



RESOURCE AND EDUCATION PACK

Written and produced by



For

LGBT+
History
Month

Founded by:
**SCHOOLS
OUT**

CONTENTS

	Page
Introduction	3
Session One: Capturing LGBT+ History	4
Kay Tobin Lahusen fact sheet	8
Photojournalism: Now cards	9
What Would You Say? worksheet	10-12
Session Two: Camera Rolling	13
The Hays Code factsheet	18
TV Analysis worksheet	19
Session Three: Fashion Forward	20
Challenging “Gender Norms” Through Fashion sheet	24
Three Design Brief worksheets	25-27
Session Four: Loud And Proud!	28
LGBT+ Musician Quiz sheet	33
LGBT+ Festival Poster template	34

Copyright statement: We fully encourage the printing and photocopying of this resource for the purpose of direct education in schools, youth clubs and other appropriate settings. If replicating this resource, or parts thereof, for any other purpose, you must seek permission from The Proud Trust - training@theproudstust.org



INTRODUCTION

Welcome to The Proud Trust's LGBT+ History Month Resource and Education pack for 2023! LGBT+ History Month, celebrated in the UK in February each year, is an initiative started by our friends from Schools OUT, marking the abolition of Section 28.

Section 28 was part of the Local Government Act 1988, which stated that a local authority "shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality" or "promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship". The resultant effect of this was teachers and other school staff became fearful of doing what they knew and felt to be the right thing.

This fear was further exacerbated by some factions of society and the media through misrepresentation, which in turn meant that same-gender relationships were simply not discussed or visible in our schools. Of course at that (and throughout) time, lesbian, gay and bisexual young people existed in the world and, therefore, in our classrooms. However, because of this law, they did not see themselves reflected in the education they were receiving and did not have the language to describe their own experiences.

Section 28 was abolished in 2003, and twenty years on from this, we find ourselves moving increasingly towards the right side of history. For many more schools than ever before, positive and inclusive education around lesbian, gay and bisexual lives and identities is just part and parcel of teaching all students about the world they actually live in. Furthermore, we're learning to embrace lesbian, gay and bisexual young people as valued, included and visible, simply part of the rich diversity of any (school) community, with more freedom than ever to explore this element of who they are.

While there are no laws prohibiting positive education of trans (including non-binary) people or identities, or positive inclusion of trans students, what does feel all too familiar is fear. Again, this is being fuelled by some factions of society and the media about what trans inclusion means and can look like, and is often being misrepresented. Of course at this (and throughout) time, trans young people exist in the world and, therefore, in our classrooms.

Imagine a world, where education about trans lives and identities is just part and parcel of teaching all students about the world they actually live in. We might then learn to embrace trans young people as valued, included and visible, simply part of the rich diversity of any (school) community, giving them the freedom to explore who they are, and the language to describe their experiences. In turn, we might find ourselves moving once again towards the right side of history.

LGBT+ History Month gives us a great opportunity to engage with all too often hidden LGBT+ histories by providing positive education about lesbian, gay, bisexual and trans lives.

This year's theme "Behind the Lens" gives us a wonderful opportunity to recognise and celebrate the lives and accomplishments of lesbian, gay, bisexual and trans people who work outside of the limelight in the fields of photography, film making, TV and fashion.



SESSION ONE ➡ CAPTURING LGBT+ HISTORY

Aims

In this session we will explore what it means to be LGBT+. We will also look at photojournalism and its importance in capturing LGBT+ rights activism of the past, and how it might be used in LGBT+ activism still to come.

Learning Intentions

Young people will:

- Understand what each part of the “LGBT+” acronym means.
- Explore some examples of photojournalism in documenting LGBT+ history.
- Consider how informal photojournalism on social media might be used in modern day LGBT+ activism.

National Curriculum Links

KS4 English:

- “Write accurately, fluently, effectively [...] through adapting their writing for a wide range of purposes and audiences to describe, narrate, explain...”

KS3/KS4 History:

- “Pupils should be taught about challenges for [...] the wider world from 1901 to the present day.”

Resources

Supplied: Kay Tobin Lahusen fact sheet
Photojournalism: Now cards
What Would You Say? worksheet

Needed: Pens

Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) [OPTIONAL IF YOU HAVE A PROJECTOR] Print or photocopy the Kay Tobin Lahusen fact sheet (one per 2-4 young people).
- 3) Print or photocopy and cut out the 'Photojournalism Now' cards (one set of cards per 2-4 young people).
- 4) Print or photocopy the "What Would You Say?" worksheet (one per young person).

Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p>Share with the group:</p> <p>In the UK, LGBT+ History Month is celebrated in February. It is important to mark LGBT+ History Month because LGBT+ people have not always been accepted or included in the way that they are today. Understanding how things used to be and knowing about the fight for equality that happened in the past, can help to shed a light on inequalities that still exist, and encourage us all to think about our own responsibility in creating a fair and equal society.</p>
5 mins	Photojournalism: Then	<p>Project digitally (or hand out if you have printed) the Kay Tobin Lahusen fact sheet. Before reading the text, ask young people to describe what they think is happening in the main photograph.</p> <p>Read through the information on the Kay Tobin Lahusen fact sheet as a group. You might choose young people to read a sentence each. Once you have read the fact sheet, check the students' understanding.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What is happening in the main photograph? • Who was Kay Tobin Lahusen? • How did they help in the fight for LGBT+ rights? • What is photojournalism? • Was Kay Tobin Lahusen's photojournalism important? • What would happen if these moments in time were not captured in a photograph?

