

LGBT+ HISTORY MONTH 2021



Body, Mind, Spirit

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

 **ef** Esmée
Fairbairn
FOUNDATION

CONTENTS

	Page Hyperlinked
Introduction by Sue Sanders, Schools OUT UK, and Co-founder of LGBT+ History Month UK	3
Session One: LGBT+ History Month 2022, Badge Design Competition	4
Identity Cards	9
Definitions	10
Mark Ashton: An Ally to the Miners	11-12
LGBT+ History Month Badges	13
Session Two: Body, A Barrier to Participation?	14
British LGBT+ Sportspeople Cards	19-21
Sport for Everyone	22
Session Three: Mind, Still I Rise	23
Still I Rise, by Maya Angelou	29
Still They Rose	30
Session Four: Spirit, Symbols and Identities	31
Symbols Sheet	38
Community / Identity Sheet	39
Michael Dillon Biography	40
Identity Sym-Bulb	41

Online delivery: We recognise that this year, you might be delivering the LGBT+ History Month activities online. As such, the digital activity assets have been provided separately, for you to download and make use of, on your chosen online platform - bit.ly/33XICFc

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INTRODUCTION

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



I am thrilled to be introducing you to The Proud Trust resource and education pack, that supports the themes of LGBT+ History Month 2021.

You will find activities that will engage your young people, in whatever setting you are working with them, classroom, youth group, scout or guides, or other club, in discovering concepts that they may not have previously linked to LGBT+ people.

The whole point of LGBT+ History Month is to celebrate LGBT+ people in all their diversity, and in doing so, educate out prejudice.

On the LGBT+ History Month website you will find more resources about the five “faces”, the people we have chosen to represent this year’s theme of “Body, Mind and Spirit”. There you’ll also find many more free resources, including previous years’ education and resource packs from The Proud Trust:

lgbtplushistorymonth.co.uk



I think this year’s resource and education pack is particularly exciting as it is not only supporting theme for 2021, but also encourages your young people to take their place in LGBT+ history, by being part of the process of designing the LGBT+ History Month badge/logo for 2022!

I am confident that in using this resource and education pack you will discover many new ideas, and new ways of presenting and thinking about LGBT+ identities. Our hope is that it will encourage you to continue to usualise LGBT+ people throughout the year, so that all of your young people will gain confidence in expressing who they are, and develop respect and interest in the diversity of all people.

My thanks as ever to the talented people of The Proud Trust and I look forward to hearing from you as to how you have used this resource pack. We have a space on the LGBT+ History Month website, where you can report on what you did, here:

lgbtplushistorymonth.co.uk/category/news

I hope LGBT+ History Month 2021 will be a fun and a valuable event to enable us all to be proud, and celebrate who we are.

In Solidarity

Sue

SESSION ONE ➡ LGBT+ HISTORY MONTH 2022

Badge Design Competition

Aims

In this session we will explore some of the background to LGBT+ History Month and the importance of fundraising for the organisation behind it. We will also gain some knowledge and understanding of LGBT+ (lesbian, gay, bisexual, trans, plus other related) identities and terminology.

Learning Outcomes

Young people will:

- Have an understanding of basic LGBT+ terminology and identities
- Explore some of the work of Mark Ashton and LGBT+ History Month
- Design a badge for LGBT+ History Month 2022

National Curriculum Links

KS3 Design and Technology:

- Use research and exploration, such as the study of different cultures, to identify and understand user needs.

Secondary School Relationships and Sex Education :

- Families
 - That there are different types of committed, stable relationships.

Resources

Supplied:	Identity cards	Page 9
	Definitions	Page 10
	Mark Ashton: An Ally to the Miners	Page 11-12
	LGBT+ History Month badges	Page 13
Needed:	Paper/card	
	Colouring pens, pencils or other media	
	Camera and internet access to submit your badge designs	
	Optional: IT equipment to create badge designs	

Preparation

Follow this preparation for in-person delivery. For online delivery, the digital activity assets can be downloaded from bit.ly/33XICFc

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Print and photocopy:
 - a. Identity cards, one per person or pair (alternatively you may wish to display the words and use mini whiteboards).
 - b. Mark Ashton: Ally to the Miners sheet, one per group or could be projected if you have the means.
 - c. If you have a large group, you might wish to copy the LGBT+ History Month badges so everyone can see them.
- 3) Using scissors or a paper guillotine, cut up the identity cards for your group.

Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction to LGBT+ History Month	<p>Introduce the topic by reading the aims of the session.</p> <p>Share with your group that, in the UK, February is LGBT+ History Month.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Why do we study history? • Why is it important to highlight the history of LGBT+ people? • What do you think the purpose of LGBT+ History Month is?

CONT...

Time	Activity	Method
		<p>CONT...</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> • Why do we study history? <ul style="list-style-type: none"> - By studying history, we develop a better understanding of the world we live in. Understanding our past, better enables us to understand our present. History is also a valuable tool when it comes to appreciating those who are different to us. • Why is it important to highlight the history of LGBT+ people? <ul style="list-style-type: none"> - LGBT+ people have always existed and will always exist - LGBT+ people have made significant contributions to society, but there have been times where those people have been persecuted and discriminated against rather than celebrated for their achievements. We want to shine a light on those achievements. - Representation and visibility matters. It's important for everyone to be able to see others like themselves. - It is important to look at how far the LGBT+ community has come, but also how far it has yet to go. Full equality has not yet been reached. • What is the purpose of LGBT+ History Month? <ul style="list-style-type: none"> - To raise awareness of, and combat prejudice against, the LGBT+ community while celebrating its achievements and diversity and making it more visible.
10 mins	Identity Match Up	<p>Introduce this activity by saying that the LGBT+ community is made up of people with various identities.</p> <p>In this activity, you are going to look at some of the different sexualities and gender identities.</p> <p>Give out the Identity Cards that you have printed and cut up. One by one, read through the definitions and ask the groups to hold up the identity card that matches the definition. Could be a fun competition!</p>

