



# LGBT HISTORY MONTH 2019

## Peace, Reconciliation and Activism



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



the  
**Tudor**trust

phf Paul Hamlyn  
Foundation



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# FOREWORD BY

Phyll Opoku-Gyimah  
aka Lady Phyll

Co-founder and Executive  
Director of UK Black Pride



It is a pleasure to write the foreword for this year's LGBT History Month education resource. While we explore this topic, we have to ensure that history months are not just decorative. We must look at our history, herstory and their-story; our activism, the struggles we are battling and navigating, the opportunities in our view. We must reflect on the way we amplify ours and others voices to eradicate and dismantle structural and systematic LGBTphobia, but also racism, sexism and misogyny too. We must work to erase the discrimination against disabled people, organise against the poverty young people face on a day-to-day basis and stop the hate fuelled at Muslim people. The Black gay human and Civil Rights activist Bayard Rustin once said "If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society". This is why, as LGBT+ people our activism must be intersectional, so that we can remove these barriers of oppression and the barriers to participation for all LGBT+ people and people who like us, are also pushed to the margins of our society. We need Equality, Freedom and Justice to be at the heart of everything we do.

As the Co-Founder and Executive Director of UK Black Pride, one of the most diverse prides in Europe, where we promote unity and co-operation among all Black/People of Colour of African, Asian, Caribbean, Middle Eastern and Latin American descent, as well as their friends and families, who identify as Lesbian, Gay, Bisexual, Transgender or Queer, I ask myself how 'woke' I really am? I like to believe I am in tune to what is happening within our communities as a Black lesbian working class woman but I'm also not afraid to ask where I don't know and I am prepared to listen and learn to ensure UK Black Pride and the community I serve, is as inclusive and as diverse as possible. This is what I want to call 'Staying Woke'.

As a Black lesbian woman I've experienced every prejudice, challenge and smack in the proverbial mouth you can imagine, from the workplace to any number of institutions and establishments. What I go through as a Black woman at work and society at large is well documented and so I use every opportunity to speak to others and understand their struggle to see where I can reflect on whether I contribute towards that struggle, and where I can speak out about, and fight against, discrimination that affects others.

So let us use this opportunity during LGBT History Month and beyond, to teach others that we deserve to take pride of place and feel safe, also protected here and abroad. Allies this is your journey too, we need you to step up, to listen, give up space, speak up and help us create a world where no one lives in fear due to prejudice and discrimination.

As Audre Lorde, the Black, lesbian, mother, warrior, poet said "In our work and in our living, we must recognise that difference is a reason for celebration and growth, rather than a reason for destruction". I am a believer that our unity is how we overcome oppression, make history and build a better future.



Happy LGBT History Month

# INTRODUCTION

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



It is with great pride that I write the introduction to this splendid pack on the LGBT History Month 2019 theme of Peace, Reconciliation and Activism. We are delighted that you are engaging with this pack, which I am sure you will find, will enhance both the knowledge and culture of your students.

I, along with Paul Patrick, founded LGBT History Month back in 2004. Paul and I, both being teachers, had seen the importance that Black History Month had made to schools, in beginning to look at Black history and tackling racism. We had frequently thought we needed an LGBT+ month. LGBT+ people and issues were invisible in schools. Pupils could be reading books by LGBT+ authors and never be told! Teachers that were LGBT+ were mostly firmly in the closet. Section 28 had given permission to homophobes to both abuse us, and make us invisible. Homophobia and heterosexism were rife.

In 2003, the then Labour government finally repealed Section 28, as well as passing laws that gave LGBT+ people rights in employment. They were also talking about a simplified comprehensive equality law, and we felt the time for LGBT History Month had come. Working with government always takes time, so we did not have the first LGBT History Month until 2005, which we launched at the Tate Modern in London.

LGBT History Month is a time for lots of celebratory events, an opportunity to share ideas and resources. The LGBT History Month website houses many free resources that have been developed and shared over the years. The website also has a calendar of events. In the first year of LGBT History Month, we had over a hundred events. Last year we saw 1,500 LGBT History Month events take place all around the country! See [www.lgbthistorymonth.org.uk](http://www.lgbthistorymonth.org.uk).

Since the inception of LGBT History Month, we have grown and evolved. We have a theme every year, and four faces that represent that theme, as you will discover as you work through this informative pack. The team that works to make the month happen are all unpaid volunteers and do the work on their kitchen tables after a hard day's work!

We have also set up OUTing the Past, a festival of LGBT+ history, which this year has gone international in 18 venues! The festival is made up from presentations offered to us; this year we had over 100 offers, testament that the interest in our history is certainly growing. There is also an academic and activist gathering in Belfast at the end of March, enabling people to network, plot, and inspire each other to make LGBT+ history visible and usual. See [www.outingthepast.org.uk](http://www.outingthepast.org.uk).

We, at Schools OUT UK, are keen for LGBT+ issues, and people in all their diversity, to be visible. As such, we have set up The Classroom website, which has over 80 free lessons that utilise LGBT+ people and identities across the curriculum, for all ages. See [www.the-classroom.org.uk](http://www.the-classroom.org.uk).

We wish you well and hope you and your students enjoy learning about the rich diversity of the LGBT+ community. Using this pack, along with the resources on our websites, you can educate OUT prejudice, so important at a time when the right is marching and wanting to curtail our hard won rights round the world.



[lgbthistorymonth.org.uk](http://lgbthistorymonth.org.uk)





# Lesbian Gay Bisexual Trans History Month 2019

every February since 2005

**15th  
year!**



## LGBT Faces of 2019

Magnus Hirschfeld   Marielle Franco   Robert Graves   Marsha P. Johnson

(1868 – 1935)

(1979 – 2018)

(1895 – 1985)

(1944 – 1992)



**History 2**  
**peace, reconciliation, activism**

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

[www.lgbthistorymonth.org.uk](http://www.lgbthistorymonth.org.uk)

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2019 badge designed by Karolina Bednarz, University of Bedfordshire   poster image by Andrew Dobbin, Promotions Officer, Schools OUT UK

Poster provided by Schools OUT UK

# SESSION ONE

## LGBT+ LINGO AND BINGO!

### Aims

In this session we will gain some knowledge and understanding of appropriate LGBT+ (lesbian, gay, bisexual, trans, plus other related identities) terminology. We will also identify some significant LGBT+ people, both from history and from the present day, and start to explore if and how their work, and visibility as LGBT+ people, has had positive impact on the wider LGBT+ community.

### Learning Outcomes

Young people will:

- Have a basic understanding of LGBT+ terminology and identities.
- Be able to recognise the importance of positive uses of LGBT+ language.
- Gain a knowledge of visible LGBT+ celebrities and historical figures and the impact this may have on the wider LGBT+ community.

### Resources

Supplied:	LGBT+ Lingo Crossword	Page 11
	LGBT+ Lingo Crossword Answer Sheet	Appendix A
	LGBT+ Celebrity Bingo Clues	Page 12-13
	LGBT+ Celebrity Bingo Cards	Page 14-15
Needed:	Pens or pencils	
	Optional prize for bingo winners	

### Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Photocopy:
  - Crossword Sheet (one per person, or one per group, if you prefer).
  - LGBT+ Celebrity Bingo Clues (one set).
  - LGBT+ Celebrity Bingo Cards (one card per person, so one set of bingo cards will be enough for six people).
- 3) Cut up the LGBT+ Celebrity Bingo Clues page where indicated, and put clues in a “hat”, putting to one side the four official LGBT History Month “faces” – Marielle Franco, Magnus Hirschfeld, Robert Graves and Marsha P Johnson.
- 4) Cut up the LGBT+ Celebrity Bingo Cards where indicated.

## Procedure (total one hour)

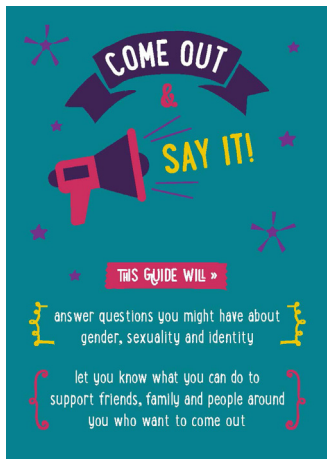
Time	Activity	Method
10 mins	Introduction	<p>Introduce the topic by reading the aims of the session. As a group, negotiate a working agreement and/or ground rules for discussion, to ensure all participants' safety. For example, we will listen to each other respectfully; we will comment on what's said, not on the person who said it.</p> <p><b>Questions to ask the group to gauge their existing knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>What do we mean by the term "LGBT+"?</li> </ul> <div data-bbox="694 757 1503 1196" style="border: 2px solid #e91e63; padding: 10px; margin: 10px 0;"> <p><b>LGBT+</b></p> <p>Lesbian (a woman who is attracted to other women).  Gay (a person who is attracted to people of the same gender).  Bisexual (a person who is attracted to people of their own gender, and other genders).  Trans (a person who does not identify with the gender assigned to them).  + (plus other related identities).</p> </div> <ul style="list-style-type: none"> <li>What words or identities might be represented by the "+"? e.g. pansexual, asexual, non-binary, etc. We find out what these mean later in the session.</li> <li>How often do we hear words related to LGBT+ people?</li> <li>How often do we use words related to LGBT+ people?</li> <li>When we hear/use these words, is it usually in a positive way?</li> <li>What happens if we use LGBT+ language in a negative way?</li> <li>How do we know which words a person identifies with? Who gets to decide?</li> </ul> <p>Everyone has the right to self-identify and will have differing relationships with the words that they choose to identify themselves with. It is important to ask how a person identifies themselves, and to respect their answer.</p> <p>Engage in any conversation or comments that come out of this, for as long as it feels useful.</p>