Time	Activity	Method
20 mins	Photojournalism: Now	<p>Share with the group:</p> <p>Throughout history, since our ability to capture images through the development of cameras and more recently through phones, photographs have been used to share messages and ideas. We are going to look at some examples of social media posts that have been used to promote LGBT+ inclusivity messages, reproduced here with kind permission from the original social media post creators.</p> <p>Hand out the photocopied and cut-out cards from the 'Photojournalism: Now' resource to young people in groups of 2-4. The picture cards all contain one of the many LGBT+ Pride flags that exist. The task is to match these three elements:</p> <ul style="list-style-type: none"> • The flag in the image. • The identity word within the LGBT+ acronym the flag specifically represents. • The definition that best describes the identity word. <p>Go through the answers together (the cards are ordered correctly in the pack).</p> <p>Question to ask the group:</p> <ul style="list-style-type: none"> • How can social media be used to help improve LGBT+ inclusion? <p>You can use the 'Photojournalism: Now' examples as a prompt if needed. Answers might include:</p> <ul style="list-style-type: none"> • By showing support for LGBT+ people. • By documenting campaigns and protests. • By making LGBT+ people visible. • By allowing LGBT+ people to tell their own stories. • By enabling LGBT+ people to find each other and share their experiences.

Time	Activity	Method
25 mins	What Would You Say?	<p>Give out a “What Would You Say?” worksheet to each young person. The task is to create written social media posts to compliment the historical images provided. The captions from the previous activity can be used as examples. Ask the group to ensure that any suggestions are positive and respectful, and be prepared to challenge any negative or inappropriate comments that may arise.</p> <p>When the task is complete, ask the group to share some of their social media post suggestions.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Are there any inequalities happening in the school or local area that you might like to see highlighted or documented in this way? • What do you think about the move of photojournalism to social media? • How can social media work for good?
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - an online chat service where young people can chat to an LGBT+ youth worker. 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map.

KAY TOBIN LAHUSEN



This photo was taken by Kay Tobin Lahusen, a famous lesbian activist and photojournalist.

They started their career by becoming art director of a lesbian magazine called "The Ladder". Whereas the magazine covers had previously been hand-drawn pictures, Kay decided to use photographs of real lesbian women.

The photograph above is from an Annual Reminder Day picket, a yearly protest against the United States laws at the time which made relationships between two people of the same gender illegal, among many other social inequalities. The word "homosexual" on the placard in the image was used commonly at that time to mean what we would now call "gay people". It is more usual these days to talk more broadly about the "LGBT+ community" and "LGBT+ rights".

The pickets were held at Independence Hall in Philadelphia, between 1965 and 1969. 1969 is also the year of the Stonewall Riots, recognised as a major turning point in LGBT+ history and rights. The Annual Reminder Day pickets were created by a collective of what we would now call LGBT+ rights organisations.



Kay Tobin Lahusen in 2005

In 1970, Kay became involved in the founding of the Gay Activists Alliance, one of the major groups that worked to improve rights for gay people in the United States. Kay Tobin Lahusen died in May 2021, age 91.

PHOTOJOURNALISM: NOW



Lesbian

A woman who is attracted to women.



Gay

A person who is attracted to people of the same gender as them, or a man who is attracted to men.



Bisexual

A person who is attracted to people of their own and other genders.



Trans

Somebody whose gender is different to the one they were assigned at birth.



Asexual

A person of any gender who experiences little, or no, sexual attraction.



LGBT+

An umbrella term referring to lesbian, gay, bisexual, trans and people with other related identities – such as asexual, intersex or questioning people.

WHAT WOULD YOU SAY?



A couple holding up a sign from a time before Equal Marriage, which became possible in England, Wales and Scotland from 2014, and in Northern Ireland from 2020.

An Annual Reminder Day picket, a yearly protest (1965-1969) against the United States laws at the time which made relationships between two people of the same gender illegal, among many other social inequalities.

