



RESOURCE AND EDUCATION PACK

Written and
produced by



For **LGBT+**
History
Month
Founded by:
**SCHOOLS
OUT**

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INTRODUCTION

Welcome to The Proud Trust's LGBT+ History Month Resource and Education pack for 2024! LGBT+ History Month, celebrated in the UK during February each year, is an initiative started by our friends from Schools OUT, marking the abolition of Section 28.

Section 28 was part of the Local Government Act 1988, which stated that a local authority "shall not 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 pretended family relationship". The resultant effect of this was teachers and other school staff becoming fearful of doing what they felt, and knew, to be the right thing.

LGBT+ History Month began in 2004, but it has never been more needed than it is now; LGBT+ communities are facing higher levels of discrimination and hatred. At The Proud Trust we have always supported this initiative by developing this resource and making it freely available to all those who are working with young people.

LGBT+ History Month gives us a great opportunity to engage with all too often hidden LGBT+ histories, by providing positive education about lesbian, gay, bisexual and trans lives.

It is important to recognise that LGBT+ people have always been members of our communities, whether that be where we live, work or engage in education. This year's theme of "Science and Medicine" highlights that LGBT+ people are also the people who have made a difference in medicine and healthcare. LGBT+ people are our doctors, nurses, care assistants and scientists.

As part of our pack, we have included a number of activities which encourage young people to talk about LGBT+ history, but also to understand how this impacts on our lives today. One of the important elements is to have open discussions about the need for inclusive spaces, particularly in healthcare settings. What we have seen over the past year is the lives of trans and non-binary people being debated, their inclusion within society being challenged and their basic needs not being met. This resource is designed to enable you to have those conversations with young people, so they can understand why positive and active inclusion matters. If we can get the education elements right, then we will reduce the discrimination toward the LGBT+ community.

Finally, we are extra proud this year knowing that the LGBT+ History Month logo has been designed by a young person in one of our youth groups. We ask that you find out about, and promote, the LGBT+ youth group provision in your area, as these groups can provide an important place of safety and sense of belonging to young people.

Lisa Harvey Nebil (she/her)
CEO, The Proud Trust



SESSION ONE LGBT+ REPRESENTATION IN SCIENCE AND MEDICINE

Aims

In this session we will consider LGBT+ representation in the fields of science and medicine throughout history. We will then research and make visible some LGBT+ people from these fields and celebrate their achievements.

Learning Objectives

Young people will:

- Understand LGBT+ language and terminology.
- Think critically about the kind of representation that we see in the fields of science and medicine.
- Understand what positive representation means and why it is important in the fields of science and medicine.
- Discover and celebrate some LGBT+ people who work or have worked in science and medicine, and their accomplishments.

National Curriculum Links

Relationships and Sex Education: Respectful relationships, including friendships. Pupils should know:

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- 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.

History (KS3) – The national curriculum for history aims to ensure that all pupils:

- Know [...] how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Resources

Supplied: LGBT+ Cloze worksheet
LGBT+ People in Science and Medicine sheet
LGBT+ People in Science and Medicine: Fact File template

Needed: Whiteboard or flipchart paper and markers
Pens
Pencils
Colouring pencils
Devices with internet access (one each or one between two will work)


Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Print LGBT+ Cloze worksheet (one per young person).
- 3) Print LGBT+ People in Science and Medicine sheet (one per 16 young people) and cut up where indicated. (To save paper and time, you could project this resource, if you have the means.)
- 4) Print LGBT+ People in Science and Medicine: Fact File template (one per young person).

Procedure (total one hour)

| Time | Activity | Method |
|---------|--------------|---|
| 10 mins | Introduction | <p>Introduce the topic by reading the aims of the session.</p> <p>Ask young people to call out the names of any famous people they have learnt about in Science or History lessons. As names are shouted out, write them on the whiteboard (or flipchart paper), until you have a dozen or so.</p> <p>Questions to ask the group (with one suggested answer):</p> <ul style="list-style-type: none">• How diverse is this list of people?• How many are women?• How many are People of Colour?• How many are able-bodied?• How many are LGBT+?• Why is it important to have positive representation for LGBT+ people and other diverse groups in science and medicine? <p>In the past, LGBT+ people and other marginalised groups did not have equal rights and were not given the same opportunities in education and the workforce, meaning it was predominantly cis, straight, able-bodied white men who were supported to go into scientific professions. These were then the people whose achievements were celebrated, and this is why we learn about them in school.</p> <p>That is not to say that LGBT+ people did not exist in these professions, but where they did, they might have been afraid to be "out" due to more LGBTphobic laws existing in the past. Alternatively, when they were "out", often this part of their identity was not reported on. This led many to assume they were not LGBT+, resulting in the invisibilising of LGBT+ people from history.</p> <p>LGBT+ History Month 2024 is themed "Science and Medicine", to help uncover and positively represent some lesser-known LGBT+ achievers in these fields, highlighting them as important role models for LGBT+ young people, challenging stereotypes, and perhaps inspiring our next diverse generation of scientists.</p> |

| Time | Activity | Method |
|---------|----------------|--|
| 10 mins | What is LGBT+? | <p>This activity is to recap on LGBT+ language and terminology. Give each young person a copy of the LGBT+ Cloze and ask them to fill in the gaps.</p> <p>The correct answers for you to go through with the group:</p> <p>LGBT+: An umbrella term referring to lesbian, gay, bisexual and trans people, plus those with related identities.</p> <p>Sexual Orientation: The part of your identity that relates to who you fancy.</p> <p>Lesbian: Women who are attracted to women.</p> <p>Gay: A person attracted to another person of the same gender.</p> <p>Bisexual: A person who is attracted to their own and other genders.</p> <p>Pansexual: A person who is attracted to people regardless of gender.</p> <p>Asexual: A person who experiences little, or no, sexual attraction.</p> <p>Straight: A person who is attracted to the 'opposite' or a different gender to their own.</p> <p>Gender Identity: The gender that you identify with, that you know and feel yourself to be, and is part of your internal sense of self.</p> <p>Trans: A person whose gender is different to the one they were assigned at birth.</p> <p>Non-binary: A person whose gender is outside the binary of woman and man.</p> <p>Cis: A person whose gender is the same as the one they were assigned at birth.</p> |
| 35 mins | Fact Files | <p>Project the LGBT+ People in Science and Medicine sheet onto the board, if you have chosen to do it this way.</p> <p>Explain to the group that they are going to create a display of inspiring LGBT+ people from history within the fields of science and medicine. Allocate to each young person (from the board, or from your cut up sheet(s)) one of the LGBT+ People in Science and Medicine to research. This activity can be done in pairs or groups if preferable. They may choose someone who isn't on the sheet if appropriate.</p> <p>Give an LGBT+ People in Science and Medicine: Fact File template to each young person. They should then use their devices to find information to fill in the LGBT+ People in Science and Medicine: Fact File template with some key and interesting information about the person, including their accomplishments. An image of the person could be printed and stuck on (if you have the means), or hand drawn and coloured in.</p> <p>When all have finished, call on young people to stand and explain to the class why their person deserves to be displayed as an inspiring LGBT+ Person in Science and Medicine.</p> <p>Create a display! We'd love to see them:</p> <p>Insta: @the_proud_trust Twitter: @theproudst</p> |

| Time | Activity | Method |
|--------|----------|--|
| 5 mins | Summary | <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - Live Chat provides online support for LGBT+ young people and the adults in their lives.  <ol style="list-style-type: none"> 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map. |

FIND AN LGBT+ YOUTH GROUP NEAR YOU

WHERE I AM

within 10 miles ▼

I'M LOOKING FOR A...