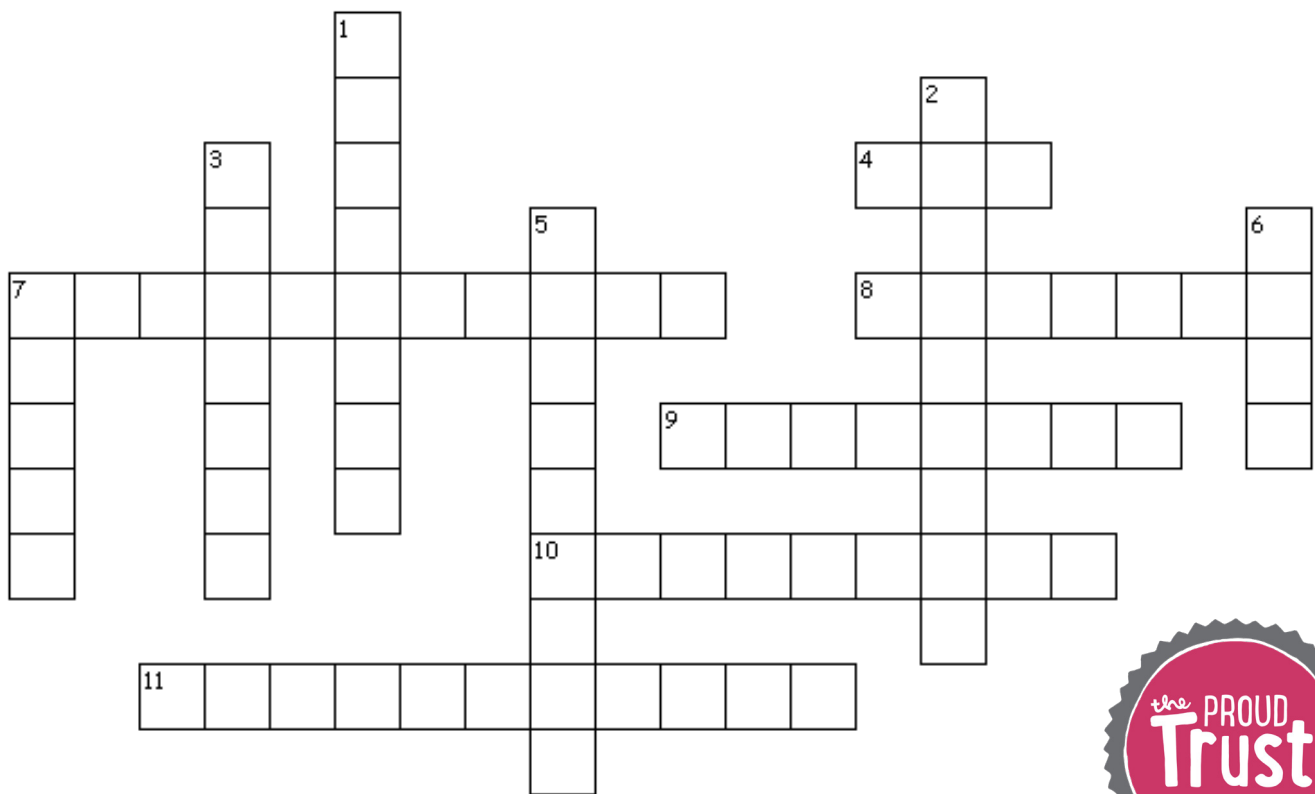
Time	Activity	Method
20 mins	LGBT+ Lingo Crossword	<p>Introduce this first activity by saying that there are many more identity terms that represent people within the LGBT+ community – the ones explored in this activity are not definitive.</p> <p>However, the terms used in this session are the most common identities and terms used, when talking about sexual orientation and/or gender identity.</p> <p>Give each group or person a copy of the blank LGBT+ Lingo Crossword sheet. Explain the task, which is to read the descriptions and work out which term the clue is describing. The number of letters the word contains is provided to help. When the clue has been solved, write the identity term in the appropriate boxes, one letter per box.</p> <p><b>For example, for 4 across, the clue is:</b>  ‘A man who experiences romantic and/or sexual attraction to other men. Sometimes used by women who are attracted to women too. (3)’</p> <p>The answer to this is the word “gay”, so this should be entered into the crossword grid, starting from the box numbered 4 and the two boxes to the right of it, one letter to a box.</p> <p>It may help to suggest filling in all the words that are known, and then go back to figure out the words that are unknown.</p> <p>Let the activity run until the young people have completed the crossword puzzle. Go through the answers, using the LGBT+ Lingo Crossword Answer sheet to help you.</p> <p><b>Questions to ask the group;</b></p> <ul style="list-style-type: none"> <li>• Do they understand all the terms and definitions?</li> <li>• Has anybody heard any of these terms before? If so, where have they heard them?</li> <li>• How do they feel about these words?</li> <li>• Is it necessary to have so many terms? Should there be more terms? Less terms?</li> <li>• Can they think of any more LGBT+ terms they’ve heard before?</li> </ul> <p><b>Optional extension activity:</b></p> <p>It may be the case, especially if the young people have done little previous LGBT+ education, that this set of words is overwhelming. We recommend the use of “The Genderbread Person” tool to further explore identity. A copy of this resource can be located in Appendix B of this pack.</p> <p>A detailed session plan for introducing The Genderbread Person can be found in the 2018 LGBT History Month Resource and Education Pack, which can be found here:  <a href="https://goo.gl/yh77XY">https://goo.gl/yh77XY</a></p>



Time	Activity	Method
25 mins	LGBT+ Celebrity Bingo	<p>Give each person a bingo card.</p> <p>Explain to the group that you will read a short description or fact about the LGBT+ people featured on the bingo cards (don't read their names!) If, from the clue, they think they have a person that is described on their bingo card, they should put a cross through the picture of the person. When a person has crossed out all of the people on their bingo card, they should call out "BINGO!"</p> <p>Draw each celebrity out of the "hat", one by one, giving some time after each description is read, so that young people can discuss their thoughts.</p> <p><b>N.B.</b> All bingo cards feature the official LGBT History Month 2019 "faces" (Marielle Franco, Magnus Hirschfeld, Robert Graves and Marsha P Johnson). Therefore, in order to avoid a situation where all players win at the same time, you should ensure that these four are read out towards the start of the game.</p> <p>When a person shouts "BINGO", go through the answers and, if opted for, give out prizes for winning the game. This game can be repeated several times by issuing new and different bingo cards to the group. You could even have them create their own version of the game, with other LGBT+ celebrities that they are aware of.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• How many of the LGBT+ people featured in the bingo have the group heard of before?</li> <li>• Did they know about the jobs they have done, or do?</li> <li>• Does anybody know of any other LGBT+ celebrities?</li> <li>• Is being visible as an LGBT+ person, whether a celebrity or not, useful?</li> <li>• If you are not LGBT+ yourself, how might it be useful to be a visible supporter of the LGBT+ community?</li> <li>• In what ways might you become a more visible supporter (ally)?</li> </ul> <p><b>Optional extension activity:</b></p> <p>If the group are interested in this topic, you could task them with researching these, or other, famous LGBT+ people and then creating a poster or presentation detailing how visibility as an LGBT+ person, or as an LGBT+ ally, is important. This could also be set as a homework task.</p>

Time	Activity	Method
5 mins	Summary	<p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What have they learned? Perhaps here revisit the session learning outcomes.</li> <li>• What have they enjoyed?</li> <li>• What, if anything, has changed for you?</li> <li>• Do they know where their local LGBT+ youth group is?</li> <li>• Does your school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b>  Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website:  <a href="https://goo.gl/vQj2cP">https://goo.gl/vQj2cP</a></p> <p>For this particular session you might also download and print for each young person a “Come Out and Say It” guide, which contains lots of very useful information for all young people:  <a href="https://goo.gl/FCWnct">https://goo.gl/FCWnct</a></p> 

# LGBT+ LINGO CROSSWORD



## Across

4. A man who experiences romantic and/or sexual attraction to other men. Sometimes used by women who are attracted to women too (3)
7. A person who is exploring their own sexual orientation and/or gender identity (11)
8. A person who experiences no, or little sexual attraction towards other people (7)
9. A person of any gender who experiences romantic and/or sexual attraction to people of their own gender, and other genders (8)
10. An umbrella term for gender identities outside of the “gender binary” of “women” and “men” (3-6)
11. A person whose gender identity does not align or “match” with the sex and gender role they were assigned at birth. Often the term is shortened to the first five letters (11)

## Down

1. A person who is attracted to people of a different gender (8)
2. A person of any gender who experiences romantic and/or sexual attraction to people regardless of their gender identity (9)
3. A woman who experiences romantic and/or sexual attraction to other women (7)
5. A person whose gender aligns or “matches” with the sex they were assigned at birth. Sometimes shortened to first three letters (9)
6. A person who believes in equality, and fights against inequalities faced by groups that they do not belong to (4)
7. A complex term that has more than one meaning. Historically it was used as a negative insult, however some people feel they have “reclaimed” the word and it has a positive meaning. Some people use it as a collective term for LGBT+ people, and some to explain their gender, sexual or political identity (5)

# LGBT+ CELEBRITY BINGO CLUES

## (GROUP LEADER'S SHEET)



<p><b>Laverne Cox</b></p>  <p>An American actor and LGBT+ advocate. A trans woman herself, she starred in Orange Is the New Black, playing the part of a trans woman character.</p>	<p><b>Alex Bertie</b></p>  <p>A trans YouTuber and author who uses YouTube to discuss LGBT+ rights and his own transition.</p>	<p><b>Lianne Sanderson</b></p>  <p>An English professional footballer and "proud LGBT+ ambassador". She is an advocate for Kick It Out, a UK organisation that aims to challenge homophobia, racism, and sexism in sports.</p>	<p><b>Harnaam Kaur</b></p>  <p>She has said, "I don't think I believe in gender. I want to know who said a vagina is for a woman and a penis is for a man, or pink is for a girl and blue is for a boy. I am sitting here with a vagina and boobs – and a big beautiful beard."</p>	<p><b>Laura Jayne Grace</b></p>  <p>Founder and lead singer of the punk rock band "Against Me!". She has supported The Happy Hippie Foundation, an organisation which focuses on LGBT+ youth homelessness.</p>
<p><b>Ellen DeGeneres</b></p>  <p>An American comedian who is a daytime talk show host. She uses her platform to highlight LGBT+ and women's rights.</p>	<p><b>Dr Ranj Singh</b></p>  <p>A British doctor, television presenter, author and columnist, who appeared on Strictly Come Dancing in 2018.</p>	<p><b>Gareth Thomas</b></p>  <p>The first openly gay professional rugby union player. He said he decided to go public about his sexuality to "send a positive message" to other gay people, especially young people considering a career in sport.</p>	<p><b>Ruby Rose</b></p>  <p>An Australian model and actor who describes themselves as "gender fluid". They will play the first openly lesbian lead superhero in a new TV production of Bat Woman.</p>	<p><b>Nicola Adams</b></p>  <p>First woman to win an Olympic boxing gold medal for Great Britain.</p>



**Marielle Franco**

★ Official Face of 2019 ★



A Brazilian politician, feminist and human rights activist.