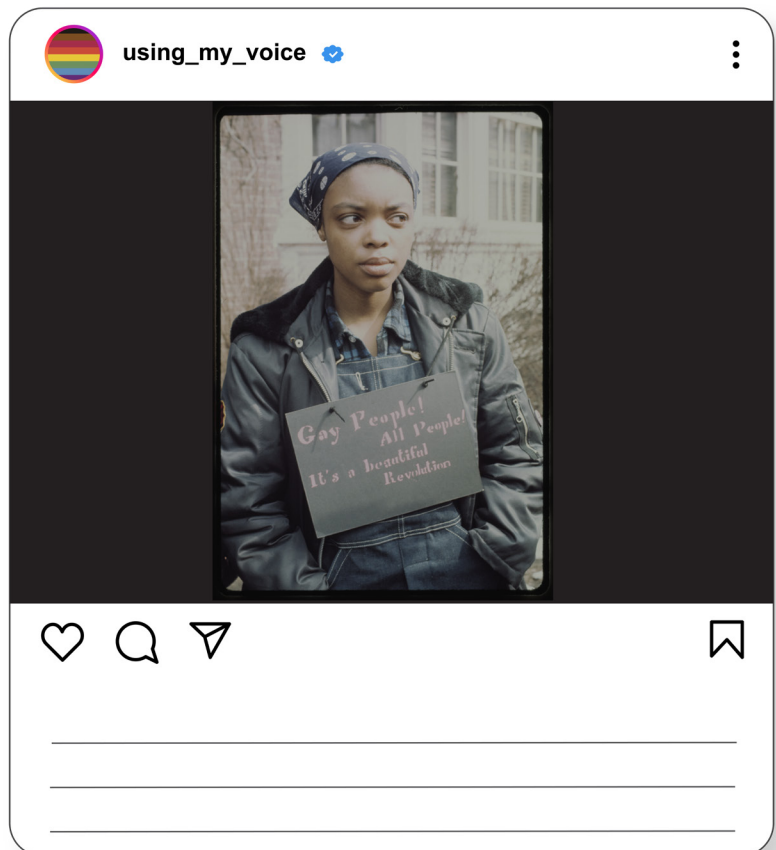


WHAT WOULD YOU SAY?





*Gay Rights Demonstration,
Albany, New York, 1971*

*Gay Rights Demonstration,
Albany, New York, 1971*



WHAT WOULD YOU SAY?

 using_my_voice



♡ 💬 🚩

LGSM in the 1980's, an LGBT+ activist group marching in support of another marginalised group, Mine Workers.

Section 28 was a British law introduced in 1988 which made teachers fearful of talking about same-gender relationships. It was repealed in 2000 in Scotland and in 2003 in England and Wales.

 using_my_voice



♡ 💬 🚩

SESSION TWO ➡ CAMERA ROLLING

Aims

In this session, we will learn about The Hays Code, what it was and the effect it had on LGBT+ representation in film. We will then look at LGBT+ representation in television today and explore the difference it can make when LGBT+ people are behind the lens, telling their own stories.

Learning Intentions

Young people will:

- Understand what The Hays Code was and how it affected LGBT+ representation in film.
- Analyse a modern example of positive LGBT+ representation in TV and evaluate the impact that this can have.
- Consider what it means to have LGBT+ people “behind the lens” telling their own stories.

National Curriculum Links

Relationships and Sex Education

- Respectful relationships, including friendships. Pupils should know:
 - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.

KS4 Media Studies

- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics.

Resources

Supplied: The Hays Code factsheet
TV Analysis worksheet

Needed: A projector and speakers to play videos
Pens

Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Print or photocopy The Hays Code factsheet (one per two young people).
- 3) Print or photocopy the TV Analysis worksheet (one per young person).

Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p>Question to ask the group:</p> <ul style="list-style-type: none"> • Who can recall what the acronym LGBT+ stands for? <p>LGBT+ = lesbian, gay, bisexual, trans, plus other related identities.</p>
20 mins	The Hays Code	<p>Share with the group:</p> <p>Between 1930 and 1968, it was unlikely that you would have seen any of the following in many films:</p> <ul style="list-style-type: none"> • Interracial relationships • LGBT+ people, including same-gender relationships • Swearing • Suggestive nudity • Disrespecting authority figures <p>Question to ask the group:</p> <ul style="list-style-type: none"> • Why do you think this is? <p>Hand out The Hays Code factsheets and give the group time to read the information.</p> <p style="text-align: right;">CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What was The Hays Code? • When was it in effect? • What was its purpose? • What did it ban? • What is “queer coding”? • How do you think the code impacted LGBT+ representation? • How do you think the code impacted on LGBT+ people? • How do you think the code impacted on wider society?
20 mins	TV Analysis	<p>Share with the group:</p> <p>The Hays Code influenced how LGBT+ people were represented in films for the time it was in existence. LGBT+ people were either completely missing or were portrayed through “queer-coded” villains.</p> <p>Explain that you are now going to show the group a modern-day example of LGBT+ representation. Hand out the TV Analysis worksheets, then together, watch the trailer for Heartstopper:</p> <p>www.youtube.com/watch?v=FrK4xPy4ahg</p> <p>Young people should answer the questions on the TV Analysis worksheet about the trailer for Heartstopper that they have just watched.</p> <p>Questions on the worksheet and suggested answers:</p> <ul style="list-style-type: none"> • How is this series different compared to most series that involve a romance between characters? The series centres around a relationship between two boys rather than a girl and a boy. • How do you think the main characters might describe their sexual orientation? The characters might describe themselves as gay or bisexual. <p style="text-align: right;">CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <ul style="list-style-type: none"> How are the main characters portrayed? Positively? Negatively? Are they likeable characters? The characters are portrayed positively. They are the protagonists, and the audience is rooting for them. Would this TV programme have been made at a time when The Hays Code existed? No. The main characters are LGBT+ and are “goodies”, they are not portrayed in a negative light. The Hays Code said that the audience should not have sympathy for LGBT+ characters, and that they should end up being punished as they had been portrayed as villains. How might the representation seen here make the audience feel about LGBT+ people and what it is to be LGBT+? They might feel that LGBT+ people should be treated equally and with respect, that LGBT+ people are just part of life’s rich diversity. LGBT+ viewers might enjoy having positive role models. <p>Once the group have completed the worksheet, invite feedback and discuss the answers together.</p>
10 mins	Behind the Lens: Video and Discussion	<p>Show this video of Heartstopper director Euros Lyn sharing why they chose a cast and crew comprising of LGBT+ people for the series:</p> <p>youtu.be/IgORMB3_zEk</p> <p>Once the film has been viewed, pose the following question for discussion, first in pairs, then as a whole group.</p> <p style="text-align: right;">CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <p>Question to ask the group with suggested answers:</p> <ul style="list-style-type: none"> • Is it important to give LGBT+ people the opportunities to tell their own stories in film and television, whether behind or in front of the camera? • LGBT+ actors being hired to play LGBT+ characters might lead to more accurate portrayals and less stereotyping as they have their real experiences to base their performance on. • LGBT+ scriptwriters might write the positive stories about LGBT+ they wish they would have had access to when they were younger. • LGBT+ people working in film and television are positive role models for LGBT+ young people. • LGBT+ people deserve to see themselves represented positively in film and television – if you can see it, you can be it. • Positive LGBT+ portrayals can change societal attitudes towards LGBT+ people in real life.
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - an online chat service where young people can chat to an LGBT+ youth worker. 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map.

