

Lesbian Gay Bisexual Trans History Month Tool Kit for Schools

February is Lesbian Gay Bisexual Trans History Month



Lesbian Gay Bisexual Trans History Month

TOOL KIT FOR SCHOOLS

This Tool Kit is designed to give you tips on how to start bringing LGBT History Month into your school or Youth Club.

If you are planning an event, or you would like to know how to, then this is the guide for you. The activities we can offer are as diverse and creative as its people and make a real difference. It contains four sections.

- ❖ Glossary of Terms,
- ❖ Reasons and Arguments for celebrating LGBT History Month and/or staging LGBT History Month events,
- ❖ Making LGBT History Month Celebrations Successful
- ❖ Access [via Internet web links] to Resources and Materials to use when planning an LGBT History Month event, and
- ❖ Lesson Plan Examples.

Glossary of Terms

DCSF and DfES

Department of Children, Schools and Families, designs legislation and guidance for schools since 2007,

Prior to DCSF, DfES, the Department for Education and Skills, covered schools.

DCSF Guidance on Homophobic Bullying

In 2007, the DCSF produced a 'Guidance for Schools' for governors, heads and teachers on how to reduce and prevent: Homophobic Bullying in schools. It was imbedded in the Safe to Learn stream that addressed, among other things, Anti-bullying Work in Schools.

The Guidance can be found by using the following link.

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/>

Its relevance to LGBT History month lies in the advice it gives that LGBT issues should be included, "in the curriculum as a whole in an age appropriate way and in accordance with national curriculum subject frameworks and guidance so that pupils understand and appreciate diversity".

“Every Child Matters: Change for Children”

A government initiative in 2005, intended to promote, for every child, what ever their background or their circumstances, to have the support they need to:

Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well Being.

The initiative is described in detail on the following website.

<http://www.everychildmatters.gov.uk/aims/>

Heteronormativity

Assertions that normal people are white, able bodied, young, middle class, heterosexual, male and Christian are endemic in so-called western societies. This results in subtle or declared barriers that affect/disadvantage people on the grounds of prejudice against anyone outside the norm (with regard to gender, gender identity, sexual orientation, race, age, religion and belief, class and/or disability).

Any disadvantage accrued by those ‘outside the norm’ is blamed on the person the ‘normal’ people see as ‘different’, that is, different from them or not ‘normal’.

LGBT History Month

Since 2005, LGBT History Month has been celebrated in the UK in February. Building on the success of Black History Month and Women’s History Month, its celebration provides schools and other organizations opportunities to focus on, retrieve and establish the stories of the experiences, contributions and achievements of lesbian, gay, bisexual and trans people.

LGBT History Month Events

Since 2005, schools and community groups have held special gatherings, assemblies and lesson streams, that reveal, study and celebrate some aspects of LGBT histories, all happening during the month of February. Some examples of non-school events are: art exhibits, films, personal anecdotes, book discussions, pub quizzes and historic walks.

School events have included assemblies that celebrate a life of a famous LGB/T person, lessons on the development of LGBT Human Rights, lessons on the roles LGBT people have played in science, e.g. computer science.

Reasons and Arguments for celebrating LGBT History Month and/or staging LGBT History Month events

In this fast changing world, education can and should help young people prepare to meet the challenges they will meet now and in the future. Celebrating LGBT History Month provides a vehicle for such preparation in many ways.

- The lives of young people are shaped by their experiences. Celebrating LGBT History Month can give children and young people the knowledge, understanding, skills and

values that they will need if they are to participate fully in ensuring their own and others' well being.

- It involves the children and young people fully in their own learning by using a wide range of activities with participatory learning methods. These methods engage the learner while developing self confidence, self esteem and critical thinking skills.
- Communication, co-operation and conflict resolution can play a large part in the students' experiences of LGBT History Month. The resulting harmony may motivate positive behavior and achievements across the school.
- Participative education techniques are powerful tools for making a positive difference in people's perceptions. Such learning encourages children and young people to care about each other and develop empathy.

The Aims & Intentions of LGBT HISTORY MONTH, long-term

Given an opportunity to experience and participate in a wide range of LGBT focused events, students may be better equipped to contribute to a safer and more cohesive society.

The month can be used to plan a festival of celebrating the history of Lesbian, Gay, Bisexual and Trans people in all their diversity, throughout the ages and in modern times, and thereby promote diversity and justice, equality and respect.

The Obligations Schools have to Prevent Bullying

Since 1990, legislation has been passed which lays a duty on public bodies including schools and the youth services to challenge all forms of discrimination and to actively promote equality of opportunity. Here are the laws and guidances which may be useful to quote if your school argues that LGBT History Month cannot be a priority.

- United Nations Rights of the Child (1990)
- European Human Rights Act, 1998
- Learning and Skills Act 2000 and the Sex and Relationships Guidance (2000 and 2004)
- Race Relations (Amendment) Act (2000)
- Equal Age of Consent (2001)
- Bullying: Don't Suffer in Silence DfES, (2002)
- Children Act (1989, 2002, 2004)
- Sexual Orientation, and Religion and Belief Discrimination Regulations (2003)
- OFSTED inspectors will report on how schools are promoting the five outcomes of Every Child Matters DfES, (2004)
- Civil Partnership Act (2004)
- Gender Recognition Bill (2004)
- Disability Equality Duty (2006)
- Gender Equality Duty (2007)

- Goods and Services Provision (2007)
- DCSF guidance on homophobia (2007)
- Social Cohesion Duty September (2007)
- Forthcoming DCSF guidance on Transphobia (2007)
- Single Equalities Act (2009)

Hate Crimes

Since the death of Stephen Lawrence and the report that followed in 1999, the UK has done much to encourage cohesion, and educate people to recognise that all incidents based on stereotypes, prejudice and discrimination are considered hate crimes and unacceptable.

