



# School Diversity Week Toolkit



# Table of Contents

<b><u>Introduction</u></b>	3
<b><u>About us</u></b>	4
<b><u>Holding an event</u></b>	7
Ideas Bank	8
Set up a Social Action Team	9
Event Checklist	11
Run a Rainbow Ribbon Campaign	13
Social Media	14
<b><u>Primary School Lesson Plans</u></b>	16
<b><u>Secondary School Lesson Plans</u></b>	23
<b><u>Other resources</u></b>	36
Debates	37
LGBT+ Quiz	38
Famous LGBT+ People	45
LGBT+ Facts	46
Legislative Reforms	47
Primary School Books	48
Secondary School Books	51
Further Reading	54
Spoken Word	54
PSHE Films	55
LGBT+ Films	57
LGBT+ Documentaries	60
<b><u>Building on School Diversity Week</u></b>	63
<b><u>Explaining School Diversity Week</u></b>	66
Email to Governors	67
Email to Parents/Carers	68
FAQ for Parents/Carers	69
Draft Press Release	71

# Introduction

We're absolutely delighted that you're joining the Just Like Us team across the UK in championing lesbian, gay, bisexual and trans (LGBT+) equality during School Diversity Week 2018.

We've created this toolkit with help from our Teacher Advisory Group to make celebrating School Diversity Week as easy as possible. It includes:

- Easy-to-use ideas for school-wide events celebrating LGBT+ equality
- Advice on empowering your students to set up a Social Action Team
- KS1-KS4 lesson plans covering LGBT+ issues
- Subject specific lesson plans
- Extracurricular resources including facts, book lists, articles, films and videos
- FAQs to help explain the aims of the week
- Letter templates about your school's involvement for parents, staff and governors

This toolkit will help you plan the week to suit your school's needs. We've been inspired to hear about what so many schools already have planned and we're looking forward to hearing from many more of you over the next few weeks. We'd love your feedback on how we can improve this toolkit and make next year's week even more successful.

Thank you for celebrating School Diversity Week and championing LGBT+ equality at your school. LGBT+ young people repeatedly tell us what a difference it would have made if their schools had done more to support them growing up. There will be many students for whom this week will be a turning point, the moment when they see that being LGBT+ won't get in the way of them having an awesome life, that being themselves will help them realise their potential and their dreams.

Good luck and stay in touch!

The Just Like Us team



# About us

Just Like Us is the LGBT+ charity for young people, founded for a simple reason: growing up LGBT+ is still one of the most challenging experiences young people can face.

We train LGBT+ university students as relatable role models who visit schools to share their personal stories; tackle homophobic, biphobic and transphobic bullying; bust stereotypes and champion LGBT+ equality. Our ambassadors have worked directly with more than 23,000 schoolchildren this academic year.

School Diversity Week is our initiative to empower school students and teachers to take ownership of celebrating LGBT+ equality in their own schools and colleges. After the success of School Diversity Week 2017, we have more than 550 schools signed up this year.

## What's the problem

Growing up remains unacceptably tough for LGBT+ young people: 86% of them hear homophobic remarks and 45% experience bullying.

These negative experiences have a detrimental impact on their wellbeing and school attainment:

40% contemplate suicide



50% self harm



70% say homophobia affects their school work



40% skip school because of it





**“School Diversity Week was an opportunity for students, regardless of their identity, and teachers to get involved in stopping negative attitudes before they can take root, and cause problems.”**

–Ben, Sixth Form Student

**“Getting involved with School Diversity Week empowered our students to celebrate themselves and each other. It has led to a much more supportive and cohesive student body where all our students feel safe and happy”**

–Faheem Khan, Deputy Head

# Address from UK Prime Minister

For the launch of School Diversity Week in the Houses of Parliament, Prime Minister Theresa May recognised the importance of the work undertaken by our school partners during School Diversity Week.



→ [Click here to watch the Prime Minister's complete address](#)

**“Having visible role models who have been there before and know how it feels can help give a young person the confidence to embrace who they are. They can encourage everyone in school to be positive and accepting. That’s why I want to congratulate Just Like Us for running School Diversity Week. Thanks to the tireless work of campaigners like you, attitudes in this country have come a long way... The truth is that we all do better and our whole country is enriched when we are free to be ourselves.”**

—Prime Minister, Theresa May

# School Star Awards

In March 2018 we celebrated the inaugural School Star Awards with a celebrity reception sponsored by *The Daily Telegraph*. The Awards recognised the outstanding contributions of teachers and pupils to last year's School Diversity Week. Find out about our School Stars below:



## Student Leadership Award - Respect Group, The King's School

The Respect Group ran a week-long event for 1,200 students. They ordered new books and DVDs for the library, organised a cake sale and ran tutor group workshops about homophobic, biphobic and transphobic bullying.



## Senior Leader Award - Claire Gallant, Long Stratton High

Claire organised a school non-uniform day on which every form dressed in a colour of the rainbow. She used the week to stimulate discussion and raise pupil awareness about acceptance and challenging intolerance.



## LGBT Student Leader Award - Kayla Gill, The Boswells School

Kayla set up an LGBT+ group for students across the school, presented LGBT+ issues at staff meetings, developed lesson resources for staff and created a rainbow school display commemorating the Orlando attack.



