



Primary School LGBT+ History Month Activities

Claiming our past. Celebrating our present. Creating our future.

Lesbian Gay Bisexual Trans +
History Month
every February since 2005

2022:
**Politics
in Art**
the arc is long

"The arc of the moral universe is long,
but it bends towards justice."
Dr. Martin Luther King Jnr.

Schools OUT UK, founder of LGBT History Month,
is registered in England as a Charitable Incorporated Organisation (no. 1156355)
www.lgbthistorymonth.org.uk

image by Andrew Dobbin, Schools OUT UK

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 John Yates-Harold 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/2022-resources/

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

Sue Sanders & Lynne Nicholls
Schools OUT UK



LGBT+ History Month School activities

Primary

Welcome to the LGBT History Month activities for 2022! I hope you and your pupils enjoy doing these activities, sharing your learning and displaying the amazing work that will be produced.

When my school had its “Diversity Week”, the whole school came off timetable and immersed itself in the activities I had planned. This enabled time spent on each activity to be more fluid and therefore the work was more in-depth and most importantly it wasn’t rushed and everything had the chance to be finished to a high standard. I would recommend, where possible, for your school to devote a week to these activities: maybe take one artist each day to focus on before coming together at the end of the week for a sharing assembly.

I would say that it is impossible to talk about any of the artists featured in these activities without also talking about their sexual orientation and/or gender identity. Perhaps your school has already done plenty of work around this and so talking about Keith Haring being gay or Fiore de Henriquez being intersex won’t be strange and new language for your children to hear or understand. If you haven’t done any work around sexual orientation or gender identity yet, then this is a conversation or training opportunity for your staff, particularly your SLT.

Please involve your parents in understanding why you are doing these activities. Be open and transparent about the work you are doing. Show them the lesson activities. These are amazing artists who have produced some incredible work but who also happen to be Lesbian, Gay, Bisexual, Transgender and Intersex. There is a whole bundle of age-appropriate books out there to support this work. Please do get in touch with me if you need any further support.

Activities written by John Yates-Harold

John is Project Officer and Hate Crime Advocate at Derbyshire LGBT+. His background is in primary education and his manual, “Kings, Princesses, Ducks and Penguins” contains sets of lesson activities to enable primary and lower secondary pupils to learn about LGBT+ issues, tackle gender stereotypes and gain an in-depth understanding about gender and sexuality. Email: john@empoweringdiversity.org
Website: www.empoweringdiversity.org | Tel: 07540 981 794



Activities

The activities can be a starting point which you then develop with your class. They can also be stand alone activities which you don't develop any further. It's up to you, your pupils and your school how you use them. The activities are open-ended and allow time and space to talk about the artist, their identity and their life. You may decide that, at this time, it is more appropriate to focus on only one artist and the others can be kept for a later date. That really is up to you and your school.

It may be that each year group chooses a different artist to focus on. Whatever you decide to do, immerse yourself and your pupils in whichever artist you choose. I'm certain you will find them as fascinating to explore as I did in creating the activities!



Timings

All timings are fluid, approximate and are only suggestions. Some activities may be spread out over longer periods of time or over several lessons. See how it goes.



Suggested Ages/Key Stages

These are only suggestions and you may think differently. That's absolutely fine. In my experience, I've found that the same activity being done by different year groups yields different results and provides a range of learning opportunities appropriate to the ages of your pupils.

The important thing with these activities is that you enjoy yourself. You and your pupils will learn all about these artists and maybe pick up some new skills along the way.

I guarantee the end results will be amazing and the displays in your classroom and around school will be incredible!