Digital Youth Group











LGBT+ Youth Group

Trans Specific Youth Group

YPoC LGBT+ Youth Groups

»»» SEARCH

OUR SYMBOLS EXPLAINED

| | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |  |
| Youth groups run by The Proud Trust | Youth groups run by other organisations | | | LGBT+ Groups In Schools | | LGBT+ Youth Groups | Trans Specific Youth Groups | YPoC LGBT+ Youth Groups | Digital Youth Group |

LGBT+ CLOZE

LGBT+

An umbrella term referring to lesbian, gay, bisexual and trans people, plus those with _____ identities.

Sexual Orientation

The part of your identity that relates to who you _____.

Gender Identity

The gender that you _____ with, that you know and feel yourself to be, and is part of your internal sense of self.

Lesbian

Women who are attracted to _____.

Non-binary

A person whose gender is outside the _____ of woman and man.

Gay

A _____ attracted to another person of the same gender.

Trans

A person whose gender is different to the one they were _____.

Bisexual

A person who is attracted to their own and other _____.

Cis

A person whose gender is the _____ as the one they were assigned at birth.

Pansexual

A person who is _____ to _____ regardless of gender.

Words to fill the gaps:

binary sexual attraction related
attracted same women
person identify genders
assigned at birth people
fancy different

Asexual

A person who experiences little, or no, _____.

Straight

A person who is attracted to the 'opposite' or a _____ gender to their own.

LGBT+ PEOPLE IN SCIENCE AND MEDICINE



| | | | |
|--|---|---|---|
| Alan Turing Mathematician, computer scientist, cryptanalyst | Sally Ride Astronaut and physicist | Magnus Hirschfeld Physician and sexologist | Leonardo da Vinci Scientist, engineer, inventor |
| George Washington Carver Botanist, inventor | Michael Dillon Physician | Ben Barres Neurobiologist | Angela Helen Clayton Physicist |
| Lynn Conway Computer scientist, electrical engineer | Cecil Belfield Clarke Physician | Neil Divine Astrophysicist | Ellen Kitch Childs Clinical Psychologist |
| James B Pollack Astrophysicist | Bruce Voeller Biologist | Richard Summerbell Mycologist | Flora Murray Physician medical pioneer |



PEOPLE IN SCIENCE AND MEDICINE: FACT FILE



Interesting fact

Name

Date of birth

Science and medicine specialism

image

Interesting fact

Interesting fact

This person accomplished...

SESSION TWO FOLLOW YOUR HART

Aims

In this session, we will learn about the life and achievements of trans man Alan Hart, who worked as a doctor. We will then consider the very simple ways in which healthcare could become more inclusive for LGBT+ people today.

Learning Objectives

Young people will:

- Understand who Alan Hart was and his contributions to medicine.
- Explore how healthcare can be more inclusive for LGBT+ people.
- Analyse the differences between two fictional healthcare settings and be able to explain how the differences would affect LGBT+ people.

National Curriculum Links

Relationships and Sex Education: Respectful relationships, including friendships. Pupils should know:

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- 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.

Resources

Supplied: Dr Alan Hart information and worksheet
Spot the Difference worksheets


Needed: Means to project an image of an NHS Rainbow Badge
Means to play a YouTube video
Pens
Coloured pens or pencils

Preparation

- 1) Read the session plan and familiarise yourself with the activities.
- 2) Print the Dr Alan Hart information and worksheet (two sided, one per young person).
- 3) Print the Spot the Difference worksheets (one set per two young people).

Procedure (total one hour)

| Time | Activity | Method |
|---------|--------------|--|
| 5 mins | Starter | <p>Introduce the topic by reading the aims of the session.</p> <p>Questions to ask the group (with answers):</p> <ul style="list-style-type: none"> • Who can recall what the acronym LGBT+ stands for? LGBT+ = lesbian, gay, bisexual, trans, plus other related identities. • Who can recall what the LGBT+ History Month 2024 theme is? Science and Medicine. |
| 15 mins | Dr Alan Hart | <p>This activity is an opportunity to learn about a notable LGBT+ person from history: Dr Alan Hart.</p> <p>Give each young person a copy of the Dr Alan Hart information and worksheet. Have the group read through the information given about Dr Alan Hart. This could be done quietly and individually, or out loud as a group, whatever you think will work best. Once read, the task now is to answer the questions about Dr Alan Hart. Each question has a number, which corresponds to a bone in the X-ray image, where the answers should be written. An optional extension could be to colour in the bones.</p> <p>Worksheet questions and answers:</p> <ol style="list-style-type: none"> 1. What is the name of the person you have just read about? Dr Alan Hart. 2. What was their date of birth? October 4th, 1890. 3. Where were they born? Kansas, USA. 4. What was the name that he wrote under at school? Robert Allen Bamford Jr. 5. How was he referred to in his grandparents' obituaries? Their grandson. <p style="text-align: right;">CONT...</p> |

| Time | Activity | Method |
|---------|----------------------------|---|
| | | <p>CONT...</p> <ol style="list-style-type: none"> 6. As a child, where did he feel happy? <i>On his grandfather's farm.</i> 7. How did he feel about his transition? <i>Happier than he had ever been before, and unashamed.</i> 8. What did he study at university? <i>Medicine.</i> 9. What did he specialise in as a doctor? <i>The treatment of tuberculosis.</i> 10. What do you think was his biggest achievement? <i>Answer could be his medical achievements, such as reducing tuberculosis deaths, or his personal happiness through transition.</i> <p>Question to ask the group:</p> <ul style="list-style-type: none"> • Were you surprised by anything you learnt? |
| 35 mins | LGBT+ Inclusive Healthcare | <p>Display the picture of the NHS Rainbow Badge to the group:</p> <div style="text-align: center;">  </div> <p>Question to ask the group:</p> <ul style="list-style-type: none"> • What do you think this is and what is it for? <p><i>Share:</i> Medicine has come a long way since Dr Hart was practising. But did you know that LGBT+ people often do not have good experiences in healthcare settings today? The Rainbow NHS Badge initiative was created to help address this inequality. By wearing a badge, it is a way for NHS staff (who choose to take part) to demonstrate that they are aware of the issues that LGBT+ people can face when accessing healthcare. The badge itself is intended to be a simple visual symbol identifying its wearer as someone whom an LGBT+ person can feel comfortable talking to. It shows that the wearer is there to listen, without judgement, and signpost to further support if needed. <i>Source: LGBT Foundation website.</i></p> <p>Watch this video about the Rainbow NHS Badge initiative:</p> <p>www.youtube.com/watch?v=pb9uL2gyenk</p> <p style="text-align: right;">CONT...</p> |