She was shot dead on the 14th of March 2018, after speaking out about police brutality.

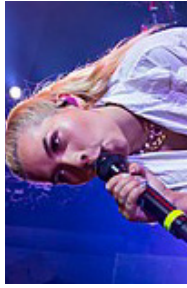
**Magnus Hirschfeld**

★ Official Face of 2019 ★



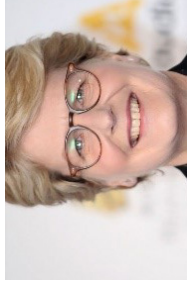
A German Jewish doctor, who founded the Scientific Humanitarian Committee in 1897, the first gay rights organisation. By 1933, his commitment to gay equality made him a target for the Nazis, and they publicly burned books he had written on the topic.

**Hayley Kiyoko**



An American singer, songwriter, actress, dancer and director. She is known for writing songs which offer a refreshing and bold LGBT+ narrative.

**Sandi Toksvig**



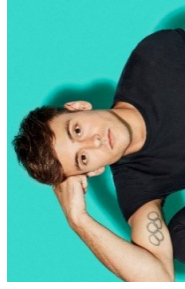
A British-Danish comedian, writer, actor, and presenter on the Great British Bake Off. She supports the charity Liberty, which campaigns to protect civil liberties and promote human rights.

**Reverend Richard Coles**



Part of successful 1980s bands Bronski Beat and The Communards. They found faith in the 1990s and are now a Church of England priest.

**Tom Daley**



A three-time world champion diver. In the summer of 2018, he and his husband welcomed their first child.

**MNEK**



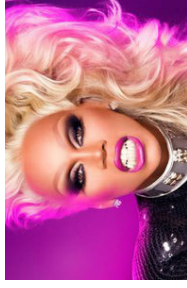
An English singer, songwriter and record producer. Has said “I didn’t always see someone that I could relate to, that would tell me that being Black and gay is OK.”

**Tash Sultana**



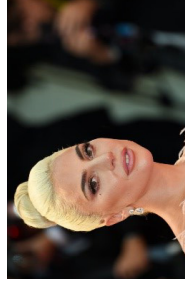
An Australian singer and busker who rose to fame after uploading her content to YouTube. They use their platform to discuss gender expression.

**RuPaul**



American drag queen, actor, model, singer, songwriter, and television personality, who brought the art of drag to the masses through their TV show Drag Race.

**Lady Gaga**



An American singer, songwriter and actor. Their 2011 hit single Born This Way featured the lyrics “No matter gay, straight or bi / lesbian, transgender life / I’m on the right track, baby / I was born to survive.”

**Robert Graves**

★ Official Face of 2019 ★



Known as an English poet and historicist who fought in World War One. During this time, he developed a deep friendship with Siegfried Sassoon (a famous war poet), who documented that their friendship had a “heavy sexual element” within it.

**Marsha P Johnson**

★ Official Face of 2019 ★



One of the prominent figures in the 1969 Stonewall Riots, a pivotal moment in LGBT+ history. She also founded Street Transgender Action Revolutionaries, an organisation that supports homeless trans young people.

**Kristen Stewart**



An American actor, model and director who once said, “you’re not confusing if you’re bisexual. It’s not confusing at all. For me, it’s quite the opposite.”

**Joe Lycett**



A British comedian who has said “I think it’s important some people do publicly go “Hey, I’m not straight and I’m not gay, I’m somewhere in the middle and that’s ok”.



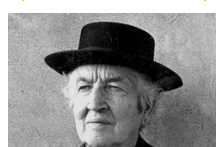







# LGBT+ CELEBRITY BINGO CARDS








	<p>Alex Bertie</p> 	<p>Gareth Thomas</p> 	<p>Harnaam Kaur</p> 	<p>Laura Jayne Grace</p> 
<p>★ Marielle Franco ★</p> 	<p>★ Magnus Hirschfeld ★</p> 		<p>★ Robert Graves ★</p> 	<p>★ Marsha P Johnson ★</p> 
<p>Hayley Kiyoko</p> 	<p>Sandi Toksvig</p> 	<p>MNEK</p> 	<p>RuPaul</p> 	

<p>Laverne Cox</p> 		<p>Lianne Sanderson</p> 	<p>Ruby Rose</p> 	<p>Laura Jayne Grace</p> 
<p>★ Marielle Franco ★</p> 	<p>★ Magnus Hirschfeld ★</p> 		<p>★ Robert Graves ★</p> 	<p>★ Marsha P Johnson ★</p> 
	<p>Sandi Toksvig</p> 	<p>MNEK</p> 	<p>Lady Gaga</p> 	<p>Joe Lycett</p> 

<p>Laverne Cox</p> 	<p>Dr Ranj Singh</p> 		<p>Harnaam Kaur</p> 	<p>Nicola Adams</p> 
<p>★ Marielle Franco ★</p> 	<p>★ Magnus Hirschfeld ★</p> 		<p>★ Robert Graves ★</p> 	<p>★ Marsha P Johnson ★</p> 
<p>Hayley Kiyoko</p> 		<p>Tash Sultana</p> 	<p>Lady Gaga</p> 	<p>Joe Lycett</p> 



Ellen DeGeneres 	Alex Bertie 	Lianne Sanderson 		Nicola Adams 
★ Marielle Franco ★ 	★ Magnus Hirschfeld ★ 		★ Robert Graves ★ 	★ Marsha P Johnson ★ 
Rev Richard Coles 	Tom Daley 		Lady Gaga 	Joe Lycett 

Ellen DeGeneres 	Dr Ranj Singh 	Gareth Thomas 	Ruby Rose 	
★ Marielle Franco ★ 	★ Magnus Hirschfeld ★ 		★ Robert Graves ★ 	★ Marsha P Johnson ★ 
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Laverne Cox 	Alex Bertie 	Gareth Thomas 		Nicola Adams 
★ Marielle Franco ★ 	★ Magnus Hirschfeld ★ 		★ Robert Graves ★ 	★ Marsha P Johnson ★ 
	Tom Daley 	Tash Sultana 	RuPaul 	Kristen Stewart 

# SESSION TWO

## 50 YEARS OF ACTIVISM

### Aims

In this session we will find out what activism is, what it looks like, and explore how effective it can be. We will do this by focusing specifically on activism undertaken by LGBT+ people, and activism which has furthered LGBT+ rights.

### Learning Outcomes

Young people will:

- Be able to define what activism is.
- Be able to give examples of what activism might look like.
- Gain a knowledge of several key activists, or acts of activism, which were led by LGBT+ people, or which brought about improved rights for LGBT+ people.

### Resources

Supplied:	50 Years of Activism Timeline Worksheet	Page 20-23
	Activism Examples	Page 24-25
	Activism Timeline Answer Sheet	Appendix C

Needed:	A4 paper	Flipchart pens and paper
	Pens	Scissors
	Flipchart paper	Glue

### Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Photocopy: 50 Years of Activism Timeline worksheet(s) (one per young person, or one set per group, as above).  
Activism Examples (one set per young person, or one set per group, depending on how you prefer to run the activity).
- 3) Stick the timeline worksheets together to make one complete worksheet.