### **Student Ally Award - Ranj Sangha's Tutor Group, Oaks Park School**

Ranj Sangha's form ran awareness-raising events and decorated the doors to show their support for LGBT+ equality. They've helped build tolerance, understanding and empathy in their fellow students.



### **Teacher Champion Award - Lynmara Hingston, Whitefield School**

Lynmara championed School Diversity Week at Whitefield School by organising a three-day extravaganza in the school involving face-painting, exploring LGBT+ figures throughout history and poetry writing.



### **LGBT Student Leader Award - Martha Hughes, Royds Hall School**

Martha pioneered School Diversity Week at Royds Hall, carrying on her work at Greenhead College and in the wider community. She speaks passionately to adults and young people in the school to raise awareness about LGBT+ equality.



[Click here](#) to tell us what you're doing for School Diversity Week so you can be in with a chance to attend our next School Star Awards

# Holding an event

# Ideas Bank

Here are some ideas for events that could involve the whole school in celebrating LGBT+ equality. Feel free to come up with others of your own by setting up a Social Action Team (see below). You can also use these to help stimulate further ideas as part of the Social Action Team's brainstorming. Many can easily be turned into fundraising events to support our work tackling homophobic, biphobic and transphobic bullying.

## Dragons Den Fundraising

Challenge pupils to generate ideas for fundraising during School Diversity Week and develop a presentation to pitch to "Teacher Dragons".

## Fashion Show

Challenge pupils to make costumes representing diversity and authenticity. Hold a fashion show to celebrate them.

## Sporting Event

Organise a sporting event using [rainbow laces](#).

## Guest Speaker

Hold a question and answer session about LGBT+ issues with an openly LGBT Pupil, MP, or role model talk.

## Post Boxes

Make a post box from a cardboard box and set it up in the canteen. Leave paper and pens out for students and staff to write messages of support for LGBT+ young people.

## Pride Walk

Arrange for pupils to walk to school together or hold a march around the school site.

## Sticker Making Competition

Task pupils with designing a School Diversity Week sticker to be worn during the week.

## Non-Uniform Day

Organise a diversity themed non-uniform day during the week.

## Craft

Get a group of students together to make loom-band bracelets to sell to around the school.

## Day of Silence

Hold a whole-school silence during lunchtime to mark the silent suffering of many LGBT+ young people.

## Make a Rainbow Competition

Challenge pupils to create rainbows with any material during the week, sharing photos on Instagram.

# Set up a Social Action Team

The best way to engage your students with School Diversity Week is to support them by setting up a Social Action Team to take the lead on organising an event during the week. It's a great way to kickstart social action projects in your school and help students build valuable skills for UCAS and their CVs.

## Step 1: Recruit the Social Action Team

Advertise the opportunity to students and form teachers using our email template and posters. Older year groups, in particular, will benefit from the chance to develop organisational and leadership skills they can use for their CV and UCAS

Dear students

Passionate about making a difference and building skills for your CV and UCAS? If so, join our Social Action Team to plan and run an event during School Diversity Week supporting lesbian, gay, bisexual and transgender peers.

As part of the Social Action Team, you'll be responsible for choosing and planning the event, publicising it around the school, seeking sponsorship and raising awareness about the impact of homophobic, biphobic and transphobic bullying.

You'll also be in with a chance to win a trip to London to an awards ceremony to celebrate your achievements.

If you want to make a difference while building skills to impress universities and employers, come along to **<insert room>** and **<time>** to find out more.

Yours

## Step 2: Choose your event(s)

- Explain the aims of the week (see our [FAQ](#) for help)
- Get students to brainstorm ideas for events and use our suggestions in the [Ideas Bank](#)
- Get students to decide on the best event(s) to organise

## Step 3: Assign roles and responsibilities

- Explain the leadership roles and responsibilities, for example
  - Team Leader: chair of the group
  - Advertising: responsible for marketing and recruiting for events
  - Logistics: room bookings, event space
- Fundraising: responsible for sponsorship and fundraising events
- Get students to decide on leadership positions

## Step 4: Plan the event

- Help students organise the event timeline
- Encourage them to use the Event Checklist (below) to think about everything you need for the event, such as room space, materials, permissions, sponsorship, advertising
- Assigns actions to specific team members
- Agree time and place for the next meeting

## Step 5: Run an awesome event



# Event Checklist

To help you make your event a success, we've included a checklist of some of the things you might want to think about. Read through the questions before you start planning and tick them off once you've done them!

## Top tips for a successful event

1. Make a note of everything that needs to be done
2. Put tasks in the order they need to be done
3. Set deadlines for when they need to be done
4. Assign responsibility for each item to a member of the team
5. Advertise the event multiple times and in different ways to boost attendance





## Identifying your event

- What event are you going to run?
- What are the aims of the event?  
For example: particular awareness raising or message?
- What age groups do you want to involve?
- Is the activity age appropriate?  
For example: check the certificate of the film
- Will you be able to organise the event in the time available?



## Organising the Event

- When will you hold the event?
- Where will you hold the event?
- Do you need to book the event space?