| Time | Activity | Method |
|------|----------|--|
| | | <p>CONT...</p> <p>Question to ask the group (with answer):</p> <ul style="list-style-type: none"> Why did some healthcare workers think this badge and initiative was needed? They wanted to do something about the fact that some LGBT+ people were avoiding accessing healthcare because of fear of discrimination. They wanted healthcare settings to be more welcoming and inclusive spaces for LGBT+ people. <p>Hand out a copy of the Spot the Difference worksheet (one between two suggested) and explain that we are going to think about ways healthcare settings could make LGBT+ people feel supported and respected.</p> <p>On the worksheet you will see images of two fictional healthcare settings, which look fairly similar. However, in the second image, several changes have been made to make the setting a more inclusive place for LGBT+ patients than the setting in the first image.</p> <p>The task is to colour in or circle where the differences between the images can be found – there are eight differences in total. When everyone has finished, discuss each of the changes they have spotted.</p> <p>Questions to ask the group about each difference:</p> <ul style="list-style-type: none"> Can you point to a difference you have spotted? Why might this difference make LGBT+ people feel safe and respected in this setting? <p>Answers:</p> <p>1) Toilet signs. Using signage that describes what can be found behind the toilet door can help non-binary people, women and men find the facility that best meets their needs.</p> <p style="text-align: right;">CONT...</p> |

| Time | Activity | Method |
|------|----------|---|
| | | <p>CONT...</p> <p>2) Pronoun badges. All the hospital staff are displaying their pronouns through wearing badges. Actively displaying your pronouns is a great way to show yourself to be an ally to trans, non-binary and other people.</p> <p>3) Rainbow lanyard. Maya, the nurse on reception, goes a step further and wears her ID badge on a rainbow lanyard. This is another great way to show yourself to be an ally to the LGBT+ community.</p> <p>4) Inclusive forms. If we need to know somebody's title on a form, adding "Mx", a gender neutral option, alongside, "Ms", "Miss", "Mrs" and "Mr", is a great way of ensuring that you address a person in the way that is most comfortable for them.</p> <p>5) Signposting. The Local LGBT+ Groups poster on the reception desk is another great way of showing positive support to LGBT+ people, directing them to services that might be of interest.</p> <p>6) Non-assumptive question. By asking "Is someone coming to pick you up?" as opposed to "Is your husband coming to pick you up?", means that the person being asked, who might be single, be in a relationship but unmarried, have a wife, or something else, feels comfortable with this conversation.</p> <p>7 and 8) Patient pronouns. By including pronouns on the name sign, we can ensure that patients are actively being asked what their pronouns are, rather than being assumed. This helps the staff member address Tay appropriately.</p> <p>9) Happier patients. Is it us, or do these very simple changes made by staff, and to the ward, help the patients feel a little more included, perhaps safer and a little happier?</p> <p>Question to ask the group:</p> <ul style="list-style-type: none"> • What can we learn from this activity about how to make other settings more LGBT+ inclusive and welcoming? |

| Time | Activity | Method |
|--------|----------|---|
| 5 mins | Summary | <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - Live Chat provides online support for LGBT+ young people and the adults in their lives. <div data-bbox="874 936 1225 1160" style="text-align: center;">  </div> <ol style="list-style-type: none"> 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map. |

FIND AN LGBT+ YOUTH GROUP NEAR YOU

WHERE I AM

I'M LOOKING FOR A...

Digital Youth Group

LGBT+ Youth Group

Trans Specific Youth Group

YPoC LGBT+ Youth Groups

»»» SEARCH

OUR SYMBOLS EXPLAINED


 Youth groups run by The Proud Trust


 Youth groups run by other organisations



 Youth groups run by other organisations


 Youth groups run by other organisations


 LGBT+ Groups In Schools


 LGBT+ Groups In Schools


 LGBT+ Youth Groups


 Trans Specific Youth Groups


 YPoC LGBT+ Youth Groups


 Digital Youth Group

DR ALAN HART

Date of birth: October 4th, 1890.

Place of birth: Kansas, USA.

Gender Identity

Alan Hart would likely describe himself as a trans man today. He legally changed his name, wore clothing typical for men of his time, had surgery to remove his uterus in 1917, and later in life took testosterone and grew a beard. In an interview with a local paper, Hart declared "[I am] happier since I made this change than I ever have in my life, and I will continue this way as long as I live... I came home to show my friends that I am ashamed of nothing."



Early Life

Hart was assigned female at birth but lived most of his life as a man. When Hart was five years old, his family moved to his grandfather's farm. Hart wrote of his happiness during this time, when he was free to present as a boy. His parents and grandparents largely accepted and supported his gender expression, though his mother described his "desire to be a boy" as "foolish". His grandparents' obituaries, from 1921 and 1924, both list Hart as a grandson.

When Hart was 12 the family moved to Albany. There he was forced to present as a girl at school, however, when he went back to his grandfather's farm over the holidays he continued to present as a boy among his male friends there. Hart always regarded himself as a boy and begged his family to cut his hair and let him wear trousers. During his school years, Hart was allowed to write essays under his chosen name at the time "Robert Allen Bamford, Jr." with little resistance from his classmates or teachers. Hart later attended Albany College where he completed a degree in medicine.

Work

Hart devoted much of his career to research into and treatment of tuberculosis (TB). In the early 20th century, the disease was the biggest killer in America. He was one of the first to realise and document that lots of other illnesses were actually TB that had spread from the lungs to other parts of the body. Hart became interested in how X-ray machines, back then mainly used to detect bone fractures and tumours, could be used to detect TB. Early detection with X-rays could mean early treatment before it spread, often saving the patient's life. By the time antibiotics were introduced in the 1940s, doctors using the techniques Hart developed had managed to cut the tuberculosis death toll down to one fiftieth.

2) What was their date of birth?

1) What is the name of the person you have just read about?

3) Where were they born?

4) What was the name that he wrote under at school?

5) How was he referred to in his grandparents' obituaries?

