

# LGBTQI+ RIGHTS



An activity pack for teachers  
for children and young people

**AMNESTY**  
INTERNATIONAL



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# INTRODUCTION

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## LGBTQI+ RIGHTS

This resource enables teachers to explore the human rights of sexual and gender minority groups with young people. Every person has the same human rights, but LGBTQI+ people still suffer discrimination and abuse, and their rights are violated simply because of who they are. This happens around the world and in the UK.

Amnesty International has designed this resource to support primary and secondary school teachers to tackle this issue with their students. We include a suggested age-range for each activity.

The resources are designed to enable young people to use language positively, and to celebrate diversity and tolerance. They include exploring diverse families, the impact of hate crime and how to ensure LGBTQI+ rights are enjoyed in schools making them equal and safe for everyone to learn and thrive.

### A note on acronyms

This resource uses LGBTQI+, which stands for lesbian, gay, bi, trans, queer, intersex plus members of other communities including allies. However, you may notice we use different acronyms at different times. This is when we cite information from other organisations who use a different acronym such as LGBT or LGBT+, often depending on their area of expertise or the people that they work with; and when we use direct quotes from someone or refer to a study or report. We acknowledge that people may define their sexual orientation in different ways not limited just to these terms.

### ■ Contact us

If you have any questions or suggestions about this resource, please contact Amnesty International UK's Human Rights Education team at [teachers@amnesty.org.uk](mailto:teachers@amnesty.org.uk)



# ACTIVITIES

## ACTIVITY 1: WHAT DOES A FAMILY NEED?



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**To explore families in all their diversity, and help children understand that although there are differences, we are all equal and important.**

**Age 5-8**

**Resources:** large paper, pre-prepared word cards (enough for groups of three to four), scissors, glue

Arrange the class into small groups of three to four and tell them they are going to create an imaginary family.

Pre-prepare cards with the following words: Parent, Mum, Dad, Child, Son, Daughter, Sibling, Grandparents, Grandma, Grandad, Carer, Auntie, Uncle.

Shuffle the cards, and distribute one card to each child so that groups have a range of families represented. For example, some may have two Parent cards, some two Mum cards, some two Dad cards, some one parent, some grandparents and so on.

**Teacher note** Add other cards to the pack to reflect your students' families. You may also want to use only gender-neutral names for family members to allow you to explore the views, stereotypes and questions your students have about what makes up a family.

Ask each child to draw a picture of the family member on their card and then cut it out. For younger children, you may wish to prepare outlines to colour in.

Hand out a big piece of large paper for groups to stick their figures on. Older children can write who their person is underneath.



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Invite the groups to imagine that this is a family. As a class discuss the types of families they have made. Explore the idea that families come in many different forms and talk about the different types of families found within the classroom in a positive way – in this activity and, if time, among the children themselves.

Pre-prepare cards with the following words: Play, Safety, Home, Food, Water, Rest. Distribute a set of them to each group.

Check understanding of some or all of the words and explain that each one is a human right.

Which right does a family need the most? Ask groups to organise their cards in order of importance. Discuss their choices.

What else does the class think a family needs? Ask groups to write the most important thing on to their group picture.

Tell the class that all the children in their pictures have the same rights as each other no matter who is in their family. In the same way, children in the class also have equal rights. Human rights are set out in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child.

### Follow-up

- Display the children's imaginary families titled: What does a family need?
- Ask children to draw a picture of their own family for a display titled: All families are different, and I am proud of my family.
- Develop further understanding of children's rights using activities in [Learning About Rights in the Primary School](#) by Amnesty International. Look at Activity 7 for a starter.
- Ensure different families are reflected in curriculum resources, books in the library and during talks and assemblies. See a [list of LGBTQI+ inclusive books](#) compiled by Stonewall.

Or go to [Letterbox Library](#), a non-profit children's bookseller specialising in books that celebrate equality and diversity.

## ACTIVITY 2: LGBTQI+ PEOPLE IN HISTORY



Dutee Chand, India's first openly gay athlete  
© Xinhua/Alamy Stock Photo

**To celebrate the broad range of people throughout history involved in championing and campaigning for LGBTQI+ rights.**

**Age 9-14**

**Resources:** access to the Internet or library, A3 paper (for pairs of students), pens, pencils

Introduce the idea that LGBTQI+ people, their stories, struggles and contributions, have shaped the LGBTQI+ culture and the community over many years. Below is a [list of key figures](#) from history.

Divide the list of names among pairs of students to research on the Internet or in the library – or ask them to choose an LGBTQI+ person they are interested in. They can be from different time periods and places.

Explain that their aim is to produce an A3 sized poster for a wall display or to prepare a two-minute presentation about that person and their contribution to LGBTQI+ rights.

It should include:

- Biography of the person, including when and where they were born.
- Their contribution to the world, and why they are an inspiration. What issue did they try to tackle? Did it drive positive change? How would life be different without this?
- What makes them part of the LGBTQI+ community. This can include their gender and sexuality, how they came out, how they have been treated, whether they attended or participated in LGBTQI+ celebrations and campaigns.
- A quote from the person, including (for older students) what it means to them/why they chose it.



Marsha P Johnson © Patsy Lynch/Alamy Stock Photo

- A picture of the person and/or an image that corresponds with their contribution (printed or drawn).

Once completed, ask pairs to share their research with another pair, focusing on why their particular person is inspirational.

**Extension**

Ask the class to line up in date order of when their person was born to create a timeline. Then ‘fold’ the line in half so they are facing a person at the opposite end of history. With their new partner, students can compare their life experiences. Questions to consider: What are the similarities and differences of these two people? Has much changed for LGBTQI+ rights over their two time periods? Think about legislative change, treatment and representation. What does equality mean to them?



Frida Kahlo Photo by Guillermo Kahlo

If time, students can prepare a podcast (either record or write a script) about changes in LGBTQI+ rights over the time periods they come from. Imagine the earliest person travelling forward in time to visit the other person. What are they surprised about/proud of/disappointed in? What progress has been made and what struggles still exist? Why do they think this is?