Doris Brabham Hatt



Doris Brabham Hatt (1890-1969)

Timings	Age Range	Learning Intention:
		<ol style="list-style-type: none"> 1) To learn about the life of Doris Hatt 2) To learn about the specific influences on her life and work 3) To analyse her style in order to produce similar work <p>Success Criteria:</p> <ol style="list-style-type: none"> 1) I can create art in the style of Hatt 2) I understand about the different influences on Hatt and use these in my artwork 3) I understand what it means to be lesbian and have an understanding about the history of LGBT communities in the UK
<p>4.54</p> <p>1 lesson</p>	<p>KS1/2</p> <p>KS2</p>	<p>Activity 1: Brief Bio: Visit: https://bit.ly/38Hjtix</p> <ol style="list-style-type: none"> 1) Make notes from the bio. List the influences: Bauhaus; Art Deco; Picasso; Paul/John Nash; Cezanne; Cubism; Purism; Abstraction. Explore each of these using Google Images. Younger children may just discuss the short bio. 2) How did these manifest in her work? E.g. her home at Littlemead, designed by Hatt in the Bauhaus/Art Deco style
<p>Across 2 or more lessons</p>	<p>KS2</p>	<p>Activity 2: A Shoebox Diorama</p> <ol style="list-style-type: none"> 1) Look at “Lobster Pot, Sennen Cove, Cornwall” 1965 (or similar). 2) Create/print/cut out separate images of the boats, lobster pots, rocks, hut and cliffs. Alternative to, or alongside these images, find craft materials to include or use images from magazines/internet stuck on to card and include these in the finished diorama. 3) Using a shoe box, stick the images in the main box to form a 3-D version of the work by Hatt. If the box has a separate lid, cut around the edge of the lid and paint it black to form the frame of the work when you put the lid back on the finished box base.

		4) Similar ideas can be found here: https://bit.ly/3AewrAV
Across 4 or more lessons	KS1/2	<p>Activity 3: Landscapes</p> <ol style="list-style-type: none"> 1) Find an image of a local landscape or go out on a walk in the local area. Capture sketches, photos etc. of the landscape. 2) Explore Cubism, Purism and Abstractionism. Analyse these different styles. Refer to any notes made in Activity 1. 3) Reproduce the landscapes in these different artistic styles. 4) Combine the three styles of art in one piece e.g. create a landscape using Cubist, Purist and Abstractionist images/styles.
Across 4 or more lessons	KS2	<p>Activity 4: Lino Cuts</p> <ol style="list-style-type: none"> 1) Using lino cutting techniques, or polystyrene for younger children, create and print a piece in Hatt's style.
Across 2 lessons	KS2	<p>Activity 5: Compare artists</p> <p>Compare Hatt and Haring. Look at a piece by Hatt e.g. "Lobster Pot, Sennen Cove, Cornwall" 1965 and create it in a Haring style. Both artists use thick black outlines, blocks of colour and basic images.</p>
7.09 16.17 8.14 28.46	KS2 (Suggested for Y5/6)	<p>Activity 6: Women's Suffrage/Feminism</p> <ol style="list-style-type: none"> 1) Explore the following short films to gain an understanding of Women's Suffrage: https://bit.ly/2XceGno; https://bit.ly/38WRpbm; https://bit.ly/3z15sr0; https://bit.ly/3A1GBog 2) Compare with the ACT UP demonstrations mentioned in the Keith Haring activities. Compare slogans and the reasons behind these demonstrations. What impact did they have on the political system? What impact did they have on those taking part and those witnessing?

<p>Across 2 lessons</p> <p>1 lesson</p>		<p>3) Create placards and slogans either for a Women's Suffrage demonstration or an ACT UP demonstration (or both). Create them in the style of Doris Brabham and/or Keith Haring. These are particularly effective when holding a sharing assembly at the end of a Diversity Week or LGBT History Month. Seeing groups of students walking around the school or into the hall holding placards creates a very powerful, impactful image.</p> <p>4) Explore: https://bit.ly/3lluFHQ and make notes on key events in LGBT history. Discuss.</p>
<p>Across 2 or more lessons</p>	<p>KS2</p>	<p>Activity 8</p> <p>1) Incorporate Hatt's artistic style with techniques involving textiles. Hatt lived at Littlemead with her life partner, Margery Mack Smith, a textile artist and teacher. Use weaving techniques with magazine strips; wool; or mixtures of materials. Sew a Hatt-style piece – recreate one of Doris' paintings in material. Use a range of materials in a collage-style piece.</p>



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Closing date for submissions is 31 March 2022.