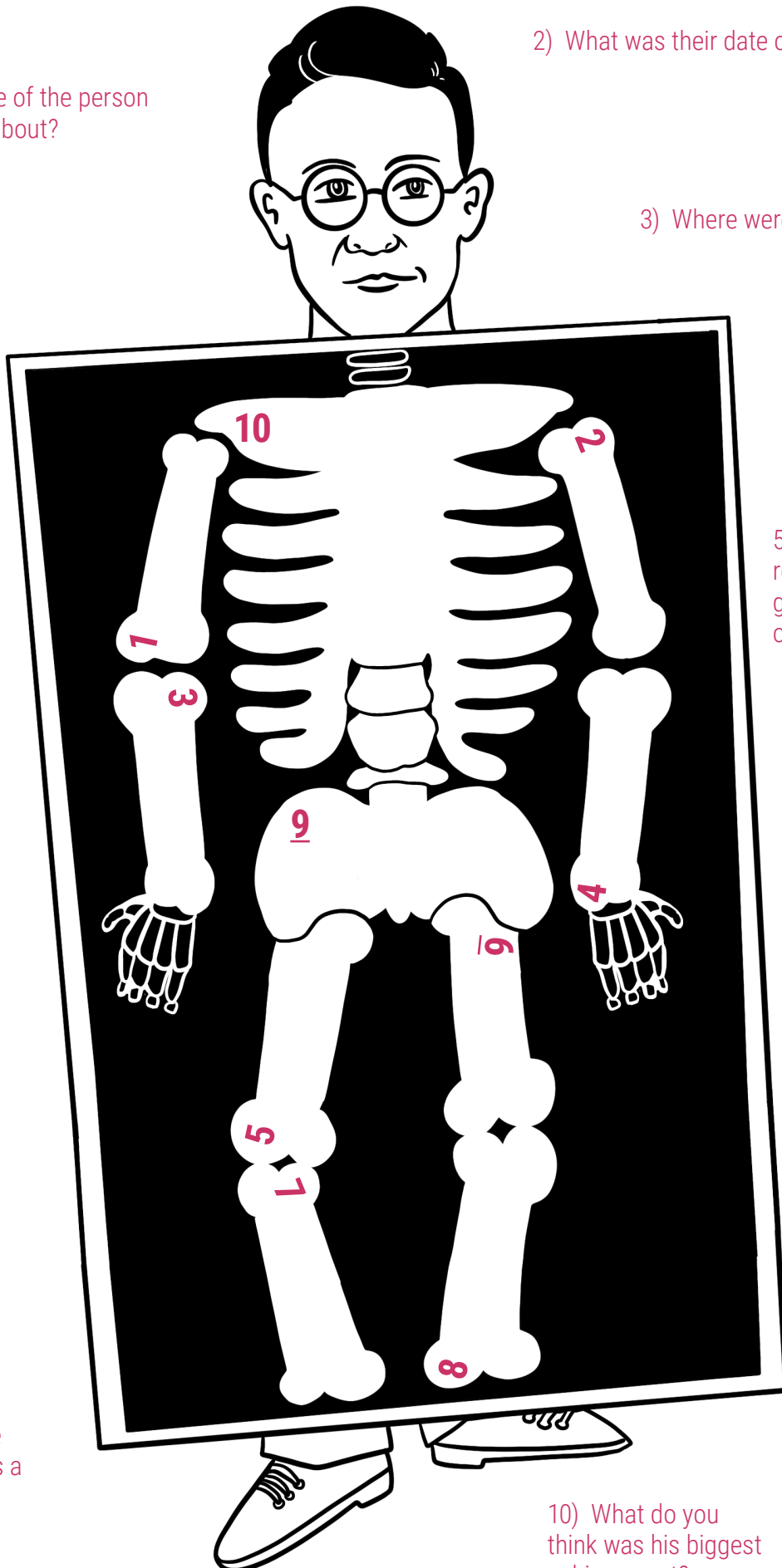
6) As a child, where did he feel happy?

7) How did he feel about his transition?