Bayard Rustin © Everett Collection Historical/Alamy Stock Photo

**Suggested LGBTQI+ people to research**

- Bessie Smith
- Marlene Dietrich
- Jan Morris
- Munroe Bergdorf
- Billie Jean King
- Czar Alexander I of Russia
- Elliot Page
- Vita Sackville- West
- Virginia Woolf
- Federico Garcia Lorca
- Freddie Mercury
- Hans Christian Andersen
- Stormé DeLarverie
- Laverne Cox
- King Edward II of England
- Leonardo da Vinci
- Lord Byron
- Marsha P Johnson
- Michelangelo (Buonarotti)
- Demi Lovato
- Bayard Rustin
- Stephen Fry
- Nicola Adams
- Oscar Wilde
- Pedro Almodóvar
- Plato
- Robbie Rogers
- Frida Kahlo
- Sam Smith
- Sappho
- Socrates
- Li Ying
- Tennessee Williams
- Dutee Chand
- Eddie Izzard
- Gladys Bentley
- Prince Manvendra Singh Gohil
- Audre Lorde



Oscar Wilde Photo by Napoleon Sarony



Elliot Page © Kathy Hutchins/Alamy Stock Photo

## ACTIVITY 3: DESIGN AN LGBTQI+ INCLUSIVE SCHOOL



© Michael Kemp / Alamy Stock Photo

To explore LGBTQI+ related terminology and think more carefully about language choices, and to design an inclusive and safe school.

Age 11-16, extension activities for older students

**Resources:** pre-prepare [Key words and definitions card sort sheet](#), [Equality Act 2010 fact sheet](#), paper, pens

Using the [Key words and definitions card sort sheet](#), ask students to work in pairs and match the different terms with their meaning or definition. Reflect on their answers as a class and correct any misconceptions.

Why do they think it is important to use correct terms related to LGBTQI+ rights and people in the community? How should people respond if a LGBTQI+ person corrects their language choices? Explain that it is important to follow their lead.

Emphasise that everyone has a sexual orientation, including but not limited to homosexual, bisexual, pansexual, asexual and heterosexual.

**Teacher note** If students in your school use the term gay in a derogatory way, you may wish to discuss the correct meaning and appropriate ways to use the word. Emphasise it is not OK to use expressions such as 'you're so gay' or 'that's so gay' as a way of putting down or insulting someone or something.



### Suggested discussion questions

- How does it feel when you hear the word 'gay' used as an insult?
- How does it feel (or might feel) when someone says 'that's so gay' about something you are doing or liked?
- What is the impact of this kind of language?
- What way can you help prevent this/one way you can commit to using the word in the correct, positive way? They can write this down in their notebook.

Share the following statistics from the [Stonewall School Report](#) with your class.

- The majority of LGBT pupils – 86 per cent – regularly hear phrases such as 'that's so gay' or 'you're so gay' in school.
- Seven in 10 LGBT pupils – 68 per cent – report that teachers or school staff only 'sometimes' or 'never' challenge homophobic, biphobic and transphobic language when they hear it.
- 77 per cent of LGBT pupils have never learned about gender identity and what trans means at school.

### Ask your students

- Does anything surprise you?
- Does any of this happen in this school? If yes, when and why?
- Have you considered the consequences of this?
- What actions can be taken to make school a safe and more inclusive space for LGBTQI+ students?

Share the Equality Act 2010 [fact sheet](#). Explain that the Equality Act makes sure that people with particular characteristics are protected from discrimination. Talk through the protected characteristics.

Ask students to work in pairs and discuss which characteristics are protected and celebrated in their school. Which aren't? What can the school do to be more inclusive across the board?

**Teacher note** This is a good opportunity to discuss gender and sex, including key definitions. You can also explore the fact that sex and gender reassignment are protected characteristics but not gender identity, and consider the impact of this for gender non-conforming people who are not able to self-identify and not legally recognised.

Inform students that school is a place where everyone should feel safe to learn, and be free to be themselves. All students have the right to their own identity, including their own sexual orientation and gender identity. However, this isn't always the case.

Explain that, in their pairs, they will design an inclusive school of the future that is a safe and inclusive space for LGBTQI+ people, alongside people of all different identities, to thrive in. The setting will challenge bullying and celebrate diversity, so everyone feels valued, respected and represented.

They should think about:

- What the school will look and feel like.
- How the curriculum, displays, library and setting will be LGBTQI+ inclusive.
- Dates to celebrate, such as LGBTQI+ History Month, Pride Month, Trans Awareness Week, Bi Visibility Day.
- Rules around language and behaviour for both students and staff.
- Recommendations to make to the headteacher.

Ask students to present their completed design to the class, listing key features. Or create a wall display and vote on the best design.

Invite students to make recommendations for their own school to become more inclusive.

### **Extension for older students**

- 1 Show an example of an inclusive LGBTQI+ poster, for example Stonewall's 'Some people are gay. Get over it!' [poster](#), which is downloadable.

Ask students to create their own slogan/poster to challenge/stop homophobic bullying and encourage people to treat others fairly. It can include an explanation of how to use the word 'gay' appropriately.

- 2 Plan a celebration for LGBTQI+ History Month. Your plan can include ways to celebrate different people within the LGBTQI+ community, a display to mark the week and actions people can undertake to show they are an ally to LGBTQI+ people. See Activity 7 for more expanded ideas on this.

## LGBTQI+ RIGHTS: ACTIVITY 3 RESOURCE

## KEY WORDS AND DEFINITIONS CARD SORT



Cut up the key words and definitions and ask students to match them up

**Bisexual or bi**

A person emotionally, physically and/or sexually attracted to more than one gender (generally recognised as men and women). Some people may also describe themselves using other terms including pansexual, queer, and some other non-monosexual and non-mono-romantic identities.

**Gay**

A man who has a romantic and/or sexual orientation towards men. Also a generic term used to refer to lesbian and gay sexuality, or to some non-binary people.

**Lesbian**

A woman who has a romantic and/or sexual orientation towards women. Some non-binary people identify with this term.

**Asexual**

A person who does not experience sexual attraction, although they may experience romantic attraction. Those who experience romantic attraction might also use terms such as gay, bi, lesbian, straight and queer to describe the direction of their romantic attraction.

**Queer**

A term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBTQI+ community (racism, sizeism, ableism, etc). Although some LGBTQI+ people view the word as a slur, others reclaimed and embraced it.

**Homophobia**

The fear or dislike of someone based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people.

**Biphobia**

The fear or dislike of people who are bisexual based on prejudice or negative attitudes, beliefs or views about bi people.

**Transphobia**

The fear or dislike of people who are trans, including denying their gender identity or refusing to accept it.

**Sexual orientation**

A person's sexual attraction to other people, or lack of. Along with romantic orientation, this forms a person's orientation identity.