Time	Activity	Method
10 mins	Mark Ashton: An Ally to the Miners	<p>In this activity, you are going to look at the allyship between Mark Ashton and LGSM, and the National Union of Mineworkers. Give out the Mark Ashton; Ally to the Miners sheets that you have printed and ask your group to read through the information.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What was the impact of the LGSM group supporting the National Union of Mineworkers during their strike? • How can both the LGSM and the National Union of Mineworkers be described as allies? <p>Speak to your group about the importance of allies. Allies have been key to advancing fair and equal treatment of marginalised groups. Allies are some of the most effective and powerful voices.</p> <p>Tell your group that we would like them to support and contribute to the future of LGBT+ History Month by designing the badge for 2022. The sale of these badges helps to fund the work done by the LGBT+ History Month UK charity.</p>
10 mins	What Does a Good Design Look Like?	<p>With your group, look at the past badges.</p> <p>The badges are sold to help to raise money which goes towards raising awareness of, and combating prejudice against, the LGBT+ community and celebrating its achievements and diversity.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Which badges do you like and why? • Which badges do you think were the most successful and why? • Which badges do you think were the least successful and why? • What design elements do all the badges have?
20 mins+	Can You Design the LGBT+ History Month 2022 Badge?	<p>Ask the members of your group to design a badge for LGBT+ History Month 2022, which considers the 2022 theme which is:</p> <p style="text-align: center;">Art and Politics – ‘The Arc is Long’.</p> <p>(‘The arc is long, but it bends towards justice’ – Dr Martin Luther King Jnr.)</p> <p style="text-align: right;">CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <p>The design:</p> <ul style="list-style-type: none"> • Should use bright colours, particularly those associated with LGBT+ Pride • Can be any shape (please bear in mind that the round badges have always been the least successful) • Must be legible within a 5cm x 5cm square • Must include the words: <ul style="list-style-type: none"> - Lesbian - Gay - Bisexual - Trans - History - Month - 2022 - LGBT+ • Can be created on paper or using IT • Cannot include brand logos, human faces, religious or party-political symbols
<p>Before 13th March</p>	<p>Submit Your Design</p>	<p>Hold a vote to decide your group's overall winner. If you are a school, you may wish to choose a winner for each key stage.</p> <p>Please submit your winning designs into the national competition! Send them as JPEG files to promotions@schools-out.org.uk by Friday 13 March 2021. Good luck!</p>
<p>5 mins</p>	<p>Summary</p>	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have they learned? • What have they enjoyed? • What, if anything, has changed for you? • Do they know where their local LGBT+ youth group is? • Does your school have an LGBT+ group? Should it? <p>Signposting:</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website:</p> <p>tinyurl.com/y4gublpe</p>

IDENTITY CARDS



Ally	Asexual	Bisexual
Cis/ Cisgender	Gay	Straight
Intersex	Lesbian	Non-binary
Pansexual	Queer	Trans/ Transgender

DEFINITIONS

- 1) A man who is attracted to other men. Sometimes the word is used by women who are attracted to women too, so we can say this word means a person who is attracted to other people of the same gender. (Gay)
- 2) 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 heterosexual and/or cisgender person who believes in, and fights for equality, for LGBT+ people. (Ally)
- 3) Historically this word was used as a negative insult, however many people feel they have reclaimed the word to have a positive meaning. Some people use it as a collective term for LGBT+ people, and some use it to explain their gender, sexual or political identity. Some people still use this word as an insult, this is LGBTphobia and should be challenged. (Queer)
- 4) A person whose gender identity is in some way different to the gender they were assigned at birth. (Trans/Transgender)
- 5) A person of any gender or sexual orientation who experiences little, or no, sexual attraction. They may still experience other types of attraction, such as physical or romantic attraction. (Asexual)
- 6) A person who is attracted to people of a different gender, e.g. a man who is only attracted to women. (Straight)
- 7) A person is assigned this term, often at birth, when their sex characteristics don't align with the medical definitions of "female" or "male". A person's external and internal body, as well as chromosomes and hormones, can all be factors when assigning sex. (Intersex)
- 8) A person of any gender who experiences attraction to people of their own gender, and other genders. (Bisexual)
- 9) A woman who is attracted to other women. (Lesbian)
- 10) An umbrella term for gender identities which are not confined by the gender binary of "women" and "men". These people may identify with no gender at all or with more than one gender. (Non-binary)
- 11) A person of any gender who is attracted to people of all genders. (Pansexual)
- 12) A person whose gender is the same or mostly the same as they were assigned at birth. (Cis/Cisgender)

MARK ASHTON: AN ALLY TO THE MINERS

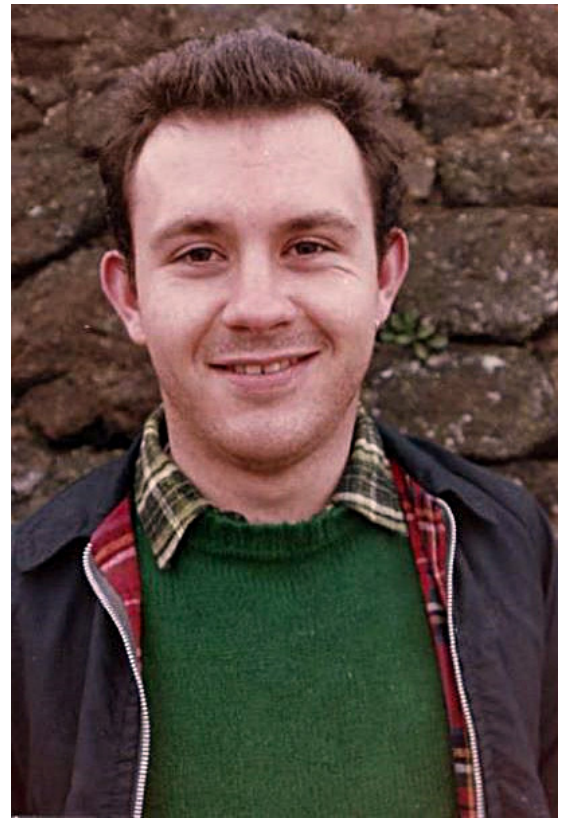
Mark Ashton was a British gay rights activist and co-founder of the Lesbians and Gays Support the Miners (LGSM) support group.