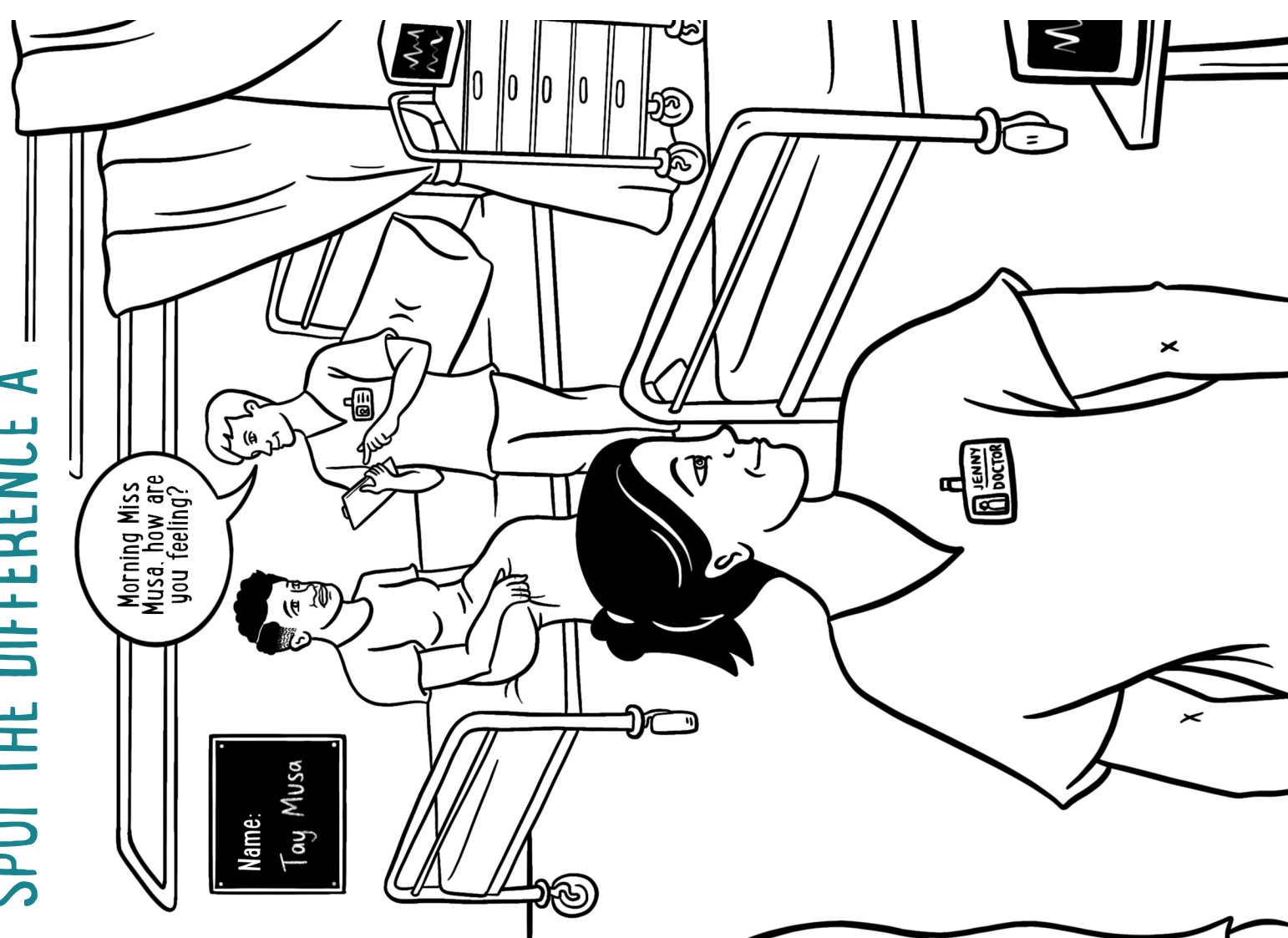
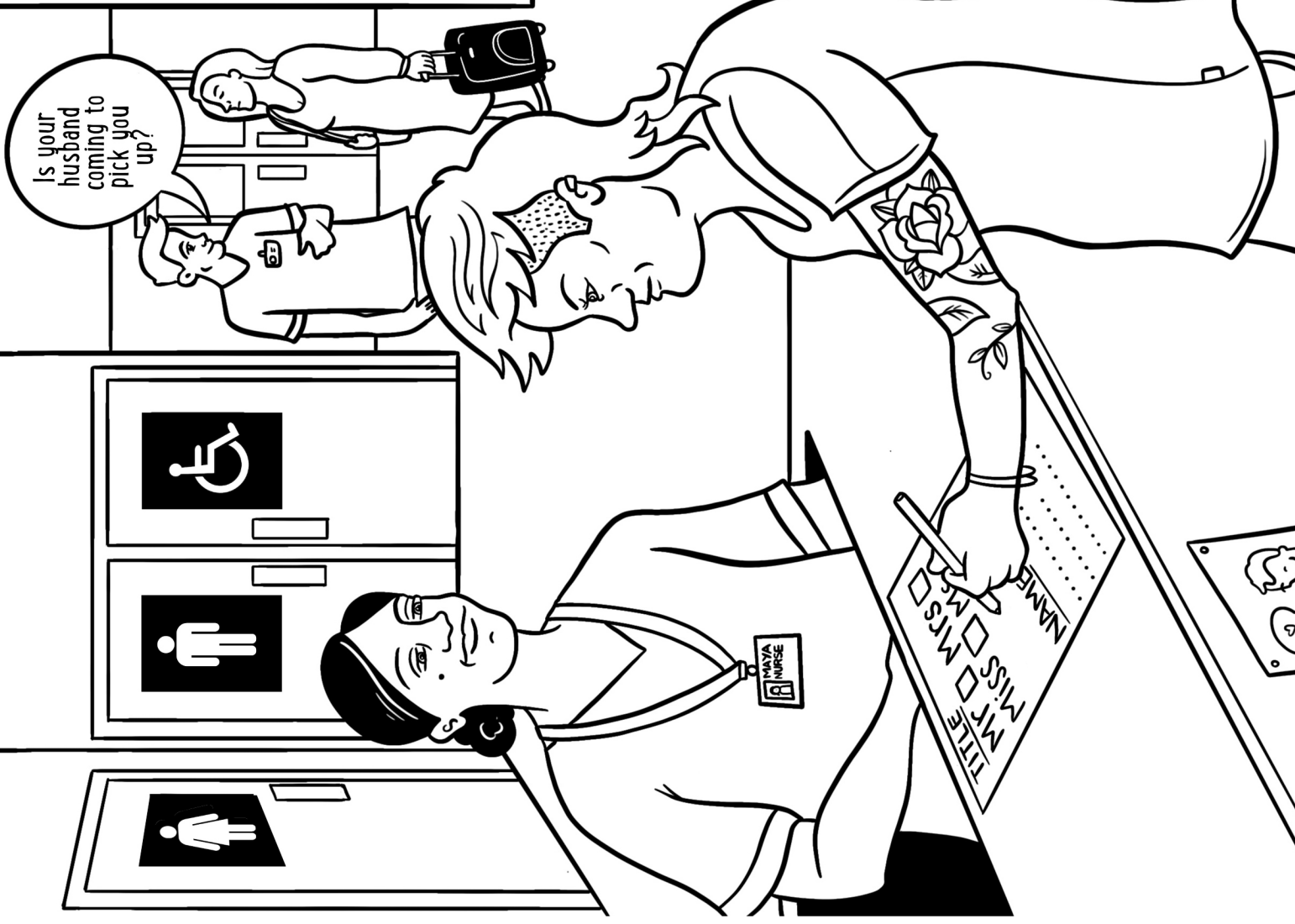
8) What did he study at university?

9) What did he specialise in as a doctor?

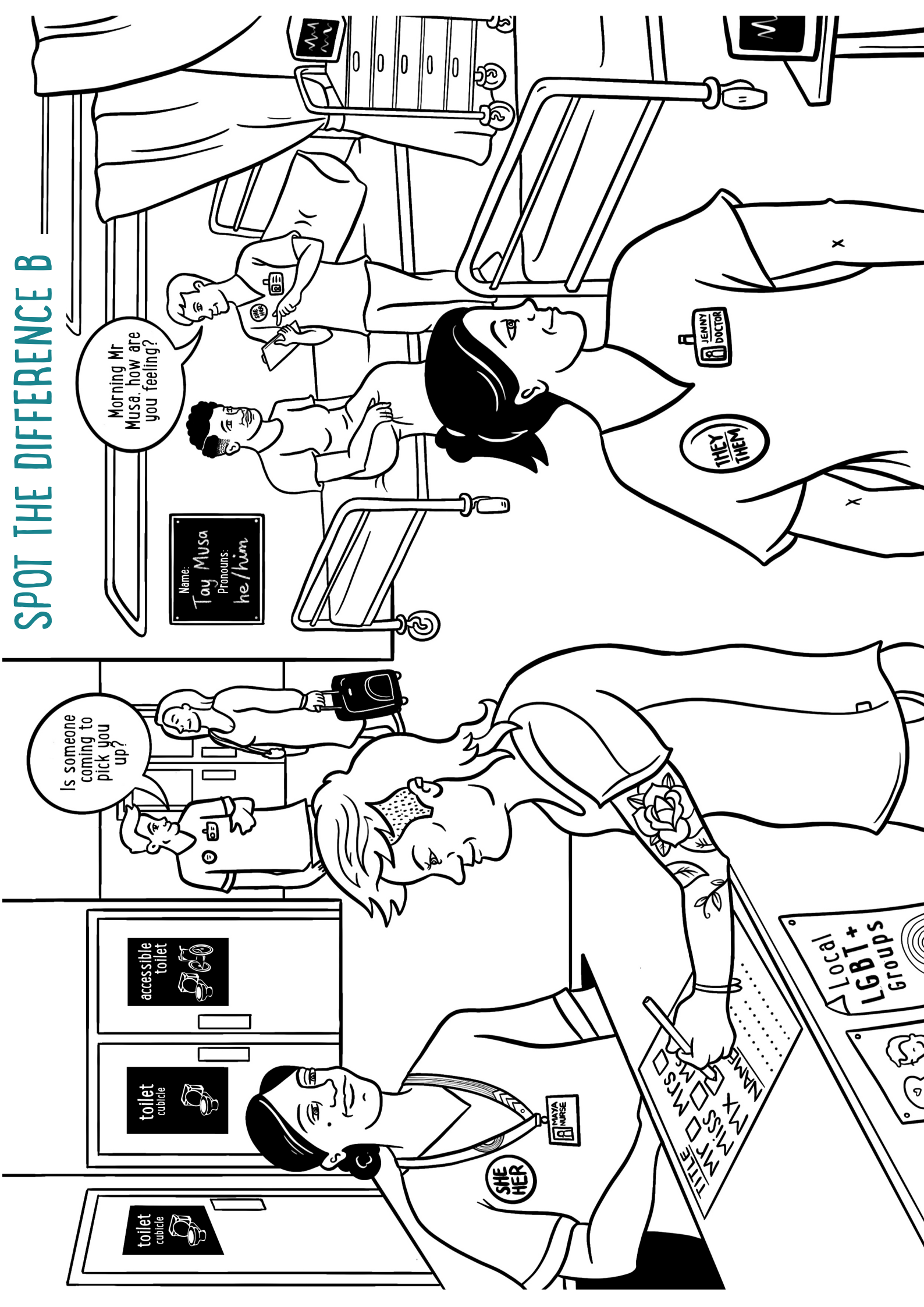
10) What do you think was his biggest achievement?