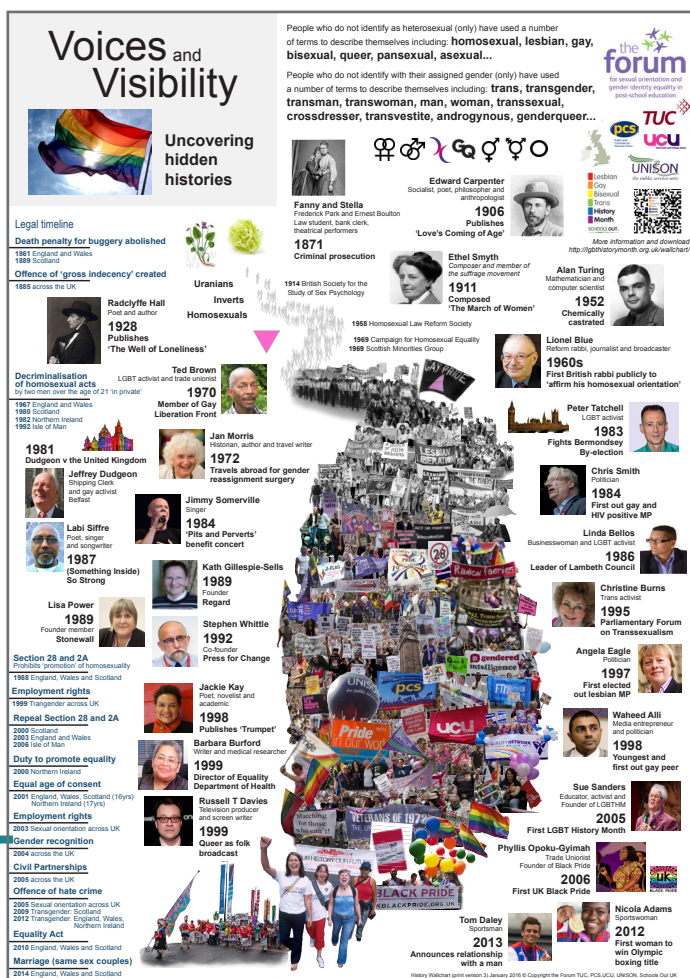


## Procedure (total one hour)

Time	Activity	Method
20 mins	What is Activism?	<p>Introduce the topic by reading the aims of the session.</p> <p><b>Questions to ask the group to gauge their existing knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• What do we mean by the term “activism”?</li> </ul> <div style="border: 1px solid #e91e63; padding: 10px; margin: 10px 0;"> <p><b>ACTIVISM</b>            [ak-tuh-viz uh m]            noun            The practice of vigorous action, or involvement, as a means of achieving a political or social change.</p> </div> <ul style="list-style-type: none"> <li>• What do we call people that undertake activism? Activists.</li> <li>• What drives some people to undertake activism?</li> <li>• What would you do if you thought something was not right, or not fair?</li> </ul> <p>Split the whole group into smaller groups and give each group a piece of A4 paper and a pen. Ask them to write “types of activism” in the centre of the piece of paper. The task is for each group to come up with as many examples of activism that they can think of. If any groups are struggling, some suggestions might be:</p> <ul style="list-style-type: none"> <li>• Going on a protest march</li> <li>• Writing a letter</li> <li>• Posting on social media</li> <li>• Educating folk</li> <li>• Joining an organisation that has similar values to you</li> </ul> <p>Give each group five minutes to jot down as many ideas as they can think of, the more the better!</p> <p>After the five minutes has passed, ask each group to nominate a “spokesperson”, and they should stand up with the list that has been created. In turn, each group will feedback one example of activism that they have, while you in turn write their suggestions on flipchart paper, creating one big list. There should be no hesitation and no repetition! If a group runs out of suggestions, or repeats another group’s suggestion, their spokesperson should sit down, they are “out”. Continue until all suggestions have been fed back, and a “winning” group established.</p> <p style="text-align: right; color: #e91e63;">CONT...</p>

Time	Activity	Method
		<p><b>CONT...</b></p> <p>When the activity is finished, hold up the piece of flipchart paper with their suggestions on.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• Which are the types of activism they have heard of?</li> <li>• Which types of activism are the most effective in causing change?</li> <li>• Which types of activism are the least effective in causing change?</li> <li>• Which types of activism can they imagine themselves getting involved in?</li> </ul> <p><b>Display the piece of flipchart paper in the room for the rest of the session.</b></p>
35 mins	50 Years of Activism	<p>Introduce the activity by saying that we are going to explore some examples of LGBT+ activism, and activism that has been undertaken by LGBT+ people over the past 50 years.</p> <p>Give each young person (or group if preferred) a set of Activism Examples, and a complete 50 Years of Activism Timeline worksheet. Explain the activity, which is to cut out all the Activism Examples, then to match them to the date and key person/people (activist) involved, as detailed on the 50 Years of Activism Timeline worksheet. There are 14 examples of activism that need matching to the 14 dates/activists. Once young people are sure of their answers, the activism examples can be stuck on the 50 Years of Activism Timeline worksheet.</p> <p>When everyone has finished, go through the answers using the filled in answer sheet in Appendix C.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• Which of the people and/or events have they heard of before?</li> <li>• Which are the examples of LGBT+ people involved in LGBT+ activism?</li> <li>• Which are the examples of non-LGBT+ people involved in LGBT+ activism?</li> <li>• Which are the examples of LGBT+ people involved in non-LGBT+ activism?</li> <li>• Which activism examples were the most effective? Why do you think this?</li> <li>• What would happen if there weren't any activists?</li> </ul> <p><b>Display the lovely timelines!</b></p>

Time	Activity	Method
5 mins	Summary	<p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What have they learned? Perhaps here revisit the session learning outcomes.</li> <li>• What have they enjoyed?</li> <li>• What, if anything, has changed for them?</li> <li>• Do they know where their local LGBT+ youth group is?</li> <li>• Does their school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b></p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website:  <a href="https://goo.gl/vQj2cP">https://goo.gl/vQj2cP</a></p> <p>For this particular session you might also download and print some of the Voices and Visibility activism infographic wallchart, produced by LGBT History Month in 2013:  <a href="https://goo.gl/b4hCq5">https://goo.gl/b4hCq5</a></p>



# 50 YEARS OF ACTIVISM TIMELINE

1969



**Key person:**

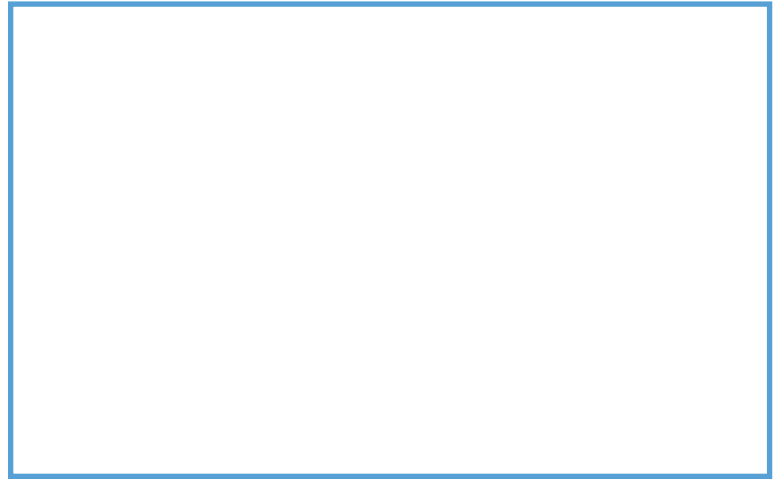
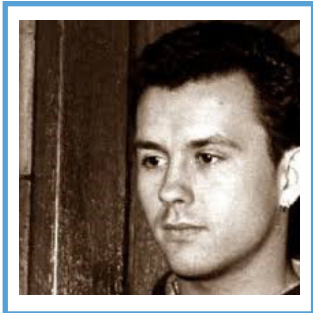
Marsha P Johnson, an LGBT+ person of colour, was a prominent person in this uprising.



1984

**Key person:**

Mark Ashton, a white gay man from Oldham, England, founded this movement.

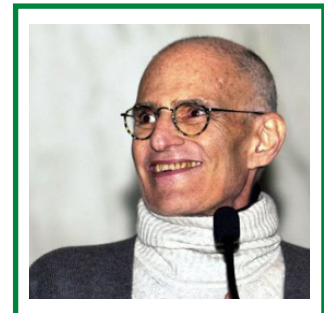


1987



**Key person:**

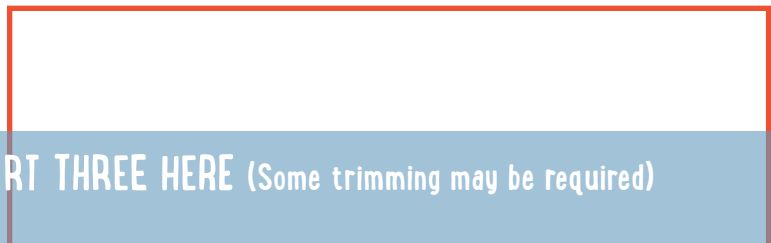
Larry Kramer, a Jewish gay man from New York, founded this movement.



2005

**Key person:**

Sue Sanders, a white lesbian from England, co-founded this movement.



STICK TIMELINE PART THREE HERE (Some trimming may be required)



1970



**Key person:**

Sylvia Rivera, an LGBT+ person of South American descent, set up this organisation with her friend Marsha P Johnson.

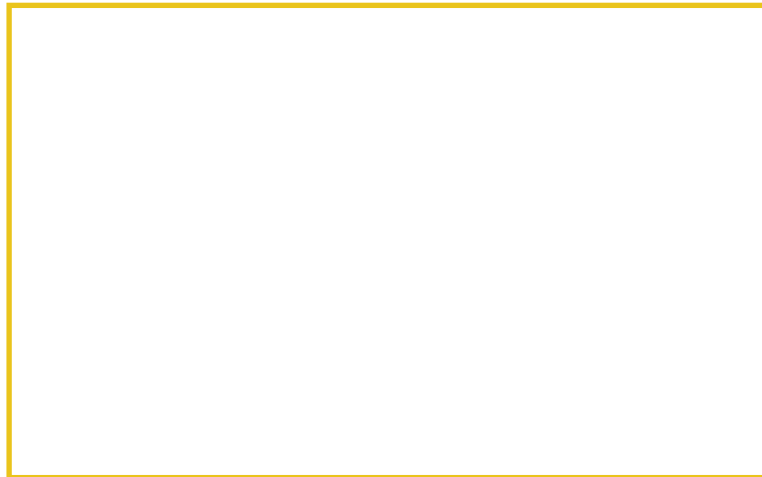


1978



**Key person:**

Harvey Milk the first openly gay man to get elected to US office, commissioned this piece of work.



1988



**Key person:**

Sally Francis (far right) is a white lesbian from England who organised a group of lesbian and bisexual women to abseil into the House of

Lords when Section 28 had just been passed.

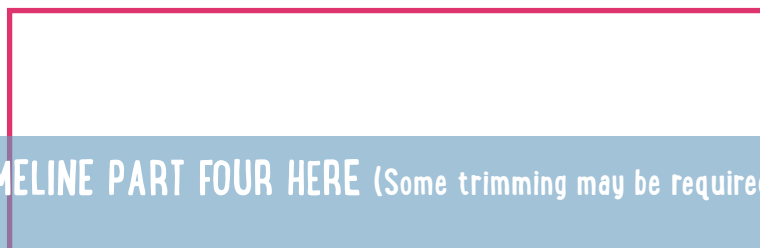


1995



**Key person:**

Susie Green, a cisgender white woman from England, founded this organisation.



STICK TIMELINE PART FOUR HERE (Some trimming may be required)





2006



**Key person:**  
Phyll Opoku-Gyimah, a Black lesbian woman, co-founded this movement.



2016



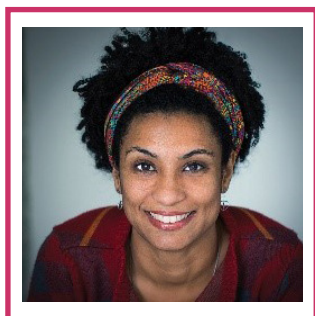
**Key person:**  
Barack Obama, a straight, cisgender, Black American man who was the 44th President of the USA.