Our theme for 2023 is Art - Behind the Lens

Lesbian Gay Bisexual Trans +
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Jean-Michel Basquiat



Jean-Michel Basquiat (1960-1988)

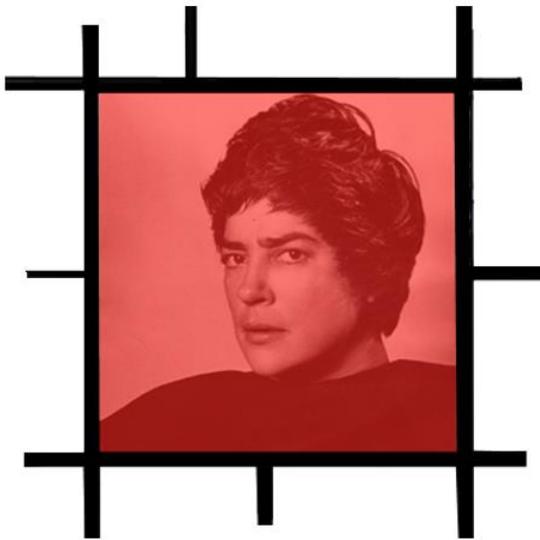
Timings	Age Range	Learning Intention:
		<ol style="list-style-type: none"> 1) To learn about the life of Jean-Michel Basquiat 2) To learn about the specific influences on his life and work 3) To analyse his style in order to produce similar work 4) To learn about and understand about what it means to be bisexual
		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1) I can create art in the style of Basquiat 2) I understand about the different influences on Basquiat and use these in my artwork 3) I can define bisexuality and understand what this means
<p>4:32</p> <p>1 lesson</p>	<p>KS2</p>	<p>Activity 1: Brief Bio: Visit: https://bit.ly/3BLyk8u</p> <p>For younger students, the Class Teacher could read the biography beforehand and present a condensed, age-appropriate version.</p> <ol style="list-style-type: none"> 1) Make notes from the bio. How would Basquiat's style be best interpreted? Younger students could discuss a couple of works by Basquiat to explain his style. What do they like/dislike about his work? 2) Explore links between Basquiat and Haring both in their work and in their lives as New York-based artists.
<p>Across 2 or more lessons</p>	<p>KS2</p> <p>KS1/2</p>	<p>Activity 2:</p> <ol style="list-style-type: none"> 1. Using Basquiat's idea of cutting up words, art etc.: <ol style="list-style-type: none"> a) Find a favourite poem; photocopy it/write it out then cut up and rearrange the words. It doesn't have to make complete sense. b) Explore this idea further e.g. in the lyrics of David Bowie or the works of William S. Burroughs. c) Find a favourite piece of artwork or image. Cut it up and rearrange it. Paint, doodle, graffiti over it. Use crayon, oil sticks, pastels etc.

