



# LGBT+ HISTORY MONTH 2022

Resource and Education Pack  
Written and produced by



In collaboration with

Schools  UT UK

Funded by

 Esmée  
Fairbairn  
FOUNDATION

the  
Tudortrust

# CONTENTS

|   | Page |
|---|------|
| <b>Introduction</b>   | 3    |
| <b>Session One: Exploring Sexual Orientation and Gender Identity</b>  | 4    |
| Identity Key Words sheet  | 9    |
| Identity Definitions sheet  | 10   |
| 'Guess Who?' game sheet   | 11   |
| <b>Session Two: LGBT+ History Month 2023 Badge Design Competition</b> | 12   |
| LGBT+ Badges sheet  | 17   |
| <b>Session Three: Transcending Headlines</b>                          | 18   |
| Headlines sheet   | 24   |
| Daily Pride worksheet   | 25   |
| <b>Session Four: Dichotomy Prints</b>                                 | 26   |
| Jean-Michel Basquiat information sheet                                | 32   |
| Doris Brabham Hatt information sheet                                  | 33   |

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# INTRODUCTION

You have downloaded an exciting resource that will offer you the chance to go on an enlivening journey to explore LGBT+ lives. The pack helps to support schools and those working in educational settings to celebrate LGBT+ History Month. We are grateful to The Proud Trust for producing this resource alongside Schools OUT UK, the founders of LGBT+ History Month.

LGBT+ History Month is an opportunity for LGBT+ people to claim their past, celebrate our present and create our future. We hope that our allies will join in and discover the amazing things that LGBT+ people have accomplished down the ages.

This year's theme, political artists, is timely as we see so much grassroots political work being done with Black Lives Matter, Me Too and climate change movements. Many young people are engaged in wanting to challenge the status quo, so giving them some examples of who has gone before can be both inspiring and educational.

Using this pack will enable you to 'usualise' LGBT+ people's lives, helping you tackle bullying, homophobia, lesbophobia, biphobia and transphobia.

There are plenty of free LGBT+ History Month 2022 resources at our website, download posters, factsheets, and social media banners here: [www.lgbtplushistorymonth.co.uk/resources/lgbt-history-month](http://www.lgbtplushistorymonth.co.uk/resources/lgbt-history-month)

We hope that your young people have fun and enjoy the activities.

Sue Sanders & Lynne Nicholls  
Schools OUT UK



# SESSION ONE EXPLORING SEXUAL ORIENTATION AND GENDER IDENTITY

## Aims

In this session we will explore what is meant by the terms 'sexual orientation' and 'gender identity' and how these terms refer to different parts of our identity. We will also learn and understand some words that people may use in relation to their own sexual orientation and gender identity.

## Learning Outcomes

Young people will:

- Understand what is meant by the term 'sexual orientation', and know and understand some words that people may use to describe their own sexual orientation.
- Understand what is meant by the term 'gender identity', and know and understand some words that people may use to describe their own gender identity.
- Apply the knowledge they have gained to some real-life examples, gaining confidence in using identity related words.

## National Curriculum Links

KS3 English

Reading:

- Pupils should be taught to understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.

Secondary Relationships and Sex Education

Families:

- That there are different types of committed and stable relationships.

Respectful relationships including friendships:

- 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 show due tolerance of other people's beliefs.

## Resources

Supplied: Identity Key Words sheet Page 9  
 Identity Definitions sheet Page 10  
 'Guess Who?' game sheet Page 11

Needed: Scissors (one set per person)

## Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Photocopy:
  - a. Identity Key Words sheet (one set per group, decide group sizes as you think).
  - b. Identity Definitions sheet (one set per group).
  - c. 'Guess Who?' game sheets (one per person).
- 3) Using scissors, cut up the Identity Key Words and Identity Definitions sheets as indicated, keeping sets of these separate from each other.

## Procedure (total one hour)

| Time   | Activity  | Method   |
|--------|---|--|
| 5 mins | <b>Introduction:<br/>Sexual<br/>Orientation<br/>and Gender<br/>Identity</b> | <p>Introduce the session by reading the aims of the session.</p> <p><b>Questions to ask the group (with suggested answers):</b></p> <ul style="list-style-type: none"> <li>• What do we mean by the term 'sexual orientation'?<br/>Sexual orientation, or sometimes 'sexuality', refers to the part of a person's identity that describes the types of people that they experience attraction to.</li> <li>• What words might somebody use to describe their own sexual orientation?<br/>Lesbian, gay, bisexual, pansexual, asexual, straight.</li> <li>• What do we mean by the term 'gender identity'?<br/>Often confused with 'sex' (which refers to the physical characteristics of a person's body), gender is a person's sense of self. It is how a person feels about themselves and knows themselves to be. A person might describe themselves as being a woman, a man, as both, as neither, or in another way.</li> </ul> |

CONT...

