology Anagrams	<p>In this activity, we are going to learn some of the words that people commonly use to describe parts of their identity.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What do we mean by the term 'sexual orientation'? <div data-bbox="692 1357 1501 1518" style="border: 1px solid red; padding: 5px;"> <p>Sexual orientation</p> <p>is the part of a person's identity that describes the types of people that they are attracted to, or fancy.</p> </div> <ul style="list-style-type: none"> • What do we mean by the term 'gender identity'? <div data-bbox="692 1626 1501 1832" style="border: 1px solid red; padding: 5px;"> <p>Gender identity</p> <p>is how a person thinks about themselves, and knows themselves to be. A person might identify as a woman, a man, as both, as neither, or in another way.</p> </div>

CONT...

Time	Activity	Method
		<p>CONT...</p> <p>Hand out the LGBT+ Terminology Anagrams activity sheet to young people, in pairs, and task them to work through the sheet to unscramble the LGBT+ identity terms, writing their answer in the space provided. If you are working with a knowledgeable or advanced group, you could suggest that the group can challenge themselves further by covering the definitions in the left hand column.</p> <p>After the task is completed, go through the answers (see Appendix One).</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Which of these words are new to you today? • Which are the words that you have heard before? • Which of these words do you hear being used positively? • Which of these words do you hear being used negatively? • What might be the impact of positive/negative use of these words? • How well are each of the identity words represented in the books, films, TV shows and media that you engage with? • Which identities do we see most often? • What might be the impact of never seeing your own identity positively represented anywhere?
20 mins	<p>Why LGBT+ History Month - Diamond Nine</p>	<p>Ask the young people to spend a few minutes with the people nearby to think of reasons why they think LGBT+ History Month exists and allow them time to share their ideas.</p> <p>Ask the young people to work in groups of three or four, and give each group a copy of the Why LGBT+ History Month - Diamond Nine activity sheet. Explain that their task as a group is to read through the reasons that LGBT+ History Month exists, cut them up into squares and then to arrange them into a diamond. They should place what they think are the most important reasons for why LGBT+ History Month exists at the top of the diamond, and the reasons they feel are the least important, at the bottom of the diamond:</p> <div data-bbox="746 1736 1428 2123" data-label="Diagram"> </div>

CONT...

Time	Activity	Method
		<p>CONT...</p> <p>Encourage each group to discuss and debate each reason as they go through the activity. They are also able to swap in one of their own reasons for having LGBT+ History Month if they have one, but can only have a total of nine cards in their diamonds. Allow enough time for the activity to be completed.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Which reasons did you think were most important? • Which reasons did you think were least important? • Who swapped in their own reasons? And what were they? <p>LGBT+ History Month exists for all the reasons stated in the Diamond Nine activity, and for the suggested reasons young people have given.</p> <ul style="list-style-type: none"> • Will there always be a need for LGBT+ History Month? Why do you think this?
15 mins	<p>Challenges to LGBT+ Celebration and Education</p>	<p>Explain to the young people that there can often be challenges to liberation movements, most often by people who do not have the identities that the movement is seeking equality and justice for (e.g., men who challenge equality for women, or cis people who challenge equality for trans people).</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What might be the reasons that the people who currently hold power, or privilege, might not be supportive of equality for all? <p>Give out the Challenges to LGBT+ Celebration and Education activity sheet, one per two young people. Explain the task which is to match up the common challenges to LGBT+ equality movements on the left hand side and some suggested challenges on the right hand side, by drawing a line between them. Some young people might suggest better responses of their own! These can be written in (if appropriate)!</p> <p>When young people have completed the task, go through their answers. Use the Challenge Guidance Sheet in Appendix Two to help guide this discussion, if needed.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Whose role is it to challenge statements like these? • Whose role is it to challenge discrimination that happens within environments you might be in? • If you feel unable to challenge a situation yourself, what other options do you have?