The police have now adopted a very useful definition of a racist incident.

Any incident which is perceived to be racist by the victim or any other person.

They used the same format to define other hate crimes, for example, a homophobic incident is:

Any incident which is perceived to be homophobic by the victim or any other person.

(Such an incident is directed to impact upon those known or perceived to be

Lesbians, Gay men and Bisexual or Transgender people.)

According to the DCSF teachernet website “The government has made tackling bullying in schools a key priority ...[and] no form of bullying should be tolerated. Bullying should be taken very seriously; it is not a normal part of growing up and it can ruin lives.”

Celebrating LGBT History Month helps schools to meet their obligations to “have measures in place to encourage good behaviour and respect for others on the part of pupils, and to prevent all forms of bullying”.

Equality Impact Assessments

The legislation above addresses anti discrimination based on one or more of the following 7 strands: Disability, Trans, Race/Ethnicity, Sexual Orientation, Age, Gender, and Religion and Beliefs.

The government insists that all new policies, curricula and projects, be subjected to an Equality Impact Assessment, to ensure that such initiatives do nothing to disadvantage any people identified with one or more of the protected strands.

Equality Impact assessments are a useful tool to check whether our curriculum, policies and images around the school are inclusive and do not disadvantage anyone. The following link gives you the tools to do such assessments. Note that this scheme is only for 3 of the strands this will change as and when the new single equality policy is introduced.

With the advent of the new Single Equalities Act all public bodies will have a duty to promote all 7 equality strands.

<http://www.dcsf.gov.uk/publications/des/docs/EQUIAWorkbook.doc>

Human Rights

We now have a commission that supports equal human rights for all.

<http://www.equalityhumanrights.com/en/Pages/default.aspx>

A society committed to equal human rights protects and promotes real freedom and substantive opportunities so that people can live in the ways they value and choose. Everyone can flourish. An equal society recognises that people's needs, situations and goals differ and limits the barriers that limit what people can do and can be.

Effects of Homophobic Bullying

DCSF Guidance of 2007 states;

“Teaching about sexual orientation does not mean teaching about sex or sexual activity. Instead, it is about teaching pupils about difference and diversity. Teaching about sexual orientation, and bullying, will prevent homophobic bullying”. Page 61

Homophobia is prevalent in our schools, and has disastrous consequences. Its effects can increase a child or young person's risk of contemplating or actually committing suicide. Transphobia can be as destructive; self harm or self destructive coping strategies can and do end in Para-suicide. Homo/Transphobic abuse effects self esteem, self value, self worth and self belief which in turn affects a child's or young person's ability to learn and achieve to their potential.

- Sixty five per cent of Lesbian and Gay pupils have experienced homophobic bullying.
- Of those, 92 per cent (143,000) have experienced verbal homophobic bullying, 41 per cent (64,000) physical bullying and 17 per cent (26,000) death threats.
- 97 per cent of Gay pupils hear derogatory phrases such as 'dyke', 'queer' and 'rug-muncher' used in school.
- Half of teachers fail to respond to homophobic language when they hear it.
- Thirty per cent of Lesbian and Gay pupils say that adults - teachers or support staff - are responsible for homophobic incidents in their school
Less than a quarter of schools have told pupils that homophobic bullying is wrong.
- See http://www.stonewall.org.uk/education_for_all/research/1790.asp

Every Child Matters -- How Celebrating LGBT History Month Helps Schools meet the demands of this DCSF initiative

Here is the link to the Every Child Matters website: http://www.qca.org.uk/qca_15300.aspx

Being healthy

- the importance of eating sensibly, staying physically active and getting enough rest
- how to make positive choices and take sensible actions
- how to protect their emotional, social and mental wellbeing
- the long-term consequences of the lifestyle choices they make now.

Expressed homophobia that goes unchallenged is dangerous to the health of youth who are questioning their sexual orientation or are fairly certain they are LGBT identified.

Young LGBT people are at significantly higher risk than their heterosexual peers of suffering from low self esteem due to bullying within the school environment, *when the school does not take seriously its responsibilities to stop the bullying*. Unchallenged Homo/Transphobia also leads to internalized Homo/Transphobia, a form of self hate.

LGBT youth (actual or possible), are more likely to engage in risk-taking behaviour in an attempt to fit into an environment that often ignores or harasses them. For instance, LGBT youngsters are responsible for a high number of unwanted pregnancies; are more likely to suffer from eating disorders; are more likely than heterosexual youth to be users of drugs and alcohol. Suicide rates of LGBT young people are also higher than in the general youth population.

Because celebrating LGBT History Month challenges all forms Homophobia and Transphobia, it helps schools to meet these aims.

Staying safe

- how to identify and minimise risk
- how to make informed and safe choices
- how to stand up for their own opinions and resist unhelpful peer pressure.

The impetus for designing strategies for preventing and dealing with homo/transphobic bullying may derive from LGBT History Month celebrations. Student involvement in the development of such strategies may in fact be a project undertaken in February.