| Time    | Activity                              | Method   |
|---------|---------------------------------------|--|
|         |                                       | <p><b>CONT...</b></p> <ul style="list-style-type: none"> <li>• What other words do we hear in relation to gender identity?<br/>Trans, cis, non-binary.</li> <li>• You also might hear the term 'LGBT+ Community' - what is meant by this?<br/>The LGBT+ Community refers to lesbian, gay, bisexual and trans people, plus other people with related identities.</li> </ul>   |
| 20 mins | <p><b>Key Words Matching Task</b></p> | <p>Explain that we are going to explore the common words that we hear in relation to the terms sexual orientation and gender identity.</p> <p>Give each group a set of cut up Identity Key Words and Identity Definitions. Explain the task, which is to match the key word to its definition. Let the activity run until each group has come up with what they think are the correct answers, and then go through the answers. (In the pack, the key words and definitions match up, i.e., the top left square on the Identity Key Words sheet matches the top left square on the Identity Definitions sheet.)</p> <p>Once all correct, ask the groups to split their matched key words into two piles - one pile to contain the words that people might use to describe their sexual orientation and the other pile for words to do with gender identity. Check the groups have got this right (answers can be found in the section above).</p> <p>It's important to say to the group that these definitions are not fixed and rigid, and it's always up to the individual person to decide what words they want to use for themselves, if any.</p> <p>Your groups will probably notice that there are some coloured symbols, or flags, alongside some of the words.</p> <p><b>Questions to ask the group (with suggested answers):</b></p> <ul style="list-style-type: none"> <li>• What are the coloured symbols, or flags, that are alongside some of the key words?<br/>Over many years, the LGBT+ community has developed positive symbols, such as flags, to visibly show commonality, solidarity and support for each other. You will see lots of these flags at events such as LGBT+ Pride - events that began as a protest to challenge the discrimination experienced by LGBT+ people.</li> </ul> <p style="text-align: right;"><b>CONT...</b></p> |

| Time    | Activity   | Method   |
|---------|------------|--|
|         |            | <p><b>CONT...</b></p> <ul style="list-style-type: none"> <li>• Why do the key words 'straight' and 'cis' not have symbols or flags? Straight and cis people do not experience discrimination on account of their sexual orientation or gender identity. Straight and cis identities are affirmed and visible constantly in society (and often expected). Therefore, a straight and cis pride or protest has never been needed.</li> <li>• Why include 'straight' and 'cis' in the definitions activity then? By including the words 'straight' when talking about sexual orientation, and 'cis' when talking about gender identity, we can create a more even playing field, where no particular identity is expected and no particular identity is seen as more desirable or better than another. Humans are diverse people and between them have a myriad of different identities, all of which are valid, and 'just are'.</li> </ul>  |
| 30 mins | Guess Who? | <p>Now that we have learned and understood the key words pertaining to sexual orientation and gender identity, we will now put them to use in a game of 'Guess Who?!' The purpose of the game is to give an opportunity to gain confidence using the terminology and language learned in the appropriate context.</p> <p>Give each person a 'Guess Who?' game sheet and a pair of scissors and ask them to cut up their game sheet as indicated. The game is to be played in pairs. Ask each person to layout their 'Guess Who?' cards in a 6 x 4 formation, face up.</p> <p><b>Instructions for playing 'Guess Who?':</b></p> <ul style="list-style-type: none"> <li>• Each player chooses a name from the 'Guess Who?' game cards and commits it to memory (or writes it down if appropriate). The object of the game is to work out which 'Guess Who?' person your opponent has selected.</li> <li>• Players then take turns in asking a question about their opponent's choice to eliminate options. The answer can only be 'yes' or 'no'.</li> </ul> <p style="text-align: right;"><b>CONT...</b></p> |

| Time   | Activity | Method  |
|--------|----------|---|
|        |          | <p><b>CONT...</b></p> <ul style="list-style-type: none"> <li>• At least the first two questions asked must be about the person's sexual orientation or gender identity. E.g., 'Is the person bisexual?' 'Is the person trans?' 'Is the person a woman?' Following this, players may ask questions about other characteristics, e.g., 'Does this person have brown hair?'</li> <li>• After each question the student can eliminate some cards based on their partner's answer by turning them over. E.g., if the question asked is 'Is this person non-binary?' and the answer is 'no', the guessing player can turn over all the non-binary people.</li> <li>• Once enough questions have been asked, and options whittled down, the person that your opponent has selected should become obvious. The first player to correctly guess their partner's choice is the winner.</li> </ul> <p>Players should play the game multiple times to practise using the key words.</p> <p>Many of the images used in the Guess Who? game are members of the public. Our thanks are extended to all the wonderful folk who put themselves forward to be part of this.</p> |
| 5 mins | Summary  | <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What have you learned?</li> <li>• What have you enjoyed?</li> <li>• What, if anything, has changed for you?</li> <li>• Do you know where your local LGBT+ youth group is?</li> <li>• Does this school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b></p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group finder on The Proud Trust website:</p> <p><a href="http://www.theproudsttrust.org/young-people/youth-groups">www.theproudsttrust.org/young-people/youth-groups</a></p>   |

# IDENTITY KEY WORDS



Lesbian



Gay



Bisexual



Pansexual



Asexual

Straight



Trans



Cis



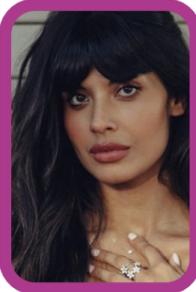
Non-Binary

# IDENTITY DEFINITIONS



|  |  |   |
|--|--|---|
| <p>A woman who is attracted to other women.</p>                                | <p>A person who is attracted to other people of the same gender as themselves.</p> | <p>A person who is attracted to people of their own gender and other genders.</p> |
| <p>A person who is attracted to people regardless of their gender.</p>         | <p>A person who experiences little or no sexual attraction.</p>                    | <p>A person who is attracted to people of a different gender to them.</p>         |
| <p>A person whose gender is different to the one they were given at birth.</p> | <p>A person whose gender is the same as the one they were given at birth.</p>      | <p>A person whose gender is outside the binary of 'woman' and 'man'.</p>          |