## Resources

- Will you be able to raise the money you need in time?
- What materials and resources will you need?
- Is there any budget for the event? If not, could you seek sponsorship or fundraise?
- Where will you get those materials and resources from?
- Will you want food at the event?
- Do you want to have tickets in advance?



## Promoting the event

- How will you advertise the event?
- When will you advertise the event?
- Can you involve the art or IT department in raising awareness?



## Running the event

- Who will make sure the event space is ready?
- Will you need help setting up audio and video?
- Who will be responsible for welcoming people or collecting tickets?
- Will the event be introduced at all?
- Who will help tidy the event away?



# Run a Rainbow Ribbon Campaign

Looking for more ways to show your support for LGBT+ equality? We can send 100 rainbow ribbons to any school that pledges to raise at least £15 for Just Like Us, whether through selling ribbons or via another fundraiser.

[Click here to order your rainbow ribbons](#)



# Social Media

During School Diversity Week, we'll be using social media to showcase schools' fantastic ideas to champion LGBT+ equality. The best way to engage with us is by tweeting at [@justlikeusuk](#) to tell us what you're doing for [#SDW18](#).



## Take a selfie

Dressing up? Holding a non-uniform day? Painting faces? Attach a selfie to your tweet!



## Get creative

If you've made a poster, presentation or artwork to celebrate diversity in your school – show us!



## Record a video

Holding an assembly, debate, role-play or game? Why not record it and add it to a tweet?



"[[@your\\_school](#)] is kicking off School Diversity Week 2018 by opening a 'Being Me' section in our library with a fantastic selection of LGBT+ books! [#SDW18](#) [@justlikeusUK](#)"

Don't have Twitter? Email us at [info@justlikeus.org](mailto:info@justlikeus.org) with an image/video and a description of what your school has been doing and we'll tweet about it for you. Alternatively, you can connect with us via our other social media accounts:

**Facebook:** [www.facebook.com/justlikeusUK](http://www.facebook.com/justlikeusUK)

**Instagram:** [@JustLikeUsUK](#)

**Youtube:** [https://www.youtube.com/channel/UCzCbqFycJsTfU\\$TiyOiMmVlw](https://www.youtube.com/channel/UCzCbqFycJsTfU$TiyOiMmVlw)

Make use of one of our template tweets below to celebrate the events that your school is running for SDW 2018!



“We’re excited to be joining over 350,000 students in celebrating School Diversity Week @justlikeusuk #SDW18”

➔ [Click here to tweet](#)



“We’re proud to be part of School Diversity Week because we believe every child should be able to be themselves @justlikeusuk #SDW18”

➔ [Click here to tweet](#)



“This week is School Diversity Week so we’re exploring why LGBT+ equality should matter to everyone @justlikeusuk #SDW18”

➔ [Click here to tweet](#)



“We’re empowering our pupils to champion LGBT+ equality and challenge prejudice @justlikeusuk #SDW18”

➔ [Click here to tweet](#)



“For School Diversity Week, we’re celebrating why we want our school to be a place where every child - LGBT+ and straight - can be themselves and be their best. @justlikeusuk #SDW18”

➔ [Click here to tweet](#)



“We’re joining @justlikeusuk’s Rainbow Ribbon Campaign, showing our support for LGBT+ pupils, teachers and parents as part of School Diversity Week 2018. #SDW18”

➔ [Click here to tweet](#)

# Primary School

**Lesson Plans**

# Combatting Homophobia

<b>Year</b>	Key stage 1
<b>Subject</b>	Homophobic, Biphobic and Transphobic Bullying
<b>Resources</b>	<a href="#">Prince Henry Film</a> Paper Strips with Laws (printable sheet below)
<b>Aim</b>	To understand what homophobia is and speak up when something is wrong

## Starter – discussion

- Write “The Law” on the board and in partners discuss:
- What laws or rules do we have in our school?
- Why are laws important? Can laws be changed?

## Main – Video ([Prince Henry](#))

Pause after Thomas says “Who knows, maybe in one year or five or ten I will ask you to marry me” What was the story about?

## Main – Discussion in pairs

- Who does Prince Henry want to marry?
- Why doesn't the king want Prince Henry to marry Thomas?  
Is that fair?
- How does Prince Henry change his father's mind?
- Why doesn't Thomas say yes to Prince Henry?
- What do you think of this ending?

## Main – Activity

### Introduction

The king changes his mind about the law in his land, and he then makes things fair by ripping up the old laws and writing new ones. Show the children a pile of papers and say these are some laws for our school but they have got mixed up.

### Activity

- Place the laws face down in a pile in the middle of a circle
- One at a time, children pick up the top one and read it out
- Discuss each law and ask the children whether to keep it or rip it up
- Rewrite the rules we ripped up so that they fit in our school

## Plenary – Read or watch the rest of the story and discuss

- What does “Their love was always equal” mean?
- A few years ago people who were gay were not allowed to get married in the UK but now the law has changed
- Why did the law change?
- Why is it important to allow everyone to get married if they want to?