SPOT THE DIFFERENCE A



SPOT THE DIFFERENCE B



Morning Mr Musa, how are you feeling?

Name: Toy Musa
Pronouns: he/him

JENNY DOCTOR

THEY THEM

Is someone coming to pick you up?

toilet cubicle
accessible toilet

SHE HER

MAYA NURSE

NAME: MRS MRS MRS
TITLE: MRS MRS MRS

Local LGBT+ Groups

SESSION THREE ➡️ DECODING LGBT+ HISTORY

Aims

In this session, we will learn about the role that codes have played in LGBT+ history in two very different ways. We will learn about Alan Turing, famous for cracking enemy codes during WWII, and explore how and why codes have been used historically by LGBT+ people as a means to communicate.

Learning Objectives

Young people will:

- Understand who Alan Turing was and his contributions towards ending WWII.
- Understand some of the codes that LGBT+ people used in the past, and why this was necessary.
- Create and crack their own codes.

National Curriculum Links

Relationships and Sex Education. Respectful relationships, including friendships. Pupils should know:

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- 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.

Resources

Supplied: Crack the Code worksheet
LGBT+ Secret Codes worksheet

Needed: Paper
Pens
Means to play a YouTube video

Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Print or photocopy the Crack the Code worksheet (one per young person).
- 3) Print or photocopy the LGBT+ Secret Codes worksheet (one per young person).

Procedure (total one hour)

| Time | Activity | Method |
|---------|----------------|---|
| 5 mins | Crack the Code | <p>Hand young people a copy of the Crack the Code worksheet and see if they can use the key to crack the code to discover the theme for this session.</p> <p>Decoded message: <i>In this session, we will learn about the role that codes have played in LGBT+ history in two very different ways.</i></p> <p>Introduce the topic by reading the full aims of the session.</p> |
| 10 mins | Alan Turing | <p>Watch this YouTube video, a trailer for the 2014 movie "The Imitation Game" (rated 12a):</p> <p>www.youtube.com/watch?v=nuPZUUED5uk</p> <p>(Quiz style) questions to ask the group (with answers):</p> <ul style="list-style-type: none"> • Which famous English mathematician is Benedict Cumberbatch playing in The Imitation Game? <i>Alan Turing</i> • During which part of history is the film set? <i>WWII (1939-1945)</i> • What was the name of the Nazi encoding machine that was used to send secret messages, the cracking of which Alan Turing played a key role in, helping win the war? <i>Enigma</i> • In 1952, Alan Turing was arrested, what for? <i>Alan Turing was gay and at that time, an LGBTphobic law existed that meant that sexual activity between men was illegal. He was convicted, and two years later died by suicide.</i> • In 2016 a law came into being, informally called the "Alan Turing law". What does this law do? <i>It serves as an amnesty law to pardon men who were cautioned or convicted under the previously mentioned LGBTphobic historical legislation.</i> <p style="text-align: right;">CONT...</p> |

| Time | Activity | Method | | | | | | | | | | | | | | | | | | | | |
|---------------------------|-----------------------------|--|-------|------------------------|---------------------------|-------------------|---------|------|------|-----------|--------|-------------|-------|------|------|-------------------|--------------|-------------|---------|------------|------|--------|
| | | <p>CONT...</p> <ul style="list-style-type: none"> Alan Turing and his work are now more widely recognised and celebrated, hence The Imitation Game film. Alan Turing also features on a Bank of England bank note, but which denomination? £50 Why do you think it took so long for Alan Turing's amazing achievements to be properly recognised? The LGBTphobic laws that existed reflected an LGBTphobic society. Through the hard work of many campaigners over the years, societal attitudes have changed and more equal laws implemented. We now see the way that Alan Turing, and many other gay men, were treated was wrong. | | | | | | | | | | | | | | | | | | | | |
| 25 mins | LGBT+ Codes Through History | <p>Share with the group that, while Alan Turing was known for cracking codes, other LGBT+ people in history are known for having created or used codes, as secret languages.</p> <p>Hand out a copy of the LGBT+ Secret Codes sheet to each young person and ask them to read the information (or choose young people to read each section out loud).</p> <p>Go through the answers/meanings of the Polari words:</p> <table border="1" data-bbox="676 1182 1442 1859"> <tbody> <tr> <td>Dolly</td> <td>Pretty, nice, pleasant</td> </tr> <tr> <td>Ecaf (abbreviated to Eek)</td> <td>Face (back-slang)</td> </tr> <tr> <td>Lallies</td> <td>Legs</td> </tr> <tr> <td>Naff</td> <td>Bad, drab</td> </tr> <tr> <td>Nishta</td> <td>Nothing, no</td> </tr> <tr> <td>Ogles</td> <td>Eyes</td> </tr> <tr> <td>Riah</td> <td>Hair (back-slang)</td> </tr> <tr> <td>Riah shusher</td> <td>Hairdresser</td> </tr> <tr> <td>Scarper</td> <td>To run off</td> </tr> <tr> <td>Slap</td> <td>Makeup</td> </tr> </tbody> </table> <p>CONT...</p> | Dolly | Pretty, nice, pleasant | Ecaf (abbreviated to Eek) | Face (back-slang) | Lallies | Legs | Naff | Bad, drab | Nishta | Nothing, no | Ogles | Eyes | Riah | Hair (back-slang) | Riah shusher | Hairdresser | Scarper | To run off | Slap | Makeup |
| Dolly | Pretty, nice, pleasant | | | | | | | | | | | | | | | | | | | | | |
| Ecaf (abbreviated to Eek) | Face (back-slang) | | | | | | | | | | | | | | | | | | | | | |
| Lallies | Legs | | | | | | | | | | | | | | | | | | | | | |
| Naff | Bad, drab | | | | | | | | | | | | | | | | | | | | | |
| Nishta | Nothing, no | | | | | | | | | | | | | | | | | | | | | |
| Ogles | Eyes | | | | | | | | | | | | | | | | | | | | | |
| Riah | Hair (back-slang) | | | | | | | | | | | | | | | | | | | | | |
| Riah shusher | Hairdresser | | | | | | | | | | | | | | | | | | | | | |
| Scarper | To run off | | | | | | | | | | | | | | | | | | | | | |
| Slap | Makeup | | | | | | | | | | | | | | | | | | | | | |