**Gender identity**

A person's innate sense of being male, female or something else, which may or may not correspond to the sex assigned at birth.

**Transgender**

An umbrella term for people whose gender is not the same as, or does not sit comfortably within, the sex they were assigned at birth.

**Cisgender or Cis**

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

**Heterosexual**

A man who has a romantic and/or sexual orientation towards women or a woman who has a romantic and/or sexual orientation towards men.

**Intersex**

A person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. This person may identify as male, female or non-binary.

■ Definitions are from Stonewall's [list of LGBTQ+ terms](#) which includes more terms you may wish to discuss based on the needs of your students.

## LGBTQI+ RIGHTS: ACTIVITY 3 RESOURCE

# EQUALITY ACT 2010 FACT SHEET

### What is the Equality Act 2010?

The Equality Act 2010 legally protects people with different characteristics from discrimination in the workplace and education, and in wider society.

Discrimination happens when a person takes any actions that harm those they are prejudiced against. **Prejudice** describes ingrained thoughts and feelings towards others. Prejudice is not unlawful, but acting on that prejudice is.

### Who is protected?

It is against the law to discriminate against anyone because of the following characteristics (called 'protected characteristics'):

#### 1 Age

This applies to any age group.

#### 2 Disability

This describes any 'physical or mental impairment or condition that has a substantial or long-term effect on someone's ability to carry out day to day activities'.

#### 3 Gender reassignment

This covers anyone who is transitioning, has transitioned, or has made the decision to transition to a different gender identity.

#### 4 Marriage and civil partnership

This protects anyone who is married or in a civil partnership.

#### 5 Pregnancy and maternity

This covers people who are pregnant, recently gave birth or who are breastfeeding.

#### 6 Race

This covers skin colour, ethnicity, nationality and national or ethnic origins.

#### 7 Religion or belief

This covers all religious faiths and beliefs, including atheism.

#### 8 Sex

This covers any unfair treatment linked to the sex that you were assigned.

#### 9 Sexual orientation

This describes anyone who is attracted to the same, different, all or no genders.

### What can you do if you feel unfairly discriminated against?

Anyone who thinks they have been discriminated against or treated unfairly because of a protected characteristic can take action, including by complaining directly to the people or organisation who discriminated against them. If they don't sort things out, you can speak to a lawyer and make a claim in a court or tribunal under the Equality Act 2010.

## ACTIVITY 4: SHOULD IT BE A CRIME TO BE GAY IN BOLDOVIA?



Call to investigate attacks and abduction of LGBTI people in Chechnya, 2019 © AI

To debate the rights of sexual minorities in an imaginary country with parallels to recent global events.

Age 14-18

**Resources:** [Boldovia information sheet](#), [debate role cards](#)

**Teacher note** Not all students will be comfortable debating the rights of LGBTQI+ people and a dialogue activity may be more suitable here to discuss rather than to debate different viewpoints.

Ask students to read the [handout](#) describing the background situation in Boldovia. Make it clear that Boldovia is a fictional country but the situation has parallels to other countries in the world where same-sex relations are illegal and equal marriage is not allowed.

Divide the class into groups of four. Assign each person one of the [role cards](#) to discuss whether same-sex relations should be decriminalised in Boldovia.

Give each person five minutes to plan their discussion points before asking them to begin sharing their arguments with their group.

As each person puts forward their perspective, the rest of the group should make notes on the following questions:

- Which testimonies are they most persuaded by?
- Did anyone's views dominate the debate? Why?
- What do they think of each person's decisions and reasons?



### Make a group decision

After this, the group must decide whether to decriminalise same-sex relations in Boldovia – then present and justify this decision to the rest of the class. This will give a whole class answer to the discussion question and teachers may at this point like to draw out the different reasons behind each view.

At the end, the whole class can be debriefed using the following prompts:

- How did it feel to discuss this question from the viewpoint of your role?
- Did you agree with the arguments put forward by other people in the class who shared your role? Why?
- Which testimony did you most/least agree with and why?
- What do you think of the overall class decision on whether or not to decriminalise same-sex relations?
- What will be the consequence of this decision for Boldovia? For the wider world?

### Follow-up

- Visit the Amnesty International UK [website](#) to find out about, and take action on, Amnesty's current urgent actions for people suffering persecution on the basis of sexuality and gender identity.
- Join Amnesty International UK's [Rainbow Network](#), and help campaign for LGBTQI+ rights.

## LGBTQI+ RIGHTS: ACTIVITY 4 RESOURCE

# BOLDOVIA INFORMATION SHEET

Background information on the situation in Boldovia today:

You live in the newly democratic (imaginary) country of Boldovia. After decades of totalitarian government, the country seeks to join the Council of Europe – the organisation of European countries that do not criminalise same-sex relations. The Council of Europe will not consider closer political, economic and cultural ties with Boldovia until it decriminalises same-sex relations. The Boldovian government has appointed a committee to review existing legislation.

One of the most controversial laws under review is Section 8 of the Penal Code. This law condemns same-sex relations and the punishment for promoting same-sex relations is two years in jail. The punishment for adults found guilty of involvement in same-sex acts is five years in jail. The uncorroborated testimony of a single person is enough to convict someone under the Act. Section 8 has been used to arrest and discredit many people in Boldovia who are not part of the LGBTQI+ community.

A debate is going to take place to decide if Section 8 should be repealed and, if so, what the consequences of repealing it might be. Each person will play one of the following roles in this discussion within their group. Each group must then make a final decision on whether to decriminalise same-sex relations or not. The roles are:

- The Boldovian police
- The conservative element of the Boldovian Council of Faiths
- The liberal element of the Boldovian Council of Faiths
- Amnesty International

## LGBTQI+ RIGHTS: ACTIVITY 4 RESOURCE

## DEBATE ROLE CARDS

 Cut up and hand out all role cards to groups of four students

**ROLE CARD 1****The Boldovian Police**

You represent the police force of Boldovia.

A survey of Boldovian police revealed the following opinions:

- Police attitudes towards lesbian, gay and bisexual people are hostile, and they support Section 8.
- They often refuse to investigate reported homophobic and biphobic attacks despite the high rates of these crimes.
- Marriage should only take place between a man and a woman.

**ROLE CARD 2****The conservative element of the Boldovian Council of Faiths**

The Boldovian Council of Faiths speaks for all the main religious faiths in the country – Islamic, Jewish and all the main Christian churches: Orthodox, Catholic and Protestant. It contains both a conservative and liberal element.