<p>2 lessons</p>	<p>KS2</p>	<p>Activity 3:</p> <ol style="list-style-type: none"> 1) Explore repeated images in Basquiat’s work. He often uses skulls and other body parts e.g. guts, sinews, heads, skeletons. 2) What repeated image could you explore and utilise in your work that is your unique symbol? 3) Create a piece of art, or series of pieces, using repeated images.
<p>Across 4 or more lessons</p>	<p>KS1/2 KS2</p>	<p>Activity 4:</p> <ol style="list-style-type: none"> 1) Create collages of images you have created. Use found objects e.g. boxes, leaves, etc. and incorporate them into your work. Varnish your work using PVA glue. 2) Using a Sharpie (or similar) add repeated images throughout your work – either copy an image from Basquiat’s work or use your own version.
<p>Across 4 or more lessons</p>	<p>KS2</p>	<p>Activity 5:</p> <ol style="list-style-type: none"> 1) Why might it be that there are more prominent LGT people and not so many B people? Is this linked to prejudice both within and outside LGT+ communities? 2) Why might there be a need for ‘Bi-Visibility Day’/ ‘Month’? 3) Explore: https://bit.ly/3z3VyEY 4) Explore: https://bit.ly/2Xixh0Q
<p>Across 2 lessons</p>	<p>KS1/2</p>	<p>Activity 6:</p> <ol style="list-style-type: none"> 1) What was the response from other artists to Basquiat’s death? E.g. Haring created ‘A pile of crowns for Jean-Michel Basquiat’. 2) What repeated image could you use to create a similar response?

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Fiore de Henriquez



Fiore De Henriquez (1921-2004)

Timings	Age Range	Learning Intention:
		<ol style="list-style-type: none"> 1) To learn about the life of Fiore de Henriquez 2) To create a piece of sculpture from pottery materials 3) To learn about her intersex identity and background 4) To understand what 'intersex' means
		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1) I understand that gender, gender expression and gender identity is on a spectrum 2) I can use my skills and understanding of pottery techniques to create a clay model
20 mins/ 1 lesson	KS2	<p>Brief Bio:</p> <ol style="list-style-type: none"> 1) Visit: https://bit.ly/3hrsYHz 2) For younger pupils, Class Teacher watches the bio and presents condensed age-appropriate information
Across 2 or more lessons	KS1/2	<p>Activity 1: Self-portraits</p> <ol style="list-style-type: none"> 1) Draw a self-portrait using a mirror or encourage students to pair up to draw each other 2) Link this with the other artists e.g. draw a self-portrait in the style of Haring, Basquiat or Hatt
Across 4 lessons or more	KS1/2 KS2	<p>Activity 2: Clay heads</p> <ol style="list-style-type: none"> 1) Practise using plasticine or Play-doh first. Heads created in a Haring style might be better suited to Play-doh because of its vibrant colours. 2) Create: use air-dry clay (or earthenware clay) to create a head – either the student's own head or the head of a friend. Explore creating work in different sizes: life-size and/or miniature. 3) If this is difficult due to time available, skills or limited resources, create a flat, 2D head. There are so many tutorials on YouTube to support you and your students with this activity.

Across 4 lessons or more

KS1/2

Activity 3: Larger-scale work

As well as creating busts of famous people, Fiore also worked on large-scale sculptures e.g. a fountain of dolphins; mythological creatures; conjoined figures. As a class, create figures on a particular theme and join them together in a larger piece of work. Do a Google search and explore the images of Fiore's sculptures.



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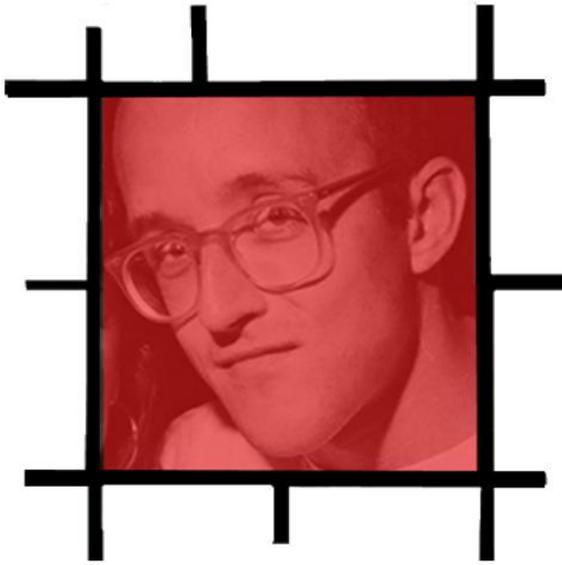
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Keith Haring