Setting up a Gay Straight Alliance (www.schools-out.org.uk/stk/stk_gsa.htm) would be another effective way of encouraging a 'safe to learn' environment in your school through the promotion of mutual respect. Questioning stereotypes gives all young people the confidence to be themselves. The Alliance tends to result in such challenging.

Enjoying and achieving

- how to work imaginatively and creatively to develop new ideas, insights and ways of doing things
- how to assess their skills, achievements and potential in order to set personal goals and achieve their best
- the joy to be gained from successful learning.

All schools want their students to achieve to the best of their ability, yet we recognize that a significant proportion of LGBT young people leave schools at 16 despite achieving marks that merit continuing with their education. The celebration of LGBT History Month shows all students that the school values their enjoyment and achievements. Once Homo/Transphobic and other forms of bullying stops, pupils feel free to take creative risks and are set fair to achieve their potentials. School becomes a place where students want to be.

Make a positive contribution

- to form positive relationships and not to bully or discriminate

- about the different roles that people play in a community
- how they can contribute to their own school and the wider community
- how to work effectively with others.

If the celebration of LGBT History Month includes the inclusion of LGBT role models throughout the curriculum, it becomes easier for LGBT youth to imagine the positive contributions they may make to our society.

This focused month is uniquely placed as a national initiative encouraging staff and students alike to collectively challenge the homophobia and prejudice which is endemic in our society. Diverse images round the school that include LGBT people at work and as parents contribute much to set new norms. Young people who have experienced a well rounded and balanced curriculum at school level are far more likely to grow into well rounded balanced adults. The government has placed a responsibility to build and facilitate community cohesion.

Achieve economic well being

- about the global economy and how businesses work
- the qualities and skills needed for adult working life
- to be enterprising
- how to manage their own money

Young people need to know what to expect in the work environment and knowledge of legislation governing fair employment practice and demanding peer respect in the workplace could improve students chances of success at work. During February, students could learn that LGBT employment rights are now protected and therefore, expressed Homo/Transphobic attitudes at work will attract disciplining from management.

Making LGBT History Month Celebrations Successful

Preparing School Staff to Celebrate LGBT History Month

Consider getting training for staff on equality and diversity issues that includes LGBT issues or training on LGBT issues, specifically.

There are various groups who can deliver such training to schools.

If your local council doesn't know of groups or organisations offering training, here are some suggestions. (Perhaps you can pass these on to your Human Resources Department.) These web sites link to people who offer diversity training:

<http://www.intercomtrust.org.uk/>

<http://www.thechrysalisteam.co.uk/>

<http://www.challengeconsultancy.co.uk/>

<http://www.samtosha.co.uk>

LGBT History Month as a Whole School Project

Ideally LGBT History Month should encompass the whole school. This approach gives children and young people the understanding that THEIR school has an ethos and a culture that values every pupil.

When working with children it is important that we provide positive images and information about the people associated with all the diversity groups, equality strands.

LGBT History is relevant to all areas of the curriculum

As we become familiar with the contributions made by LGBT people throughout History it becomes obvious that LGBT History has relevance to all areas of the curriculum.

Every subject can explore either LGBT people, or issues in an appropriate way that adds value to the subject and makes the reality of LGBT people or their particular experiences, both visible and valuable.

Here are some examples taken from one school's celebration of LGBT Month.

Maths lesson explored the work of Alan Turing, [a gay man], known as the Father of Computers.

English lesson read James Baldwin [a gay man], and explored how his sexual orientation affected his work. Jackie Kay, a lesbian of black Scottish heritage is another fine writer pupils can study.

Geography lesson explored population movement and discovered why and how LGBT people move to cities around the country and sometimes move to new countries.

Religion class explored how various texts mention sexual orientation and gender and how people differ in their interpretation and behaviour and how these can be interpreted in terms of social harmony.

Media lessons explored the images of LGBT people and why they are predominately young and male and white people.

Science lesson discussed genes and gender and the concept of intersex.

Art class used to produce images of LGBT people that could be used in the school

Drama season used LGBT History as the basis of an improvised play to educate and entertain the whole school on the issues.

Design and Technology lesson on some of Leonardo da Vinci's inventions, and remembering to expose his bi-sexual identity.

See LGBT Anniversaries on <http://www.lgbthistorymonth.org.uk/events/docs/anniversaries.doc>

Modern Foreign Languages lesson using diverse case study situations when developing vocabulary which includes LGBT people.

Music lesson that chooses one of the composers and singers both past and present that are from the LGBT 'community'. Are the themes of their songs relevant to their LGBT experiences?

Books relevant to LGBT History

The No Outsiders project <http://www.nooutsiders.sunderland.ac.uk/>

makes it clear how the introduction of a variety of books listed on the site gave rise to a variety of work in primary schools, that included music, drama, art, reading skills, SRE.

Diversity comes in Multiples

As pupils discover what LGBT people have contributed to society over the centuries we can show them that each individual encompasses a diversity of experiences and identities. For example, Bayard Rustin, an aid to Martin Luther King was gay and black and proud of both identities. Freda Kahlo, an artist of Mexican heritage was bisexual, and was disabled for many years of her adult life.

Many of our students can be identified with more than two protected strands, e.g, be Asian, disabled, and have Lesbian parents, [see Equality Impact Assessments].

Access to Resources, Materials and examples for planning and designing LGBT History Month events and celebrations (via web links)

You can access ideas for activities and some Lesson Plans from these web sites. This not an all inclusive list.