You represent the conservative element, which believes:

- Holy scriptures condemn same-sex acts as a sin.
- The state should strengthen traditional morality from holy books.
- Your followers can be mobilised to pressure lawmakers against repealing Section 8.

**ROLE CARD 3****The liberal element of the Boldovian Council of Faiths**

The Boldovian Council of Faiths speaks for all the main religious faiths in the country – Islamic, Jewish and all the main Christian churches: Orthodox, Catholic and Protestant. It contains both a conservative and liberal element.

You represent the liberal element, which believes:

- Lesbian, gay and bisexual people should receive support and not punishment.
- The laws against same-sex relations should be abolished.
- The state should recognise lesbian and gay marriages should happen.

**ROLE CARD 4****Amnesty International**

You represent an international human rights organisation. Amnesty International maintains that it is a violation of human rights to imprison people on the grounds of their sexual or gender identity.

You believe that:

- Lesbian, gay and bisexual people should be full citizens with equal protection under the law.
- All laws against same-sex acts among consenting adults should be abolished. All persons imprisoned because of consensual relations with a partner of the same sex should be released immediately.
- As Boldovia is now a signatory to the European Convention on Human Rights, it must respect the European Court of Human Rights, which has ruled that it is illegal for nations to criminalise lesbian, gay and bisexual relationships between consenting adults.

## ACTIVITY 5: HAS LGBTQI+ REPRESENTATION IN THE MEDIA PROGRESSED?



© AlexLMX

**To discuss and reflect on positive and negative LGBTQI+ representation and visibility in the media.**

**Age 13-16**

**Resources:** [Equality Act 2010 fact sheet](#), [Silent Debate worksheet](#), A3 paper, coloured pens

Ask students to read the [Equality Act 2010 fact sheet](#) with a focus on protected characteristics.

Have students heard of the word intersectionality – and do they understand what it means?

People are made up of more than one identity: race, ethnicity, sexuality, class, disability, age, religion, for instance. Intersectionality is a way of understanding how these multiple identities affect people's lives. A person with multiple identities can experience multiple forms of inequality and discrimination (or benefit from various privileges), often at the same time. The term was coined by Kimberle Crenshaw to describe the intersection of race and gender.

If appropriate, ask students to think about the multiple identities they hold, and whether they think this means they face additional challenges to other people.

Is there a diverse and intersectional group of people represented in the media they consume? Feedback on a few examples.

Now ask students to pick their favourite piece of media (a film, TV show, book, play, or a social media platform or the radio)? Ask them to name the protected characteristics people hold.

Do these stories take into account diversity and intersectionality? For instance, include characters of different races, sexualities and gender identities? If not, consider why this is. What can students do to diversify the media they consume? What one action can they commit to today to broaden the content they watch and listen to?

### Focusing specifically on LGBTQI+ representation

Ask students to choose a recent example of LGBTQI+ lives in the media (again across film, TV, books, plays, social media, radio). In pairs, ask them to discuss if this example is appropriate to share – or will it cause more harm and upset or reinforce stereotypes?

### Working in pairs

If it is appropriate to share, ask students (in pairs) to write their example at the top of an A3 piece of paper – and underneath add their analysis:

- Does this example show realistic and positive LGBTQI+ representation? How? Are any aspects of their behaviour stereotypical?
- Does the film/TV or radio show/book have at least two named LGBTQI+ characters? If yes, do they have conversations with each other unrelated to being LGBTQI+?
- Are they lead or regular characters, and how much of the story is about them? Are they in a position of power? Do they hold healthy relationships with others?
- Do you know their backstory? Are you told enough about them to be empathetic and interested in their contributions?
- Is the character killed off at some point? Do they cause problems for heterosexual characters?
- Would you recommend this story to an LGBTQI+ person?
- Do you agree with this representation?

Ask students to present and discuss their analysis to the class.

### Silent debate

With a partner, explain they will now take part in a silent debate: Has LGBTQI+ representation in the media progressed?

Hand out the Silent Debate worksheet to each pair with the question printed at the top.

Explain this debate will last for five to 10 minutes. It will be conducted in silence, and one student will begin by writing a response. Then the next student will read the question and response and write their own opinion. The idea is to challenge each other's ideas or ask for more information, or agree and explain why, giving some examples.

**Teacher note** Ask students in each pair to use different coloured pens to differentiate their views or write their name with their responses.

Stick the silent debate sheets around the room and ask students to review them all before taking a final class vote on the activity question.

### Extension

Ask students to choose something they have read or watched and rewrite the LGBTQI+ storyline to be more positive, or to add one if there is no representation. What is missing and what will change to improve it?



## ACTIVITY 6: TIME TO END HATE



Action to stop persecution of LGBTI people in Chechnya, 2019 © AI

To consider the effects of hate crime and incidents, with a focus on transgender people.

Age 14+

**Resources:** [Hate crime case studies](#), [Universal Declaration of Human Rights – Summary](#)

**Teacher note** Please read the case studies carefully to ensure they are suitable for your class. Discussing issues of hate crimes and incidents may trigger personal issues and cause distress. Use your professional judgement for what is suitable in your class. Inform students of support available (such as a school counsellor, their form tutor, the school safeguarding lead or their teachers) if they need to talk to someone after the session.

Divide the class into pairs. Ask them for a definition of ‘hate crime’ and feed back answers to the class. Compare their ideas to the definition:

A hate crime is any crime motivated by prejudice or hostility towards a person or community on the basis of their race or ethnicity, religion or belief, disability, sexual orientation or gender identity – or a combination of these (reintroduce the idea of intersectionality here if appropriate).

Another way of putting it: targeting someone because of who they are or who others think they are; because they are perceived as ‘different’. People can be a victim of more than one type of hate crime.

Check that the class understand the term 'sexual orientation' and 'gender identity'.

### **Sexual orientation**

A person's sexual attraction to other people, or lack of. Along with romantic orientation, this forms a person's orientation identity.

### **Transgender**

An umbrella term to describe people whose gender is not the same or does not sit comfortably with the sex they were assigned at birth.

### **Gender identity**

A person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex assigned at birth.

Stonewall's [list of LGBTQ+ terms](#).

Any abusive behaviour motivated by prejudice towards sexual orientation or gender identity can be a hate crime, from name calling, physical attacks and sending abusive messages to encouraging others to target LGBTQI+ people. If you feel threatened, harassed or attacked because you are LGBTQI+ or are perceived to be, you have experienced a hate crime.