# **“The Laws”**

Print out these laws to use as part of the main activity:

**In our school there must be only one religion**

**In our school everyone must have the same eye colour**

**In our school you can be Black, White or Asian**

**In our school all families must be the same**

**In our school girls can only be friends with other girls**

**In our school football is only for boys**

**In our school we must all look the same**

**People who are different do not belong in our school**

**In our school people from other countries are not welcome**

**Prince Henry and Thomas are welcome in our school**

**In our school there are no outsiders**

# Being Yourself

<b>Year</b>	Key stage 2
<b>Subject</b>	Anne Lister & Code Writing
<b>Resources</b>	<a href="#">Anne Lister Powerpoint and worksheet</a>
<b>Aims</b>	Understand who Anne Lister was and why she was unusual in Victorian Britain Understand why she had to write in code Understand how views towards lesbians have changed

## Starter – Discussion

- Show some pictures of stereotypical Victorian women
- Class have to write down as many words to describe them as possible
- Extension: In what ways are modern and Victorian and modern women different?

## Main – Learning about Anne Lister

- Show the biography slide on the board
- Class answer worksheet

## Main – Cracking the code

- Show the class the code
- Pairs/individuals decipher the code
- Write a message in the code which your partner has to translate

## Plenary – Discussion

- Why do you think Anne Lister felt she needed to write in a code?
- How do you think hiding her identity and her relationships made Anne feel?
- If Anne Lister were alive in Britain today, would she still need to write her private diaries in code?

# Gender

<b>Year</b>	Key stage 2
<b>Subject</b>	Gender
<b>Resources</b>	<i>Are you a boy or are you a girl?</i> by Sarah Savage and Fox Fisher <a href="#">The Genderbread Person</a>
<b>Aims</b>	To recognise when people are prejudging people and understand how it feels

## Starter – Gender Stereotypes

- Ask pupils to describe the clothes, look and location of: a police officer, footballer, teacher, doctor, ballet dancer. Use the pronoun they and do not specify a gender
- Ask pupils to read their descriptions and make a note of the pronouns they use
- Ask each child whether they are describing male or female people, as you didn't specify
- Ask why children have chosen to use pronouns to describe each person

## Main – What are pronouns?

What is a pronoun? When is it used? Do we always need to use pronouns? Are there times we don't need to use pronouns? Does every story need pronouns? What would a story be like if there were no pronouns?

## Main – Read “Are you a boy or are you a girl?”

- Put children in small groups to discuss the following before feeding back to the group:
  - What is the message in the story? Are pronouns used in this story?
  - Are pronouns needed? Describe Tiny
- Look at the page where a boy shouts: “Tiny, what a silly name. I can't tell if it's a boy or a girl” Why doesn't Tiny answer?
- Are we given a gender for Tiny? Does that matter? How has Tiny chosen to live life?

## Main – What is transgender?

- Put word Transgender on board – what does this mean?
- Definition: “When a person is born they are assigned a gender. For a transgender person the gender they have been assigned does not match how they feel inside. So someone who is told they are a boy feels like they are a girl, or someone who is told they are a girl, feels like they are a boy”
- What does Tiny feel like? In the story Tiny does not identify as either a boy or a girl.
- We must respect Tiny’s wishes to be referred to neither as a boy or girl because that is how Tiny feels; it is not our job to assign a gender to Tiny!

## Plenary – Discussion

- Would Tiny feel welcome at our school?
- What can we do to make our school safe and welcoming for everyone, including Tiny?
- If we make Tiny use the boys or girls toilets are we discriminating against Tiny?
- How can we change to make sure Tiny feels welcome? Is there anything else in our school that only boys or only girls do?

# Secondary School

**Lesson Plans**

# In a Heartbeat (20 minutes)

**Key stage** 3

**Subject** LGBT+ relationships

**Resources** [‘In a Heartbeat’ film](#)

**Aims** To understand how it feels to conceal part of your identity

**Key themes** The potential impact of hiding your identity and feelings  
The importance of supporting LGBT+ people  
The marginalisation of minorities in mainstream culture

## Task - In a Heartbeat with questions (20 minutes)

- Play students the short film. While you do this, pause the film and ask questions.
- Pause at 1:30. Ask:
  - Why was Sherwin so scared of Jonathan finding out about his crush?
- Pause at 2:50. Ask:
  - How do you think Sherwin and Jonathan are feeling at this point?
  - What do you think the people looking at Sherwin and Jonathan were saying/feeling?
- Stop at 3:55. Ask:
  - Why was Sherwin so scared when Jonathan found him under the tree?
  - How do you think Sherwin and Jonathan felt at the end?
- Finish by asking more general questions, such as:
  - What’s different about the characters in this compared to most romance films?
  - Why do you think there aren’t more films containing LGBT+ characters?
  - What do you think the message of the film is?

# Role Models (25 minutes)

**Key stage** 3

**Subject** Diversity within the LGBT+ community

**Resources** [LGBT+ famous faces posters](#) (you may want to print these double-sided, so photo is on one side and matching quote on the other)

**Aims** Develop an appreciation of the diversity within the LGBT+ community

**Key themes** LGBT+ people can lead happy and successful lives  
It is not always easy to tell if someone is LGBT+ just by looking at them  
Sexuality is only one part of an individual's identity

## Task 1 - Positive notes (15 minutes)

- Place the LGBT+ famous people posters around the classroom.
- Give students six post-it notes each. Ask students to write one positive thing about each person in the photo, or one positive thing about the person's career, and stick it around the photo.
- Do a brief tour around the classroom, reading out some of the positive notes.