Between 1984 and 1985, more than half of the UK's 187,000 miners left work to strike. The strike was a last attempt by the mining unions to save the British coal mining industry after the National Coal Board announced the closure of 20 pits. The closure of these pits would result in the loss of 20,000 jobs.

In South Wales, in 1984, 99.6% of the 21,500 mine workers joined the strike, but a year later 93% were still out of work.

There was the argument that the strike had not been approved by a vote in the miner's union, so it was deemed illegal. As the strike was illegal, those who took part were not entitled to money or benefits. Families had to sacrifice 'luxuries' such as television and heating. People were dependent on donations from others who supported their cause.

Four months after the strike began Mark Ashton and Mike Jackson founded the group Lesbian and Gays Support the Miners. They began by organising collection buckets at the London Pride march before deciding more needed to be done and they should raise awareness of the miner's cause amongst London's gay and lesbian community.



LGSM members continued to organise collections at gay pubs and clubs and on the pavements outside Gay's The Word bookshop. On the 10th December, a benefit held at London's Electric Ballroom raised £5,650.

LGSM built strong links to the mining communities of South Wales, in particular Dulais. The money they raised was used to support miners and their families throughout the strike.

By the end of the strike over sixty people were involved in LGSM and other LGSM groups had formed in ten other towns and cities.



After the strike, the strong ties between the LGBT+ community and the South Wales mining community remained. At the October 1984 Labour Party Conference, in support of the Labour campaign for LGBT+ rights, the National Union of Mineworkers (NUM) sent the message, "Support civil liberties and the struggle of lesbians and gay people. We welcome the links forged with South Wales and other areas. Our struggle is yours. Victory to the miners." In June 1985 the NUM and the mining communities of South Wales joined LGSM to lead the London Pride march. Following this the NUM went on to support the need for lesbian and gay equality at the 1985 Labour Party Conference and Trades Union Congress.

This story has been retold in the 2014 film *Pride*.

LGBT+ HISTORY MONTH BADGES

2021 Body, Mind, Spirit



2020 Poetry, Prose and Plays



2019 Peace, Reconciliation and Activism



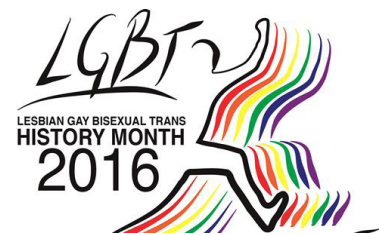
2018 Mapping Our World



2017 PSHE, Citizenship and Law



2016 Religion, Belief and Philosophy



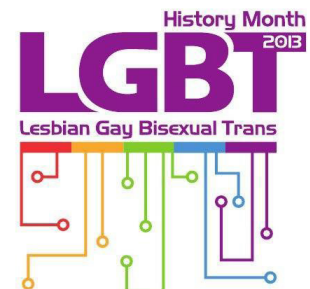
2015 History: Coded Lives



2014 Music



2013 Science, Technology, Engineering, Maths



SESSION TWO ➡ BODY

A Barrier to Participation?

Aims

In this session we will learn about some notable LGBT+ athletes and consider the challenges many LGBT+ people may face when playing sport.

Learning Outcomes

Young people will:

- Identify some British LGBT+ athletes
- Describe the challenges many LGBT+ people might face when playing sports
- Suggest how LGBT+ people can be supported to access sport

National Curriculum Links

Relationships and Sex Education (Secondary):

- Respectful relationships, including friendships:
 - Practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).
 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

Resources

Supplied: British LGBT+ Sportspeople cards Page 19-21
Sport for Everyone template Page 22

Needed: Paper and pens

Preparation

Follow this preparation for in-person delivery. For online delivery, the digital activity assets can be downloaded from bit.ly/33XICFc

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Print and photocopy:
 - a. British LGBT+ Sportspeople cards, one per group/pair.
 - b. Sport for Everyone template, one per person.
- 3) Using scissors or a paper guillotine, cut up the British LGBT+ Sportspeople cards as indicated.

Procedure (total one hour)

Time	Activity	Method
10 mins	Introduction	<p>Introduce the session, by reading the aims of the session.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • How do you think taking part in sport can support our wellbeing? • What skills can you develop by taking part in sport? • Is there a sport or activity for everyone?
15 mins	LGBT+ Sportspeople	<p>There have been several notable British LGBT+ athletes throughout history – the following task aims to introduce a few.</p> <p>Split your group into small teams or pairs and give each a copy of the pre-cut information and photos of British LGBT+ sportspeople.</p> <p>Ask your group to:</p> <ol style="list-style-type: none"> 1. Match the information to the correct photo 2. Put them in chronological order <p>Share with your group how the information and photos should be paired.</p>

CONT...