Does this surprise the class? Do they think hate crime is common in the UK?

Tell them that since 2015, hate crimes related to sexual orientation and gender identity have increased year on year, according to government [data](#) for England, Wales and Scotland.

In the year to March 2020 in England and Wales, sexual orientation hate crimes rose by 19 per cent to 15,835, and transgender identity hate crimes by 16 per cent to 2,540.

### **Exploring case studies**

Divide the class into pairs, and allocate one case study to each pair, along with a copy of the Universal Declaration of Human Rights summary.

Inform the class that they are going to read about hate crime and that some of the cases involve violence.

#### **Ask pairs to read the case and consider:**

- What has happened and why?
- What makes this a hate crime?
- What human rights have been violated? See the UDHR summary.
- How does it make you feel?
- How would you support someone this happened to?
- What can be done to stop a repeat of this? What actions can you commit to that will help?

Tell pairs to join up with another pair to create a group of four, and ask them to compare/discuss their two (different) case studies, sharing their responses to the prompt questions above.

Have two or three groups feed back to the class, ensuring all three cases are discussed, and that students reflect on which rights have been violated.

Inform students that a 2020 [report](#) found that 93 per cent of trans people had experienced a hate crime in the previous 12 months.

### Read out the following quote

'The recent hate crimes in Edinburgh, Birmingham, Liverpool and London are a stark reminder that in 2021, lesbian, gay, bi, trans and queer people do not feel safe to be ourselves.'

Sasha Misra, from Stonewall, said this after a spate of attacks and hostility towards LGBTQI+ people. A Stonewall [study](#) in 2017 indicated that four in five such incidents go unreported, with LGBTQ+ victims often reluctant to go to the police.

### Getting help

Ask students why they think this happens? Is it fair that people aren't safe to be themselves? What can be done inside and outside of school to prevent young people from having to deal with a hate crime or incident?

Next, create a class or school action plan to show what people will do if they are a witness or a victim of a hate crime. Include information on what witnesses can do to support the victim and be an active bystander. Display this on the classroom wall.

**Teacher note** Share the recommended steps for students to report a hate crime or incident.

- If it is an emergency, and the situation feels likely to become very confrontational or violent, or you are in immediate danger, call 999 and speak to the police immediately.
- In a non-emergency situation, report a hate crime by calling 101, or online through [True Vision](#), the national police scheme for victims.
- You may also be able to report hate crimes through these [organisations](#), including [Stop Hate UK](#).

### Follow-up

Ask students to create an artwork or graphic design or take a photograph to illustrate what they can do to overcome LGBTQI+ hate crime, for example how to report it or help people affected by it.

## LGBTQI+ RIGHTS: ACTIVITY 6 RESOURCE

# HATE CRIME CASE STUDY 1

### Teenagers arrested after brutal transphobic attack

Fourteen teenagers have been arrested by police following brutal attacks on young people in Lancaster.

The youths, aged between 14 and 17, were arrested in connection with two separate incidents which started with verbal slurs and ended with violence, with one being considered by police as a hate crime.

The first attack on 3 October 2020 happened when a man and a woman walking with friends were targeted by a group of youths who started to hurl transphobic insults. The 19-year-old man was punched in the face, fracturing his eye socket, while the 20-year-old woman was punched before being dragged to the ground and kicked. She suffered a bloodied nose and lip. Both of them were treated in hospital.

On 24 October, a group of friends were in Williamson Park when they were subjected to verbal abuse and a teenage girl was subjected to transphobic abuse. During the incident, a man in his 20s was struck on the back of the head and later treated in hospital, while a teenage girl was pulled to the ground by her hair and kicked. As another teenage girl stated she was going to call the police, the group attempted to knock her phone out of her hand before pulling her to the floor in the middle of the road by her hair. Officers are treating this incident as a hate crime.

Inspector James Martin of Lancaster police said: 'These were two particularly shocking and violent incidents where several people, without provocation, were targeted and attacked. Everyone has the right to live free from fear of abuse. Abusing someone simply because of who they are is unacceptable.'

**Source:** Lancaster Area Police

### Discuss with your partner

- What has happened and why?
- What makes this a hate crime?
- What human rights have been violated? See the UDHR summary.
- How does it make you feel?
- How would you support someone this happened to?
- What can be done to stop a repeat of this? What actions can you commit to that would help?

## HATE CRIME CASE STUDY 2

### Woman suffers broken jaw in homophobic attack

A woman was punched to the ground after refusing to give a man her phone number during a night out in London in November 2021.

The 21-year-old was left with a fractured jaw and was rushed to the hospital where she was treated for several days.

She had left a nightclub in London's West End with a female friend in the early hours of 1 November when a 'very flirty' man approached and asked for their mobile numbers.

When they told the man they were girlfriends, in an attempt to dissuade him from harassing them, he shot back with homophobic slurs. He then hit the woman in the face, knocking her down on the pavement, before smacking the bottom of the second 21-year-old woman.

The police recorded this as a sexual assault and are investigating the incident.

**Source:** [Pink News](#)

### Discuss with your partner

- What has happened and why?
- What makes this a hate crime?
- What human rights have been violated? See the UDHR summary.
- How does it make you feel?
- How would you support someone this happened to?
- What can be done to stop this happening again? What actions can you commit to that would help?

## HATE CRIME CASE STUDY 3

### Online LGBT+ hate speech and hate crime

LGBT+ people in the UK face high levels of online abuse, and online platforms remain hostile spaces for many LGBT+ people, according to a study by Galop, an LGBT+ anti-violence charity.

The findings of a 2020 survey found that eight in 10 LGBT+ people had experienced online abuse. Among those targeted, five in 10 had experienced online hate more than 20 times. It also revealed that trans people are more likely to receive online abuse compared to cisgender people.

The abuse included insults, threats of physical and sexual violence, being outed to friends and family, doxing (the sharing of personal details) and blackmail. Facebook was the most commonly cited platform where respondents experienced hate, followed by Twitter, but other platforms such as Snapchat and gaming sites were also mentioned.

People also reported biphobic and transphobic abuse from within the LGBT+ community, particularly towards specific subgroups such as bisexual, asexual, intersex and non-binary people. This left them feeling excluded from their own community.

‘Transphobia from within the LGBT community is common, particularly gay men and lesbians,’ said a respondent. While another wrote: ‘Don’t consider myself part of the LGBT community anymore (even though I am bisexual) because there is a lot of hate and toxicity towards us.’