2017

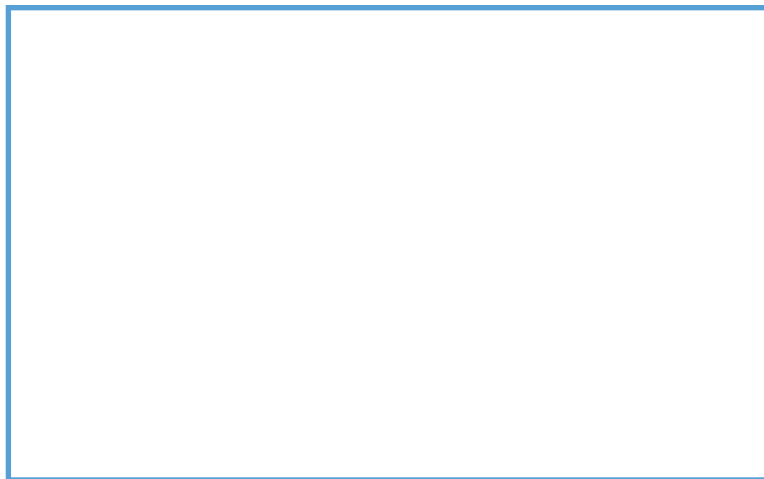


**Key person:**  
Marielle Franco was a Black Brazilian LGBT+ person, who worked in politics.



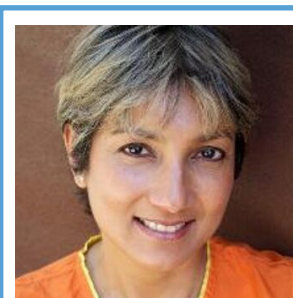


2007



**Key person:**

Ani Zonneveld, a Malaysian-American Muslim straight woman, founded this organisation.

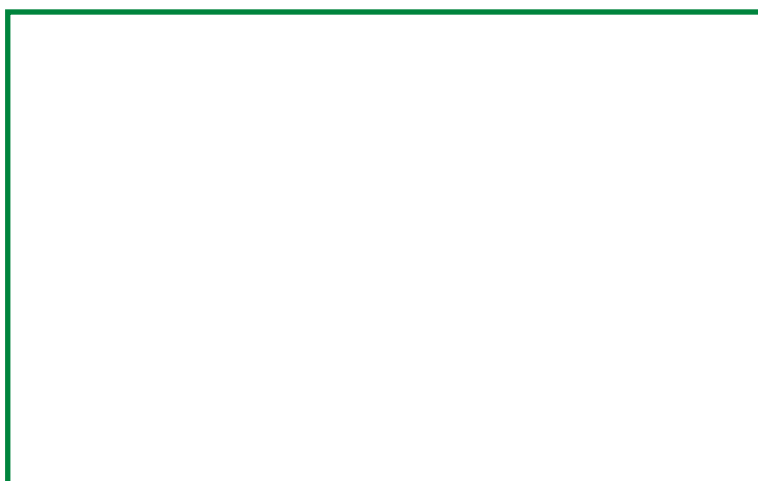


2013



**Key people:**

Opal Tometi, Patrisse Cullors and Alicia Garza, two of whom identify as queer, founded this movement.



2018



**Key people:**

Kate O'Donnell and Louise Wallwein are white LGBT+ activists, who led the Manchester 2018 Pride parade with this inclusive message.



# ACTIVISM EXAMPLES

Cut out the activism examples and match them to the activism timeline worksheet.  
Stick them on when you are sure!



**The Pride Flag** was created by artist Gilbert Baker. It was created as a positive symbol of

solidarity for LGBT+ people. The colours on the flag represent the diversity that exists within the LGBT+ community.

 Lesbian  
 Gay  
 Bisexual  
 Trans  
 History  
 Month

SCHOOLS OUT UK

**LGBT History Month UK** was set up by Schools OUT UK, in response to the abolition of Section 28, a law that prevented schools talking to students about LGBT+ people and identities. Now in its fifteenth year, LGBT History Month gives us the whole month of February to educate, explore and celebrate the rich history of LGBT+ people, events and activism!



**ACT UP** was formed in response to the perceived social neglect, government negligence and the complacency of the medical establishment towards the AIDS crisis in the 1980s.

ACT UP campaigns for research into new medicines and treatments for HIV/AIDS, equitable access to prevention and care for people with HIV/AIDS, as well as tackling the structural drivers of the HIV/AIDS epidemic, such as stigma, discrimination and poverty.



**Lesbians and Gays Support the Miners (LGSM)** was a group of people that formed to show their support to the striking British miners. The miners were on strike, due to widespread pit closures.

LGSM raised money to support them. In turn, miners' groups supported LGBT+ people including leading London Pride in 1985. There is a 2014 film called Pride which is based on this true story.



**UK Black Pride** is a celebration and a protest. It is an event that was set up in recognition that BAME people (Black, Asian and other Minoritised

Ethnicities) are often missing from conversations around LGBT+ people.



**#StandByYourTrans** and **#LwiththeT**

Twitter campaigns were started in response to a small group of cis lesbians who led the London Pride parade in 2018 with anti-trans messages. The campaigns have demonstrated the overwhelming solidarity and support shown by many other cis lesbians towards trans women. These hashtags have gone on to be used in public protests against transphobia at Pride parades.





### Never Going Underground

was a movement protesting against the Section 28 law which made it illegal to talk about LGBT+ topics in schools in

the UK. This law was abolished in Scotland in 2000, and in England and Wales in 2003, after which time LGBT History Month was set up, so that LGBT+ lives could be explored and celebrated in schools.



**The Stonewall Monument** was created around the area of the Stonewall Inn in New York, the place where the Stonewall Riots had broken out many years before. This is the first national monument in

the USA dedicated to LGBT+ rights and history, recognising the pivotal importance of this event. Obama said "I believe our national parks should reflect the full story of our country – the richness and diversity and uniquely American spirit that has always defined us, that we are stronger together."



**Protests** that were attended by thousands of people took place all across Brazil. This was in response to the murder of a politician, who stood up for the

rights of LGBT+ people, Black people, and other minority groups. The murder happened shortly after they had just attended an event called "Young Black Women Who Are Changing Power Structures".



**Mermaids** is a charity that was set up to support the parents, carers and families of trans children and young people. The organisation runs

a help line, support groups, and organises events including proms and camping trips. The organisation also provides peer support for people who might be experiencing transphobia.



**Black Lives Matter** campaigns against violence and systemic racism towards Black people, by regularly holding protests and speaking out against police killings of

Black people, and broader racial inequality issues. This movement is committed to the inclusion of women, LGBT+ people, people with disabilities, and other Black minority groups.



### Muslims for Progressive Values

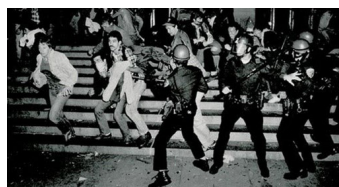
"affirms the equal worth of all human beings", seeking to educate and to dismiss false

ideologies about Muslims and Islam. The organisation supports inter faith and LGBT+ partnerships and marriages. The organisation centres on Muslim women's issues and they have supported a controversial public women's prayer gathering in New York.



### Street Transgender Action Revolutionaries (STAR)

was set up after the Stonewall Riots. It was a group that supported homeless trans young people in New York, and was considered groundbreaking in the LGBT+ movement.



**The Stonewall Riots** happened when police raided the Stonewall Inn in New York, a known hang-out for LGBT+ people. People were getting arrested because at the time,

being gay was illegal, as was wearing clothes that the police deemed inappropriate for your gender. This kind of thing had happened before, but on this occasion the LGBT+ community fought back. This is a key event in the LGBT+ equality movement, inspiring what we now see as "Pride" events.

# SESSION THREE

## BECOME AN ACTIVIST!

### Aims

In this session we start to explore the types of things that a person might undertake, if they think that something is wrong and needs to change. We will explore, in relation to a given scenario, which is the most effective activism method.

### Learning Outcomes

Young people will:

- Start to think about activism and their role in it.
- Be able to consider what types of activism will work best in different kinds of situations.
- Be able to explain what an ally is and why they are important.

### Resources

Supplied:

Scenario  
Activism Methods

Page 29  
Page 30

Needed:

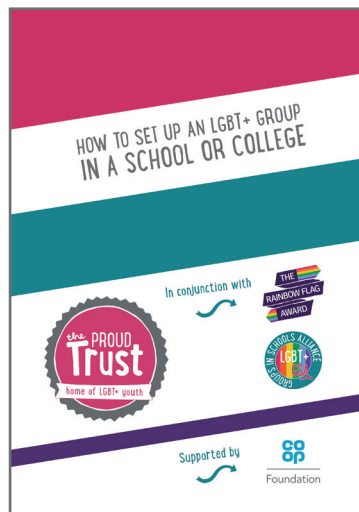
Flipchart paper  
Flipchart pens

### Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Photocopy: Activism Methods (one copy per whole group).
- 3) Cut up Activism Methods (where indicated).