# GUESS WHO?

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| <p>Adam (he/him)</p>  <p>Man<br/>Cis<br/>Straight</p>              | <p>Jam (they/them)</p>  <p>Non-Binary<br/>Trans<br/>Asexual</p>      | <p>Mariah (she/her)</p>  <p>Woman<br/>Cis<br/>Pansexual</p> | <p>Harry (he/him)</p>  <p>Man<br/>Trans<br/>Gay</p>              | <p>Helen (she/her)</p>  <p>Woman<br/>Trans<br/>Pansexual</p>  | <p>Mark (he/him)</p>  <p>Man<br/>Cis<br/>Bisexual</p>              |
| <p>Sophie (she/her)</p>  <p>Woman<br/>Cis<br/>Lesbian</p>         | <p>Declan (he/him)</p>  <p>Man<br/>Cis<br/>Gay</p>                  | <p>Shon (she/her)</p>  <p>Woman<br/>Trans<br/>Straight</p> | <p>Munroe (she/her)</p>  <p>Woman<br/>Trans<br/>Pansexual</p>   | <p>Josie (she/her)</p>  <p>Woman<br/>Cis<br/>Straight</p>    | <p>Fox (they/them)</p>  <p>Non-Binary<br/>Trans<br/>Pansexual</p> |
| <p>Owen (he/him)</p>  <p>Man<br/>Cis<br/>Gay</p>                 | <p>Julie (she/her)</p>  <p>Woman<br/>Cis<br/>Lesbian</p>           | <p>Molly (she/her)</p>  <p>Woman<br/>Cis<br/>Straight</p> | <p>Christine (she/her)</p>  <p>Woman<br/>Trans<br/>Lesbian</p> | <p>Kenny (he/him)</p>  <p>Man<br/>Trans<br/>Pansexual</p>   | <p>Tan (he/him)</p>  <p>Man<br/>Cis<br/>Gay</p>                  |
| <p>Beth (they/them)</p>  <p>Non-Binary<br/>Trans<br/>Lesbian</p> | <p>Morgan (they/them)</p>  <p>Non-Binary<br/>Trans<br/>Asexual</p> | <p>Lynne (she/her)</p>  <p>Woman<br/>Cis<br/>Bisexual</p> | <p>Ellis (he/him)</p>  <p>Man<br/>Trans<br/>Straight</p>       | <p>Lee (they/them)</p>  <p>Non-Binary<br/>Trans<br/>Gay</p> | <p>Jameela (she/her)</p>  <p>Woman<br/>Cis<br/>Bisexual</p>      |

# SESSION TWO LGBT+ HISTORY MONTH 2023 BADGE DESIGN COMPETITION

## Aims

February is LGBT+ History Month. In this session, we will explore this year's LGBT+ History Month theme 'The Arc is Long', the link between art and activism, and have a go at creating the 2023 LGBT+ History Month logo and badge.

## Learning Outcomes

Young people will:

- Explore this year's theme of 'The Arc is Long' and appreciate its origin, from a Martin Luther King quote.
- Understand of what activism is.
- Explore what activism can 'look' like.
- Design the logo and badge for LGBT+ History Month 2023.

## National Curriculum Links

KS3 Design and Technology:

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

KS3 Art:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design.

## Resources

Supplied: LGBT+ Badges sheet Page 17

Needed: A4 paper  
Coloured pencils, or pens, pastels, etc.

## Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Either print the LGBT+ Badges sheet, enough for one between two, or be prepared to project it for everyone to see.

## Procedure (total one hour)

| Time    | Activity                          | Method  |
|---------|-----------------------------------|---|
| 10 mins | Introduction<br>– The Arc is Long | <p>Introduce the session by reading the aims of the session.</p> <p><b>Question to ask the group (with suggested answer):</b></p> <ul style="list-style-type: none"> <li>• Why is it important to celebrate LGBT+ History?<br/>LGBT+ people have existed throughout all time. However, due to LGBTphobic laws and societal attitudes that have existed throughout history, many of the accomplishments and achievements of LGBT+ people are unknown by many today. By highlighting the existence of LGBT+ people from history and their accomplishments, we can celebrate the impact their work has had, and use the opportunity to highlight the equality work and change that still needs to happen.</li> </ul> <p>Share with your group that the theme of this year's LGBT+ History Month is 'Art and Politics – The Arc is Long'.</p> <p><b>Question to ask the group:</b></p> <ul style="list-style-type: none"> <li>• Does anyone recognise the quote 'The Arc is Long'?</li> </ul> |

CONT...