| Time | Activity | Method |
|---------|-----------------|--|
| | | <p>CONT...</p> <p>Questions to ask the group (with suggested answers):</p> <ul style="list-style-type: none"> • Which of these Polari words are recognisable from mainstream language today? • Why do you think the LGBT+ community created secret languages? The LGBT+ community, in the past, could not be open about their identities because of LGBTphobic laws that made things like same-gender relationships and “cross-dressing” criminal offences. Secret languages were created so LGBT+ people could find each other and talk about their lives without non-LGBT+ people realising. • Do you think LGBT+ people today have to code or censor their language? While it is no longer illegal to be LGBT+ in the UK, LGBT+ people who don't feel safe to come out may still use coded language to talk about being LGBT+ with their friends or partners. They may use the colours of pride flags in jewellery, pins or clothing as a symbol of their identity too. • Do you ever have to code or censor your language? |
| 15 mins | Creating a Code | <p>Give out paper and pens as required. Young people will use the codes we have looked at as inspiration to come up with their own secret code. It could be:</p> <ul style="list-style-type: none"> • A code for each letter of the alphabet, like Anne Lister’s diary. • Symbols to represent different LGBT+ identity words that members of the community could wear (such as flowers, clothing or accessories). • A list of invented words and their meanings, like Polari. This could include backwards words, rhyming slang, and words derived from other languages. <p>Once they have created their code, they will write a secret message and challenge the person next to them to crack their code!</p> |

| Time | Activity | Method |
|--------|----------|---|
| 5 mins | Summary | <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - Live Chat provides online support for LGBT+ young people and the adults in their lives. <div data-bbox="868 898 1219 1122" style="text-align: center;">  </div> <ol style="list-style-type: none"> 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map. |

FIND AN LGBT+ YOUTH GROUP NEAR YOU

WHERE I AM

I'M LOOKING FOR A...

Digital Youth Group

LGBT+ Youth Group

Trans Specific Youth Group

YPoC LGBT+ Youth Groups

»»» SEARCH

OUR SYMBOLS EXPLAINED


 Youth groups run by The Proud Trust


 Youth groups run by other organisations


 Youth groups run by other organisations


 Youth groups run by other organisations


 LGBT+ Groups In Schools


 LGBT+ Groups In Schools


 LGBT+ Youth Groups


 Trans Specific Youth Groups


 YPoC LGBT+ Youth Groups


 Digital Youth Group

CRACK THE CODE

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| A | B | C | D | E | F | G | H | I | J | K | L | M |

| | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

Code:

9,14 20,8,9,19 19,5,19,19,9,15,14 23,5 23,9,12,12 12,5,1,18,14 1,2,15,21,20 20,8,5 18,15,12,5
20,8,1,20 3,15,4,5,19 8,1,22,5 16,12,1,25,5,4 9,14 12,7,2,20 8,9,19,20,15,18,25 9,14 20,23,15
22,5,18,25 4,9,6,6,5,18,5,14,20 23,1,25,19

Message:



LGBT+ SECRET CODES



Anne Lister's Crypthand

Anne Lister, born 1791, was a wealthy landowner and adventurer from Yorkshire. Nearly 200 years before equal marriage was possible, in 1834, Anne took communion in church with partner Ann Walker, and thereafter considered themselves married, living together until Anne died.

Anne Lister kept a diary, where any mention of relationships with women was written in a secret code they called "crypthand", created using numbers and symbols to represent letters of the alphabet.

Green Carnations

Oscar Wilde, born 1854, was a gay poet and playwright from Ireland. After asking friends to wear a green malmaison carnation on their lapels to his play *Lady Windermere's Fan* in 1892, a trend began.

Worn on the left lapel, the wearing of the green carnation became a coded symbol for men who were attracted to other men. The 1894 novel 'The Green Carnation' by Robert Hichens (whose main characters were loosely based on Wilde and his friends) detailed its meaning. Noel Coward included a song of the same name in his operetta *Bitter Sweet*, a secret reference to gay people.



Violets

Violets and their colour became a special code used by lesbians and bisexual women. The symbolism of the flower derives from several fragments of poems by Sappho (an Ancient Greek woman who wrote love poems about other women) in which she describes a lover wearing garlands or a crown with violets.

In 1926, the play *La Prisonnière* by Édouard Bourdet used a bouquet of violets to signify lesbian love. When the play became subject to censorship, many Parisian lesbians wore violets to demonstrate solidarity with its lesbian subject matter.

Polari

Polari was a secretive language widely used by the British gay community from the 1900s to the 1970s. It was based on slang words deriving from a variety of different sources, including rhyming slang, and back-slang (spelling words backwards). See if you can work out the meanings of a few Polari words:

| | | | |
|------------------------------|--|--------------|--|
| Dolly | | Ogles | |
| Ecaf (abbreviated to Eek) | | Riah | |
| Lallies | | Riah shusher | |
| Naff | | Scarper | |
| Nishta | | Slap | |

SESSION FOUR ➡ LGBT+ SCIENCE FICTION

Aims

In this session we will learn about the history of LGBT+ representation in the genre of science fiction and go on to explore what a utopian school might look like for LGBT+ students of the future.

Learning Objectives

Young people will:

- Understand what science fiction is, including its key features.
- Analyse how LGBT+ representation in science fiction has developed throughout history.
- Reflect on how science fiction can be used to imagine inclusive futures.
- Create a science fiction comic strip to present a vision of what future schools could look like for LGBT+ young people.

National Curriculum Links

Relationships and Sex Education. Respectful relationships, including friendships. Pupils should know:

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- 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.

English (KS3) Writing – pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- Writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.