THE HAYS CODE

Between 1930 and 1968 it is unlikely you would have seen any LGBT+ people or same-gender relationships portrayed in films. Films made in the United States during this time were bound by The Motion Picture Production Code, otherwise known as The Hays Code. This was a set of industry guidelines which banned certain themes or topics from being shown through the medium of film.

The Hays Code was created in order to ensure films only promoted “morality” through the censorship of content. The code spelled out acceptable and unacceptable content for films.

What did The Hays Code ban in films?

- Interracial relationships
- Sex perversion
- Nudity
- Swearing
- A character ridiculing the law or police officers
- A character disrespecting authority figures
- The clergy (for example priests and pastors) being portrayed as villains

Although the code did not specifically mention LGBT+ people, identities or relationships, LGBT+ people and storylines were excluded from films because at the time, same-gender relationships would have been considered as ‘sex perversion’.

“Queer Coding”

The Hays Code also stated that all criminal action in film had to be punished, so that “the sympathy of the audience shall never be thrown to the side of crime, wrongdoing, evil or sin.” In other words, it was necessary that a villain be punished by the end of the story, with the audience being left with the knowledge that what the villain had done was wrong.

Sometimes film makers hinted that a villainous character was LGBT+ through “queer coding”, which means they were given characteristics stereotypically associated with LGBT+ people. This resulted, for several decades, in the only representation LGBT+ people had through film was as villains, who were subsequently punished. Sadly, this most likely had a negative impact on how society viewed LGBT+ people, further perpetuating negative stereotypes.

As societal views progressed, the code started to feel outdated, and many film studios simply chose to stop following it. In 1968, The Hays Code was replaced with the film age rating classification system that we have now. The resultant effect of this change is, that today, we have the opportunity to create and enjoy much more positive representation of LGBT+ people, identities and relationships, in film and on TV.



TV ANALYSIS

How is this series different compared to most series that involve a romance between characters?

How do you think the main characters might describe their sexual orientation?

How are the main characters portrayed? Positively? Negatively? Are they likeable characters?

Would this TV programme have been made at a time when The Hays Code existed?

How might the representation seen here make the audience feel about LGBT+ people and what it is to be LGBT+?



SESSION THREE ➡ FASHION FORWARD

Aims

In this session, we will explore how attitudes towards clothing have changed over time, and look at some designers who challenge “gender norms” through their creations. We will then design some outfits based on ‘client’ briefs.

Learning Intentions

Young people will:

- Compare how attitudes towards different people wearing particular items of clothing have changed over time.
- Look at some LGBT+ designers who are challenging “gender norms” through their creations.
- Explore how attitudes towards women wearing “masculine” clothing are different to men wearing “feminine” clothing.
- Design an outfit for their ‘client’ based on a brief.

National Curriculum Links

KS3 Design and Technology:

- Design: Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations, and computer-based tools.

KS4 AQA Art and Design Textiles:

- Knowledge, Understanding and Skills: The way sources inspire the development of ideas, relevant to textile design including how ideas, feelings, forms and purposes can generate responses that address personal needs or meet external requirements, such as client expectations...

Resources

Supplied: Challenging “Gender Norms” Through Fashion sheet
Three Design Brief worksheets

Needed: Pen
Pencil
Colouring pencils or pens

Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) [OPTIONAL IF YOU HAVE A PROJECTOR] Print or photocopy the Challenging “Gender Norms” Through Fashion sheet (one per two young people).
- 3) Photocopy or print the Design Briefs, (at least one per young person).

Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p>Share with the group the idiom:</p> <p>‘Who wears the trousers in this relationship?’</p> <p>Question to ask the group, with suggested answer:</p> <ul style="list-style-type: none"> • What does this mean? By asking ‘Who wears the trousers in this relationship?’ you are asking, ‘Who in the relationship is in control, who makes decisions for both people?’ <p>Question to ask the group, with suggested discussion points:</p> <ul style="list-style-type: none"> • What are the problems with the idiom? Should one person be “in charge” of a given relationship? <p>It is believed the idiom was first used in the late 19th Century when women were not allowed to wear more masculine clothing such as trousers. In this era, women had fewer rights than they do today, and it was expected that women obeyed and submitted to their husbands.</p> <p>Today, some people still see being more masculine as being more powerful, and femininity being weaker. This is not the case, as we have many world leaders who are feminine.</p>

Time	Activity	Method
15 mins	Challenging Stereotypes and Expectations	<p>Share with the group:</p> <p>In the 1940's and 50's, in the USA, police arrested multiple people for wearing clothing that wasn't seen as typical for their gender assigned at birth. Many of these people were LGBT+.</p> <p>In New York City, a law prohibiting wearing the clothing not typical to your gender assigned at birth did not exist, but it is believed police used laws named the 'Masquerade Laws' that prohibited 'costumed dress', to enable them to target LGBT+ people.</p> <p>It was widely believed in the LGBT+ community and used as an informal rule of thumb, that if you wore at least three items of clothing 'typical' of your gender assigned at birth, then the police would not arrest you. So, a woman wearing a shirt and trousers could be arrested for not wearing enough clothing typical to her gender.</p> <p>Project (or hand out) the 'Challenging Gender Norms Through Fashion' sheets. All of the clothes shown on the sheet were designed by LGBT+ designers. LGBT+ fashion designers, throughout history and today, have designed pieces to challenge and breakdown gender stereotypes, and challenge what "masculinity" and "femininity" can look like.</p> <p>Ask the group to look at the celebrity images and discuss in pairs whether they think each celebrity could have walked freely around New York City in the 1940's and 50's? Once the images have been discussed in pairs, ask some young people to feedback to the group about what they discussed.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Billy Porter's tux dress made headlines, as did Harry Styles wearing a dress on the cover of Vogue. Why do women wearing suits, shirts and trousers not make everyday headlines? • Could boys in your school wear a skirt? Could girls wear shorts as part of their uniform?

Time	Activity	Method
35 mins	Design Time	<p>Hand out the Design Brief worksheets to the group, one per young person. There are three worksheets to choose from and if there is time, young people can complete more than one.</p> <p>Share with the group:</p> <p>Like Yves Saint Laurent and Christian Siriano, you are going to design outfits for clients that break “gender rules”. Read through your client’s brief and design an outfit that meets their needs. Sketch your design over the body templates provided and colour them in. Don’t forget to annotate your sketch with fabric choices and design details that may be difficult to see on your sketch.</p> <p>It would be great to display the creations! And why not share them with us:</p> <p>Instagram: @the_proud_trust</p>
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - an online chat service where young people can chat to an LGBT+ youth worker. 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map.
	Homework Task	<p>The final session of this pack works best if the group have had a chance to do some prior research. Ask the group to come to the next session with a list of LGBT+ musicians.</p>

CHALLENGING “GENDER NORMS” THROUGH FASHION



This dress by gay designer Alessandro Michele for Gucci fashion house is being worn by singer Harry Styles for a picture that went on the cover of Vogue magazine.



Christian Siriano is a gay designer who is renowned for dressing women of all shapes and sizes. More recently, Siriano has been designing show-stopping gowns for male actor, Billy Porter.



Cara Delevingne here is wearing a tuxedo to the wedding of Princess Eugenie. It was designed by Giorgio Armani, who is believed to be the richest openly bisexual person in the world.