Time	Activity	Method
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learned? • What have you enjoyed? • Whose job is it to create an inclusive school or environment? • How can you contribute to this? <p>Signposting:</p> <p>Remind the young people of the pastoral support available in school from yourself and your pastoral team. Also remind folk of the LGBT+ group in the school, if you have one.</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website: goo.gl/vQj2cP</p> <p>For this particular session you might also download for each young person a 'Come Out and Say It' guide, which contains lots of very helpful information for all young people: goo.gl/FCWnct</p>  <p>Also of use might be our 'Faith in Yourself' guides, which are stories and information from LGBT+ young people of faith: goo.gl/FCWnct</p> 

LGBT+ TERMINOLOGY ANAGRAMS

Words people might use to describe their sexual orientation:

DEFINITION	ANAGRAM	YOUR ANSWER
A woman who is attracted to other women.	Snail Be	
A man who is attracted to other men. Sometimes used by women who are attracted to women too.	Yag	
A person of any gender who experiences attraction to people of their own gender, and other genders.	Axis Blue	
A person of any gender who is attracted to people of all genders.	Panel Ax Us	
A person who is attracted to people of a different gender, e.g. a man who is only attracted to women.	Art Sight	
A person of any gender or sexual orientation who experiences little, or no, sexual attraction, and who may still experience other types of attraction, such as physical or romantic attraction.	Axle Usa	

Words people might use to describe their gender identity:

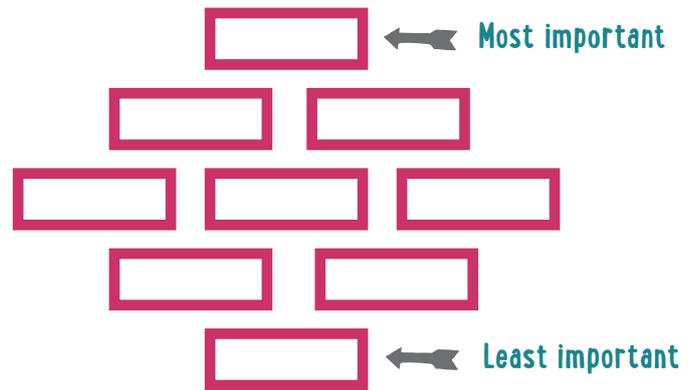
DEFINITION	ANAGRAM	YOUR ANSWER
A person whose gender identity is in some way different to the gender they were assigned at birth.	Grands Enter	
A person whose gender is the same or mostly the same as they were assigned at birth.	Disc Green	
An umbrella term for gender identities which fall outside of the gender binary of 'women' and 'men'.	Rain Bonny	

Other words people might use to describe other elements of their identities, and experiences:

DEFINITION	ANAGRAM	YOUR ANSWER
A person who is uncertain about and/or exploring their own sexual orientation and/or gender identity.	Quieting Son	
Historically this word was used as a negative insult, however many people feel they have reclaimed the word to have a positive meaning. Some people use it as a collective term for LGBT+ people, and some use it to explain their gender, sexual or political identity. Some people still use this word as an insult, this is not ok and should be challenged.	Reeuq	
A term for the collective discrimination against and/or fear or dislike of LGBT+ people (including those perceived to be LGBT+). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about LGBT+ people.	A Blight Bop	

WHY LGBT+ HISTORY MONTH – DIAMOND NINE

Cut out the boxes below and arrange them into a diamond, with the most important reason for LGBT+ History Month to exist at, and towards, the top of the diamond, and with the least important reason at, and towards, the bottom of the diamond.



<p>Straight and cisgender people feature in most subjects across the school curriculum, but LGBT+ people rarely do</p>	<p>The LGBT+ people that we do learn about are often not diverse (for example, we learn less about trans people, about LGBT+ people of colour and LGBT+ people who have disabilities)</p>	<p>LGBTphobia is still something that LGBT+ young people in schools experience often</p>
<p>There are laws in countries around the world that make it lawful to discriminate against, hurt and in some cases, kill LGBT+ people</p>	<p>The word 'gay' is a positive word, that people still use often in a negative way and in an attempt to insult people</p>	<p>There are lots of negative stereotypes that exist about LGBT+ people that people often do not realise are not true, and which often go unchallenged</p>
<p>We often assume that everyone is straight and cisgender, even though we know that LGBT+ people have always existed</p>	<p>Straight and cisgender people are represented everywhere (books, films, TV shows, adverts), and LGBT+ people rarely are</p>	<p>There are still rights in the UK and across the world which lesbian, gay, bisexual and trans people do not have, but which straight and cisgender people do</p>

CHALLENGES TO LGBT+ CELEBRATION AND EDUCATION

Read each of the challenges to LGBT+ celebration and education in the left hand column. Draw a line to what you think is the most appropriate response that could be given to this challenge in the right hand column.