## Procedure (total one hour)

Time	Activity	Method
10 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• Can you give an example of a time you have had to speak up for yourself, because what was happening to you was not fair?</li> <li>• How easy is it to speak up for yourself?</li> <li>• Have you ever spoken up for someone else, when you have seen or heard something happening to them that that you don't agree with?</li> <li>• What is an ally?</li> </ul> <div style="border: 1px solid #e91e63; padding: 10px; margin: 10px 0;"> <p><b>ALLY</b> [al-ahy] noun</p> <p>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 white person speaking out against racial based bullying, or a straight and/or cis person who believes in, and fights for equality, for LGBT+ people.</p> </div> <ul style="list-style-type: none"> <li>• Could you be a good ally?</li> <li>• Could you be a good activist?</li> </ul>
45 mins	Become an Activist!	<p>Introduce the activity by saying that we are all going to become activists! Ask one of the young people to read out the scenario.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• Do you think this kind of thing is happening in real life?</li> <li>• How do you feel about the stance that the school has taken?</li> <li>• What impact do you think this decision might have on your cousin from that school?</li> <li>• Why do you think the school has taken this stance?</li> <li>• Why might an LGBT+ group in a school be a good idea?</li> </ul> <p>Split the whole group into four smaller groups and give each group flipchart paper and pens. Give each group one of the Activism Methods and explain that this is the approach that their group will take to challenge the decision made at Alterhut Academy. They should map out their approach on their flipchart. Give each group 20 minutes to do this, leaving enough time for them to feedback their ideas to the whole group, nominating a spokesperson and another person to hold up the flipchart paper.</p> <p>During the feedback process, the spokesperson must explain which activism methods their group has been working on, as well as their ideas of what they would do.</p> <p style="text-align: right;"><b>CONT...</b></p>

Time	Activity	Method
		<p><b>CONT...</b></p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• Which activism method do you think is the most effective in this situation?</li> <li>• Which activism method do you think is the least effective in this situation?</li> <li>• What would happen if all four approaches were undertaken simultaneously?</li> <li>• Which approach would you be most comfortable taking part in?</li> <li>• What kind of activist are you?</li> <li>• Are you an LGBT+ ally?</li> </ul>
5 mins	Summary	<p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What have they learned? Perhaps here revisit the session learning outcomes.</li> <li>• What have they enjoyed?</li> <li>• What, if anything, has changed for them?</li> <li>• Do they know where their local LGBT+ youth group is?</li> <li>• Does their school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b>  Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website:  <a href="https://goo.gl/vQj2cP">https://goo.gl/vQj2cP</a></p> <p>This session might get young people thinking about whether having an LGBT+ group in their school is a good idea. See The Proud Trust website for our useful guide, “How to Set Up an LGBT+ Group in a School”:  <a href="https://goo.gl/3d1GTM">https://goo.gl/3d1GTM</a></p> 



# SCENARIO

Your cousin is LGBT+ but attends a different school to you, Alterhut Academy. They recently “came out” to you because you have been telling them about all the amazing work you have been doing for LGBT History Month. When you ask them what they have been doing at Alterhut Academy for LGBT History Month, “nothing” was the reply.



You are certain that your cousin would benefit from spending time with other LGBT+ young people. You’ve shown them the interactive map on The Proud Trust website that shows where all the UK LGBT+ youth groups are, but unfortunately there just is not one near to them.

Whilst on The Proud Trust website, you notice their “How to Set Up an LGBT+ Group in a School” guide. This gets you thinking that this must be a thing that schools are doing. How exciting!

You both cook up a plan for your cousin to go and ask their school if they can set up an LGBT+ group in their school! They will do this tomorrow!

The next evening, your cousin contacts you, all down in the dumps. The head teacher has given them a resounding “NO, there is NOT to be an LGBT+ group in this school!” When your cousin asked why, they were told “it is the law, Section 28, go to your class”.

You know, because of the work you have done for LGBT History Month, that Section 28 is a law that was brought in in 1988 preventing schools talking about LGBT+ topics. You also know that it was abolished in 2003, so no longer exists! You are also aware of a more recent law called The Equality Act 2010. You know this law requires schools to be activity challenging LGBTphobia, and meeting the needs of all students, including those that are LGBT+.

You are outraged and tell your school friends the very next day!

# ACTIVISM METHODS



## Team 1: Educate

Your activist group has decided that the priority should be to educate people at Alterhut Academy. You want to share with them how important it is, that LGBT+ lives and identities are recognised and celebrated in schools.

- What steps will you take to carry out your solution?
- Do you think your solution is successful? Why or why not?
- How would the story end if your strategy is used?
- What would happen if no-one was educated about LGBT+ topics?

## Team 2: Support

Your activist group has decided that the priority should be to support people affected by Alterhut Academy's decision. You want to reach out to LGBT+ young people that attend the school, who might be feeling invisible, or even unsafe.

- What steps will you take to carry out your solution?
- Do you think your solution is successful? Why or why not?
- How would the story end if your strategy is used?
- What would happen if no-one was supported around being themselves?

## Team 3: Peaceful Campaign

Your activist group has decided that the priority should be to set up a campaign to get Alterhut Academy to change their minds. Your hope is, that if you are successful then you will get them to reverse the decision not to have an LGBT+ group.

- What steps will you take to carry out your solution?
- Do you think your solution is successful? Why or why not?
- How would the story end if your strategy is used?
- What would happen if no-one ever campaigned?

## Team 4: Direct Action

Your activist group has decided that the priority should be to launch some direct action against Alterhut Academy, by deliberately breaking the law. Your hope is to be able to directly disrupt the status quo at Alterhut Academy, and maybe get some media attention!

- What steps will you take to carry out your solution?
- Do you think your solution is successful? Why or why not?
- How would the story end if your strategy is used?
- What would happen if no-one took this kind of action?

# SESSION FOUR

## A RECIPE FOR PEACE

### Aims

In this session we will explore what peace is, or could be, for individuals and for communities. Young people will think about what kinds of things can disrupt peace, and what kind of things contribute towards peace. We will specifically look at what can contribute towards peace in relation to young people feeling able to express themselves wholly.

### Learning Outcomes

Young people will:

- Have an understanding of what peace means in different contexts.
- Have reflected on the ways that peace for LGBT+ people can get disrupted.
- Have reflected on the ways that they themselves can contribute to peace.

### Resources

Supplied:	Threats to Peace Examples	Page 35
	Threats to Peace Quadrant	Page 36
	Recipe for Peace Worksheet	Page 37

Needed: Pens

## Preparation

- 1) Read the entire session and familiarise yourself with the activities.
- 2) Photocopy: Threats to Peace Examples (one per group of three/four people).  
Threats to Peace Quadrant (one per group of three/four people).  
Recipe for Peace Worksheet (one per person).
- 3) Cut up the Threats to Peace Examples (where indicated).

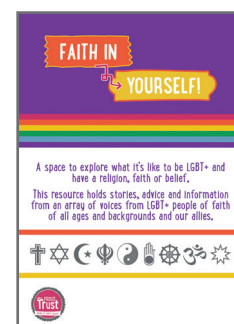
## Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What do we mean by the term “peace”?</li> </ul> <div style="border: 1px solid #e91e63; padding: 10px; margin: 10px 0;"> <p><b>PEACE</b> [pees] noun A state of internal harmony, or between people, or groups of people.</p> </div> <ul style="list-style-type: none"> <li>• Is internal peace (within a person) important?</li> <li>• Is peace within a group of people, or community important?</li> <li>• Is life always peaceful? Why, or why not?</li> <li>• What kinds of things can we do to create inner peace?</li> <li>• What kinds of things can we do to create peace in our environments?</li> <li>• Is a peaceful world a realistic hope?</li> </ul>
30 mins	Threats To Peace	<p>Explain to the group that LGBT History Month exists not only to uncover LGBT+ histories that have been hidden and ignored, but also to ensure that people learn about LGBT+ topics. This is a very useful way of combatting the ignorance that can lead to prejudice and discrimination against LGBT+ people, and people who don't fit in with societies' gender norms and expectations.</p> <p>Split the whole group into smaller groups containing three or four people. Explain to the group that we are going to explore some “threats to peace” that LGBT+ young people tell us happen sometimes, or happen often to them.</p> <p style="text-align: right; color: #e91e63;">CONT...</p>



Time	Activity	Method
		<p><b>CONT...</b></p> <p>Give each group a Threats to Peace Quadrant, and a set of Threats to Peace Examples. Groups should consider and discuss each Threats to Peace example individually, and place it on the Threats to Peace Quadrant where they think it sits, i.e. is the example:</p> <ul style="list-style-type: none"> <li>• Common, but not threatening to peace?</li> <li>• Not common, and not threatening to peace?</li> <li>• Common and very threatening to peace?</li> <li>• Not common, but very threatening to peace?</li> </ul> <p>When groups have discussed and categorised their Threats to Peace examples, do some feedback by picking out specific examples and comparing between groups, where they have placed the example on the quadrant, and their reasons for this. It might be useful to discuss those that have been categorised as “common and very threatening” first, giving you an opportunity to discuss why these things are happening, and what can be done to change them.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• Do you think people always recognise their actions as being “threats to peace”?</li> <li>• Which of the examples, if you witnessed them happening here, would you intervene in?</li> <li>• If the examples were about different forms of discrimination (such as racism, ableism or sexism), do you think people are more likely, or less likely to intervene? Why?</li> <li>• Whose job is it to challenge threats to peace?</li> <li>• How do we create true inner peace?</li> <li>• How do we create true peace in our communities?</li> <li>• How do we create true peace in our world?</li> </ul> <p>Continue the discussions for as long as it feels useful, always reinforcing how important it is to enable people to be able to express themselves in the way that feels most comfortable.</p>

Time	Activity	Method
20 mins	A Recipe For Peace	<p>If the above discussions have run on longer than expected, this task can be saved for another time, or set as a homework task.</p> <p>Give each young person a Recipe for Peace Worksheet. Task the young people with creating a Recipe for Peace within their school/society/world, which focuses on allowing all people to feel safe and free to express who they are.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What are the “ingredients” for peace? If the group is struggling, suggest some example ingredients – kindness, acceptance, celebrating diversity, etc.</li> <li>• What steps can we take to have more peace and justice in our community or world?</li> </ul> <p>If there is time, allow young people to share their recipes back to the whole group. Recipes can be presented in any way the groups like – if your group is creative, they may want to act out or sing their recipes – have some fun with it!</p> <p><b>Display the recipes.</b></p>
5 mins	Summary	<p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What have they learned? Perhaps here revisit the session learning outcomes.</li> <li>• What have they enjoyed?</li> <li>• What, if anything, has changed for them?</li> <li>• Do they know where their local LGBT+ youth group is?</li> <li>• Does their school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b> Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website: <a href="https://goo.gl/vQj2cP">https://goo.gl/vQj2cP</a></p> <p>The “threats to peace” example that encourages a discussion about LGBT+ identities and faith may have raised some interesting questions for your group. You might want to print off some of our “Faith in Yourself” resources to give to young people: <a href="https://goo.gl/5i8xMY">https://goo.gl/5i8xMY</a></p>



# THREATS TO PEACE EXAMPLES



The word 'gay' being used as an insult	Giving people a gender at birth
Physical attacks on people who are thought to be LGBT+	Assuming that everyone is straight
People saying that you can't be LGBT+ and have a faith	Rarely seeing, or poor representation of, LGBT+ people in the media
Media celebrating feminine women and masculine men	Not learning about LGBT+ people throughout our history
Calling people names for not fitting gender stereotypes and expectations	Categorising activities into 'things for boys' and 'things for girls'
Shops that separate 'boys' and 'girls' clothes	Ignoring LGBTphobic comments and jokes
Having no "out" LGBT+ people visible in your world	Never saying to your friends that you'd be cool if they were LGBT+

Common

Place here examples that you think are common, but not very threatening to peace.