DESIGN BRIEF 1

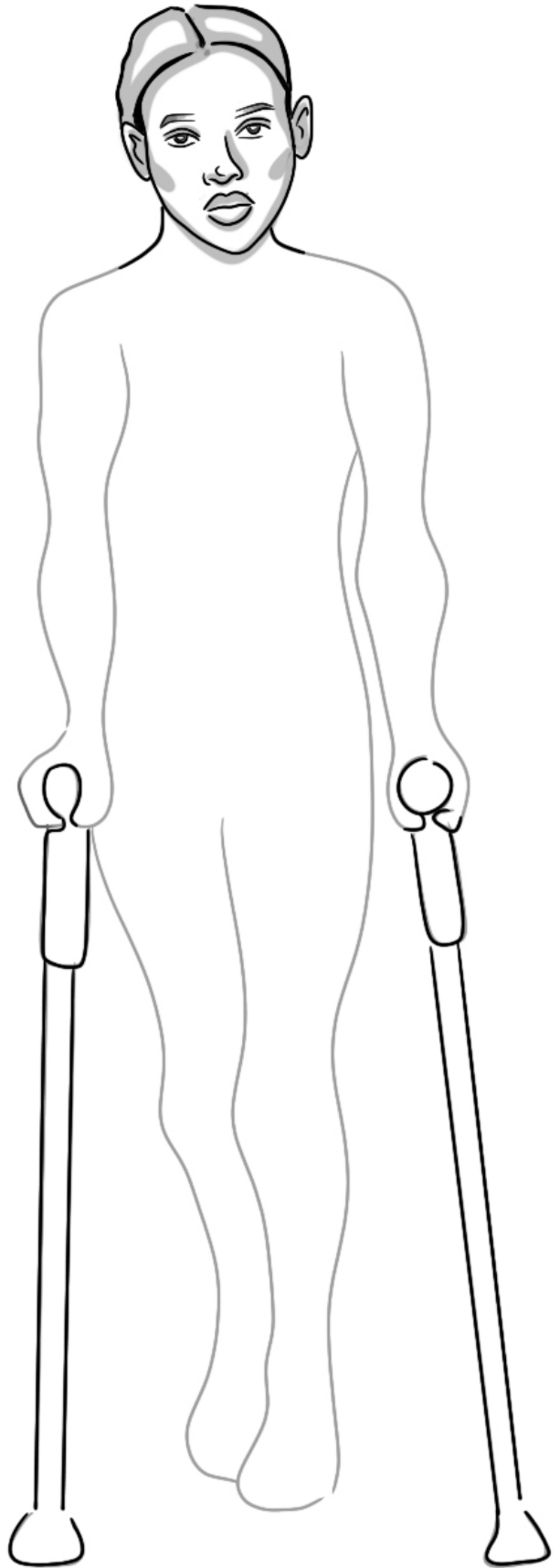
Name: Ashley

Pronouns: He/Him

Gender: Man

Brief: Ashley works in an office where he is expected to dress smartly every day. Ashley enjoys wearing skirts, and out of work will often wear them paired with a t-shirt and trainers. Ashley would like you to design a formal outfit to wear to work that includes a skirt.

Additional Information about your design:



DESIGN BRIEF 2

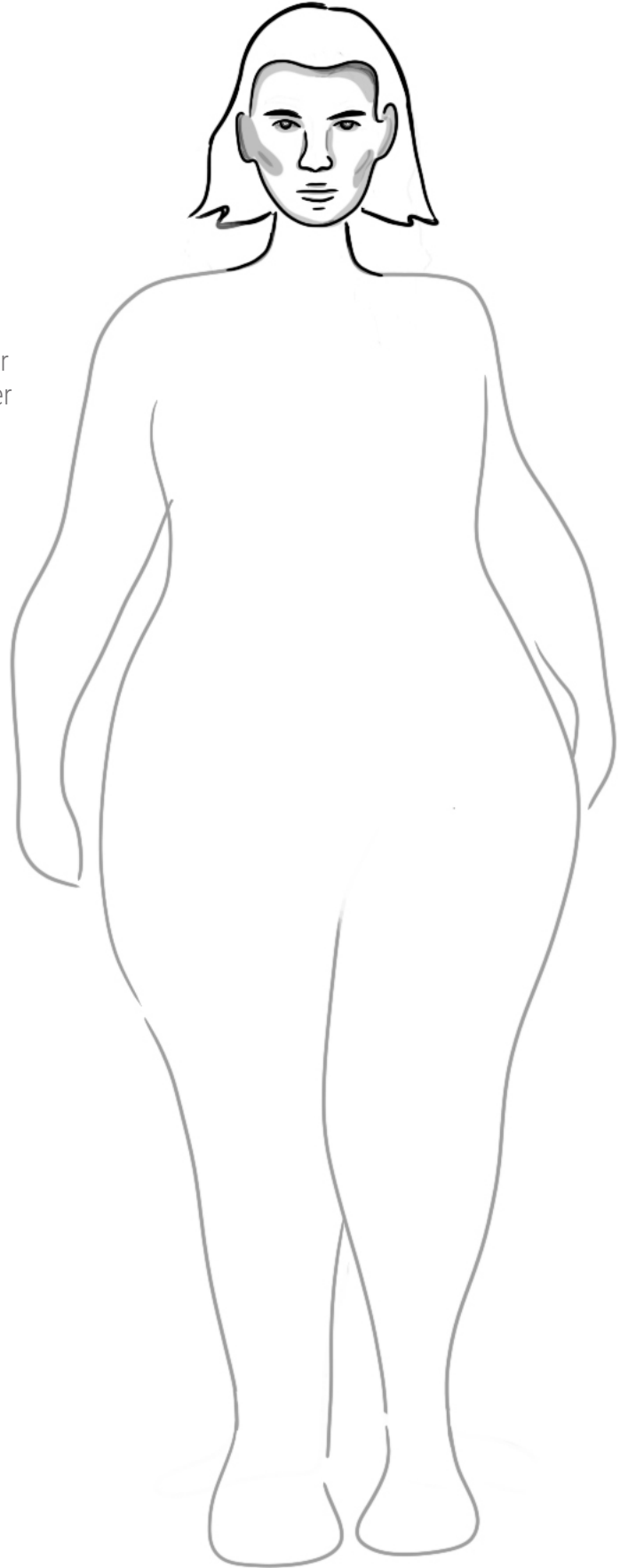
Name: Emily

Pronouns: She/Her

Gender: Woman

Brief: Emily is planning her wedding to her fiancée Aiysha. Day-to-day Emily would describe her style as masculine. Emily would like you to design her dress for her wedding. She wants to feel comfortable and for her dress not to be too far from her usual style.