People also reported experiencing online hate crime at the same time as offline abuse, incidents that started online but moved offline, and abuse that started offline and moved online.

Some survey respondents began to normalise their experiences of online hate as a way of coping with the sheer amount of abuse they received. Over a quarter of LGBT+ victims did not report the online abuse to anyone, and only 7 per cent reported incidents to the police.

**Source:** [Online Hate Crime Report 2020](#)

### Discuss with your partner

- What has happened and why?
- What makes this a hate crime?
- What human rights have been violated? See the UDHR summary.
- How does it make you feel?
- How would you support someone this happened to?
- What can be done to stop a repeat of this? What actions can you commit to that would help?

## LGBTQI+ RIGHTS: ACTIVITY 6 RESOURCE

## UNIVERSAL DECLARATION OF HUMAN RIGHTS – SUMMARY

- 1 We are born free and equal, and should treat others in the same way.
- 2 We have all these rights in the Declaration, no matter who we are, where we're from or what we believe in.
- 3 We have the right to life, and to be free and feel safe.
- 4 Nobody has any right to make us a slave. We cannot make anyone else our slave.
- 5 Nobody has any right to hurt, torture or humiliate us.
- 6 Everyone has the right to be protected by the law.
- 7 The law is the same for everyone. It must treat us all fairly.
- 8 We can all ask for the law to help us when we are not treated fairly.
- 9 Nobody has the right to put us in prison, or to send us away from our country, without good reasons.
- 10 If we are accused of breaking the law, we have the right to a fair and public trial.
- 11 Nobody should be blamed for doing something until it has been proved that they did it.
- 12 Nobody has the right to enter our home, open our letters or bother us or our families without a good reason.
- 13 We all have the right to go where we want to in our own country and to travel abroad as we wish.
- 14 If someone hurts us, we have the right to go to another country and ask for protection.
- 15 We all have the right to belong to a country.
- 16 When we are legally old enough, we have the right to marry and have a family.
- 17 Everyone has the right to own things or share them.
- 18 We all have the right to our own thoughts and to believe in any religion.
- 19 We can all think what we like, say what we think and share ideas and information with other people.
- 20 We all have the right to meet our friends and work together in peace to defend our rights. It is wrong to force someone to belong to a group.
- 21 We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.
- 22 The place where we live should help us to develop and to make the most of all the advantages (culture, work, social welfare) on offer. Music, art, craft and sport are for everyone to enjoy.
- 23 Every grown up has the right to a job, to a fair wage and to join a trade union.
- 24 We all have the right to rest and free time.
- 25 We all have the right to a decent living standard, including enough food, clothing, housing and medical help if we are ill. Mothers and children and people who are old, out of work or disabled have the right to be cared for.
- 26 We all have the right to education.
- 27 We have the right to share in our community's arts and sciences, and any good they do.
- 28 There must be peace and order to protect these rights and freedoms, and we can enjoy them in our country and all over the world.
- 29 We have a duty to other people, and we should protect their rights and freedoms.
- 30 Nobody can take away these rights and freedoms from us.

This version of the Universal Declaration of Human Rights has been simplified by Amnesty International UK and is especially useful for younger people.

Download a full version at [amnesty.org.uk/universal](https://www.amnesty.org.uk/universal)

## ACTIVITY 7: CELEBRATE LGBTQI+ HISTORY MONTH



**To learn more about events and rights won and lost in LGBTQI+ life and history, plus plan actions to mark LGBTQI+ History Month at school.**

**Age 11+**

**Resources:** Short history of [LGBTQI+ events in the UK sheet](#) (for students), [dates answer sheet](#) (for teacher)

Discuss LGBTQI+ History Month, an annual education and celebration of lesbian, gay, bisexual and transgender history, lives and culture, and the LGBTQI+ rights movement.

Explain that it first took place in the UK in 2005, and the month of February was chosen to coincide with the abolition of Section 28. Section 28 was a piece of 1988 legislation which stipulated that local authorities were not allowed to ‘intentionally promote homosexuality or publish material with the intention of promoting homosexuality’ or ‘promote the teaching in any maintained school of the acceptability of homosexuality as a pretend family relationship’.

Section 28 caused many schools, organisations and LGBT+ support groups to limit or self-censor their activities until it was repealed by parliament in 2000 in Scotland and 2003 in England and Wales.

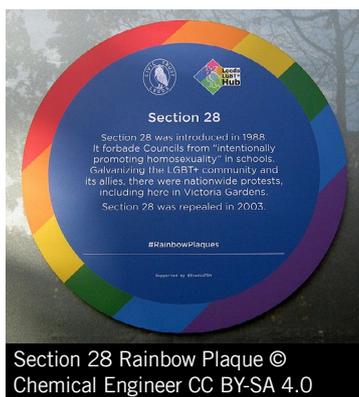
The view of many people until that time was that Section 28 ‘protected children’. Some people believed that Section 28 prohibited local councils from distributing any material, such as plays, leaflets and books, that portrayed gay relationships as anything other than



Section 28 protest © Steve Eason/ Stringer/Hulton Archive/Getty Images



Sue Sanders, co-founder of LGBT History Month © Zefrog CC-BY-SA-4.0



Section 28 Rainbow Plaque © Chemical Engineer CC BY-SA 4.0

abnormal. In some cases, teachers were afraid of discussing same-sex relationships or supporting them in schools.

**Ask students:**

- 1 Have you heard of Section 28? Can you see any elements of Section 28 or censorship of LGBTQI+ rights still happening in your lives today, at school, in your community or wider society?
- 2 What do you imagine was the impact of living under Section 28? How does this make you feel?
- 3 How, if at all, have schools changed since it was repealed? Is there more information available/staff to speak to?

**Teacher note** If time allows, students can research actions people took to protest against Section 28. For example, a group of lesbian women abseiled into the House of Lords as the legislation was being debated, and prominent people spoke out against it. What steps were taken and were they effective? What were the pros and cons of using these actions to create change?

Ask students to read the list of [events](#) from LGBTQI+ history and place them in chronological order so they can better understand change and rights over time. They can highlight whether the event represented fewer rights or more rights.

As a class, talk over the [answers](#).

What did you learn?

What surprised you?

What stands out?

Students can choose an event from the timeline and write about it in more detail and plan an action to celebrate it. Or they can write about a change they want to see added to the timeline in the future.