<http://www.schools-out.org.uk/teachingpack/contents.htm>

<http://www.lgbthistorymonth.org.uk/schools/SNSchool.htm>

www.intercomtrust.org.uk

<http://www.nooutsiders.sunderland.ac.uk/teachres>

<http://www.nut.org.uk/searchresults.php?keywords=lgbt>

<http://www.stance.org.uk/page108.asp>

<http://www.hamiltonfamilyaction.org/Education/EquitySO/SampleLessonPlans.htm>

http://www.pfc.org.uk/files/Lesson_Plan-Gender_Variance.pdf

<http://www.lgbtyouth.org.uk/news/toolkit-for-teachers.htm>

http://downloads.bbc.co.uk/worldservice/learningenglish/uptodate/pdf/uptodate2_out_plan_070216.pdf

<http://www.breakingnewsenglish.com/0507/050701-samesex-e.html>

http://www.stonewall.org.uk/education_for_all/

Lesson Plans for Schools and Youth Clubs

The following Lesson Plans were written for this Tool Kit.

The aim of this section is to provide teaching staff with practical lesson plans and starter points for topics of work that may relate to LGBT History Month. In their simplest use they can be followed to teach a simple, one off lesson during the month of February. We hope that they can also be used to demonstrate to staff how the integration of LGBT awareness and issues can be done on a wider day-to-day scale and in line with the demands and topics of the national curriculum. As a starter we have included plans for the following subject areas...

- ❖ English

- ❖ Media
- ❖ History
- ❖ Art
- ❖ Drama

A comprehensive list of further resources, films, TV and literature can be accessed from

www.schools-out.org.uk/teachingpack/contents.htm

Drama/ English

This session uses movement, debate and positioning to allow young people to question and explore their initial reactions to statements about sexual orientation. The young people must be prepared that this session may cause them to question and think deeply about their own prejudices and where such prejudice has come from. It should be made clear that no young person will be 'singled out' for their view, even if this view is considered prejudiced or homophobic. However, it should also be understood that other young people within the group have the authority to challenge the view of any other member should they wish to do so. The teacher should be fully alert to any signs of 'pre-existing' homophobia towards any individual or group of individuals within the class and it should be made clear that this is completely unacceptable. The teacher should also be aware that, whilst some young people may well express very open and socially commendable views, others may not, and the teacher should be prepared to respond as necessary. The statements do not necessarily reflect the opinions of any one person or organisation and have been designed to provoke a response from young people, for instance the statement 'it's trendy at the moment to be gay' may seem irrelevant and obviously provocative, but is a useful starting point to get young people talking about how perceptions of LGBT identity have changed or developed.

Session 1- Prejudice

Learning Intention (LI)- (young person target) To interrogate my reactions and feelings towards people who are lesbian/bisexual/gay.

LI- To stimulate debate and facilitate the early exploration of attitudes towards prejudice and discrimination on the basis of sexual orientation.

Starter

Explain main points of above statement to young people.

Agree the rules of the session

1. Young people are free to express any opinion that they wish but that the group also have the power to challenge this view.
2. The opinion of one person or group is not superior to any other. There are no right or wrong answers, just different thoughts and feelings.

Explain that opinion can often best be gauged on a continuum. It is not often that we definitely agree or definitely disagree with something.

Assign the two concepts 'agree' and 'disagree' at opposite ends of the room. Tell the young people that you will read a statement and ask them all to move. They can stand at any place

along the continuum but they cannot be exactly in the middle. If you are working with a large group it can be easier to ask them to move and then sit down while you manage the debate.

Ask all the participants to stand at the front of the room so that they all begin on an 'equal footing'.

Main Activity

Read each of the following statements (or any others you might like to add) and then ask the young people to move. Try to encourage them to go quickly, working on 'gut feeling' rather than waiting to see where other people go. After each one, ask if anyone would like to explain why they have chosen that place on the line. It might be particularly useful to try and speak to people who had a difficult time making their choice as well as those who seemed to have a definite and immediate decision. After discussion you can allow the young people to move to a different place on the continuum if they would like.

Two lesbian women should be able to adopt a baby together.

Lesbian, Gay and Bi-sexual people should be able to serve openly in the army and navy.

Two gay men should be able to kiss in public.

Gay men make good teachers and youth workers.

It's trendy to be gay at the moment.

It's trendy to be a lesbian at the moment.

Most people know they are gay and have come out by the time they are 16.

Gay people are treated unfairly.

People choose to be bisexual.

Most lesbians are cat lovers, and most gay men are hairdressers.

Bisexual people aren't brave enough to just be gay.

Plenary

The teacher should be aware that this session may have evoked unexpected emotions and/or reactions in the young people. There may also have been strong discussions between individual members of the group. It is therefore important that this is resolved before the young people leave the class.

Team game- Untying the Knot.

Encourage all of the young people to stand in a circle. Then ask them to put their arms in the air and walk into the middle together. When they get to the centre ask them to reach out and grab the hands of two other people (preferably not the people either side of them!). When everyone has two hands tell the group that they have 5 minutes to untangle themselves without letting go. It is very unusual to completely untangle the knot so when they have made a good go at it stop the activity and praise the group for working well together.

This game can be substituted by any 'team game' that you feel would work better within your setting. The idea is simply to bring the group back together before the session ends.