Time	Activity	Method
		<p>CONT...</p> <p>Ask your group if they noticed anything about the LGBT+ athletes. They may notice that there are no trans athletes and the only intersex athlete left their sport.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Do they know of any trans or intersex athletes? • Why do they think there is a lack of trans and intersex representation in sport?
20 mins	Sport for Everyone?	<p>A greater proportion of LGBT+ people do not partake in sports compared to their non-LGBT+ peers; this may be because there continues to be high levels of LGBTphobia in sport, so LGBT+ people do not feel welcome, safe or respected.</p> <p>The way some sport is organised by gender can be a barrier to sport for some people. What if you were destined to be the greatest rugby player of all time, but because you are a girl you have always been discouraged or unable to try it?</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What is expected of you because of your gender? What sports are you 'expected' to enjoy? What sports are you 'expected' to dislike? • Why do people have these expectations? • Are there any sports you are not taught in school because they are only taught to people with a different gender to you? <p>Ask your students to think back to the sportspeople:</p> <ul style="list-style-type: none"> • What challenges might the lesbian, gay and bisexual athletes face in accessing sport? • What challenges might trans athletes face in accessing sport? • What challenges might intersex athletes face in accessing sport? <p>Trans and intersex people still have to fight to compete in sports. There continues to be many restrictions imposed on trans and intersex athletes before they are able to compete at a global level.</p> <p>CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <p>Split your group into teams of four. Ask them to imagine a Y9 student returning to school after summer, but they return to school as their true self. They have come out to the school community as trans, and now their gender expression matches their gender identity.</p> <p>Give each group paper and pens and ask them to list the challenges that student may face in their PE lessons or in joining a local sports group.</p> <p>Possible challenges they may list:</p> <ul style="list-style-type: none"> • Accessing the changing rooms • Accessing the toilets • LGBTphobia from staff, peers and parents • Gendered sports kit • Gendered swimsuits • Accessing lessons where ‘boys’ and ‘girls’ are split <p>Next, ask them to suggest what changes the school or club could make to ensure trans students are able to access their sessions.</p> <p>Possible changes they may suggest:</p> <ul style="list-style-type: none"> • Unisex kits • Unisex toilets • Mixed gender lessons • Zero tolerance policy for LGBTphobia • LGBT+ inclusion training for staff • More LGBT+ visibility in adverts and examples they use
10 mins	Take Action	<p>Ask your group if they had a particular school or group in mind for the last task.</p> <p>If they did and were able to identify barriers to sport, then we would like to challenge them to take action.</p> <p style="text-align: right;">CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <p>Ask them to use the Sport for Everyone template to describe the barrier to sport they have identified, and suggest changes before taking it to their headteacher, the head of PE, a trusted staff member, or leader of the sports group.</p> <p>Ask your group:</p> <ul style="list-style-type: none"> • What might happen if there was a mass stance against casual discrimination?
	<p>Optional: What will you do?</p>	<p>Last year the Premier League came together to show support for LGBT+ people. Across two match weeks players wore rainbow laces and captains wore rainbow armbands as well as ball plinth, handshake boards and substitute boards all featuring a rainbow design.</p> <p>Ask your group:</p> <ul style="list-style-type: none"> • How could your school/sports group actively support LGBT+ people into sport? <p>Put your ideas into action!</p>
<p>5 mins</p>	<p>Summary</p>	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have they learned? • What have they enjoyed? • What, if anything, has changed for you? <p>Further information on how to include young LGBT+ people in sports can be found at: tinyurl.com/y5zad3of</p> <p>You may wish to share these guides for players, fans, referees and club secretaries with your teams/PE departments/leadership: tinyurl.com/yy5chowt</p>

BRITISH LGBT+ SPORTSPEOPLE CARDS



Nicola Adams (26th October 1982 -)

A professional boxer who retired in 2019 with an undefeated record. She won gold at two consecutive Olympic Games, 2012 and 2016. After winning her first gold, she became the first openly LGBT+ person to win an Olympic boxing gold medal. In 2020 she told her fans via Twitter she identifies as a lesbian, after reports identified her as bisexual.



John Curry (9th September 1949 - 15 April 1994)

A figure skater who was noted for combining ballet and modern dance into their skating. In 1976 they won gold at the Olympic Games, the World Championships, and the European Championships. John was outed as gay immediately after his Olympic victory. Following his success John set up a skating and dancing company and choreographed routines.



Kate Richardson-Walsh (9th May 1980 -)

An Olympic gold and bronze winning field hockey player, she has been capped a record 375 times for her country and was the England and Great Britain Captain for 13 years. After retiring in 2016 she has worked as a coach and commentator. Kate and her wife Helen were the first same-gender married couple to win an Olympic gold together.



BRITISH LGBT+ SPORTSPEOPLE CARDS



Graeme Obree (11th September 1965 -)

Nicknamed “The Flying Scotsman” Graeme is a record-breaking racing cyclist. During his career he broke the world hour record twice and became the individual pursuit world champion in two separate years. He was renowned for his unusual riding positions and “Old Faithful”, the bicycle he built which included parts from a washing machine. In 2005, he came out to his family as gay.



Sir Lee Pearson (4th February 1974 -)

An 11-times Paralympic Games gold medalist, representing Britain in para-equestrianism. Over his career he has won 30 gold medals at European, World and Paralympic level. He was the first openly gay person to carry the British flag at a Paralympic or Olympic opening ceremony, carrying the flag at Rio in 2016.



Lily Parr (26th April 1905 - 24th May 1978)

A professional Women’s Association football player, she played as a winger, now known as a midfielder. During her career she scored 986 goals and was faced with many challenges in continuing her passion when the Football Association banned women from playing on their grounds. Lily lived most of her life near Preston with her partner Mary. In 2019, she was the first woman to be made an inaugural inductee into the English Football Hall of Fame.



BRITISH LGBT+ SPORTSPEOPLE CARDS



Hope Powell **(8th December 1966 -)**

A former international footballer and women's first-team manager of Brighton & Hove Albion. Until August 2013, Hope was also the coach of the England women's team and the Great British women's Olympic team. As a player, Hope won 66 caps for England. In 2011, she was listed fifth on the World Pride Power List.



Mark Weston **(30th March 1905 - 29th January 1978)**

Nicknamed "The Devonshire Wonder" he was one of the best British field athletes of his time. Mark was assigned female at birth, despite being intersex. As a young person he was national champion in the javelin and discus throw and won the women's shot put title in three different years. In 1936, after changing his gender expression to match his gender identity, as a man, Mark retired from competitions. He later worked as a masseur, married his wife Alberta and had three children.



Colin Jackson **(18th February 1967 -)**

A sprint and hurdling athlete who specialised in the 110 metre hurdles. During his career he won an Olympic silver medal, became World Champion twice, and went undefeated at the European Championships for 12 years. He now works as a commentator and TV presenter. He came out as gay 14 years after retiring from sport in 2003.



SPORT FOR EVERYONE

Dear _____,

As part of LGBT+ History Month we have been looking at some of the barriers people face when playing sport. I have identified a barrier and some changes we could make to remove this barrier, in order to make our sport more inclusive. Please read about my suggestions below:

What barrier to taking part in sport have you identified? (Circle your answer)

- Gendered lessons, e.g. 'boys' and 'girls' are split
- Gendered activities – you are unable to try a sport because it is not taught to your gender
- Gendered PE/sport kit
- Gendered changing rooms
- Gendered toilets
- LGBTphobia from staff/parents
- LGBTphobia from class/teammates
- Other

Who does this barrier affect?

How does this barrier affect people?

What changes could the school/sports group make to remove this barrier?