## Task 2 - Discussion (10 minutes)

- Ask the students: what do all of these people have in common?
- Once this question has been answered, tell students to turn the photos around to reveal the quote from the role model about their LGBT+ identity.
- Then ask the students: what differences do these people have? Emphasise that they all lead very different lives despite having a common LGBT+ identity.
- Finally, ask the students: what is the take-home message from this?
- Emphasise that all of these people are LGBT+, but they are all different, so there is no one way to be LGBT+. Being LGBT won't stop you from living an awesome life.

# Diversi-tree

<b>Key stage</b>	3
<b>Subject</b>	Diversity within the LGBT+ community
<b>Resources</b>	<a href="#">Diversi-tree example</a>
<b>Aims</b>	Develop shared principles and values about the importance of diversity
<b>Key themes</b>	Difference is something to be celebrated Students should respect each-other regardless of their differences

## Lesson 1 - Tree leaves (20 minutes)

- Inform students that you will be creating a 'diversi-tree' display for your classroom. You may like to show students the diversi-tree example resource to show them how the final product will look.
- Students to draw around their hand on a sheet of coloured paper and cut this out.
- On each finger of the cutout, students to write something that makes them unique.
- Examples include particular interests, skills, personality traits and tastes.
- These cutouts will be the 'leaves' of your tree.

## Lesson 2 - Tree trunk (20 minutes)

- Students to list reasons why diversity is valuable and why they should respect people's differences.
- These reasons will form part of the 'branches' of your tree. Draw or paint branches and a tree trunk. After this has dried, write the reasons on them.
- Please see the diversi-tree images in our resource pack for an idea of how this might look.

# Phobia In Action (30 minutes)

**Key stage** 3 and 4

**Subject** Identifying and challenging homophobia, biphobia and transphobia

**Resources** [Phobia in Action role play scripts](#)  
[Phobia in Action role play script support](#)

**Aims** Learn to identify and challenge homophobia, biphobia and transphobia

**Key themes** Homophobia, biphobia and transphobia can be hurtful and damaging  
It is not always obvious when someone is hurt by the language you use

## Task 1 - Role play practice (10 minutes)

- Put students into groups of three, and give each student one of the scripts.
- Give students five minutes to read through and practice their script.

## Task 2 - Performance (20 minutes)

- Ask students to perform their role-play to the rest of the class.
- When the script reaches the point that says 'PAUSE', stop the role play temporarily.
- Ask the class to identify and explain the homophobia, biphobia and transphobia.
- Ask the role-play group to finish off with the 'confronting phobia' part of the script.

# Gender Around the World

**Key stage** 4

**Subject** Gender

**Resources** [Gender around the world presentation](#)

**Aims** Understand the many ways in which gender is thought about globally

**Key themes** There is no such thing as a 'normal' man or a 'normal' woman  
Not all cultures think about gender in a binary way  
There is nothing strange or abnormal about being transgender

## Task 1 - What is a typical boy/girl? (10 minutes)

- Begin the short presentation provided by asking students to draw two pictures: one of a typical boy, the other of a typical girl (slide 2).
- Ask them to consider how they would typically look, including clothes, hair, makeup, body frame etc. Then ask them to write around this image things that are normally associated with boys and girls, including interests, careers, emotions and strengths.

## Task 2 - Teacher Presentation (10 minutes)

- Present slides 3-7 on gender diverse cultures. A short overview of each culture is provided for you to read to the class in the notes section of the presentation.

## Task 3 - Class feedback (10 minutes)

- Present slides 8-12. Ask students to reflect on the pictures drawn at the start, and think about the cultures they have heard about. Stimulate discussion with questions:
  - Does “being a boy” and “being a girl” mean the same thing everywhere?
  - What about in the UK? Do all girls and boys fit this stereotype?
  - What does this mean for the way that we think about gender in the UK?
  - Might the way we think about gender be too restrictive?
- Guide students towards the viewpoints expressed in the Key themes; try to open students' minds when it comes to thinking about gender categories and expression.

# Understanding the 'T' in LGBT+ (30 minutes)

**Key stage** 4

**Subject** Transgender issues

**Resources** [Understanding the 'T' in LGBT+ presentation](#)

**Aims** Understand what it means to be transgender

**Key themes** Gender, sex and sexuality are different things  
Supporting transgender people can make their lives much easier

## Task 1 - Presentation (25 minutes)

- Deliver the 'Understanding the 'T' in LGBT+' presentation to your class.

## Task 2 - Questions (5 minutes)

- You may wish to leave some time for questions at the end of the presentation.
- We recommend you read through the information on the websites provided in slide 1 of the Understanding the 'T' in LGBT+ presentation before holding a Q&A.
- Any outstanding questions can be addressed to [info@justlikeus.org](mailto:info@justlikeus.org).