Keith Haring (1958-1990)

Timings	Age Range	Learning Intention:
<p>Please choose age-appropriate images for your children to study. Much of Haring's work contains sexual imagery that is inappropriate for primary-aged children. Use your professional judgement.</p>		<ol style="list-style-type: none"> 1) To learn about the life of Keith Haring 2) To learn about the specific influences on Haring's life and work 3) To analyse his style in order to produce similar work
		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1) I can create art in the style of Keith Haring 2) I understand about the different influences on Haring and use these in my artwork
<p>Across 2 lessons</p>	<p>KS2</p>	<p>Activity 1: Brief Bio:</p> <ol style="list-style-type: none"> 1) Visit: https://bit.ly/2W4VGGP 2) Make notes from the bio. What are the most important points to consider? Think specifically about the influences on Haring from Disney and Dr Seuss. 3) Explore Disney from 1923-1960 to understand how this work influenced Haring. 4) Explore Dr Seuss from 1937 onwards e.g. "The Cat in the Hat" and "Green Eggs and Ham". 5) Discuss the similarities between Disney/Dr Seuss and Haring's work. 6) Recreate Disney/Seuss characters in Haring's style.
<p>Across 4 lessons or more</p>	<p>KS1/2</p>	<p>Activity 2:</p> <ol style="list-style-type: none"> 1) Explore, analyse and discuss Haring's style: simple images; thick black lines; strong primary colours. The crawling baby with radiant lines is a trademark of Haring. Copy this image and ask the students to personalise it. Use black paint or buy thick black markers. 2) Explore how this image can be repeated and coloured: photocopied/printed/lino cuts

		<p>3) Practise using chalks – start big before reducing drawings/artwork in size.</p> <p>4) Extra support for students can be given by providing them with shapes/bodies etc. that you have already cut out in Haring’s style. The students can paint/colour them and add thick black lines to finish them off.</p> <p>5) If all students produce one image, cut them out and display them as one giant mural. This is really effective if the walls are white. The images could always be displayed on white paper - long sheets of display paper stapled to the wall is a good substitute if your walls aren’t already white.</p>
<p>Across 4 lessons or more</p>	<p>KS1/2</p>	<p>Activity 3:</p> <p>1) Haring would create his work on many different surfaces, such as walls; boards; t-shirts; and on found objects such as taxicab doors</p> <p>2) When the students have practised and become confident in producing either copies of Haring’s work, or their own images in Haring’s style, encourage them to find objects to decorate. Go wild: decorate cups, plates, vases. Upcycle junk and make it into semi-permanent displays. N.B. I’m not suggesting the students daub graffiti on public/shared spaces!</p>
<p>Across 2 or more lessons</p>	<p>KS1/2</p>	<p>Activity 4:</p> <p>1) Purchase some blackboard paint and recreate Haring’s subway art. Use white chalk on the blackboard background to imitate the large panels found on New York subway stations.</p>

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Mark Aguhar



Mark Aguhar (1987-2012)

Timings	Age Range	Learning Intention:
		<p>1) To learn about the life of Mark Aguhar 2) To learn about her trans identity and its influence on her life and work</p> <p>Success Criteria:</p> <p>1) I can understand about different trans identities 2) I understand that gender/gender identity/gender variance/gender fluidity is on a spectrum and no one is completely at one end or the other</p>
<p>10 mins/ 1 lesson</p>	<p>KS2</p>	<p>Brief Bio: Mark Aguhar identified as a transfeminine, Filipinx multidisciplinary artist whose work blurred the lines between high art and everyday expression. Aguhar critiqued normative beauty standards, called out racism, misogyny, and fatphobia, and expanded conventional understandings of femininity.</p> <p>1) Visit: https://bit.ly/3yYlhPe 2) Also check out the article: https://bit.ly/3hjUpDI</p>
		<p>Check out the following books:</p> <ul style="list-style-type: none"> • “10,000 Dresses” by Marcus Ewert • “Be Who You Are!” by Jennifer Carr • “The Boy with the Pink Hair” by Perez Hilton • “Gracefully Grayson” by Ami Polonsky • “It’s Okay To Be Different” by Todd Parr • “Mister Seahorse” by Eric Carle • “Oliver Button is a Sissy” by Tomie de Paola • “The Sissy Duckling” by Harvey Fierstein • “Red: A Crayon’s Story” by Michael Hall • “She’s My Dad!” by Sarah Savage • “Are You a Boy or Are You a Girl?” by Sarah Savage and Fox Fisher • “What’s the ‘T’?” by Juno Dawson