They can also split into pairs and plan other actions to celebrate LGBTQI+ History Month at school. For instance:

- an awareness raising campaign on the history of LGBTQI+ History Month;
- a celebration of those with different sexualities and gender identities, and allies dedicated to LGBTQI+ activism (for inspiration see the [Pride Power list](#));
- a poster or zine to show how to be an inclusive ally.

Explore other [resources](#) from Stonewall to help celebrate LGBT+ History Month in your classroom.

**Teacher note** You may also want to mark Transgender Awareness Week, 13-19 November every year, which aims to raise awareness and visibility of transgender and non-conforming communities. Or show your support for Transgender Day of Remembrance, annually on 20 November, to honour the memory of transgender people killed in anti-transgender violence.

## LGBTQI+ RIGHTS: ACTIVITY 7 RESOURCE

# SHORT HISTORY OF LGBTQI+ EVENTS IN THE UK

### Place in chronological order

- The first Pride March in London takes place.
- Laws against male homosexuality are passed by the English Parliament with those convicted punishable by death.
- Section 28 is repealed in England and Wales.
- Section 28 is introduced by the Conservative government banning local authorities (local councils) from promoting homosexuality or the acceptability of family relationships between LGBT+ people.
- The age of consent is equalised in England.
- The Civil Partnership Act allows same-sex couples in the UK to legally enter into a partnership, similar to marriage.
- The Criminal Law Amendment Act once again makes any male homosexual act illegal.
- The British Empire banned same-sex relations in India.
- The Equality Act gives LGBT+ employees protection from discrimination for those with different protected characteristics, including sexual orientation and gender reassignment.
- The first autobiographical books by trans people about their experiences are published.
- The Gender Recognition Act gives trans people full legal recognition of their gender, allowing them to acquire a new birth certificate, although gender options are limited to male or female. There is still no legal recognition for non-binary people.
- The Marriage (Same-Sex Couples) Act introduces same-sex marriage in England and Wales.
- The Marriage and Civil Partnership (Scotland) Act introduces marriage for same-sex couples in Scotland.
- Marriage equality is achieved in Northern Ireland to allow same-sex civil marriage, then same-sex religious marriage and then same-sex civil partnerships converted to marriages.
- Section 146 of the Criminal Justice Act gives UK courts the power to increase sentences for offences aggravated or motivated by the victim's sexual orientation, or their presumed sexual orientation.
- The Offences against the Person Act abolishes the death penalty for acts of sodomy but makes it punishable by a minimum of 10 years imprisonment.
- The Sexual Offences Act partially legalises same-sex acts in the UK between men over the age of 21 conducted in private.
- The Wolfenden Report is published. It recommends that homosexual behaviour between consenting adults in private should no longer be a criminal offence in the UK.

## LGBTQI+ RIGHTS: ACTIVITY 7 RESOURCE

## LGBTQI+ EVENTS IN HISTORY – DATE ANSWERS

## Completed timeline for the teacher

**1533**

Laws against male homosexuality are passed by the English Parliament with those convicted punishable by death.

**1860**

The British Empire banned same-sex relations in India – and later imposed similar laws in other countries. India lifted the ban in 2018.

**1861**

The Offences against the Person Act in the UK abolishes the death penalty for acts of sodomy but makes it punishable by a minimum of 10 years imprisonment.

**1885**

The Criminal Law Amendment Act in the UK once again makes any male homosexual act illegal.

**1946 and 1954**

The first autobiographical books by trans people about their experiences are published. Michael Dillon, a trans man, published *Self: A Study in Endocrinology* in 1946; Roberta Cowell published her biography in 1954 after becoming the first transgender woman to undergo gender affirmation surgery.

**1957**

The Wolfenden Report is published. It recommends that homosexual behaviour between consenting adults in private should no longer be a criminal offence.

**1967**

The Sexual Offences Act partially legalises same-sex acts in England and Wales between men over the age of 21 conducted in private. Scotland and Northern Ireland follow suit over a decade later, in 1980 and 1981 respectively.

**1972**

The first Pride March is held in London, attracting approximately 2,000 participants.

**1988**

Section 28 is introduced by the Conservative government banning local authorities (local councils) from promoting homosexuality or the acceptability of family relationships between LGBTQ+ people.

**2001**

The age of consent is equalised in England.

**2003**

Section 28 is repealed in England, Wales and Northern Ireland. It was repealed in 2000 in Scotland.

Section 146 of the Criminal Justice Act gives UK courts the power to increase sentences for offences aggravated or motivated by the victim's sexual orientation, or their presumed sexual orientation.

**2004**

The Civil Partnership Act allows same-sex couples in the UK to legally enter into a partnership, similar to marriage.

The Gender Recognition Act gives trans people full legal recognition of their gender, allowing them to acquire a new birth certificate, although gender options are limited to male or female. There is still no legal recognition for non-binary people.

**2010**

The Equality Act gives LGBT employees protection from discrimination for those with different protected characteristics, including sexual orientation and gender reassignment.

**2013**

The Marriage (Same-Sex Couples) Act introduces same-sex marriage in England and Wales. It officially comes into force in 2014.

**2014**

The Marriage and Civil Partnership (Scotland) Act introduces marriage for same-sex couples in Scotland.

**2020**

Marriage equality is achieved in Northern Ireland to allow same-sex civil marriage (13 Jan), then same-sex religious marriage (1 Sept) and then same-sex civil partnerships converted to marriages (7 Dec).

# ACTION AND SUPPORT

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## SETTING UP A PRIDE CLUB IN YOUR SCHOOL OR COLLEGE

Have you ever wanted to run your own Pride Club? Here are some helpful starter tips from an Amnesty youth activist.

- First, find a group of people interested in making it happen – students, teachers, anyone enthusiastic about your vision.
- Next, get a teacher on board, if you haven't already, to help book a room to hold your Pride Club, raise awareness amongst staff and organise communication to the student body.
- Hold a launch event to make your Pride Club visible within school/college and encourage students to come along. This could look like a bake sale for an LGBTQI+ charity, a Pride treasure hunt around the school site or a Pride fashion show (bringing food and rainbow flags always helps!).
- Mind map activity ideas with your Pride Club and put up posters to advertise them, so people know what they can join in with. Ideas for activities are group discussions about LGBTQI+ role models, a film screening with LGBTQI+ characters and making your own Pride Club flag. You can find more ideas and free resources at [www.prideschool.co.uk](http://www.prideschool.co.uk).
- Invite guest speakers to your Pride Club, including local LGBTQI+ youth group leaders, a hate crime officer or someone from your local history archives.
- Pride Month (June) or LGBTQI+ History Month (February) are great times to run bigger events, such as a Pride Club logo competition or a LGBTQI+ themed assembly.