Session Two- English

Including a text written by or containing LGBT content each February is a simple way of involving your setting in the month. Examples of literature which explores an LGBT theme is available from: www.schools-out.otg.uk/teachingpack/bibliography.htm

The following session is based around the exploration of two poems. Langston Hughes' 'I too' and the Jackie Kay poem 'In my Country'

The poems are available from the following websites.

www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=1552

www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=5683

Both of the poems explore feelings of belonging and the displacement that Hughes and Kay felt as part of their childhood. They are both written in an auto-biographical first person style.

LI- (young person target) To think about 'belonging' and what it means to 'belong' to a certain society or group within a culture.

LI- To explore the issues of displacement and difference that are often felt by LGBT young people.

Notes on the two writers

Langston Hughes was a Black, American writer who was born in 1902 and died in 1967. He was allegedly the first black writer in America to earn his living solely from writing. He was also gay and, whilst he was a great champion for black civil rights, he often felt unable to speak out about his orientation, preferring to 'code' gay messages through his poetry as was conventional with many lesbian and gay writers. This session focuses on one of Hughes later poems, 'I, too'. The line 'I, too sing America' can be seen as such an allusion to the work of Walt Whitman who also wrote of singing America. The Isaac Julian film 'Looking for Langston' attempts to chart and acknowledge his gay identity using footage of underground gay clubs and meetings between Hughes and various male partners. It is a valuable resource but not widely available in this country. There are numerous early recordings and interviews with Langston Hughes on YouTube.

Jackie Kay is a black, Scottish, Lesbian Poet. She was born in 1961 in Edinburgh. Her mother was Scottish and her father Nigerian. She was adopted as a baby by a white couple. She now has a son and currently teaches creative writing at Newcastle University. Her poetry is often about her childhood and the feelings that were evoked for her from being the only person who was racially different in her surrounding area. She often uses her own life as the initial stimulus for her poetry. Her latest novel *Trumpet* explored the story of real-life trans Jazz musician Billy Tipton in a fictional, posthumous narrative told by various different voices. It is widely available, and suitable for use with KS4. This session focuses on one of Kay's shorter poems 'In my Country' which is suitable for young people of all ages.

Read/ Play the Poem- 'I, Too'

Why is the word 'too' in the title important?

Who is the majority that is conventionally considered to 'sing America'? And to whose poetry is this a reference?

How does the poem change from the word 'tomorrow'?

What is the voice's aspiration?

Why would there be any doubt that the voice 'is American'?

Extension- What is 'The American Dream' to which Hughes refers in the preface to this poem? Who invented this concept? Why might minority groups (for instance Hughes was both Black and Gay) feel in some way removed from the ideology of The American Dream? You can find plenty of information on this if you search the internet for 'The American Dream' and/or James Truslow Adams, who coined the term.

Read/ play the poem, 'In My Country'

What is the voice in the poem feeling?

Why do you think the woman doubts the heritage of the voice?

Why is the river in the poem 'honest'?

How is the landscape represented differently to 'the woman'? Which is represented more positively?

How does the tone and pace of the poem change when 'the woman' is introduced?

Plenary

Has there ever been an occasion when you have felt that you don't belong or that you don't fit? Allow the young people to discuss the different ways in which we can feel we belong. Do they feel part of their school community? How do they think the school community reacts to people who are different? Is this the same or different to the way in which the wider community responds to racial differences? Or differences of orientation or gender?

Session Three- History

It is important for young people to understand the contributions that have been made by LGBT campaigners in the past and the influence that this has had on the many different equalities allowed to LGBT people today. Looking at a timeline of LGBT history can be a really useful way of allowing young people to explore this.

Useful Material- Timeline of lesbian and gay history is available from www.stonewall.org.uk/information_bank/history_lesbian_gay/89/asp

LI - To gain a greater understanding of LGBT history

Give each of the young people a copy of a blank timeline (appendix one) or you may like to draw it on the board and work together. Tell them that you are going to give them some key events in LGBT history and that they are to site these events on the timeline. Just read the 'titles' of the events below, the additional information is for discussion use or for explanation following the timeline exercise. Be careful not to list the events in any particular order (they are deliberately mixed up below). Allow debate around each of the events but try not to allow any one train of thought to influence or hinder other discussion or choice.

Events

Gay Times is first sold in high street stores (1995)

Gay Times is a magazine aimed at gay men. It was first sold by the John Menzies Newsagent chain in 1995.

The first gay March is held in the UK (1971)

The first gay march in the UK took place in London, ending with a rally in Trafalgar Square protesting against the uneven age of consent for gay men (which at this stage were 21).

Sexual Orientation, Religion or Belief Anti-Discrimination Act (2003)

The first time LGB people are protected from discrimination and harassment on the basis of homophobia, in the work place

The first gay TV series is shown (1979)

Gay Life was the first ever gay television series. It was commissioned by London Weekend Television.

Trans people were given the right to change their gender 'definitively and for all purposes' (2004)

In 2004 transgender people were given the right to be heard before a 'gender recognition panel' to apply for a 'Gender Recognition Certificate'. In order that they are awarded one they had to show that they could answer 'yes' to at least three of these questions 1) Has the person taken decisive steps to live in the gender which they believe to be more appropriate? 2) Do they intend to live in that gender until they die? 3) Have they been medically diagnosed as having gender dysphoria? 4) Have they undergone any medical treatment?

The age of consent for gay men is lowered to 16 (2001)

Despite the fact that in 1998 an overwhelming majority of MP's voted to lower the age of consent to 16, the clause was defeated later that year by the House of Lords. Thus the age of consent was not actually reduced to 16 until 2001.