COMMON CHALLENGES	POSSIBLE RESPONSES
'Why are there so many Prides? It's not fair that there isn't a Straight Pride too.'	People are complicated and complex, finding words to describe how we feel and want to be seen is really important.
'Being LGBT+ is a personal identity, why do we need to talk about it so much?'	If you mean something is rubbish, say it's rubbish. Identity words should be respected and used to describe who a person is.
'LGBTphobia is not as bad or serious as racism, but we talk about it more than racism.'	LGBT+ people have always existed, but they haven't always been visible, feeling like they needed to hide their true identity through fear. Erasing identities leads to confusion, prejudice and discrimination.
'My religion states that being LGBT+ is a sin, so I shouldn't have to learn about it.'	Is comparing types of discriminations that helpful? Why not use your time to challenge discrimination, rather than debate it?
'Primary school age is too young to be talking about this topic, it's inappropriate.'	Some people are LGBT+ and religious. Religion doesn't teach people to discriminate against anyone.
'Why are there so many identities and labels now? There are too many and it's too complicated!'	How can people begin to work out who they are if they don't have the language to describe how they feel?
'Talking about being LGBT+ is going to make people become LGBT+. Leave people to figure it out for themselves.'	Straight and cisgender people are represented everywhere, we see, read and talk about them all the time.
'The word 'gay' just means something rubbish now, we can't change the way we use it.'	LGBT+ Prides are to highlight a fight for rights, to be visible and to highlight discrimination against LGBT+ people; when do straight people experience discrimination for being straight?

SESSION TWO

Poetry: Writing for Equality

Aims

In this lesson you will explore the world of poetry, including LGBT+ poets, and have a go at creating some poetry about LGBT+ identities and people, LGBT+ equality and/or LGBT+ History Month.

Learning Outcomes

Young people will:

- Have identified some LGBT+ poets.
- Have some knowledge of protests that have happened, for and against LGBT+ equality.
- Have created an LGBT+ themed poem, through the form of freewriting.

Resources

Supplied:	LGBT+ or Not LGBT+, That is the Question! quiz sheet Freewriting stimulus sheet	Page 18 Page 19-20
Needed:	Paper Pens Colouring pens or pencils	

Preparation

- 1) Read the entire lesson plan and familiarise yourself with the activities.
- 2) Photocopy: LGBT+ or Not LGBT+, That is the Question! quiz sheet (one per person).
Freewriting stimulus sheet (one per person).

Procedure (total one hour)

Time	Activity	Method
10 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p>Explain to the group that each year, LGBT+ History Month has a theme, and that the theme for this year is 'Poetry, Prose and Plays'. This week, we will focus on 'poetry'.</p> <p>Questions to ask the group</p> <ul style="list-style-type: none"> • What defines a poem? <p>What makes a poem can be hard to define because each person's poetry style and meaning is different to another's. We have described a poem as:</p> <p>A piece of writing or words spoken, which express a thought or feeling, about absolutely anything. Thoughts and feelings in poetry are often emphasised by using literary techniques which help create imagery, using rhythm and sometimes rhyme.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Are there any rules in poetry? • What types of poetry do people know? • Can anyone name any famous poets? • Can anyone name any famous LGBT+ poets?
15 mins	LGBT+ or Not LGBT+, That is the Question!	<p>Give each person a copy of the LGBT+ or Not LGBT, That is the Question! quiz sheet. Their task is to look at these famous poets, and to decide whether they think they are lesbian, gay, bisexual, trans, or not LGBT+, by ticking the appropriate box.</p> <p>After everyone has had enough time to work through the quiz, it is time for the answers! The answers to the quiz are that in some way, all featured people are known to be, or thought to have been, LGBT+.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Are there more historical figures known to have been LGBT+? • Given that the LGBT+ terminology we use today was not around when some of these historical figures were, should we label historical figures with words they didn't use for themselves? • Should we label anyone other than ourselves as LGBT+? • 'LGBT+ or not LGBT+?', should that ever be a question?