SESSION THREE ➡ MIND

Still I Rise

Aims

In this session we will learn about Maya Angelou, read and perform one of her most famous poems 'Still I Rise', and create a poem based on our own or others' experiences.

Learning Outcomes

Young people will:

- Gain some understanding of who Maya Angelou was and what she stood for
- Recite and perform the poem Still I Rise by Maya Angelou
- Create their own poem to celebrate how others have succeeded in spite of the challenges they

National Curriculum Links

KS3 English:

- Reading
 - Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres.
- Writing
 - Writing for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing.
- Spoken English
 - Speak confidently and effectively, including through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

KS4 English:

- Reading
 - Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include works from the 19th, 20th and 21st centuries, poetry since 1789, including representative Romantic poetry.
- Writing
 - Write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue.

Resources

Supplied: Still I Rise by Maya Angelou Page 29
Still They Rose sheet Page 30

Needed: Image of Maya Angelou
Paper and pens

Preparation

Follow this preparation for in-person delivery. For online delivery, the digital activity assets can be downloaded from bit.ly/33XICFc

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Print or photocopy:
 - a. Still I Rise poem by Maya Angelou, one copy per person
 - b. Still They Rose sheet, one copy between two people

Procedure (total one hour)

Time	Activity	Method
10 mins	Introduction to Maya Angelou	<p>Introduce the session, by reading the aims of the session, whilst projecting a picture of Maya Angelou.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What do you know about Maya Angelou? <p>Maya Angelou had an incredible and varied career. She was a singer, composer, Hollywood's first female Black director, but she is most remembered for her writing, her poetry and her activism.</p> <p>As a civil rights activist, she worked for Martin Luther King Jr. and Malcolm X. By 1975 she was recognised by Carol E. Neubauer as "a spokesperson for... all people who are committed to raising the moral standards of living in the United States".</p> <p>She embraced the LGBT+ community and on the fight for LGBT+ equality said, "I am aghast and appalled at any people who decide that another group should not have their rights. We are all each other's people."</p> <p>In 2010, Barack Obama awarded Angelou with the Presidential Medal of Freedom, the highest civilian honour in the U.S. And when she passed away Obama described her as 'a brilliant writer, a fierce friend, and a truly phenomenal woman', and 'one of the brightest lights of our time'.</p> <p>Maya Angelou's love of language began when she was young. She is most recognised for her autobiographies but was also a prolific poet.</p> <p>Share with your group that today we are going to focus on one of her poems.</p>

Time	Activity	Method
20 mins	Still I Rise	<p>Encourage everyone in your group to read or listen to Still I Rise and think about how Angelou may have felt writing different parts.</p> <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p>Please be aware, as young people will be performing this poem, the seventh verse has been removed. Verse seven reads:</p> <p style="text-align: center;">Does my sexiness upset you? Does it come as a surprise That I dance like I've got diamonds At the meeting of my thighs?</p> <p>Original versions of the poem, with verse seven included can be found online, should you choose.</p> </div> <p>Ask your group:</p> <ul style="list-style-type: none"> • What do you think the poem is about? <p>Share with your group that the poem is about the struggle to overcome prejudice and injustice, in particular the racism the Black community has faced. Many LGBT+ people, especially those of Colour, are able to find hope in the poem, knowing that no matter what we are faced with we will still rise.</p> <p>Tell your group that many critics have argued that Angelou's poetry is more powerful when it's recited and performed.</p> <p>Split your group into eight smaller groups and assign each a verse. Ask them to create a performance of their verse that reflects the feeling and attitude of the words.</p> <p>Bring the groups back together to perform the poem starting with the group given verse one. Ask your group to read the 'I'll/I rise' together.</p>

Time	Activity	Method
25 mins	Create Your Own Poem	<p>Discuss with your group:</p> <ul style="list-style-type: none"> • How might it feel to be downtrodden, disrespected or discriminated against? • How have LGBT+ people been disrespected before? • How are LGBT+ people discriminated against now? • Can you think of any LGBT+ people that, despite the challenges they have faced, still rose, and we can celebrate them for their work? <p>When speaking to the New York Times about the calls Maya Angelou made to the State Senators who opposed marriage equality, she said “To love someone takes a lot of courage, so how much more is one challenged when the love is of the same sex and the law says ‘I forbid you from loving this person?’” Many LGBT+ people have risen against discrimination by loving and being their true selves, unapologetically.</p> <p>Create a verse of poetry from the perspective of an LGBT+ person who couldn’t be stopped by the LGBTphobia they faced.</p> <p>(Their verse does not have to match the format of Still I Rise, they may choose a haiku, an acrostic, etc.)</p> <p>You could write about:</p> <ul style="list-style-type: none"> • Your own experiences or the experiences of a family member • Or you could write about an LGBT+ icon that has faced challenges and still they rose. If your group is struggling for ideas, see our suggestions on the Still They Rose sheet <p>Please encourage your group to focus on the successes of the people they write about and the good they have done and how they have ‘risen’.</p> <p>Ask your group to bring their verses together, each performing their piece, making sure to emote the feeling and attitude of their words, to create one big poem.</p> <p>Consider creating a display of your poem to inspire others.</p>

Time	Activity	Method
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have they learned? • What have they enjoyed? • What, if anything, has changed for you? • Do they know where their local LGBT+ youth group is? • Does their school have an LGBT+ group? Should it? <p>Signposting:</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website:</p> <p>tinyurl.com/y4gublpe</p> <p>Is there scope for an LGBT+ group in their schools? Check out the LGBT+ Groups in School Alliance!</p> <p>tinyurl.com/wosvbj5</p>

STILL I RISE – BY MAYA ANGELOU



You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.
Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and
fear
I rise
Into a daybreak that's wondrously
clear
I rise
Bringing the gifts that my ancestors
gave,
I am the dream and the hope of the
slave.
I rise
I rise
I rise.

STILL THEY ROSE



Flora Murray

Flora Murray was a suffragette who became a doctor. Due to being a woman, and the sexist attitudes of the time, Flora was initially restricted to working in only children's and women's hospitals. During WWI, alongside her partner Louisa Garrett Anderson, she founded the Women's Hospital Corps, working in France with the Red Cross. After being recognised for their incredible work, the War Office invited Flora and Louisa to run the Endell Street Military Hospital. They treated almost 50,000 soldiers over four years.