Oscar Wilde is sentenced to 2 years at Reading Gaol (1895)

Wilde was convicted for Gross Indecency.

http://en.wikipedia.org/wiki/Oscar_Wilde

The first Pride parade and carnival is held in London (1972)

The first Pride parade was called Gay Pride.

The attempt to make sexual acts between women illegal fails (1921)

The Lords were concerned that if such a law were to be passed they would be unable to identify women who were lesbian and that by making it illegal more people would learn about it and may partake themselves!

David Copeland bombs the Admiral Duncan in Brixton (1999)

David Copeland set off three nail bombs in London. The first targeted black people in Brixton. Copeland said he hated them, yet he did not know a single black person. The second targeted Asian people in Brick Lane. The third device targeted lesbian and gay people at the Admiral Duncan Pub, in Soho. In each attack people were killed or hurt who were not of the target group. One of the fatalities at The Admiral Duncan was a young, pregnant, heterosexual woman.

The World Health Organisation finally deletes 'homosexuality' from its International Classification of Diseases (1990)

In 1981, the Parliamentary Council for the assembly of Europe passed resolution 756 which called on the World Health Organisation (WHO) to remove homosexuality from the list of its international classification of diseases. After 9 years of lobbying by ILGA (International Lesbian and Gay Association) it was finally done on May 17th 1990. This is why we celebrate IDAHO (International Day Against Homophobia) in May each year. www.idaho.org.uk

First Civil Partnerships are held (2005)

The first civil partnerships in the UK took place in Northern Ireland on 19th Dec 2005, followed by Scotland on 20th Dec and England/ Wales on the 21st Dec 2005.

Stonewall Riots (1969)

A riot took place at the Stonewall Inn in New York on 27th/28th June 1969 after the police raided gay bar 'The Stonewall Inn'. The event led LGBT people in New York to rebel against an unfair police system which victimised LGBT people. The riot is generally considered to have been started by a transgender person, Sylvia Rivera. Rioting continued in some form for 5 days. It led to reforms in the way that LGBT people were treated in New York and twelve months later they held the first ever pride march.

The Terrence Higgins Trust is founded (1982)

The trust was named after the first gay man believed to have died with AIDS in the UK.

The Goods and Services Act makes it illegal for LGB people to be discriminated against by people providing a service. (2007)

The legislation applies to schools as well as commercial, public and voluntary organisations. In practice, it means that a hotel owner cannot refuse to let a double room to a same-sex couple, and that schools must include SRE information for LGB students alongside that designed for heterosexual students.

The age of consent for gay men was reduced to 18 (1994)

Following much campaigning action by several gay groups the age of consent was lowered. However, there was much disappointment that it remained at 18, 2 years older than the age of consent for heterosexual young people.

The term 'homosexuality' is first used (1869)

by Karoly Maria Kertbeny, a German-Hungarian campaigner.

http://www.glbtc.com/social-sciences//kertbeny_km.htm

After the group has been allowed to fill in their own timelines, go through one together on the board. Ask for a general consensus of opinion before supplying each answer. At the end of the session ask the young people if there were any surprising results, or anything that they had not expected.

Session Four- History

LI- To understand more about the history of Pride marches, and the historical struggle that lesbian and gay people have undertaken for their human rights

There is an article which contains all of the information you will need on Wikipedia. It is available from the following website.

http://www.en.wikipedia.org/wiki/Stonewall_riots

Starter

Has anyone ever seen or attended a Pride March? Pride happens all over the country every year, usually in the summer. It is a way of bringing together people from the LGBT community, their friends and family to celebrate the presence of LGBT people in contemporary society and the struggles that LGBT people have had in the past.

You might want to show some footage of a pride march here, lots of which is available from you-tube. Still photographs are available from Wikipedia.

Main Activity

On the 27th and 28th June 1969 there was a riot at the Stonewall Inn in New York. The following year, on the anniversary of the riot, the first ever Pride March was held in New York.

Split the young people into groups and ask them to spend 20 minutes or so researching one of the following questions.

1. What was the 'Stonewall Inn'? Where was it located? Who went there?
2. What happened at Stonewall on the night of 28th June 1969?
3. What had happened prior to this night?
4. What happened on the days that followed the initial riot?
5. What advances came about in America as a result of the riot?
6. Where was the first pride march held? What did it celebrate?
7. How many pride marches were held in the UK this year? Where was the nearest march to your town? How many people took part?

Plenary

Bring the groups back together and use their findings to write comments and results on the board so that you build a good picture of the events at Stonewall and information on subsequent pride movements.

Session Five- History

Holocaust

LI- (Child Target) To increase our understanding of the different people who were affected by the holocaust

LI- To appreciate that the holocaust directly targeted many minority groups, one of which was LGBT people

Materials- Triangle cards and words (given in the back of this pack)

Starter

Today we are going to talk about the holocaust and the different groups of people who were affected by this. (You might want to ask some general holocaust questions here, e.g., when? where? in order to establish that everyone knows what we are talking about).

Main Activity

Who was affected by the holocaust? (you expect the answer 'Jewish people'). As the group supplies an answer stick that word up on the board. Prompt them to supply the names of other minority groups who were affected and stick them down one column of the board (or set it up as an IWB activity).