Time	Activity	Method
30 mins	Freewriting	<p>Hand out the Freewriting stimulus sheet and writing paper to pairs of young people, and ask them to spend a few minutes looking at the images, and discussing each one. Give each person a piece of paper and a pen.</p> <p>Explain to the group that for 3 - 5 minutes, they are going to 'freewrite' about one of the images to help them later create a three-line poem. They can pick the image at random for this activity, or it can be an image that stood out to them for any, or no, particular reason.</p> <p>Freewriting is an exercise where a person writes continuously for a length of time, perhaps without taking their pen off the paper, and not worrying about spelling or punctuation, but with the aim of writing thoughts as they come to your mind, as you are currently experiencing them.</p> <p>After the time is up, ask the young people to read back to themselves what they have written. If the group feel comfortable enough, they can swap pieces of writing with the person next to them and read theirs too. Next, task the young people to read back over their freewriting and this time highlight three words or sentences that they feel capture the sentiment of what they have written, or were feeling. These sentences must now be woven together to create a three-line poem. You can allow people to recreate/join up sentences into longer ones, to make this work too.</p> <p>Once created, allow the young people some time to share their three-line poems. You could ask that the other young people guess which image the poem was inspired by, after they have heard it.</p> <p>Why not make the work created during this activity into an LGBT+ positive display? Young people could decorate their poems using bright colours, maybe the ones from the Pride Flag! Poems could either be displayed as they are written from the freewrite, or written up separately onto a new sheet of paper.</p>

Time	Activity	Method
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learned during today's session? • What have you enjoyed about today's session? • Where could you display the pieces of writing? • What impact might it have on your space? <p>Signposting:</p> <p>Remind the young people of the pastoral support available in school from yourself and your pastoral team. Also remind folk of the LGBT+ group in the school, if you have one.</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website: goo.gl/vQj2cP</p>

☆ FIND YOUR LOCAL GROUP ☆

SEARCH VIA POSTCODE OR STREET NAME

within 10 miles

Filter:

LGBT+ Youth Group

Trans Specific Youth Group

BAME LGBT+ Youth Group

[FIND A YOUTH GROUP >>>](#)

YOUR NEAREST YOUTH GROUPS ARE...

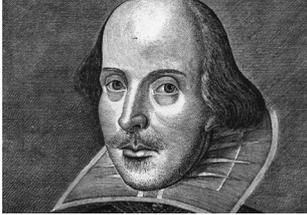
Fusion (0.7 mi)
0751 981 4905
chloe.cousins@theproudtrust.org
Visit Website

Afternoon Tea (0.7 mi)



LGBT+ OR NOT LGBT+, THAT IS THE QUESTION!

<p>Sappho 630 - 570 BC</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>William Shakespeare 1564 - 1616</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>Lord Byron 1788 -1924</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>
<p>Emily Dickinson 1830 - 1886</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>Oscar Wilde 1854 - 1900</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>Maya Angelou 1928 -2014</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>
<p>Audre Loude 1934 -1992</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>Carol Ann Duffy 1955 -</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>Jackie Kay 1961 -</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>
<p>Andrea Gibson 1975 -</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>Lady Leshurr 1988 -</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>	<p>Alok Vaid-Menon 1991 -</p>  <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L G B T NOT LGBT+</p>

FREEWriting

Pick one of the images that speaks to you the most. Use this image to help inspire your freewriting.



Pride in Uganda, 2012

LGBT+ Ugandans held their first Pride in 2012. In Uganda it is illegal to be gay; this law was introduced by Britain when it colonised Uganda over 150 years ago. Taking part in Pride was therefore a great risk.



Trans rights protest signs in Times Square, New York, 2017

President Donald Trump announced on Twitter in 2017 that the country would no longer 'accept or allow' transgender Americans to serve in the military.



'Kissing Coppers' by Banksy 2005

This graffiti piece by Banksy was first spotted in on the wall of the Prince Albert pub in Brighton. Banksy has not commented on the piece, leaving it open to interpretation from those who view it, about what it means.



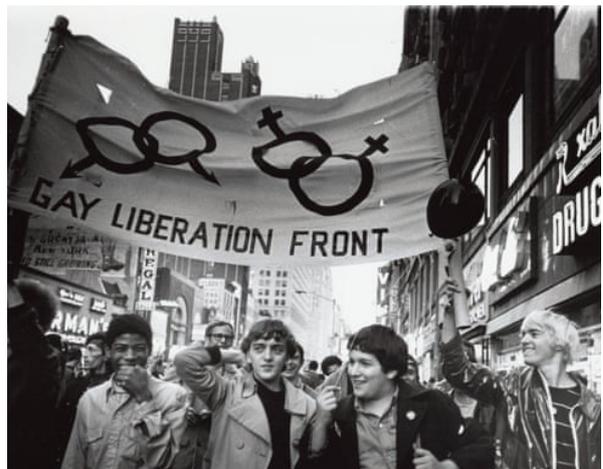
Transport for London and Stagecoach design a rainbow bus, 2015

Despite this rainbow bus campaign, in 2019, a lesbian couple on a bus in London were physically attacked by four teenage boys. The teenagers assaulted the two women after the couple refused to kiss.