# When They Come Out To You (25 minutes)

<b>Key stage</b>	4
<b>Subject</b>	Coming out
<b>Resources</b>	<a href="#">Dos and Don'ts print-out</a>
<b>Aims</b>	Understand how to sensitively respond to someone coming out as LGBT+
<b>Key themes</b>	There are good and bad ways to deal with someone coming out Responding to someone coming out to you doesn't need to be scary

## Task 1 - Definitions (10 minutes)

- Ask the class:
  - 'What does coming out mean?'
  - 'What are the different identities that people can come out to you as?'
  - N.B. make sure to note the distinction between coming out about your sexuality and coming out about your gender identity.
  - 'Why might someone come out to you?'
  - 'What might someone be feeling when they come out to you?'
  - 'What might someone be hoping for when they come out to you?'

## Task 2 - Dos and Don'ts (15 minutes)

- Give students the 'Dos and Don'ts' handout and ask them to cut them out and place them in the correct categories.
- As a class, run through the correct answers while addressing questions raised by this task.

# Letters of Support (25 minutes)

**Key stage** 4

**Subject** Supporting lesbian, bisexual, gay and transgender students

**Resources** [Just Like Us Ambassador video](#)

**Aims** Develop a welcoming and supportive culture within the classroom

**Key themes** Having the support of friends makes growing up LGBT+ much easier

## Task 1 - What's it like growing up LGBT+? (10 minutes)

- Explain to students that they will be watching a video about the experience of some LGBT+ people growing up.
- Play students the Just Like Us Ambassador video.
- Ask students to read through some of the Ambassador stories.
- Ask the class:
  - How did you feel watching these accounts?
  - What are the similarities in the students' experiences? For example: worried about being LGBT+ because of negative stereotypes, feelings of being different, bullying because of LGBT+ identity, helpfulness of support from family and friends.
  - What do you think would have made things easier for these LGBT+ students?

## Task 2 - Letter writing (15 minutes)

- Ask students to write a short letter (one side of A5 paper) showing support for anyone in the school who might be LGBT+.

# Subject-specific LGBT+ lesson ideas

School Diversity Week is a great opportunity to raise awareness about the amazing contribution made by members of the LGBT+ community to society.

There are a number of easy ways to celebrate this:

## Lesson Starters

Use a 5-10 minute starter in your subject to provoke discussion about LGBT+ issues in your lesson as part of School Diversity Week. We've provided some suggested materials below that do not require background knowledge or information. Ideas for lesson starters can be found on the following pages.

## Research project

Get pupils engaged in LGBT+ issues through a research project profiling a famous individual from the LGBT+ community's work in your subject area. You may wish to make a display board from this project. See the 'Famous LGBT+ People' page in the 'Other Resources' section for ideas.

Through an independent project in a computer room lesson, students can learn more about the LGBT+ community and deepen their knowledge about an area of your subject beyond the usual curriculum.

## Quiz

Take a look at our easy and difficult LGBT+ quizzes in our 'Other resources' section to test your students' knowledge of LGBT+ issues.

## Debates

Hold a debate on an LGBT+ topic in your classroom, allowing your students to consider different points of view. See our 'debates' page in the 'Other resources' section for motion ideas.

# Lesson Starters

## LGBT+ Rights around the world

**Resources** News source: [Guardian LGBT section](#)  
 News source: [Independent LGBT+ section](#)  
 News source: [BBC LGBT+ section](#)  
 Video: [This Is What LGBT Life Is Like Around the World](#)  
 Maps: [LGBT rights around the world](#)

- Questions**
- Why might countries differ in their attitudes to LGBT+ rights?
  - How can the UK encourage other countries to do more to protect LGBT+ rights?

## Gender Roles

**Resources** Image: [The Genderbread Person](#)  
 Video: [Why I'm done trying to be "man enough"](#)  
 Video: [Is anatomy destiny?](#)  
 Video: [What is transgender? Simply explained](#)  
 Video: [How to talk \(and listen\) to transgender people](#)

- Questions**
- What is the difference between sex and gender?
  - What does it mean to you to be a man/boy or a woman/girl or neither?
  - How does gay marriage challenge traditional gender stereotypes?

## History

<b>Resources</b>	Article: <a href="#">Timeline - gay rights in the UK</a> Website: <a href="#">LGBT+ Legal Equality</a> Video: <a href="#">Gay Rights: Britain's Changing Attitudes</a> Video: <a href="#">Nazi persecution of homosexuals during the holocaust</a> Video: <a href="#">Homosexual holocaust Survivor Stefan Kosinski</a>
<b>Questions</b>	<ul style="list-style-type: none"><li>• Why do you think it took so long for LGBT+ people to gain legal equality in the UK ?</li><li>• What challenges might still face LGBT+ people even though they have LEGAL equality?</li><li>• Why do you think homosexuals were sent to concentrations camps?</li></ul>

## Religious Studies

<b>Resources</b>	Video: <a href="#">Does God hate Me?</a> Video: <a href="#">God and the Gay Christian</a>
<b>Questions</b>	<ul style="list-style-type: none"><li>• Why might some religious people still struggle to champion LGBT+ equality?</li><li>• How can we promote LGBT+ equality in religious communities?</li></ul>