Not very threatening

## THREATS TO PEACE

Very threatening

Place here examples that you think are common, and very threatening to peace.

Place here examples that you think are not common, and also not very threatening to peace.

Place here examples that you think are not very common, but are very threatening to peace.

Not common



# A RECIPE FOR PEACE

A pinch of...

A glug of...

A heap of...

A dash of...

A dollop of...

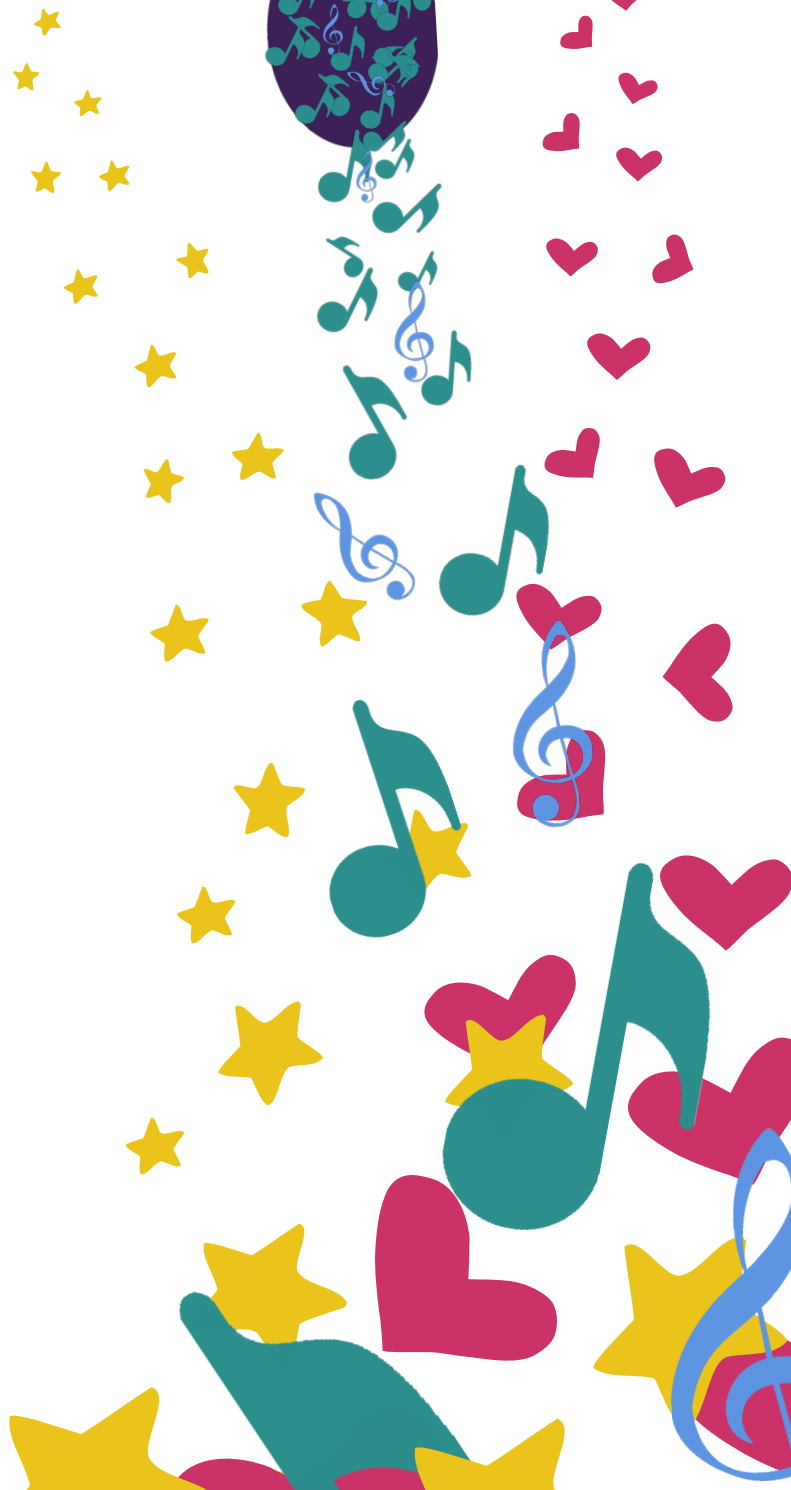
A scoop of...

A smattering of...

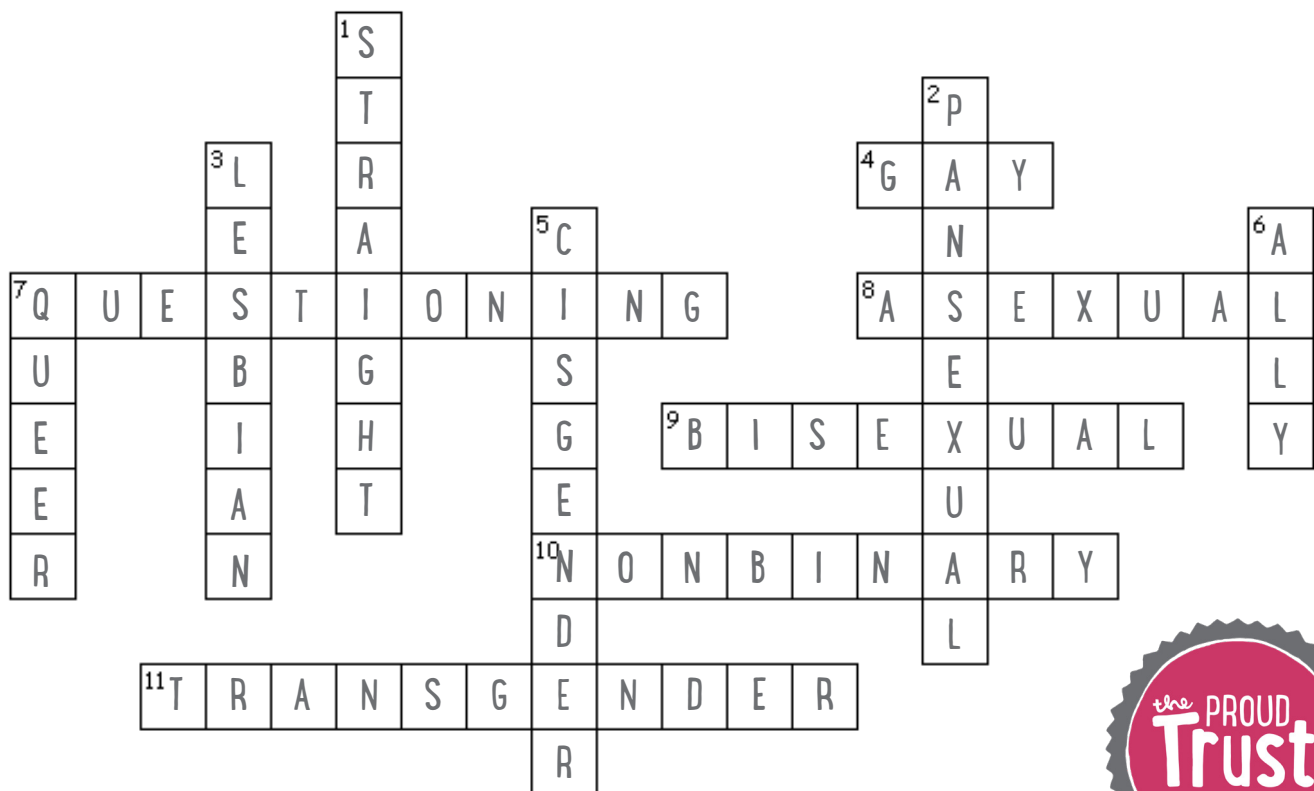
A sprinkle of...

And a dusting of...

All makes for a...