Protest outside a primary school in Birmingham, against LGBT+ lessons, 2019

In 2019, several schools across the UK experienced protests from parents and local community members who disagreed with LGBT+ positive education in primary schools. Many protestors felt LGBT+ positive education did not align with their religious beliefs.



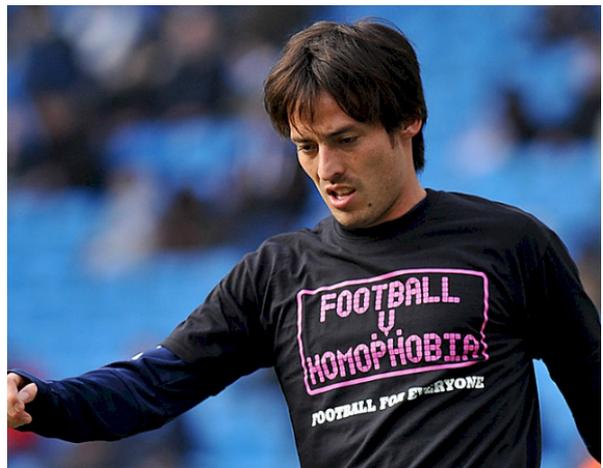
The Gay Liberation Front marches in Times Square, New York, 1969

Since 1969, people in cities all over the world have taken to the streets to demand rights and equality for LGBT+ people. Marches such as these are what the LGBT+ Prides you see today developed from.



Protest against anti-LGBT+ laws in Eastern Europe, 2017

In 2017 Chechnya's law enforcement and security officials launched an anti-gay attack on citizens in the country. Gay men were unlawfully arrested and tortured.



Footballer wearing 'Football V. Homophobia' shirt, 2015

Manchester City Football club held a Football Vs Homophobia game in 2015. The campaign continues today and aims to raise awareness to help stamp out homophobia within football.

SESSION THREE

Prose: Letter to Our Younger Selves

Aims

In this lesson you will learn about the journalist and LGBT+ rights advocate Lyra McKee and start to think about ways of supporting those around us who might need it.

Learning Outcomes

Young people will:

- Develop an understanding of who Lyra McKee was.
- Reflect on the importance of empathy and support for peers and friends.
- Explore what being an 'ally' means.
- Have written a short piece of prose, showing support to their peers and friends.

Resources

Supplied: An Extract from Lyra McKee's 'Letter To My 14 Year Old Self' Page 25

Needed: Pens
Workbooks/writing paper

Preparation

- 1) Read the entire lesson plan and familiarise yourself with the activities.
- 2) Photocopy An Extract from Lyra McKee's 'Letter To My 14 Year Old Self' (one per person).
- 3) If you have time, it might be useful to watch Lyra McKee's TEDx Talk (not to be shown to students) www.ted.com/talks/lyra_mckee_in_memory_of

Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Has anyone heard of Lyra McKee before today? <p>Lyra McKee was an LGBT+ advocate and journalist, who when covering a story about rioting happening in Derry, Northern Ireland in 2019, was shot dead by a gunman who was reported to have been shooting at the police.</p> <ul style="list-style-type: none"> • Does anyone know what an LGBT+ advocate is? <p>An advocate is someone who acts in support on someone else's or a group's behalf, where that person or group might not be in a position to support themselves, or where an issue is given less attention, advocates can use their platform to raise visibility of an issue.</p>
20 mins	Lyra's Letter	<p>Tell the young people that LGBT+ History Month 2020 is dedicated to the memory of Lyra McKee. Hand out 'An Extract from Lyra McKee's Letter To My 14 Year Old Self' and explain that Lyra published, when she was 24, a letter that she had written to her 14-year-old self.</p> <p>Choose a few young people to take it in turns to read Lyra's letter out loud for the group, a paragraph at a time. Once read, in pairs or small groups, task the young people to pull out two themes from Lyra's letter that they feel they can relate to in some way and feed these back in their pairs and then as a whole group.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Why did Lyra write a letter to her younger self? • What do you think made Lyra publish this letter? • What impact might this letter have on people who are LGBT+? • What impact might this letter have on people who are not LGBT+?