| Time    | Activity         | Method   |
|---------|------------------|--|
|         |                  | <p><b>CONT...</b></p> <p>Share with your group that 'The Arc is Long' comes from Martin Luther King Jr.'s final book <i>Where Do We Go From Here: Chaos or Community</i>. The quote has been abbreviated from, 'The arc of the moral universe is long, but it bends towards justice.'</p> <p><b>Question to ask the group (with suggested answer):</b></p> <ul style="list-style-type: none"> <li>• What do you think the quote means?<br/>An arc is another word for a curve. The quote is thought to mean that although it is taking a long time, we are curving/moving towards justice and fairness.</li> </ul> <p>Share with your group that Martin Luther King Jr. (MLK) was a Baptist minister and activist who became the most visible spokesperson and leader of the American civil rights movement. Black Americans were subjected to discrimination, segregation and violence, much of which was legal across various states. The civil rights movement was a campaign to end the inequity and discrimination Black people faced using non-violent protests and mass civil disobedience.</p> |
| 10 mins | Art and Activism | <p>MLK was an activist.</p> <p><b>Questions to ask the group (with suggested answers):</b></p> <ul style="list-style-type: none"> <li>• What is activism?<br/>Activism is taking action to bring about political or social change.</li> <li>• What can activism look like?<br/>Activism isn't one activity or event, and can include a variety of actions: <ul style="list-style-type: none"> <li>• Today, The Proud Trust (an LGBT+ youth charity) educates and shares our insight with others to raise awareness of LGBT+ identities so people are better able to tackle LGBTphobia and create more inclusive spaces.</li> <li>• In Summer 2020, hundreds of people gathered in Parliament Square in London to protest changes to the Gender Recognition Act and to call for support of trans people's rights in the UK. The protesters held signs and listened to speeches from leaders of the trans rights movement and others that would be impacted by the proposed changes.</li> </ul> </li> </ul> <p style="text-align: right;"><b>CONT...</b></p>   |

| Time     | Activity  | Method  |
|----------|---|---|
|          |   | <p><b>CONT...</b></p> <ul style="list-style-type: none"> <li>• In July 2020, over one hundred people took part in a silent sit-in in Peterborough to highlight how Black people and Black Lives Matter protesters have been treated unjustly by the police. One of the organisers shared that they sat in silence because there is no point in speaking if people are not listening.</li> <li>• Greta Thunberg wrote an open letter to global leaders signed by thousands of scientists and activists calling for immediate action on the climate emergency.</li> <li>• Other forms of activism can include raising money for a cause, creating social media campaigns, surveying people about the issues and sharing the results, having and sharing an opinion, and more.</li> </ul> <p>Share with your group that often art can be a form of activism. Art and activism have long gone hand in hand, as when protests have ended or protesters have been dispersed the art remains. Art is often used to challenge societal views, power structures and discrimination, inequality and inequity.</p> |
| 30 mins+ | <p><b>Designing a Badge and Logo for LGBT+ History Month 2023</b></p> | <p>Share with your group that since the 1970's artists, designers and activists have created badges to promote campaigns, engage people and share their individual support for a cause. We would like you to design the badge and logo for LGBT+ History Month 2023!</p> <p>You can enter your designs into a national competition! One winning design will be chosen by the LGBT+ History Month organisers to become next year's logo. The winning logo will be made into a badge and sold, generating much needed income for their organisation. It will be seen nationwide as people celebrate in February and the winning logo/badge designer will take their place in LGBT+ history!</p> <p>Share with your group the designs on the LGBT+ Badges sheet.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What do you like about the badges that will inspire your design?</li> </ul> <p style="text-align: right;"><b>CONT...</b></p>   |

| Time                             | Activity                         | Method  |
|----------------------------------|----------------------------------|---|
|                                  |                                  | <p><b>CONT...</b></p> <p><b>Time to create your design!</b></p> <p>The 2023 theme is <b>Behind the Lens</b>, and LGBT+ History Month 2023 will highlight LGBT+ photographers, film makers, videographers, etc.; these are people who created their work using lenses.</p> <div style="border: 2px solid #c00000; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>COMPETITION RULES</b></p> <p><b>Your design:</b></p> <ul style="list-style-type: none"> <li>• Should use bright colours.</li> <li>• Must be a regular shape (please bear in mind that the round badges have always been the least successful).</li> <li>• Must be legible within a 5cm x 5cm square.</li> <li>• Must include the words: <ul style="list-style-type: none"> <li>- Lesbian                      - History</li> <li>- Gay                              - Month</li> <li>- Bisexual                      - 2023</li> <li>- Trans                           - LGBT+</li> </ul> </li> <li>• Can be created on paper or using IT.</li> <li>• Cannot include brand logos, human faces, religious or party-political symbols.</li> </ul> <p>The full competition rules can be found here:<br/> <a href="http://www.lgbtplushistorymonth.co.uk/badge-comp">www.lgbtplushistorymonth.co.uk/badge-comp</a></p> </div> |
| <p><b>Before 31st March!</b></p> | <p><b>Submit Your Design</b></p> | <p>Hold a vote in your organisation to decide your 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 on the entry form here <a href="http://www.lgbtplushistorymonth.co.uk/badge-comp">www.lgbtplushistorymonth.co.uk/badge-comp</a> by <b>Wednesday 30 March 2022</b>. GOOD LUCK!</p>   |
| <p><b>5 mins</b></p>             | <p><b>Summary</b></p>            | <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What have you learned?</li> <li>• What have you enjoyed?</li> <li>• What, if anything, has changed for you?</li> <li>• Do you know where their local LGBT+ youth group is?</li> <li>• Does this school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b></p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group finder on The Proud Trust website:<br/> <a href="http://www.theproudtrust.org/young-people/youth-groups">www.theproudtrust.org/young-people/youth-groups</a></p>  |

# LGBT+ BADGES



Bold statements can grab people's attention.  
(Gay Liberation Front, 1972)