# APPENDIX A LGBT+ LINGO CROSSWORD ANSWER SHEET



## Across

4. A man who experiences romantic and/or sexual attraction to other men. Sometimes used by women who are attracted to women too (3)
7. A person who is exploring their own sexual orientation and/or gender identity (11)
8. A person who experiences no, or little sexual attraction towards other people (7)
9. A person of any gender who experiences romantic and/or sexual attraction to people of their own gender, and other genders (8)
10. An umbrella term for gender identities outside of the “gender binary” of “women” and “men” (3-6)
11. A person whose gender identity does not align or “match” with the sex and gender role they were assigned at birth. Often the term is shortened to the first five letters (11)

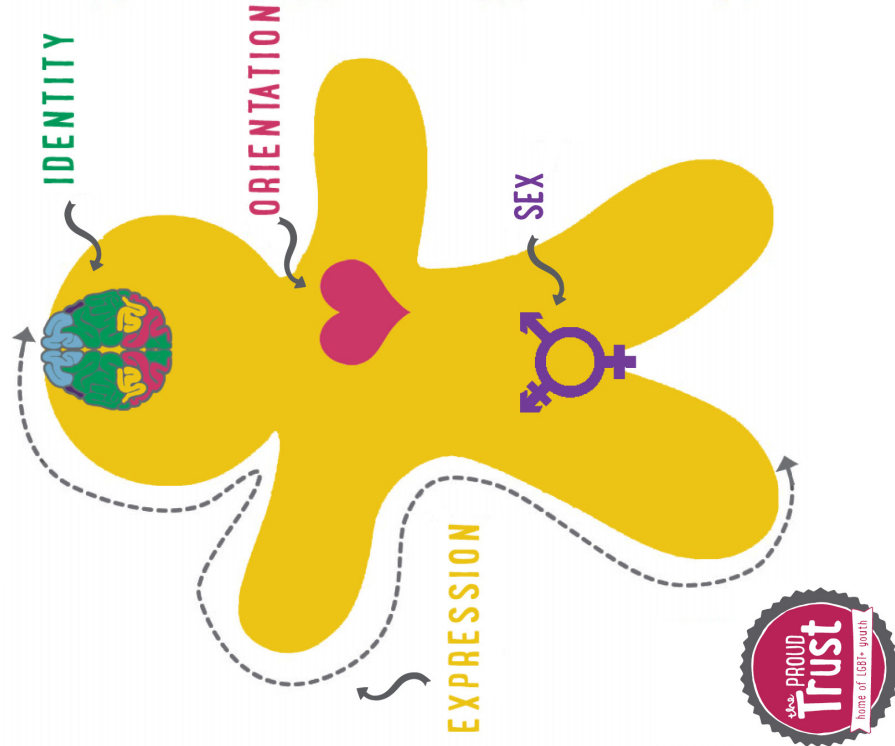
## Down

1. A person who is attracted to people of a different gender (8)
2. A person of any gender who experiences romantic and/or sexual attraction to people regardless of their gender identity (9)
3. A woman who experiences romantic and/or sexual attraction to other women (7)
5. A person whose gender aligns or “matches” with the sex they were assigned at birth. Sometimes shortened to first three letters (9)
6. A person who believes in equality, and fights against inequalities faced by groups that they do not belong to (4)
7. A complex term that has more than one meaning. Historically it was used as a negative insult, however some people feel they have “reclaimed” the word and it has a positive meaning. Some people use it as a collective term for LGBT+ people, and some to explain their gender, sexual or political identity (5)

# APPENDIX B THE GENDERBREAD PERSON INFOGRAPHIC

## THE GENDERBREAD PERSON

Original concept by  
[itpronouncedmetrosexual.com](http://itpronouncedmetrosexual.com)



1969



The **Stonewall Riots** happened when police raided the Stonewall Inn in New York, a known hang-out for LGBT+ people. People were getting arrested because at the time, being gay was illegal, as was wearing clothes that the police deemed inappropriate for your gender. This kind of thing had happened before, but on this occasion the LGBT+ community fought back. This is a key event in the LGBT+ equality movement, inspiring what we now see as “Pride” events.

**Key person:**

Marsha P Johnson, an LGBT+ person of colour, was a prominent person in this uprising.



**Key person:**

Mark Ashton, a white gay man from Oldham, England, founded this movement.



**Lesbians and Gays Support the Miners (LGSM)** was a group of people that formed to show their support to the striking British miners. The miners were on strike, due to widespread pit closures.

LGSM raised money to support them. In turn, miners' groups supported LGBT+ people including leading London Pride in 1985. There is a 2014 film called Pride which is based on this true story.

1987

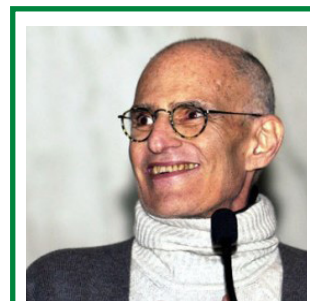


**ACT UP** was formed in response to the perceived social neglect, government negligence and the complacency of the medical establishment towards the AIDS crisis in the 1980s.

ACT UP campaigns for research into new medicines and treatments for HIV/AIDS, equitable access to prevention and care for people with HIV/AIDS, as well as tackling the structural drivers of the HIV/AIDS epidemic, such as stigma, discrimination and poverty.

**Key person:**

Larry Kramer, a Jewish gay man from New York, founded this movement.



2005

**Key person:**

Sue Sanders, a white lesbian from England, co-founded this movement.

Lesbian  
Gay  
Bisexual  
Trans

**LGBT History Month UK** was set up by Schools OUT UK, in response to the abolition of Section 28, a law that prevented schools from teaching about LGBT+ people and identities. Now in its fifteenth year, LGBT History Month is a time to celebrate the achievements of LGBT+ people and to raise awareness of the challenges they still face.

STICK TIMELINE PART THREE HERE (Some trimming may be required)

STICK TIMELINE PART TWO HERE (Some trimming may be required)



1970



**Street Transgender Action Revolutionaries (STAR)** was set up after the Stonewall Riots. It was a group that supported homeless trans young people in New York, and was considered groundbreaking in the LGBT+ movement.

**Key person:**

Sylvia Rivera, an LGBT+ person of South American descent, set up this organisation with her friend Marsha P Johnson.



1978



**Key person:**

Harvey Milk the first openly gay man to get elected to US office, commissioned this piece of work.



**The Pride Flag** was created by artist Gilbert Baker. It was created as a positive symbol of

solidarity for LGBT+ people. The colours on the flag represent the diversity that exists within the LGBT+ community.

1988



**Never Going Underground**

was a movement protesting against the Section 28 law which made it illegal to talk about LGBT+ topics in schools in

the UK. This law was abolished in Scotland in 2000, and in England and Wales in 2003, after which time LGBT History Month was set up, so that LGBT+ lives could be explored and celebrated in schools.

**Key person:**

Sally Francis (far right) is a white lesbian from England who organised a group of lesbian and bisexual women to abseil into the House of

Lords when Section 28 had just been passed.



1995



**Key person:**

Susie Green, a cisgender white woman from England, founded this organisation.



**Mermaids** is a charity that was set up to support the parents, carers and families of trans children and



STICK TIMELINE PART FOUR HERE (Some trimming may be required)



Gay  
Bisexual  
Trans  
History  
Month  
SCHOOLS OUT UK

abolition of Section 28, a law that prevented schools talking to students about LGBT+ people and identities. Now in its fifteenth year, LGBT History Month gives us the whole month of February to educate, explore and celebrate the rich history of LGBT+ people, events and activism!

2006



**UK Black Pride** is a celebration and a protest. It is an event that was set up in recognition that BAME people (Black, Asian and other Minoritised

Ethnicities) are often missing from conversations around LGBT+ people.

**Key person:**  
Phyll Opoku-Gyimah, a Black lesbian woman, co-founded this movement.



2016

**Key person:**  
Barack Obama, a straight, cisgender, Black American man who was the 44th President of the USA.



**The Stonewall Monument** was created around the area of the Stonewall Inn in New York, the place where the Stonewall Riots had broken out many years before. This is the first national monument in

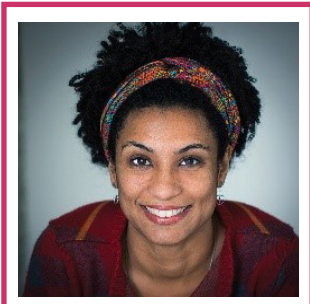
the USA dedicated to LGBT+ rights and history, recognising the pivotal importance of this event. Obama said "I believe our national parks should reflect the full story of our country - the richness and diversity and uniquely American spirit that has always defined us, that we are stronger together."

2017



**Protests** that were attended by thousands of people took place all across Brazil. This was in response to the murder of a politician, who stood up for the rights of LGBT+ people, Black people, and other minority groups. The murder happened shortly after they had just attended an event called "Young Black Women Who Are Changing Power Structures".

**Key person:**  
Marielle Franco was a Black Brazilian LGBT+ person, who worked in politics.







a help line, support groups, and organises events including proms and camping trips. The organisation also provides peer support for people who might be experiencing transphobia.

set up to support the parents, carers and families of trans children and young people. The organisation runs

2007



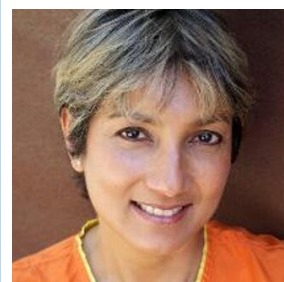
### Muslims for Progressive Values

"affirms the equal worth of all human beings", seeking to educate and to dismiss false

ideologies about Muslims and Islam. The organisation supports inter faith and LGBT+ partnerships and marriages. The organisation centres on Muslim women's issues and they have supported a controversial public women's prayer gathering in New York.

### Key person:

Ani Zonneveld, a Malaysian-American Muslim straight woman, founded this organisation.



2013

### Key people:

Opal Tometi, Patrisse Cullors and Alicia Garza, two of whom identify as queer, founded this movement.



### Black Lives Matter

campaigns against violence and systemic racism towards Black people, by regularly holding protests and speaking out against police killings of

Black people, and broader racial inequality issues. This movement is committed to the inclusion of women, LGBT+ people, people with disabilities, and other Black minority groups.

2018



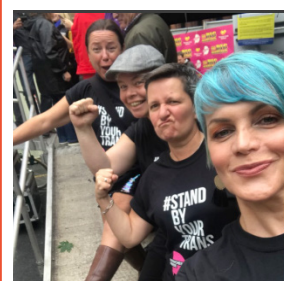
### #StandByYourTrans and #LwiththeT

Twitter campaigns were started in response to a small group of cis

lesbians who led the London Pride parade in 2018 with anti-trans messages. The campaigns have demonstrated the overwhelming solidarity and support shown by many other cis lesbians towards trans women. These hashtags have gone on to be used in public protests against transphobia at Pride parades.

### Key people:

Kate O'Donnell and Louise Wallwein are white LGBT+ activists, who led the Manchester 2018 Pride parade with this inclusive message.



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[rainbowflagaward.co.uk](http://rainbowflagaward.co.uk)



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**The LGBT Education Charity**  
Charitable Incorporated Organisation Number 1156352

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