Time	Activity	Method
30 mins	Letter to a Friend	<p>Explain to the young people that they are now going to think about writing a letter, which addresses some or one of topics that have been discussed.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What does the word 'ally' mean? <p>An ally is a person who fights for, and supports others in their fight for equality, despite not being a member of the marginalised group, e.g. a straight and/or cisgender person who believes in, and fights for equality, for LGBT+ people.</p> <ul style="list-style-type: none"> • Are you an LGBT+ ally? • Are you a visible or audible LGBT+ ally? • What are the things you do or say that make it clear that you are an LGBT+ ally? <p>Give each person a piece of paper, or ask them to work in their books. The task is to write a letter to LGBT+ folk, many of whom might not be 'out' and might not know (without it ever being said), that you are their ally. Themes for the letter might include:</p> <ul style="list-style-type: none"> • LGBT+ equality • Challenging LGBTphobia • The positives of being an LGBT+ person • Why you are an LGBT+ ally • What you will do as an LGBT+ ally/friend • Your hopes and dreams for the future <p>Allow the group to choose who their letter is addressed to; this might be a hypothetical or real friend, family member, peer, a historical LGBT+ figure, or it could be addressed to 14-year-old Lyra.</p> <p>If it is appropriate, you could give some time for the young people to share their letters with each another. This could be by swapping letters between pairs, or for young people to read their letters out loud, if they wish.</p>

Time	Activity	Method
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learned? • What have you enjoyed? • How will you continue to be a positive and visible LGBT+ ally after the session? • Where would we encourage anyone who is LGBT+ to seek good and positive information? <p>Signposting:</p> <p>Remind the young people of the pastoral support available in school from yourself and your pastoral team. Also remind folk of the LGBT+ group in the school, if you have one.</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website: goo.gl/vQj2cP</p>

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AN EXTRACT FROM LYRA MCKEE'S 'LETTER TO MY 14 YEAR OLD SELF'



Lyra McKee was a lesbian, a journalist and an LGBT+ rights advocate from Northern Ireland. Lyra believed in the power of conversation to change people's minds.

Below is an extract taken from the start and the end of a letter that Lyra McKee wrote in 2014 and published on her website, aged 24, addressed to her 14 year old self.

Kid, it's going to be OK.

I know you're not feeling that way right now. You're sitting in school. The other kids are making fun of you. You told the wrong person you had a crush and soon, they all knew your secret. It's horrible. They make your life hell. They laugh at you, whisper about you and call you names. It's not nice. And you can't ask an adult for help because if you did that, you'd have to tell them the truth and you can't do that. They can't ever know your secret.

Life is so hard right now. Every day, you wake up wondering who else will find out your secret and hate you.

It won't always be like this. It's going to get better...

...You will fall in love for the first time. You will have your heart broken for the first time, and you will feel like you might die of the pain. You won't. You will get over it.

Right now, you're wondering if you'll ever be 'normal'. You are normal. There is nothing wrong with you. You are not going to hell. You did nothing to deserve their hate.

Life will not only get easier, it will get so much better. You will walk down the street without fear. Teenage boys you've never met will not throw things at you and shout names. Your friends will be the best anyone could ask for. You will be invited to parties. You will have a social life. You will be loved. People will use words like 'awesome' and 'cool' and 'witty' to describe you, and you'll forget the times the other kids said you were 'weird' and 'odd' and a 'lesbo'.

You will do 'normal' things. You will spend time with your mum. You will go to work and pay your bills. You will go to the cinema with your best friend every week because that's your ritual – dinner then an action movie where things explode. You will fall in love again. You will smile every day, knowing that someone loves you as much as you love them.

Keep hanging on, kid. It's worth it. I love you.

SESSION FOUR

Plays: Queering Narratives

This lesson has been inspired by work that was developed by Lauren Reynolds, Curriculum Lead for The Arts at MEA Central, Manchester, as part of their Rainbow Flag Award journey.



Aims

In this lesson you will think about the messages that exist in traditional fairy tale stories. We will go on to explore how we challenge traditional narratives by 'queering' them, making them more inclusive and relevant to a modern day audience.