<p>1.35</p> <p>Across 2 lessons</p>	<p>KS2</p>	<p>Activity 1: Why be ugly when you can be beautiful?</p> <ol style="list-style-type: none"> 1) Explore the short film: https://bit.ly/3z0M111 2) What does it mean to be beautiful? Is beauty really in the eye of the beholder? Is beauty only skin deep? Does beauty come from within? 3) Explore beauty in different cultures. What is considered beautiful in one culture may not be considered beautiful in another. 4) Is 'beauty' the same as 'attractive'? 5) Why might it be considered more acceptable for a woman to call another woman beautiful but less acceptable for a man to call another man beautiful. 6) Is 'beautiful' the same as 'handsome'?
<p>Across 2 lessons</p>	<p>KS2</p>	<p>Activity 2: I'd rather be beautiful than male</p> <ol style="list-style-type: none"> 1) Create a short film that explores this (in the style of Activity 1) 2) Create your own slogan: "I'd rather be than" Make a short film to accompany this slogan.
<p>Across 2 or more lessons</p>	<p>KS1/2</p>	<p>Activity 3: Self-Portraits</p> <ol style="list-style-type: none"> 1) Create self-portraits using a range of media: watercolours, collage and photography. 2) How we see ourselves is often not how we are seen by others. Discuss and explore. 3) Ask the students to draw a self-portrait, or, if this is too tricky, pair the children up and ask them to draw each other. Mount the self-portrait on a large sheet of sugar paper. Encourage the students to draw or stick pictures of their favourite things around their portrait.
<p>Across 2 or more lessons</p>	<p>KS2 (suggested for Y5/6)</p>	<p>Activity 4: Language</p> <p>Many of the terms Mark Aguhar uses about herself include language used against us by the bullies at school and by society at large e.g. "My work is about the fact that I'm a genderqueer person of colour, fat, femme, fag, feminist, and I don't really know what to do with that identity in this world." It's really important to understand when it is okay to use these terms. If someone uses them to describe themselves, ask their permission to use the same term when talking about that person to someone else.</p>

		<ol style="list-style-type: none"> 1) Explore the meanings of these terms. Visit: https://bit.ly/3zWEths 2) Visit: https://bit.ly/3ttoLYE to discuss and understand gender, gender expression and attraction. Create your own version from Genderbread Person to Gender Unicorn. 3) Discuss: what words have we heard that are used to put people down who don't act or behave the way others think they should? How is this dealt with in school?
<p>Across 4 or more lessons</p>	<p>KS1/2</p>	<p>Activity 5: This Is Me</p> <p>This activity can be done from the student's perspective or from Mark Aguhar's perspective i.e. the student imagines they are Mark and collects images accordingly.</p> <ol style="list-style-type: none"> 1) Using a selection of magazines from places like supermarkets, catalogue stores or clothes shops, ask the students to cut out pictures that reflect them (<i>showing, for example, their likes and dislikes; favourite food; favourite clothes etc.</i>) These pictures could be stuck on a large body-shaped piece of sugar paper/card and trimmed to fit the shape. Alternatively, using a light source (torch, overhead projector etc.), project the student's profile onto the sheet of cut-out images and then cut the silhouette out. 2) How does it feel when we are told we can't behave in a certain way or we can't wear certain items of clothing because they don't fit with how others see our gender? (<i>Refer to "Red: A Crayon's Tale"</i>)
<p>Across 2 lessons</p>	<p>KS1/2</p>	<p>Activity 6: Being Me</p> <ol style="list-style-type: none"> 1) Make a poster that explores the gender-typical or traditional roles that children, young people and adults take. E.g. boys play football; girls do sewing; men go out to work; women stay at home and look after the children. 2) Explore how attitudes towards gender have changed. E.g. historically, married women couldn't be teachers; only men were allowed to have senior manager roles. 3) Create a poster where traditional gender-specific roles are completely reversed. E.g. boys can sew; girls can be boxers.