Additional Information about your design:



DESIGN BRIEF 3

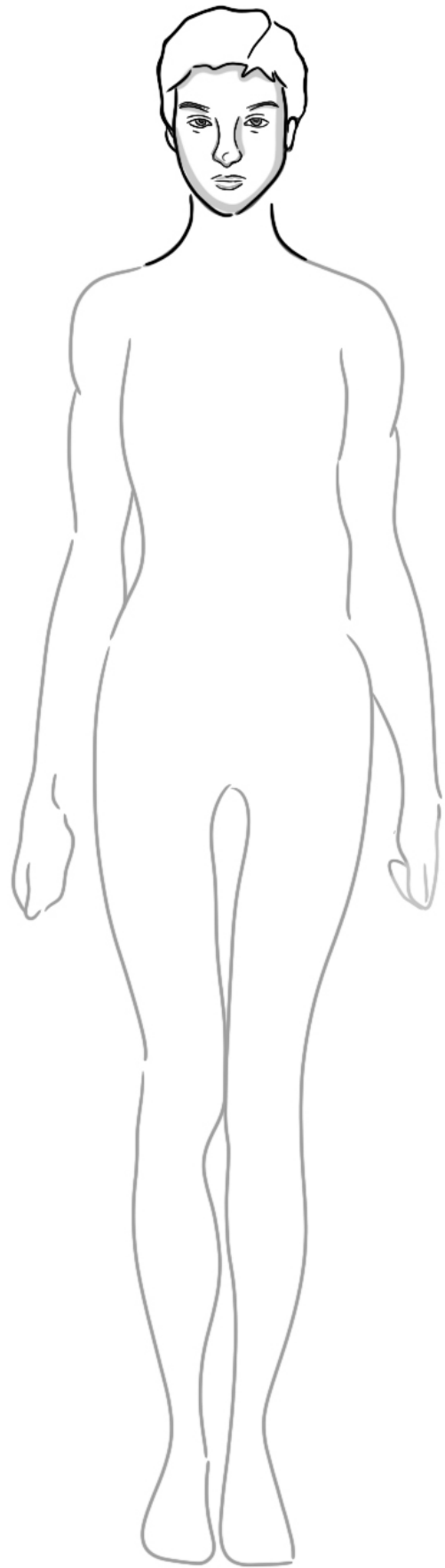
Name: CJ

Pronouns: They/Them

Gender: Non-binary

Brief: CJ would like you to design an outfit for their prom. They prefer suits over dresses, and like jewel tones. CJ was born in Japan and would like you to take some inspiration from the kimonos they see their family members wear on special occasions.

Additional Information about your design:



SESSION FOUR ➡ LOUD AND PROUD!

Aims

In this session we will learn about LGBT+ composers and musicians, explore why the visibility of LGBT+ people in music is important and then create our own LGBT+ music festival poster.

Learning Intentions

Young people will:

- Learn about LGBT+ composers and musicians who have made a big impact in the music industry.
- Consider why visibility of LGBT+ people in music is important.
- Synthesise information collected from their own research into LGBT+ composers and musicians by designing a festival poster.

National Curriculum Links

KS3 Music

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Resources

Supplied: LGBT+ Musician Quiz sheet
LGBT+ Festival Poster template

Needed: Paper
Pen
Colouring pens/pencils
A computer with speakers and access to the internet

Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Have this video playing when young people enter the space
www.youtube.com/watch?v=haPV49LVle0
- 3) Print or photocopy the LGBT+ Musician Quiz sheet (one per 2-4 young people).

Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Have 'Switched-On Bach' by Wendy Carlos playing as young people enter the space:</p> <p>www.youtube.com/watch?v=haPV49LVle0</p> <p>Introduce the topic by reading the aims of the session.</p> <p>Ask young people to get out the list of LGBT+ musicians that you set them as a homework task last time. Go around the space and ask each young person to say the name of an LGBT+ musician that they have identified. As these are being read out, young people can add further LGBT+ musicians to their own list. Tell the group to keep their lists safe, they will need them later!</p>
10 Mins	A Musical LGBT+ Role Model: Wendy Carlos	<p>Share with the group:</p> <p>Throughout history there have been numerous inspirational LGBT+ people working in music. One lesser-known example is Wendy Carlos.</p> <p>Wendy Carlos, a trans woman, has been described as one of the most important living figures in the history of electronic music. In 1964, as a young music and physics graduate, Wendy met Robert Moog and contributed to the development of early Moog synthesisers. Wendy's million-selling 1968 album 'Switched-On Bach' became the second classical album ever to go platinum in the United States and made the Moog synthesiser internationally famous. After this, Wendy wrote remarkable film soundtracks for Stanley Kubrick's 'A Clockwork Orange' and 'The Shining', as well as for Disney's 'Tron'.</p> <p>Watch this video of Wendy Carlos explaining their work:</p> <p>www.youtube.com/watch?v=Z3cab5lcCy8</p>

CONT...