Learning Outcomes

Young people will:

- Explore traditional fairy tale narratives and discuss how LGBT+ inclusive they are.
- Learn what 'queering' a narrative means.
- Understand and explore why queering is important and what it achieves.
- Have a go at queering a fairy tale.

Resources

Supplied: Queering Stories template Page 30-31
Storyboard template Page 32-33

Needed: Pens
Colouring in pens or pencils

Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Photocopy: Queering Stories template (one per group, sizes as you think will work best).
Storyboard template (one per group, sizes as you think will work best).

Procedure (total one hour)

Time	Activity	Method
10 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What does the word 'queer' mean? <p>Historically this word was used as a negative insult, however many people feel they have reclaimed the word to now have a positive meaning. Some people use it as a collective term for LGBT+ people, and some use it to explain their gender, sexual or political identity. Some people still use this word as an insult, this is LGBTphobia and should be challenged.</p> <p>Explain to the young people that queer can also be used as a verb; to queer something.</p> <ul style="list-style-type: none"> • What does it mean to queer something? <p>To queer something, is to change a narrative for one that might be considered unusual; one of the simplest ways to queer a narrative is to include/replace non-LGBT+ characters and stories, with LGBT+ ones.</p> <ul style="list-style-type: none"> • Why do people queer stories? <ul style="list-style-type: none"> ★ to expose oppression ★ to heal ★ for self-affirmation ★ LGBT+ people are everywhere so why not in stories? ★ because stories are used to socialise people by teaching them how to behave and what is valued in our society ★ because stories help us to make sense of where we fit in to the world and how we interpret the world • How do people queer stories? <ul style="list-style-type: none"> ★ by including diverse representations of gender and sexuality ★ by breaking down social oppressions ★ by rejecting the 'happily ever after' narrative ★ by empowering queer characters ★ by playing with gender roles ★ by rejecting stories which promote oppressive and normative narratives • How important is it that all types of people are represented in the stories we are told?

Time	Activity	Method
25 mins	Queering Fairy Tales	<p>Explain to the group that they will now be working in groups to 'queer' a well-known fairy tale.</p> <p>Hand out the Queering Stories template, and Storyboard template, one for each group. Ask the young people to decide on a well-known fairy tale to work on, then to work through steps on the template sheet:</p> <ul style="list-style-type: none"> Step 1 - Choose a fairy tale. Step 2 - Briefly outline the story. Step 3 - Identify the lessons it's giving out about gender and sexuality, plus any other lessons or norms it's promoting (such as the ethnicity and/or ability of the characters). Step 4 - Explore how you can 'queer' these lessons or norms. What lessons do you want your version of the story to give? <p>We have worked through 'Rapunzel' on the Queering Stories template sheet to help this process. You could read out this example to help illustrate how to do this.</p> <p>Once young people have completed their planning, they can move on to producing a draft storyboard for their 'queered' fairy tale, using the template provided.</p>
20 mins	Role Play	<p>When your young people have finished their storyboards, explain to the group that they will now animate their stories through role play. Allow some time for the young people to rehearse the stories they have queered and to perform them to the whole group.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What new messages have you learned through queering the story? • What impact might this have on an audience of people your age, or younger? • Did you think about the gender of the actor playing the parts? Was it significant? • Did you think about the sexual orientation of the actor playing the parts? Was it significant? • Can anyone name any other films, plays or stories that they'd like to see a queer version of? <p>Extension options: This session could easily be built upon and be developed over several lessons. Consider whether the work created by the young people is something you could develop and show to an invited audience? An alternative 'Christmas Play' perhaps...</p>

Time	Activity	Method
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you enjoyed today? • What have you learned today? <p>Signposting:</p> <p>Remind the young people of the pastoral support available in school from yourself and your pastoral team. Also remind folk of the LGBT+ group in the school, if you have one.</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website: goo.gl/vQj2cP</p>