Stonewall's *Student Voice* includes more information on setting up a LGBTQ+ youth group, why it matters, ideas for activities and how to promote them.

# LGBTQI+ USEFUL ORGANISATIONS

## HERE TO SUPPORT

Here's a list of organisations LGBTQI+ young people can turn to for help and support about sexuality and sexual identity, or if you are experiencing homophobic or transphobic bullying and abuse. Display this poster and share it with your friends. It was created in November 2022.

### Galop

Advice and support for LGBTQI+ young people who have experienced sexual violence, domestic abuse and hate crime. [www.galop.org.uk](http://www.galop.org.uk)

### The Albert Kennedy Trust

Help for LGBTQ+ young people aged 16-25 in the UK who are experiencing homelessness or living in a hostile environment, including support into safe homes, employment, education and training. [www.akt.org.uk](http://www.akt.org.uk)

### Stonewall

A leading campaigning and lobbying charity working for LGBTQ+ rights since 1989. [www.stonewall.org.uk](http://www.stonewall.org.uk)

### Stop Hate UK

A national organisation working to challenge all forms of hate crime and discrimination, based on any aspect of an individual's identity. It provides independent, confidential and accessible reporting and support for victims, witnesses and third parties. [www.stophateuk.org](http://www.stophateuk.org)

### Gendered Intelligence

A trans-led charity, improving the lives of trans including non-binary people in the UK. Youth services include engaging people in debates about gender, mentoring and arts projects. [www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

### Just Like Us

An LGBT+ young people's charity working with schools and young people to improve the lives of LGBT+ young people, including help setting up Pride groups and a School Diversity Week, and free teaching resources. [www.justlikeus.org](http://www.justlikeus.org)

### Mermaids UK

A support group for gender variant children and teenagers and their families, with an in-person helpline. [www.mermaids.org.uk](http://www.mermaids.org.uk)

### UK Intersex Association

An education, advocacy, campaigning and support organisation for intersex people. [www.ukia.co.uk](http://www.ukia.co.uk)

### LGBT Youth Scotland

Offer a range of services for LGBTQI+ young people in Scotland. [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)

### LGBT Foundation

Support for lesbian, gay, bi and trans people, including a helpline. <https://lgbt.foundation>

### Amnesty Rainbow Network

Want to be part of the movement for the human rights of LGBTQI+ people? Join the Amnesty International UK **Rainbow Network** and challenge discrimination targeted at people for their sexual orientation or gender identity.

## ADDITIONAL TEACHING RESOURCES

### Amnesty International

*Gender Identity for Beginners*, an introduction to gender and how to support trans people.

[www.amnesty.org.uk/LGBTQ-equality/gender-identity-beginners-guide-trans-allies](http://www.amnesty.org.uk/LGBTQ-equality/gender-identity-beginners-guide-trans-allies)

### Words that Burn

Our human rights and poetry project *Words that Burn* has a session on equality and discrimination in which students write a poem from the perspective of someone who has experienced hate crime.

[www.amnesty.org.uk/resources/session-6-dignity](http://www.amnesty.org.uk/resources/session-6-dignity)

### The Classroom

A space offering teachers a range of LGBTQI+ inclusive resources in all subject areas. Includes *Alphabet Soup*, a PHSE lesson for key stage 3 students to explore homophobic, biphobic and transphobic bullying. The *Frida Kahlo Self-Portraits* art lesson asks key stage 5 students to consider her life and work in the context of her bisexuality and disability.

<http://the-classroom.org.uk>

### EACH (Educational Action Challenging Homophobia)

Home to a range of LGBTQI+ resources for all ages. Includes *A toolkit for teachers and youth workers to challenge homophobic, sexist and cyber bullying* with lesson plans and short films suitable for Years 7-13. Also *Inspiring Equality in Education* (primary and secondary), downloadable 'safe space' posters, and more.

[www.each.education](http://www.each.education)

### Just Like Us

More than 40 downloadable resources about LGBT+ inclusion and celebrating diversity appropriate for EYF, and key stage 1-4. This includes lesson plans, form-time activities, videos and posters which cover a range of subjects from PE, history and English to art, science and geography.

[www.justlikeus.org/lgbt-school-resources](http://www.justlikeus.org/lgbt-school-resources)

### LGBT+ History Month

Download the annual education and resource pack for LGBT+ History Month, celebrated in February, packed with activities linked to a different theme each year. The 2023 theme Behind the Lens celebrates LGBT+ peoples' work in photography, film making, TV, music and fashion. Produced by the Proud Trust.

<https://lgbtplushistorymonth.co.uk>

### LGBT Youth Scotland

A growing collection of resources from a pronouns lesson and poster, and short film *Shh! Silence Helps Homophobia* with discussion questions, to a PowerPoint on the legacy of Section 28. See a calendar of significant dates which could also link into work around LGBTI awareness and inclusion.

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

### LGBT Education Scotland

Site for teachers to access approved materials, resources and professional learning linked to Scotland's curriculum to support LGBT inclusive education, including lesson plans, worksheets, book reviews and multimedia learning materials.

<https://lgbteducation.scot>

### **The Proud Trust**

*Alien Nation* explores gender, gender expression, gender roles and gender identities. The five-lesson pack for key stage 2 contains everything you need to positively teach about trans, non-binary and cis lives.

[www.theproudtrust.org/schools-and-training/primary-resources/alien-nation-book-and-resources/](http://www.theproudtrust.org/schools-and-training/primary-resources/alien-nation-book-and-resources/)

### **Stonewall**

For best practice, toolkits and resources, including films, posters, assemblies and lesson packs covering issues from coming out and Pride to homophobic bullying, bias and diversity. There is a dedicated LGBT+ History Month resource hub. Plus additional guides to support teachers, for instance *Creating an LGBT-inclusive curriculum* (primary and secondary versions).

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

### **TrueTube**

A collection of short films for inspiring lessons in PSHE, RE and more, to encourage discussion on LGBT issues. Includes *Just Me*, *The Trouble with being Gay*, and *Gay Marriage Matters*.

[www.trueTube.co.uk/event/lgbt-history-month](http://www.trueTube.co.uk/event/lgbt-history-month)