Bayard Rustin

Bayard Rustin was a gay, civil rights activist, best known for his work as adviser to Martin Luther King Jr. Though he was arrested several times under the LGBTphobic laws of the time and for civil disobedience, he continued to fight for equality. Much of his work was 'behind the scenes' in part due to the public's discomfort with his sexuality. In 2013, Bayard was posthumously awarded the Presidential Medal of Freedom by Barack Obama.



Lilly Wachowski

Lilly, alongside her sister Lana, is one of the most famed filmmakers of this century with The Matrix trilogy, V for Vendetta, Cloud Atlas and Sense8 to their name. Lilly is a noted film and TV director and producer, screenwriter, comic book writer, video game director and writer. In 2016, Lilly came out as trans after many media outlets threatened to out her against her will. She has been very open about how privileged she feels to have the support of her friends and family when some trans people do not.



Anne Lister

Living at a time when wealthy women were expected to stay home, sew and learn music, Anne Lister was an educated businessperson, landowner, mountaineer and world traveller. Sent to a girl's boarding school by their mother who couldn't cope with Anne's 'masculine' behaviour, there Anne fell in love with another pupil and began recording their feelings in a coded diary which they would keep for the rest of their life. Aged 43, in 1834, Anne Lister and the woman they loved, Anne Walker, took sacrament in church together and in their eyes they were married. Throughout Anne's life they were faced with abuse and mockery for not fitting in with what was expected of women during that time and today Anne is celebrated for the same. Anne's story has recently been told in the BBC drama "Gentleman Jack".



Sally Ride

Sally was the first American woman in space. In 1977, she answered a newspaper ad placed by NASA who were seeking young scientists to serve as 'mission specialists'. Sally was one of six women chosen, and Sally made history on 18th June 1983 by being aboard the space shuttle Challenger STS-7. Prior to the launch, Sally was interviewed several times by the media. Among questions about the training, unlike the men on her team, she was asked how travelling into space would affect her ability to reproduce and what kind of make-up she would take on the mission. In regards to these questions, she later said, "It's too bad this is such a big deal. It's too bad our society isn't further along."

SESSION FOUR ➡ SPIRIT

Symbols and Identities

Aims

In this session we will explore various symbols and the communities/identities they represent and gain some knowledge and understanding of LGBT+ (lesbian, gay, bisexual, trans, plus other related) identities and terminology.

Learning Outcomes

Young people will:

- Identify various symbols and which groups of people they represent
- Describe how a person's identity is made up of many elements
- Create new symbols to represent multiple aspects of some people's identities

National Curriculum Links

KS3 Art:

- Use a range of techniques and media, including painting.
- Increase proficiency in the handling of different materials.
- The history of art, craft, design, and architecture.

KS4 Art:

- Draw on the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies, and cultures.
- Draw on contemporary and/or historical environments, situations or issues.
- The different purposes, intentions and functions of art, craft and design in a variety of contexts.
- Use drawing skills for different needs and purposes, appropriate to the context.

Resources

Supplied:	Symbols Sheet	Page 38
	Community/Identity Sheet	Page 39
	Michael Dillon Biography	Page 40
	Identity Sym-bulb sheet	Page 41


Needed: Pictures of a Khanda, Pride Flag and Progress Flag
Paper/card
Colouring pens, pencils or other media
Scissors


Preparation

Follow this preparation for in-person delivery. For online delivery, the digital activity assets can be downloaded from bit.ly/33XICFc

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Print and photocopy:
 - a. Symbols sheet (one per group – decide group sizes at your own discretion)
 - b. Community/Identity sheet (one per group – decide group sizes at your own discretion)
 - c. Michael Dillon Biography (one per group, or could be projected if you have the means)
 - d. Identity Sym-bulb sheet (one per person)
- 3) Using scissors or a paper guillotine, cut up the Symbols sheet and Community/Identity sheet, as indicated.


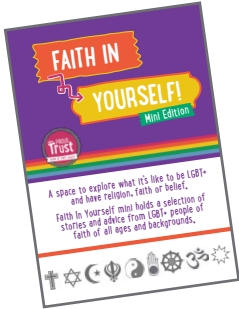
Procedure (total one hour)

Time	Activity	Method
20 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p>Share with your group that many communities and identities can be represented with symbols and images. Give each group a set of the cut-up Symbols sheet and Community/Identity sheet.</p> <p>Explain the first task, which is to match each symbol to the community/identity it represents. Let the activity run until groups have come up with what they think are correct matches.</p> <p>Go through the answers (in the pack, the identities and symbols match up, i.e. the top left square on the Identity sheet matches the top left square on the Symbols sheet).</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Have they heard of any of these identities before? • Do they understand all the terms and definitions? • What are the ways in which the symbols might be grouped?
10 mins	What Makes a Symbol?	<p>Look back at the Khanda:</p>  <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Who does the symbol represent? <ul style="list-style-type: none"> - Sikhs • Can you remember the three parts this symbol is made up of? <ul style="list-style-type: none"> - A double-edged Khanda (sword) - A Chakkar (a circular throwing weapon) - Two Kirpans (single-edged swords) <p style="text-align: right;">CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <p>Share with your group that each of the three parts of the symbol have different meanings:</p> <ol style="list-style-type: none"> 1. The double-edged Khanda is a metaphor for divine knowledge; its sharp edges are needed to separate the truth from falsehoods. 2. A Chakkar is circular having no beginning or end; it represents God who is eternal. 3. The two Kirpans represent the two things all Sikhs must put equal emphasis on; their spiritual goals, and their obligations to society. <p>Symbols are made up of meaningful images and colours that represent the common ideas and beliefs held by a community.</p> <p>Look at the Pride Flag:</p>  <p>Share with your group some of the flag's history:</p> <p>The original flag was designed by Gilbert Baker in 1978 to represent the diversity of the LGBT+ community. Each of the colours represent things that are important for living well:</p> <ul style="list-style-type: none"> Red = Life Orange = Healing Yellow = Sunlight Green = Nature Indigo = Harmony Violet = Spirit <p style="text-align: right;">CONT...</p>