## English and Drama

<b>Resources</b>	Website: <a href="#">Collection of LGBTQ Poems</a> Website: <a href="#">The Secret Language of Polari</a> Video: <a href="#">It's not just Elsa</a> Video: <a href="#">'Stop all the clocks' from Four Weddings and a Funeral – eulogy for gay partner</a>
<b>Questions</b>	<ul style="list-style-type: none"><li>• Why might having a secret language – Polari – have been important for gay people?</li><li>• How might being LGBT+ affect the way a person writes poetry?</li><li>• How can people use creative writing to address taboo issues?</li><li>• Why is it important for film studios like Disney to have LGBT+ characters in their movies?</li><li>• What do we learn about the love between two men from this funeral speech in Four Weddings and a Funeral? How does the actor convey the depth of his character's emotions?</li></ul>

## Business & Economics

<b>Resources</b>	Article: <a href="#">The Pink Pound</a> Video: <a href="#">Lloyd's Bank Advert featuring gay marriage proposal</a> Video: <a href="#">Why being diverse matters for business</a> Article: <a href="#">LGBT+ purchasing power nears \$1 trillion rivals other minorities</a> Website: <a href="#">Pink News Business section</a>
<b>Questions</b>	<ul style="list-style-type: none"><li>• If you ran a business, how could you make it appeal to LGBT+ consumers?</li><li>• If you ran a business, how would you make sure that LGBT+ employees felt able to be themselves at work?</li></ul>

## Science

<b>Resources</b>	Video: <a href="#">Is anatomy destiny?</a> Video: <a href="#">Alan Turing</a> Video: <a href="#">Is homosexuality nurture or nature?</a> Article: <a href="#">‘Gay genes’</a>
<b>Questions</b>	<ul style="list-style-type: none"><li>• What is the difference between sex and gender?</li><li>• What does it mean to you to be a man/boy or a woman/girl or neither?</li><li>• Does it matter if sexual orientation is the result of nature or nurture?</li></ul>

# Other resources

You can access a number of our digital resources in our [online resource folder](#).

# Debates

LGBT+ issues can be sensitive topics to discuss, and debates around them should never provide a platform for hate speech. Statistically speaking, there are likely to be LGBT+ students in your class. Their wellbeing must be the main priority. It is the teacher's role to guide discussion and ensure that ground rules are respected.

## This House Believes... (possible debate motions)

- [LGBT+ people have now achieved equality](#)
- [Allies are essential to the LGBT+ movement](#)
- [Section 28 continues to affect our school today](#)
- [The UK should boycott the 2018 World Cup in protest against Russia's LGBT+ discrimination](#)
- [Director David Yates should address Dumbledore's sexuality in the new Fantastic Beasts and Where to Find Them film](#)
- [Gay men should be allowed to give blood](#)
- [There is no longer a need for Pride parades](#)

## Suggested debate ground rules

- Do not use examples from your or other students' lives
- Do not reveal or speculate about another student's sexuality or gender
- Hate speech, name calling, accusations, personal attacks, sarcasm, and other negative exchanges are forbidden
- Only talk if asked to do so by the teacher
- Stay focussed on the debate topic at hand
- Use arguments to promote insight or awareness, not anger or conflict

## Running a classroom debate

### Lesson period one

- Split the class into 4 groups – two for and two against motion
- State ground rules for debate
- Provide groups with time to research arguments/points
- Groups draw up their key arguments
- The pairs of groups either for or against the motion should divide arguments between them to ensure they are not repeated

### Lesson period two

- Restate rules (*5 minutes*)
- Each group presents their arguments in an alternating fashion, starting with the affirmative (for the motion) team (*20 minutes*)
- Groups draw up rebuttals (*5 minutes*)
- Each group presents their rebuttals in an alternating fashion, starting with the opposing (against the motion) team (*20 minutes*)

# LGBT+ Quiz – Easy

Challenge your students' knowledge of the LGBT+ community with this quiz!

## 1. What does bisexual mean?

A: People who are attracted to both men and women.

## 2. What is the name of the parades that are held annually in cities across the UK in celebration of the LGBT+ community?

- The Rainbow March
- Pride
- The Annual Parade of Lights
- Love Happens Here

A: Pride.

Most pride events occur annually close to June 28th to commemorate the 1969 Stonewall Riots in New York City – a pivotal event in the fight for LGBT+ equality. The Gay Liberation Movement was triggered by the Stonewall riots, and the marches acknowledge the struggles that LGBT+ people faced due to significant oppression prior to the movement.

Pride marches also acknowledge the numerous difficulties that LGBT+ people face today, both in countries in which LGBT+ people have achieved legal victories in the push for equality, as well as countries in which LGBT+ people face considerable legal, political, medical and social oppression.

## 3. How many individuals identify as LGBT+?

- 1 in 10
- 1 in 15
- 1 in 50
- 1 in 100

A: 1 in 10

## 4. Which word is used to describe straight, cisgender people who are supporters of LGBT+ people?

A: Allies

## **5. What is the most popular symbol for the LGBT+ community?**

- A hand punching the air
- The pink flag
- A rainbow
- The Union Jack

A: A rainbow.