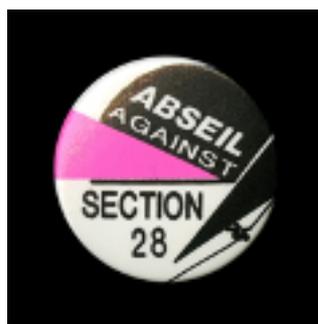
The Pride Rainbow Flag colours are recognisable even from a distance.  
(LGBT+ History Month, 2014)



Simple statements can help highlight something about the wearer, an organisation or an event.  
(The Proud Trust, 2022)



The unique shape of this badge highlights the year's theme which was 'Poetry, Prose and Plays', and appealed to badge collectors.  
(LGBT+ History Month, 2020)



The pink triangle is a symbol of the LGBT+ community. So even if you were unsure what the campaign was about you could recognise that the LGBT+ community was involved.  
(Trade Unionists Against Section 28, 1989)



Every LGBT+ History Month has a theme, although it is not written on this badge, from the imagery you can tell 2015's theme was history.  
(LGBT+ History Month, 2015)

# SESSION THREE TRANSCENDING HEADLINES

## Aims

In this session we will be exploring the importance and significance of media representation for LGBT+ people, looking at some news headlines from the past and present, and thinking about the future.

## Learning Outcomes

Young people will:

- Understand why positive LGBT+ media representation is important.
- Compare and contrast historical LGBT+ media representation with today's.
- Consider how LGBT+ media representation can be improved in the future.

## National Curriculum Links

KS3 English:

Reading

- Read critically through making critical comparisons across texts

Writing

- Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences

KS4 English:

Reading

- Understand and critically evaluate texts through; analysing a writer's choice of vocabulary, form, grammatical and structural features and evaluating their effectiveness and impact, and, drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- Make an informed personal response, recognising that other responses to a text are possible and evaluating these

Writing

- Make notes, draft and write, including using information provided by others

## Resources

Supplied: Headlines sheet Page 24  
Daily Pride worksheet Page 25

Needed: Felt pens or colouring pencils

## Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Either print the Headlines source sheet, enough for one between two, or be prepared to project it for everyone to see.
- 3) Print out The Daily Pride worksheet, one between groups of three or four people.

## Procedure (total one hour)

| Time    | Activity     | Method   |
|---------|--------------|--|
| 10 mins | Introduction | <p>Introduce the session by reading the aims of the session.</p> <p><b>Questions to ask the group (with suggested answers):</b></p> <ul style="list-style-type: none"> <li>• Can you think of any news story you have seen recently that was about LGBT+ people? Was that story a positive story, a neutral story or a negative story?<br/>There is no suggested answer here, but it may be useful to explore why the particular stories mentioned stick in their mind.</li> <li>• Why is it important to have positive LGBT+ role models in the public eye? <ul style="list-style-type: none"> <li>- LGBT+ people can be inspired by them.</li> <li>- To help break down stereotypes.</li> <li>- To provide an accurate depiction of LGBT+ life.</li> <li>- To bolster feelings of inclusion in society.</li> <li>- To give confidence to LGBT+ people.</li> <li>- 'If you can see it, you can be it', i.e., how would a young person understand their LGBT+ identity if they are not aware of LGBT+ people existing?</li> </ul> </li> </ul> <p style="text-align: right;"><b>CONT...</b></p> |

| Time    | Activity                         | Method   |
|---------|----------------------------------|--|
|         |                                  | <p><b>CONT...</b></p> <ul style="list-style-type: none"> <li>How does an exploration of the news link to the LGBT+ History Month theme of 'Art and Politics'?</li> </ul> <p>Mass media plays a significant role in influencing political opinions. People tend to seek out media that affirms their existing opinions (known as 'confirmation bias'), something that outlets and producers can use to further shape opinions. Media also encompasses a wide variety of art forms.</p>  |
| 20 mins | Headlines – Compare and Contrast | <p>Hand out or project the Headlines source sheet and give some time for people to read the newspaper headlines through. Ask them to focus on headlines A-D.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>What do you think of each of the headlines?</li> <li>How might an LGBT+ person reading each of these headlines be affected?</li> <li>Did you notice a shift in the way that gay people are being reported on or spoken about over time?</li> <li>What would happen if a headline like the one in source A were printed today?</li> <li>Are you confused by the fact that now two people of any gender can get married to each other? Why was this confusion suggested?</li> <li>Is positive education a good way of reducing any confusion that might exist?</li> <li>Why is Alan Turing, once portrayed a criminal, now heralded a hero? What does this say about how popular opinion or understanding can change over time?</li> </ul> <p>Now ask the group to focus on source E.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>How might a trans person reading this headline be affected?</li> <li>Are you confused about the existence of trans people? Why is this confusion suggested?</li> <li>Is positive education a good way of reducing any confusion that might exist?</li> <li>How can we move negative headlines about trans people and their identities into positive ones, like we have seen for gay people and their identities?</li> </ul> |