Then put the various triangles and signs up on the other side of the board in the wrong order. Explain to the young people that the Nazi's had a different sign for each group and that people were forced to wear their sign on their arm. Pick people to come up and try to match one of the signs to its corresponding label as follows

Red- political dissidents

Green- criminals

Purple- Jehovah's Witnesses

Blue- Immigrants

Brown- Gypsies

Black- Lesbians and other 'anti-socials'

Pink- Gay Men (the pink triangle was bigger than other triangles because the Nazi's wanted it to be especially noticeable, pink connotes the lack of 'masculinity' that they felt existed in such men)

Yellow Star- Jews

Plenary

In the next session we will be carrying out case studies of some individual people who were victims of the holocaust. This will include people from lots of different faiths, backgrounds and orientations who were all equally persecuted by the Nazi regime.

Session Five- Part Two

Holocaust

Research Project

LI- To gain a greater understanding of all of the groups who were persecuted during the holocaust

In this continuation session the young people will be asked to divide into groups and research the treatment of one specific group by the Nazi regime in Germany during the holocaust. You should prepare the groups that statistics and facts surrounding this time can often be shocking and distressing. It is therefore important that the teacher remains with the group during this time and makes sure that each group is working well and that any issues are immediately resolved.

Ask the young people to split into six groups. Give them each a group to research and tell them to go off and find as much information on the treatment of that group during the holocaust as they can. Try not to supply them with any information before they leave. Good sources of information might be Wikipedia, www.holocaustforgotten.com, www.stonewall.org.uk, other internet sites, the school library and/ or other people within the school.

Groups

Lesbian People

Jehovah's Witness Believers

Gypsies and Travellers

Gay Men

Polish People

Disabled People

Black People

Useful things to find out might be:

How many people in this group were persecuted during the holocaust?

Can you find out some of their names?

Where did these people live before the holocaust?

How were they marked by the Nazi regime?

How were these people treated whilst at various camps?

How many people in this group survived the holocaust?

Have any of them gone on to tell their story to the wider world?

Fifteen minutes before the end of the session ask the young people to come back and present to the group what they have managed to find out about the person. If they have not managed to find much information, why might this be? Is it because gay victims of the holocaust are less visible than Jewish victims, for example?

Session Six –Art

Rainbow Flag

LI - To understand how the rainbow flag is used as a symbol of unity and celebration within lesbian, gay, bisexual and transgender communities

The Rainbow flag has been used as a symbol of the gay community since 1978. The first flag was designed by the artist Gilbert Baker in response to calls for a unified, LGBT community symbol. Before this point various colours had been used to connote the gay community including purple, pink (as in the pink triangle) and, in Victorian England, Green.

Red=life

Orange=healing

Yellow= sunlight

Green=nature

Blue= harmony

Purple= spirit

In this session it is suggested that you allow the young people to create a flag which also incorporates the messages behind each of the different colours.

Examples of how to do this might include....

Individual collages of the flag using mixed media and words/letters/ images taken from newspapers and magazines.

One large class flag with each group being asked to contribute a different stripe.

One large flag with each person being asked to create a small piece to be joined like a patchwork quilt.

Flag made from non-fixed tissue paper and water.



Session Seven- Art

Andy Warhol

LI- To explore the work of Andy Warhol, an acknowledged gay man

This series of work explores the self-images of the artist Andy Warhol. The orientation of Warhol has often been a source of keen debate; it is generally considered that Warhol was himself a gay man. This assumption is usually drawn from his numerous homoerotic studies and films of the gay, male form as well as comments made by Warhol during his lifetime. The following activities should not be read as a series of lessons, rather as a scheme of work to be explored over as many sessions as the teacher desires and feels appropriate. The aim is for the students to explore the images Warhol chose to present himself.

Activity One- Establish some biographical information about Warhol. It may be useful to discuss here how elusive and uncomfortable Warhol was with his own self-image and that way that he often chose to depict himself as distanced and 'robotic'. Ask the young people to research Warhol on the internet and find some examples of his self-portrait work (these are very easy to find via Google or the Tate website.) Ask them to find one image that especially appeals to them, this will later become the stimulus for their own self portrait image. Ask the students to print this image, stick it in the sketch/ project books and make some useful notes around the image. It may be useful to also note how the image was produced and reproduced.

Activity Two- Ask the young people to work in small groups and give each group a camera. They will need the pictures they printed in the last session. Ask the students to take pictures of each other in as similar a position/style to their chosen picture as they can. After they have taken the photographs they should be downloaded onto the computer and can then be digitally manipulated.

Activity Three- Using the photographs from the last session manipulate the images until you have the traditional 'tiled' effect we culturally associate with some of Warhol's most famous work. The students can use this computer experimentation to play with colour, shape, size and may even choose to use photographs of several different expressions. It is important that they do keep their original image as stimulus for the next activity.

Activity Four- The students should by now have amassed a series of images in their sketch/ project books. The next step is to create their own self-portrait in the style of the Warhol image they have chosen. The media in which this can be done depends on the individual setting. It would be fantastic to create a series of screen printed images, but may not be possible in most schools. Hence paint, crayon, pastel, chalk or collage may all make a viable alternative.

Session Ten- Media

Images of gay men in television

LI - (young person) To explore images of gay men on television and discuss how such images have changed

LI - To dissect and analyse images of gay men as presented by the media and to discuss the constructed nature of such images

This lesson uses clips of television programmes taken from you tube. The links are given below. Some school filtering software may filter these clips. If so, you can download clips externally and save them directly onto your computer or a DVD using a storage programme like Real Player. Of course, the clips suggested below are merely a guide and the exercise will work just as effectively with any older clip contrasted with a contemporary alternative.