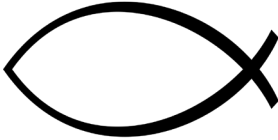

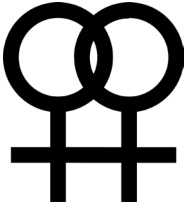

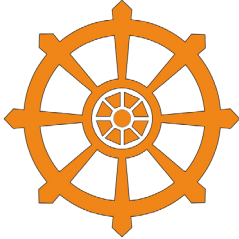



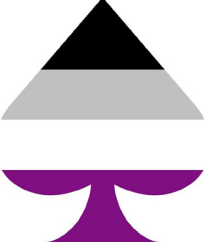

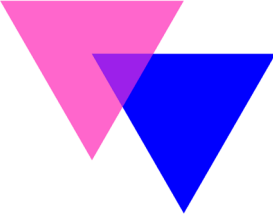
Time	Activity	Method
		<p>CONT...</p> <p>Look at the Progress Flag:</p>  <p>Share the following with your group:</p> <p>In 2018 the Pride Flag was redesigned by Daniel Quasar. The five-coloured chevron was added to put greater emphasis on the need for inclusion and progression. The black and brown represent LGBT+ communities of Colour and the pink, blue and white represent the trans community. The shape of this section is like an arrow representing moving forward.</p> <p>The Pride Flag was redesigned to be more inclusive.</p>
25 mins	Recreating Symbols	<p>Introduce the main activity by saying that there are many symbols which represent various identities. Many people have various aspects to their identity.</p> <p>Give the group the short biography of Michael Dillon and give your young people time to read through it.</p> <p>Ask your group how Michael Dillon identified. They might say:</p> <ul style="list-style-type: none"> • A man • A Buddhist • Trans • British • A physician • An author <p>Acknowledge that Michael Dillon had many aspects to his identity, as do most people.</p> <p>This section's task is to create a symbol that represents the multiple aspects of a person's identity. Each symbol should be designed within the outline of this year's LGBT+ History Month badge to create an Identity Sym-bulb using the template provided. Each Sym-bulb needs three parts completing:</p> <p style="text-align: right;">CONT...</p>

Time	Activity	Method
		<p>CONT...</p> <ol style="list-style-type: none"> 1. The newly designed symbol in the main bulb area. 2. The name of the identity at the bottom of the symbol. 3. The definition of the identity written on the back. <p>Using your discretion and knowledge of the group, you could ask them to select the symbol they will create based on:</p> <ul style="list-style-type: none"> • The one(s) they most identify with (especially if you are working with an LGBT+ group) • Another identity that they know about • The symbols they like the most • One that they hadn't heard of before • Random selection, such as: <ul style="list-style-type: none"> - A symbol for Michael Dillon - Gay Buddhists - Intersex Christians - Autistic Sikh lesbians - Deaf bisexual men - Black trans women - Asexual lesbian British Hindus - Non-binary Black bisexual Christians - Scottish gay trans men <p>If many of your group do not identify as part of the LGBT+ community, please do encourage them to choose one of the suggested symbols above. We would like your group to create a variety of symbols representing many identities.</p> <p>Once finished, these symbols may be cut out and displayed – be creative! We'd love to see them, so please share the finished display:</p> <p>Twitter: @TheProudTrust Instagram: @the_proud_trust</p>

Time	Activity	Method
5 mins	Summary	<p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learned? • What have you enjoyed? • What, if anything, has changed for you? <p>Signposting:</p> <p>Remind the young people of the pastoral support available in school from yourself and your pastoral team. Also remind folk of the LGBT+ group in the school, if you have one.</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website: tinyurl.com/y4gublpe</p> <p>For this particular session you might also download for each young person a 'Come Out and Say It' guide, which contains lots of very helpful information for all young people: tinyurl.com/y2oztyrj</p>  <p>Also of use might be our 'Faith in Yourself' guides, which are stories and information from LGBT+ young people of faith: tinyurl.com/yypkygbe</p> 

SYMBOLS SHEET



<p>KHANDA</p> 	<p>PINK TRIANGLE</p> 	<p>ORCHID</p> 	<p>OM or AUM</p> 
<p>RAISED FIST</p> 	<p>ICHTHYS</p> 	<p>RAINBOW INFINITY SYMBOL</p> 	<p>INTERLOCKED GENDER SYMBOLS</p> 
<p>TRANS SYMBOL</p> 	<p>DHARMACHAKRA</p> 	<p>GENDER SYMBOL</p> 	<p>RED CROSS</p> 
<p>WORLD FLAGS</p> 	<p>ACE</p> 	<p>BIG D DEAF</p> 	<p>BIANGLES</p> 

COMMUNITY / IDENTITY SHEET



<p>A symbol of the Sikh faith. It is made up of a double-edged Khanda, a Chakkar and two Kirpans.</p>	<p>Originally used in Nazi concentration camps to identify gay and bisexual men. It is now a symbol used to protest against LGBTphobia and celebrate LGBT+ pride.</p>	<p>A symbol used by many intersex groups. The name of this symbol comes from the Greek word for testes.</p>	<p>A Hindu symbol made up of three Sanskrit letters. It is made up of three sounds which represent important triads.</p>
<p>This is a symbol that represents unity, strength, defiance, and resistance. It represents the Black Lives Matter movement.</p>	<p>A Christian symbol whose name comes from the Greek word ichthys meaning fish. Icythys is an acronym for 'Jesus Christ, Son of God, Saviour'.</p>	<p>This symbol represents neurodiversity. The symbol signifies diversity with infinite variations and infinite possibilities.</p>	<p>Two interlocking women symbols representing lesbians.</p>
<p>A symbol representing the diversity of the trans community, made up of gender symbols for women (♀), men (♂), and other people.</p>	<p>A Buddhist symbol. The eight spokes can represent the Eightfold path (the eight teachings Buddhists follow every day).</p>	<p>This gender symbol represents non-binary people.</p>	<p>Originally a symbol of protection. People wear this symbol to show others they are there to help.</p>
<p>These are used as symbols to represent nations and the people of those nations.</p>	<p>A symbol that represents the asexual community. Ace is a phonetic shortening of 'asexual'.</p>	<p>This symbol can represent people who are born deaf or experience hearing loss before learning to speak, and their deafness is a part of their identity and culture.</p>	<p>A symbol that represents the bisexual community. The triangles represent attraction to different genders. The overlap represents attraction to more than one gender.</p>

MICHAEL DILLON BIOGRAPHY

Laurence Michael Dillon was born on 1st May 1915 to Robert Arthur Dillon, the heir to the baronetcy of Lismullen, and his wife Laura Maud McCliver. Michael was assigned female at birth and raised as a Christian with his brother Bobby by their two aunts in Kent.