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QUEERING STORIES

<p>STEP 1 Choose a fairy tale.</p>	<p>EXAMPLE: RAPUNZEL</p>
<p>STEP 2 Briefly outline the story.</p>	<p>An old, lonely woman called Dame Gothel manipulates a couple so she can steal their child. The child grows up to be a young and beautiful woman called Rapunzel.</p> <p>When Rapunzel becomes an adolescent, Dame Gothel is jealous and locks Rapunzel in a tower. One day a prince hears Rapunzel singing from the tower and he climbs up Rapunzel's long hair. They fall in love and he asks her to marry him, she says yes! They live happily ever after.</p>
<p>STEP 3 Identify the lessons it's giving out about gender and sexuality, plus any other lessons or norms it's promoting (such as the ethnicity and/or ability of the characters).</p>	<p>Old and lonely women are evil, young and beautiful women are good.</p> <p>Women are in competition with each other and can't have positive relationships.</p> <p>Young and beautiful women are white and able-bodied, and should be passive and wait for men to rescue them.</p> <p>The path to a happy life is a marriage between a man and a woman.</p>
<p>STEP 4 Explore how you can 'queer' these lessons or norms. What lessons do you want your version of the story to give?</p>	<p>Get rid of good and evil characters, instead have characters that have both good and evil within them.</p> <p>Focus on positive relationships between women characters.</p> <p>Empower Rapunzel to be in control of her own future without a man.</p> <p>Write Rapunzel as a lesbian.</p>

YOUR STORY

STORYBOARD















Appendix 1: Answer Sheet: LGBT+ Terminology Anagrams

Words people might use to describe their sexual orientation:

DEFINITION	ANAGRAM	YOUR ANSWER
A woman who is attracted to other women.	Snail Be	Lesbian
A man who is attracted to other men. Sometimes used by women who are attracted to women too.	Yag	Gay
A person of any gender who experiences attraction to people of their own gender, and other genders.	Axis Blue	Bisexual
A person of any gender who is attracted to people of all genders.	Panel Ax Us	Pansexual
A person who is attracted to people of a different gender, e.g. a man who is only attracted to women.	Art Sight	Straight
A person of any gender or sexual orientation who experiences little, or no, sexual attraction, and who may still experience other types of attraction, such as physical or romantic attraction.	Axle Usa	Asexual

Words people might use to describe their gender identity:

DEFINITION	ANAGRAM	YOUR ANSWER
A person whose gender identity is in some way different to the gender they were assigned at birth.	Grands Enter	Transgender
A person whose gender is the same or mostly the same as they were assigned at birth.	Disc Green	Cisgender
An umbrella term for gender identities which fall outside of the gender binary of 'women' and 'men'.	Rain Bonny	Non-binary

Other words people might use to describe other elements of their identities, and experiences:

DEFINITION	ANAGRAM	YOUR ANSWER
A person who is uncertain about and/or exploring their own sexual orientation and/or gender identity.	Quieting Son	Questioning
Historically this word was used as a negative insult, however many people feel they have reclaimed the word to have a positive meaning. Some people use it as a collective term for LGBT+ people, and some use it to explain their gender, sexual or political identity. Some people still use this word as an insult, this is not ok and should be challenged.	Reeuq	Queer
A term for the collective discrimination against and/or fear or dislike of LGBT+ people (including those perceived to be LGBT+). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about LGBT+ people.	A Blight Bop	LGBTphobia

Appendix 2: Challenges Guidance

COMMON CHALLENGES	POSSIBLE RESPONSES
'Why are there so many Prides? It's not fair that there isn't a Straight Pride too.'	People are complicated and complex, finding words to describe how we feel and want to be seen is really important.
'Being LGBT+ is a personal identity, why do we need to talk about it so much?'	If you mean something is rubbish, say it's rubbish. Identity words should be respected and used to describe who a person is.
'LGBTphobia is not as bad or serious as racism, but we talk about it more than racism.'	LGBT+ people have always existed, but they haven't always been visible, feeling like they needed to hide their true identity through fear. Erasing identities leads to confusion, prejudice and discrimination.
'My religion states that being LGBT+ is a sin, so I shouldn't have to learn about it.'	Is comparing types of discriminations that helpful? Why not use your time to challenge discrimination, rather than debate it?
'Primary school age is too young to be talking about this topic, it's inappropriate.'	Some people are LGBT+ and religious. Religion doesn't teach people to discriminate against anyone.
'Why are there so many identities and labels now? There are too many and it's too complicated!'	How can people begin to work out who they are if they don't have the language to describe how they feel?
'Talking about being LGBT+ is going to make people become LGBT+. Leave people to figure it out for themselves.'	Straight and cisgender people are represented everywhere, we see, read and talk about them all the time.
'The word 'gay' just means something rubbish now, we can't change the way we use it.'	LGBT+ Prides are to highlight a fight for rights, to be visible and to highlight discrimination against LGBT+ people; when do straight people experience discrimination for being straight?

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