Starter

In this session we are going to talk about images of gay people that we see on television. We are going to begin by watching a clip from the 1960's TV show 'Are you being served?' During the clip I want you to watch for images of anyone you think might be being portrayed as gay. After we have watched the clip we will make some notes on the gay images in the text. We are then going to compare this to some more contemporary images of gay men, and discuss how such images have changed.

Main Activity

Show initial clip (available from <http://uk.youtube.com/watch?v=FiCr6KsDYbw>) or by searching for 'Are you Being Served?' on You Tube.

Ask the group for comments on how the gay characters were presented. How do we know which character is 'supposed' to be gay? What is the gay character like? Even though it seems 'obvious' to us that this character is gay, is he being open about his sexuality in this clip?

Draw a line down the middle of the board and write up any comments they may have.

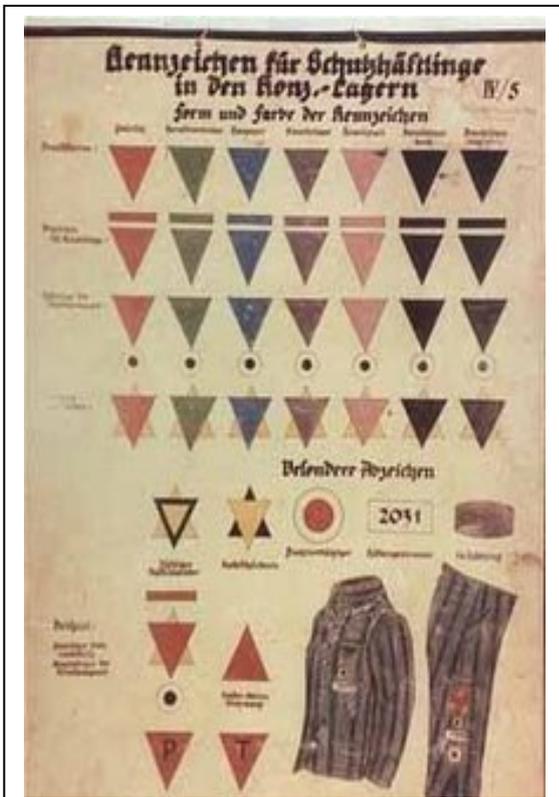
The second clip is taken from the BBC TV show 'Beautiful People' which is currently being shown on BBC2. It is available from <http://uk.youtube.com/watch?v=OGYgSif36ic> or by searching for 'Beautiful People BBC' on You Tube.

Alternatively, and with a KS 4 audience it may be more appropriate to use a clip from the Channel 4 programme 'Hollyoaks' A suitable one is found here <http://uk.youtube.com/watch?v=8QDsKB9dJEA> or by searching for 'Hollyoaks John Paul' on You Tube.

Ask for comments as above and make notes on the other side of the board.

Plenary

How has the depiction of gay people changed? Ask them to discuss this in groups and then feedback to the whole class. Can you think of any other depictions of lesbian, gay or bi-sexual people in the media? Are these images positive images or stereotyped images?



Despite the defeat of the Nazis in 1945, Paragraph 175 remained in force until 1969. In the 1950's and 1960's the number of convictions for homosexuality in Germany was as high as it had been under the Nazis. Some gay concentration camp survivors were re-arrested and re-imprisoned.

Paragraph 175: *An unnatural sex act committed between persons of male sex or by humans with animals is punishable by imprisonment; the loss of civil rights may also be imposed.*

- German Penal Code, 1871

It is thought that there are only eight gay survivors of the Holocaust still alive; who will tell their story when they are gone?

Gay men and Lesbians were one of the many non-Jewish groups persecuted by the Nazis, alongside the disabled, black, Slav, Roma and Sinti people.

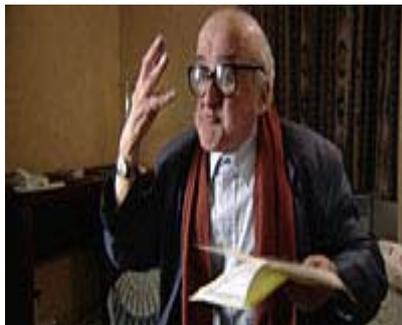
From 1933-1945 more than 100,000 men were arrested under Paragraph 175 (the law outlawing homosexuality). These men were sent to either prison or detention camps. The mortality rate of 60% was the highest of any Non-Jewish group victimised by the Nazis.

Homophobia and anti-gay persecution was accepted as normal in post-war Europe. Holocaust research, memorials, and museums likewise ignored the fate of homosexual concentration camp inmates.

In the 1990's, researchers began to document the histories of the men who wore pink triangles. Encouraged by historians, several gay survivors -- some of them in their late 80s and early 90s -- came forward to tell their stories for the first time, ending decades of silence and isolation.



Albrecht Becker (born 1906) served a three-year prison term for homosexuality before joining the German army in 1940.



Pierre Seel (born 1923), was arrested after reporting a theft that had taken place at a homosexual club...He was interrogated both about his sexuality and about his suspected involvement in resistance activities before being sent to the internment camp at Schirmeck.



Annette Eick came from a non-religious Jewish family in Berlin. She was active in lesbian cultural life in the 1920's, and managed to escape to England with the help of an older woman.

LGBT History Month Timeline of Events

You will be given a series of different events. How many of them can you place on the timeline below? Did you get them in the correct order?