Michael studied at Oxford University where he became president of the women's boat club and won an award for rowing and competing in boat races. After graduating he took a job at a research laboratory in Bristol.

When Michael was 24 years old he contacted Dr George Foss who had been experimenting with testosterone. Later, a surgeon provided Michael with a doctor's note that enabled him to change his birth certificate.

This facilitated Michael to enrol at Trinity College, Dublin to study medicine with the name, Laurence Michael Dillon. Again he became a distinguished rower, this time for the men's team.

In 1951 Michael qualified as a physician and initially worked in a Dublin hospital before spending six years at sea as a naval surgeon for P&O and the China Navigation Company.

In 1958 Michael gained the attention of the press after a guide listed Michael as his brother's heir to the baronetcy whilst another guide only mentioned a sister.

Michael moved to India to avoid the unwanted press attention. While there he spent time with Sangharakshita, a British Buddhist teacher and writer, and with the Buddhist community in Sarnath. While at Sarnath, Michael decided to pursue ordination into the Buddhist faith.



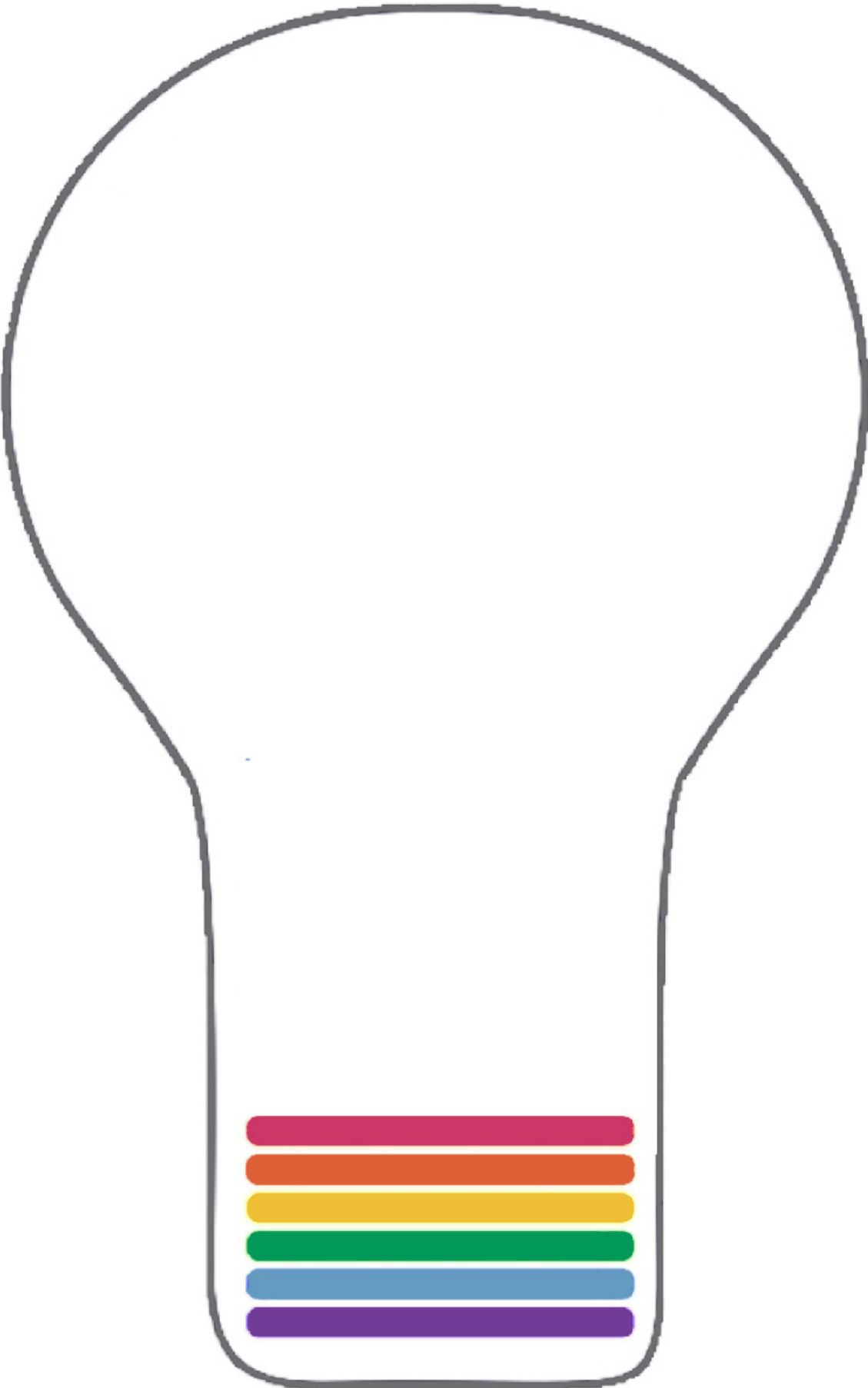
Sangharakshita refused to allow Michael full ordination so he turned to the Tibetan branch of Buddhism where he was ordained a novice monk, taking the name Lobzang Jivaka. He spent his time studying Buddhism and writing.

Unfortunately, when his visa expired he was forced to leave. His health failed and he died aged 47 on 15th May 1962.

During his life he wrote four books, *Self: A study in Endocrinology and Ethics* (1946), *The Life of Milarepa* (1962), *Imji Getsul* (1952), and *Out of the Ordinary: A Life of Gender and Spiritual Transitions* (1962).

Out of the Ordinary was his autobiography, written in 1962 but remained unpublished until 2017. It chronicles Dillon/Jivaka's journey with his gender, his career and his religion.

IDENTITY SYM-BULB



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