Time	Activity	Method
		<p>CONT...</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What do you think of Wendy Carlos's music? • When it was first released it divided opinion. Why do you think that is? • How does it compare to modern electronic music? • Why is it important that we have positive LGBT+ role models in music?
20 Mins	LGBT+ Musician Quiz	<p>Hand out the LGBT+ Musician Quiz sheets. Each of the links (and answers) below corresponds to the numbered question on the quiz sheet.</p> <p>Click on the links below to play (audibly only) 20 seconds of each of the eight songs. By listening to the music, and by looking at the pictures and reading the information on the quiz sheet, young people can try and answer each question, writing their answer on the sheet.</p> <p>Once complete, ask the group to swap quiz sheets with another team and go through the answers. One point for each correct answer:</p> <ol style="list-style-type: none"> 1. Sam Smith www.youtube.com/watch?v=eAjV9H4dQ8U 2. Against Me www.youtube.com/watch?v=8VxgeZ9v048 3. Lil Nas X www.youtube.com/watch?v=pl5WHx8QCVk 4. Tegan and Sara www.youtube.com/watch?v=tHxBA-vgww4 5. Halsey www.youtube.com/watch?v=1JiDzwbQgTI 6. The Buzzcocks www.youtube.com/watch?v=510B2YoC4sg 7. Claud www.youtube.com/watch?v=g7ViZbpVoml 8. Janelle Monáe www.youtube.com/watch?v=czkvmUZ1Vug <p>Did any group get all eight answers correct?</p>

Time	Activity	Method
20 Mins	LGBT+ Festival Poster	<p>Hand out the Festival Poster templates. Using either the list completed for the homework task prior to the session or using the LGBT+ musicians that they have learnt about during the quiz, young people will design a poster for a music festival full of inspiring LGBT+ role models, showcasing a diverse range of LGBT+ representation. They may either use the festival poster template provided in this pack or create their own poster from scratch on a blank piece of paper.</p> <p>You might show the group some examples of real festival posters before they begin to give them some ideas.</p> <p>Each Festival Poster could contain the following:</p> <ul style="list-style-type: none"> • The festival's name. • The festival logo. • Colours important in the LGBT+ community, such as those within Pride flags. • Pictures. • The time and date (consider whether the festival is on one day or over several). • The artists playing (consider whether they are all playing on one stage or whether there are multiple stages). • A headline act. • The price of tickets. • Contact and booking information. <p>Once complete, ask some young people to showcase their work to the rest of the group and explain their choices.</p> <p>Question to ask the group:</p> <ul style="list-style-type: none"> • Who have you chosen as the act to headline the festival and why? <p>It would be great to display the creations! And why not share them with us:</p> <p>Instagram: @the_proud_trust</p>

Time	Activity	Method
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - an online chat service where young people can chat to an LGBT+ youth worker. <div data-bbox="948 898 1295 1122" style="text-align: center;">  </div> <ol style="list-style-type: none"> 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map.

FIND AN LGBT+ YOUTH GROUP NEAR YOU

WHERE I AM

within 10 miles ▼

I'M LOOKING FOR A...

Digital Youth Group











LGBT+ Youth Group

Trans Specific Youth Group

YPoC LGBT+ Youth Groups

»»» SEARCH

OUR SYMBOLS EXPLAINED

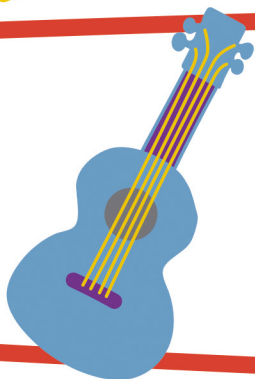
									
Youth groups run by The Proud Trust	Youth groups run by other organisations	LGBT+ Groups In Schools				LGBT+ Youth Groups	Trans Specific Youth Groups	YPoC LGBT+ Youth Groups	Digital Youth Group



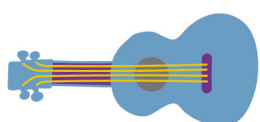
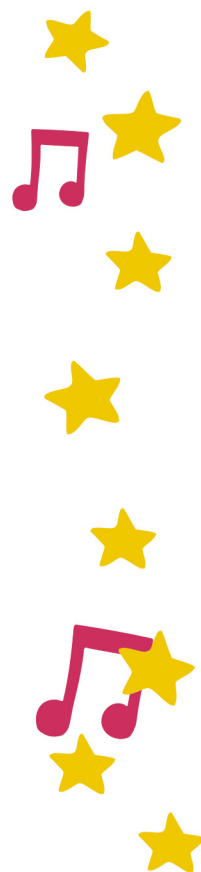
Festival Name



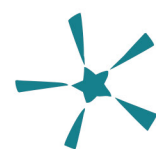
Headline Act



Line-up



Information: Cost, Location, Website, etc.



Looking for more free lesson plans to make your classrooms even more LGBT+ inclusive?



rainbowflagaward.co.uk/the-classroom

Doing great work around LGBT+ inclusion in your school or college?



Have your work recognised and celebrated!

rainbowflagaward.co.uk

Have an LGBT+ group in your school or college?



Join the LGBT+ Groups in Schools Alliance!

tinyurl.com/wosvbj5

the PROUD TRUST
FOR LGBT+ AWARENESS TRAINING, EDUCATION & RESOURCES
training@theproudtrust.org | theproudtrust.org | 07531 061777



Charity number 1161102

• THEPROUDTRUST.ORG •