| Time    | Activity    | Method  |
|---------|-------------|---|
| 25 mins | Daily Pride | <p>Share with your group that many of the stories and headlines written about trans people in the mass media are negatively worded or represented, generating fear and misunderstanding about trans people and trans identities. We're going to have a go at writing some positive headlines about some amazing (trans) people!</p> <p><b>Some things to think about first:</b></p> <p>When talking about trans people in the media, it's important to ensure that people are spoken about in a way that is respectful. Using the correct language for trans people can have a huge positive impact on mental health outcomes and further protects their individual right to privacy.</p> <div data-bbox="370 808 1442 1603" style="border: 2px solid #e91e63; padding: 10px; margin: 10px 0;"> <p><b>When writing about trans people:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>DO</b></p>  </div> <div style="width: 65%;"> <ul style="list-style-type: none"> <li>• Use the person's current pronouns, even when talking about times before they publicly used those pronouns.</li> <li>• Use appropriate terminology that the person chooses for themselves (trans woman, trans man, non-binary person, etc.).</li> <li>• Celebrate trans people and trans identities.</li> </ul> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 30%;"> <p><b>DON'T</b></p>  </div> <div style="width: 65%;"> <ul style="list-style-type: none"> <li>• Use a trans person's previous name(s) – sometimes called a 'deadname'. If you're talking about somebody just coming out, instead talk about reasons they're famous or notable.</li> <li>• Use phrases like 'born a man', 'born a woman', or 'born in the wrong body'.</li> <li>• Talk about trans people's bodies if it's not directly relevant to the story.</li> </ul> </div> </div> </div> |

CONT...

| Time        | Activity       | Method  |
|-------------|----------------|---|
|             |                | <p><b>CONT...</b></p> <p>Split your large group into smaller groups of three or four people and hand out the Daily Pride worksheets. With the whole group, read through the summary articles that are all about trans people, and remarkable things that they have done.</p> <p>The groups should then be given the opportunity to write their own positive headlines for each story on the Daily Pride worksheet, using felt tips or coloured pencils.</p> <p>You could feedback headline ideas from each of the groups, and you could even make it a fun competition between the groups, with extra 'points' for coming up with the best positive pun!</p> <p><b>NB: Some inappropriate things might be said during this activity. Be prepared to challenge anything that is not trans positive.</b></p> <p>Display your Daily Prides with pride!</p> |
| Spare Time? | Extension Task | <p>Ask the students to consider how positive LGBT+ visibility and representation might be improved in the school, and to come up with three actions that could be taken.</p> <p><b>Possible examples might include:</b></p> <ul style="list-style-type: none"> <li>• Having an LGBT+ Pride celebration day.</li> <li>• Including LGBT+ people in lesson examples.</li> <li>• Having an LGBT+ role models display.</li> <li>• Having an LGBT+ group in the school.</li> <li>• Inviting LGBT+ guests to speak in school assemblies.</li> </ul>  |

| Time   | Activity | Method  |
|--------|----------|---|
| 5 mins | Summary  | <p>Recap the lesson by describing how the media narrative on gay people has changed over time, becoming much more positive today than it has been in the past. It is all of our jobs to challenge negativity – in the media or otherwise – that trans people, and other groups of people face, in order to create safe spaces.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What will you do to challenge negativity and help create safe spaces?</li> <li>• What have you learned?</li> <li>• What have you enjoyed?</li> <li>• What, if anything, has changed for you?</li> <li>• Do you know where your local LGBT+ youth group is?</li> <li>• Does this school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b></p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group finder on The Proud Trust website:</p> <p><a href="http://www.theproudtrust.org/young-people/youth-groups">www.theproudtrust.org/young-people/youth-groups</a></p> |

# HEADLINES

|             |  |   |
|-------------|--|---|
| <p>1985</p> | <p><b>20,000 ARE INFECTED . . . AND IT'S GETTING WORSE</b></p> <h2>Britain threatened by gay virus plague</h2> <p>By [Name], Medical Correspondent</p> <p>THE killer AIDS virus is now spreading at the rate of about 100 cases a day in London alone.</p> <p>Doctors estimate that as many as 20,000 people are already infected and will be carriers for life, although only a small</p> <p><b>Killer blood tests ordered at donor centres</b></p> <h3>New curb on AIDS peril</h3> <p>Hospitals using killer blood</p> | <p><b>Source A:</b> A headline in Mail On Sunday from 1985 at the time of the AIDS crisis</p>   |
| <p>2012</p> | <p>NEWS   LETTERS</p> <p>24th December 2012</p> <h2>Gay marriages will confuse our children</h2>   | <p><b>Source B:</b> A headline in Worcester News from 2012 when marriage equality was being debated</p>                                       |
| <p>2016</p> | <p>Three cheers for the gay marriage that ended the Isle of Man's dark history of bigotry</p>  <p>When Luke Carine was born on the Isle of Man 26 years ago, gay sex was punishable by life imprisonment. On Saturday, he married Zak Tomlinson in the island's first-ever same-sex marriage ceremony</p>   | <p><b>Source C:</b> A headline in The Guardian from 2016 following the Isle of Man's first same-sex marriage ceremony</p>                     |
| <p>2019</p> | <h2>Alan Turing is new face of £50 bank note - first gay man to get honour</h2> <p>The Bletchley Park code breaker who helped win WW2 was described as "an outstanding mathematician whose work has had an enormous impact on how we live today" at the launch of the new note</p>   | <p><b>Source D:</b> A headline in The Mirror from 2019 about Alan Turing becoming the first openly gay man to feature on British currency</p> |
| <p>2017</p> | <p><b>The Telegraph</b> News Business Sport Opinion Politics World Money Life Style Travel Culture</p> <h2>Schools accused of 'sowing confusion children's minds by over-promoting transgender issues</h2>   | <p><b>Source E:</b> A headline in The Telegraph from 2017, suggesting that teaching children about trans people may lead to confusion</p>     |

# — DAILY PRIDE —

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Freddie McConnell (he/him) is a journalist who recently made a documentary called 'Seahorse', a well-received piece that received very positive reviews. Seahorse follows his journey of becoming pregnant as a trans man, leading all the way through to him giving birth.