English (KS3) Spoken English – pupils should be taught to speak confidently and effectively, including through:

- Giving short speeches and presentations, expressing their own ideas and keeping to the point.

Media Studies (KS4) – GCSE specifications in media studies must enable students to:

- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics.

Resources

Supplied: LGBT+ History of Science Fiction sheet
School Utopia worksheet
Storyboard template

Needed: Pens
Coloured pens or pencils
Scissors (one set)

Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Print the LGBT+ History of Science Fiction resource (one copy) and cut up where indicated.
- 3) Print or photocopy the School Utopia worksheet (one per three or four young people).
- 4) Print or photocopy the Storyboard template (one per three or four young people).

Procedure (total one hour)

| Time | Activity | Method |
|--------|-----------------|--|
| 5 mins | Science Fiction | <p>Introduce the topic by reading the aims of the session.</p> <p>Questions to ask the group (with suggested answers):</p> <ul style="list-style-type: none"> • What is science fiction? Science fiction is a genre of literature and TV/film, often set in the future. • What are some of the key characteristics? Science fiction takes a look at the ways that people, ideas or technologies might have changed or advanced, sometimes in good ways and sometimes in bad ways. Science fiction is often designed and written to encourage us to think about the way things are today and whether they will continue to be that way forever. • If you could imagine a future time, what things from today would you keep? • What things would you change? • What do we mean by a "utopia"? A utopia typically describes an imaginary community or society that possesses highly desirable or nearly perfect qualities for its members. |

| Time | Activity | Method |
|---------|----------------------------------|---|
| 10 Mins | LGBT+ History of Science Fiction | <p>Invite six young people to come to the front (ones that won't mind reading out loud) and give each of them one of the six LGBT+ History of Science Fiction facts that you have already cut up.</p> <p>Each fact should be read to the class in turn, and the class as a whole must decide what is the correct chronological order for these LGBT+ History of Science Fiction facts.</p> <p>Once they have settled on an order, you can reveal the correct order and associated dates. These are below and are colour coded to help:</p> <div data-bbox="646 660 1476 846" style="display: flex; justify-content: space-around; text-align: center;"> <div style="background-color: #e91e63; color: white; padding: 5px;">120-185 C.E.</div> <div style="background-color: #ff7f50; color: white; padding: 5px;">Early 1900s</div> <div style="background-color: #ffeb3b; color: black; padding: 5px;">1950s</div> <div style="background-color: #00c853; color: white; padding: 5px;">1960s and 1970s</div> <div style="background-color: #5dade2; color: white; padding: 5px;">1980s and 1990s</div> <div style="background-color: #4b0082; color: white; padding: 5px;">21st century</div> </div> <p>Questions to ask the group (with suggested answers):</p> <ul style="list-style-type: none"> • Is LGBT+ representation in science fiction a new thing? • What was the first example of LGBT+ representation in science fiction? • What was wrong with some of the earlier examples of representation during the "Golden Age"? • How does LGBT+ representation improve as you move along the timeline? • Why might modern science fiction stories be able to show a world that is more inclusive than the real world? • What do we mean by a "utopian school"? <p>Science fiction stories are often set in an imagined future, or a world that is different to our own. The laws, rules and norms we have today need not apply. Writers can therefore imagine worlds where minoritised communities, including LGBT+ people, have complete equality and face zero discrimination.</p> |

| Time | Activity | Method |
|---------|---------------|---|
| 40 mins | School Utopia | <p>Give groups of three or four young people (as you think will work) a copy of the School Utopia worksheet and Storyboard template.</p> <p>Their task is to create a science fiction story set in school in the year 3000, which is a utopia for students, including those that are LGBT+. The story concept can be mapped out on the School Utopia worksheet, then worked out more fully on the Storyboard template.</p> <p>For their stories, they might consider:</p> <ul style="list-style-type: none"> • Is it set in a future earth, or another planet? • How does society see gender identity? • How does society see sexual orientation? • How does society view relationships and marriage? • How do the characters express themselves through clothing? • Does discrimination of any kind exist? • What new technologies exist that might improve the lives of LGBT+ people? <p>Have the groups of young people relay their stories, by reading out or even acting out their utopian school visions!</p> |
| 5 mins | Summary | <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What have you learnt today? • What have you enjoyed? <p>Return to the learning objectives from the start of the lesson and check if they have been achieved.</p> <p>Signposting</p> <p>There will be LGBT+ young people in your group. Please share where LGBT+ young people can go for more information or support:</p> <ol style="list-style-type: none"> 1. In your school (e.g., pastoral services or LGBT+ group). 2. Proud Connections - Live Chat provides online support for LGBT+ young people and the adults in their lives. <div data-bbox="885 1787 1236 2011" style="text-align: center;"> </div> <ol style="list-style-type: none"> 3. LGBT+ Youth Groups - find your local LGBT+ youth group using our interactive map. theproudtrust.org/young-people/youth-groups/ |

LGBT+ HISTORY OF SCIENCE FICTION



In what is known as the "Golden Age" of science fiction, stories tended to ignore LGBT+ identities altogether. We see some LGBT+ characters, but they were often depicted as caricatures, and portrayed in a negative light. One of the better examples from this era was 'The World Well Lost' by Theodore Sturgeon.

Sturgeon even wrote a book where homophobia was portrayed negatively.

Science fiction had begun to reflect more positive attitudes towards LGBT+ people and we begin to see more themes, such as gender and sexual orientation addressed. This can be seen in the work of writers such as Michael Moorcock, one of the first sci-fi authors to render positive portrayals of same-gender relationships. Samuel R. Delany, one of the first openly gay science fiction authors, also began writing in this period.

We start to see much more positive LGBT+ representation in books, film and on TV. The Star Trek franchise started exploring gender and LGBT+ identities. Then shows like Torchwood (part of the Doctor Who franchise) appeared with LGBT+ representation. Steven Universe featured the first same-gender marriage in a children's show, and Elliot Page's character came out as trans in The Umbrella Academy.

'A True History' by the Greek writer Lucian has been called the earliest surviving example of science fiction, and the first ever to include a same-gender relationship. The protagonist visits the moon, meets extra-terrestrial creatures, and takes part in interplanetary warfare. After the hero distinguishes himself in combat, the king allows him to marry the prince.

At this time, any mention of same-gender relationships was considered shocking to readers. 'An Anglo-American Alliance' by Gregory Casparian was the first science fiction novel to openly portray a lesbian romantic relationship.

More LGBT+ themes start to appear in science fiction films, books and mainstream TV shows, however, they were often only in supporting roles rather than lead ones. A good example from this time is Buffy The Vampire Slayer, which followed a coming out storyline for Willow, one of the characters.

SCHOOL UTOPIA

Create and draw a protagonist and write around the image words to describe them

Describe the school environment

What new technologies exist?

Gender identity in this world

Sexual orientation in this world

Plot overview

Storyboard

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

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