		<ol style="list-style-type: none"> 4) Make a personal poster: on an A3 piece of paper, write your name in big letters; underneath this draw a self-portrait or stick a photo of yourself. On the left-hand side of the paper write: "Some of the boyish things I like doing are..." and on the right-hand side, "Some of the girlish things I like doing are..." Draw pictures or stick photos, magazine cuttings etc. under each heading. 5) Explore this. Discuss stereotypes and gendered roles and language. 6) Are their jobs, roles etc. that both men and women can do? Discuss the Equality Act (2010). Discuss gender discrimination. 7) Brainstorm traditionally male and female jobs. What jobs can both men and women do?
<p style="text-align: center;">1 lesson or more</p>	<p style="text-align: center;">KS2 (Suggested for Y5/6)</p>	<p style="text-align: center;">Activity 7: Mermaids</p> <ol style="list-style-type: none"> 1) Explore the mermaidsuk.org.uk website 2) How might this website be used to support someone who is trans or gender variant or gender fluid?
<p style="text-align: center;">Across 4 lessons</p>	<p style="text-align: center;">KS1/2</p>	<p style="text-align: center;">Activity 8: Clothes and Fashion</p> <ol style="list-style-type: none"> 1) Ask the students to draw a traditional outfit for a girl and colour it. Do the same for a boy. What colours would be used? 2) Ask the students to create an outfit that could be worn by any gender. What colours would be used? 3) Extend this by looking at school uniform. What might a gender neutral school uniform look like? 4) Can a boy choose to wear a skirt? Why is it more acceptable for girls to wear trousers? Look at outfits from different cultures and religions e.g. kilts; salwar kameez etc. Explore: bitly.com/2uY9cbS 5) From David Bowie to Vivienne Westwood and Jean Paul Gaultier, pop stars and fashion designers have been wearing and designing skirts for men. Is it more acceptable for pop stars and male models to wear skirts than it is for regular people? If there is a difference, why?

- 6) Ask the students to design a set of clothes for a fashion show. The clothes can only be made from newspaper and Sellotape. Watch clips of fashion shows on YouTube (***N.B. ensure you as Class Teacher watch any clips as some fashion shows contain inappropriate images for some ages of students***).



Design the LGBT+ History Month 2023 Badge!

Each year LGBT+ History Month sells badges to raise funds for our vital work making schools safe and inclusive for everyone. For the second year we are running a competition for all young people, from primary school children to university school students.

For a copy of the competition rules go to <https://lgbtplushistorymonth.co.uk/badge-comp/>

Closing date for submissions is 31 March 2022.

Our theme for 2023 is Art - Behind the Lens

Lesbian Gay Bisexual Trans +
History Month

Activities written by John Yates-Harold

John is Project Officer and Hate Crime Advocate at Derbyshire LGBT+. His background is in primary education and his manual, "Kings, Princesses, Ducks and Penguins" contains sets of lesson activities to enable primary and lower secondary pupils to learn about LGBT+ issues, tackle gender stereotypes and gain an in-depth understanding about gender and sexuality. Email: john@empoweringdiversity.org
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Schools  UT UK
The LGBT+ Education Charity

Charitable Incorporated Organisation No. 1156352