Charlie Martin (she/her) is a British racing driver and activist for trans rights. She has had a successful racing career, most notably becoming the first trans person to compete at '24 Hours of Nürburgring' and securing fourth place in her class during her debut race at the event.



Munroe Bergdorf (she/her) is a model and activist, most famous for her former place as being the first trans model for L'Oréal - fronting their campaign. She recently began hosting a podcast series entitled 'The Way We Are' in which she and a celebrity guest explore experiences of adversity and how they were overcome and reshaped.



Robin Skinner (he/they) - more commonly known by his professional pseudonym 'Cavetown' - is a young professional singer-songwriter and YouTube professional. Having released four studio albums, coming out as trans after releasing his fourth, and with over six million monthly streamers on Spotify, they are continuing to work heavily on music, regularly releasing new singles and EPs.



# SESSION FOUR ➡️ DICHOTOMY PRINTS

## Aims

In this session, we will learn about the work of Jean-Michel Basquiat and Doris Brabham Hatt. We will take inspiration from their work to create simple prints that depict a dichotomy (and learn what is dichotomy is).

## Learning Outcomes

Young people will:

- Understand and be able to describe what a dichotomy is and list some examples.
- Explore some of the work of Jean-Michel Basquiat and Doris Brabham Hatt.
- Create simple prints that depict a dichotomy.

## 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:** Jean-Michel Basquiat information sheet Page 32  
Doris Brabham Hatt information sheet Page 33

**Needed:** Pencils and paper  
Small rollers, brushes or sponges, one per pair

### Option 1 – For Styrofoam printing:

Styrofoam sheets, trays or plates, two per person. Please note that the Styrofoam pieces need to lie flat so if you use plates the edge of the plate will have to be cut off.

A4 paper, at least four sheets per person.

Printing ink or thin paint and something to pour these into.

### Option 2 – For monoprinting:

A4 laminated paper (please use old laminated signs and resources).

A4 paper, at least two sheets per person.

Paint and something to pour it into.



Try and look for white Styrofoam printed with the recycling triangle symbol. Once clean there are sites across the UK that can recycle this material.

## Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Either print the information sheets, enough for one between two, or be prepared to project them for everyone to see.

## Procedure (one hour +)

| Time    | Activity                                | Method   |
|---------|---|--|
| 5 mins  | Introduction to Dichotomies             | <p>Introduce the session by reading the aims of the session.</p> <p><b>Questions to ask the group (with suggested answers):</b></p> <ul style="list-style-type: none"> <li>• What is a dichotomy?<br/>A dichotomy is the division of two things that are different. When you point out a dichotomy you point out a clear difference between two groups.</li> <li>• What are some examples of dichotomies? <ul style="list-style-type: none"> <li>- Light and Dark</li> <li>- Good and Evil</li> <li>- Poverty and Wealth</li> <li>- War and Peace</li> <li>- Love and Hate</li> <li>- Segregation and Inclusion</li> </ul> </li> </ul>   |
| 15 mins | Jean-Michel Basquiat's 'Untitled Skull' | <p>Share with your group the Jean-Michel Basquiat information sheet and read through the text as a group. Ask everyone to discuss in small groups what dichotomies they can see in the painting 'Untitled Skull', (also on the information sheet), and share their ideas.</p> <p><b>Suggested dichotomies depicted:</b></p> <p>Untitled Skull may be seen as playing with the dichotomy of a person's exterior and interior by showing a person's face but also how they are feeling within. The piece could also explore life and death with the art depicting a skull with lifeless eyes, but the bright colours of the piece and the way Basquiat has added the strokes of colour representing life.</p> <p>Share the following with your group that it is believed that Jean-Michel Basquiat had relationships with people of different genders and may have described themselves as LGBT+. Throughout history, many LGBT+ artists have helped to shape, influence and enrich art movements.</p> <p style="text-align: right;">CONT...</p> |

| Time      | Activity                         | Method   |
|-----------|----------------------------------|--|
|           |                                  | <p><b>CONT...</b></p> <p><b>Question to ask the group (with suggested answers):</b></p> <ul style="list-style-type: none"> <li>Can you name any famous LGBT+ artists?<br/>David Hockney, Andy Warhol, Frida Kahlo, Catherine Opie, Beauford Delaney, Mickalene Thomas, Cassils, Rose Schmits, Fiore De Henriquez, Keith Haring, Rosa Bonheur, Gwen John.</li> </ul>  |
| 5 mins    | Doris Brabham Hatt and Modernism | <p>Share with your group the Doris Brabham Hatt information sheet and read through the text as a group.</p> <p><b>Question to ask the group (with suggested answers):</b></p> <ul style="list-style-type: none"> <li>Why do you think Doris Brabham Hatt's work was destroyed by her family?<br/>We can't know for sure. It could have been to protect the family as security services investigated Hatt's Communist beliefs and activities, or it could have been because of the LGBTphobic views of others.</li> <li>What do you think of the style of Doris Brabham Hatt's prints (also on the information sheet)?</li> </ul>                                 |
| 25 mins + | Create Dichotomy Prints          | <p>Share with your group that we are going to take inspiration from both Basquiat and Brabham Hatt to create prints that depict a dichotomy. You will create two prints, one for each part of the dichotomy. You could depict one of the following or something of your own choice:</p> <ul style="list-style-type: none"> <li>Before coming out vs. After coming out as LGBT+.</li> <li>The first Pride event vs. A Pride event of today.</li> <li>LGBT+ life today vs. Hopes for LGBT+ life in the future.</li> </ul> <p>Give out paper and pencils so that young people can plan their two prints first.</p> <p style="text-align: right;"><b>CONT...</b></p> |

| Time | Activity | Method  |
|------|----------|---|
|      |          | <p><b>CONT...</b></p> <p style="text-align: center;"><b>Instructions for Printing</b></p> <p><b>Option 1 – If using Styrofoam:</b></p> <ol style="list-style-type: none"> <li>1) Explain to the group that their print will be a mirror image of the design they have planned!</li> <li>2) Create the print stencils using a pencil to carve the designs into two separate Styrofoam sheets, plates or trays.</li> <li>3) Use a sponge, roller or brush to cover one of the stencils in a thin layer of paint or ink.</li> <li>4) Press your print onto a clean piece of paper to transfer the image.</li> <li>5) Repeat the process, this time creating a new stencil representing the other side of the dichotomy.</li> <li>6) Wash the Styrofoam ready for recycling.</li> <li>7) Display!</li> </ol> <p><b>Optional:</b> Why not display the Styrofoam stencils alongside the prints to showcase the process?</p> <p><b>Option 2 – If doing monoprinting:</b></p> <ol style="list-style-type: none"> <li>1) Explain to the group that their print will be a mirror image of the design they have planned!</li> <li>2) Use a pencil to draw the final designs onto paper.</li> <li>3) Use a sponge, roller or brush to cover one side of a laminated sheet in paint.</li> <li>4) Gently place one of the drawn designs face up over the painted side of the laminated sheet.</li> <li>5) Use a pencil to trace over the design, pushing the paper into the paint with the pencil tip.</li> <li>6) Carefully lift the paper from the laminated sheet and leave it paint side up to dry.</li> <li>7) Repeat the process with the image representing the other side of the dichotomy.</li> <li>8) Clean the laminated sheet ready for re-use.</li> <li>9) Display!</li> </ol> |

| Time    | Activity | Method   |
|---------|----------|--|
| 10 mins | Summary  | <p>Share with your group that Basquiat used his art to challenge racism and highlight the experiences of the Black community living with racist systems.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What inequalities do the members of your school community face?</li> <li>• What can you do to raise awareness of and challenge these inequalities?</li> <li>• What have you learned?</li> <li>• What have you enjoyed?</li> <li>• What, if anything, has changed for you?</li> <li>• Do you know where your local LGBT+ youth group is?</li> <li>• Does this school have an LGBT+ group? Should it?</li> </ul> <p><b>Signposting:</b></p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group finder on The Proud Trust website:</p> <p><a href="http://www.theproudtrust.org/young-people/youth-groups">www.theproudtrust.org/young-people/youth-groups</a></p> |

# Jean-Michel Basquiat (1960 – 1988)



Jean-Michel Basquiat was an American artist renowned for his graffiti-style works. Growing up, his mother encouraged his love of art by taking him to art museums and enrolling him as a junior member of the Brooklyn Museum of Art.

In 1978 Basquiat and his schoolmate Al Diaz began graffitiing buildings in Lower Manhattan, working under the pseudonym SAMO. Over time his work was noticed by critics and curators. Basquiat rose to fame in the 1980's and his work was, and continues to be, exhibited internationally.

Basquiat used his art to depict the experiences of the Black community, to criticise power structures, systems of racism and colonialism, and to show support for class struggle. His art often featured dichotomies such as integration vs. segregation, wealth vs. poverty.



Untitled Skull (1981)  
by Jean-Michel Basquiat

# Doris Brabham Hatt (1890 - 1969)



Doris Brabham Hatt was a painter and printmaker, and pioneer of modernism in Britain. Modernism sought to depict the experiences of modern industrial life in the early twentieth century and the hopes people had for modern societies. Like Basquiat, Hatt had her own unique style that she used to create many works of landscapes. Hatt was known and criticised for her political views. She was a socialist and feminist activist that opposed the First World War and national service.

In the 1930's Hatt joined the Communist Party of Great Britain, and later stood as a Communist Party candidate. Although she was unsuccessful in her campaign, every Sunday, Hatt and her partner Margery Mack Smith held meetings that were attended by people from the arts, academia, politics and journalism who all shared the same beliefs.

Communism is the belief that private property should be eliminated and instead we should have a system by which we equitably share our resources and all have access to use these resources as and when we need them.

After her death, Margery held onto many of Hatt's sketchbooks and folios. It is thanks to her that a variety of Hatt's work has been preserved as a significant quantity of Hatt's work, correspondence and personal records were destroyed by a family member.



Walton Castle, Clevedon (date unknown)  
by Doris Brabham Hatt



Brandon Hill (date unknown)  
by Doris Brabham Hatt

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