The rainbow colours represent the diversity of the LGBT+ community. In the original eight-color version, pink stood for sexuality, red for life, orange for healing, yellow for the sun, green for nature, turquoise for art, indigo for harmony, and violet for the soul. This year marks the 40th anniversary of the rainbow flag. Different sections of the LGBT+ community have their own symbols.

## **6. What does the + mean in LGBT+?**

A: The plus symbol represents other non-heterosexual sexualities and non-cisgender gender identities that are not covered by the term LGBT.

This includes people who identify as queer, questioning, asexual, genderfluid, intersex and pansexual, among other identities.

## **7. Name a charity that supports the LGBT+ community (bonus point if you can name a second).**

Answers might include:

Just Like Us

Stonewall

Switchboard

The Albert Kennedy Trust

London Friend

Diversity Role Models

GIRES

Mermaids

The Happy Hippy Foundation

Kick It Out

**8. In which year was same-sex marriage legalised in the UK?**

2000  
2010  
2014  
2004

A: 2014

**9. Which Olympic gold medallist came out as transgender in 2015?**

A: Caitlyn Jenner

**10. In LGBT+ terms, what does 'in the the closet' refer to?**

A: This refers to an LGBT person's secrecy about their LGBT+ identity. When an LGBT+ person decides to tell others about their LGBT+ identity, they are said to 'come out of the closet' or simply 'come out'.

# LGBT+ Quiz – Difficult

Challenge your students' knowledge of the LGBT+ community with this quiz!

**1. What is the name of the landmark event that happened in 1969 in New York that served as the beginning of the gay and civil rights movement?**

- The Monday Demonstrations
- The Jarrow March
- The Reformation
- The Stonewall Riots

A: The Stonewall Riots

Police raided the Stonewall Inn, a gay club located in New York, on June 28th 1969. LGBT+ community venues were frequently targeted by police, and the community had grown tired of this. When police began the raid, the LGBT+ crowd began throwing bottles in retaliation. The crowd grew more impassioned until the conflict grew into a protest which spilled over into nearby streets. This did not stop until the New York police department deployed riot police.

The riots were followed by several days of demonstrations in New York and were the starting point for the formation of the Gay Liberation Front, among other LGBT organisations. This was a pivotal moment in the fight for LGBT+ rights.

**2. Which gay actor has had roles in the Lord of the Rings, X-Men and Doctor Who?**

A: Ian McKellen

**3. Which coloured shape was reclaimed as a symbol of gay pride after being used to label gay male prisoners in Nazi concentration camps?**

- Pink triangle
- Purple square
- Orange rectangle
- Green circle

A: Pink triangle

#### **4. What was Section 28?**

A: Section 28 of the 1988 Local Government Act banned schools from talking about homosexuality in school.

The Act stated that councils should not “intentionally promote homosexuality or publish material with the intention of promoting homosexuality” in schools or other areas of work. Its existence caused many LGBT+ groups to close or limit their activities or self-censor. For example, a number of LGBT+ student support groups in schools and colleges across Britain were closed due to fears by council legal staff that they could breach the Act. It was repealed in Scotland in 2000, and in the rest of the UK in 2003.

#### **5. When was homosexuality decriminalised in England and Wales?**

- 1991
- 1953
- 2003
- 1967

A: 1967

The Sexual Offences Act 1967 is an Act of Parliament in the United Kingdom which decriminalised homosexual acts in private between two men, both of whom had to be at least 21 years of age. In 1994 the age of consent was lowered to 18, and in 2001 it was lowered to 16 – the same age as heterosexual people. Women were not mentioned in this, and indeed were not even criminalized in the first place.

#### **6. In how many countries are same-sex relationships criminalised?**

- 34
- 12
- 54
- 72

A: 72

In eight of these countries, homosexuality is still punishable with the death penalty - Iran, Sudan, Saudi Arabia, Yemen, Afghanistan, Pakistan, Mauritania and the UAE.

**7. What does the word 'stereotype' mean (bonus point if you can explain how it applies to the LGBT+ community).**

A: Stereotypes are widely held but fixed and oversimplified images or ideas of a particular type of person or group.

There are many stereotypes of people within the LGBT+ community. For example, gay men are often thought of as girly, bad at sports and fashionable. Stereotypes are sometimes true, but are inaccurate for the majority of people in the LGBT+ community.

**8. In what year were gay, lesbian and bisexual people permitted to serve in the UK armed forces?**

- 1994
- 1974
- 2000
- 2006

A: 2000

Gay, lesbian and bisexual people have been allowed to serve openly in the UK armed forces since 2000. Discrimination on a sexual orientation basis is forbidden, and it is also forbidden for someone to pressure LGBT people to come out.

**9. Last year the Trump administration made a controversial decision regarding the rights of LGBT+ people. What did he do?**

- tried to put various people with strong homophobic, biphobic and transphobic views in positions of power (e.g. the US courts)
- tried to reinstate a ban on transgender people joining the US military
- argued that anti-gay discrimination was legal by supporting a bakery that refused to bake a wedding cake for a same-sex marriage
- All of the above

A: All of the above

Nearly one-third of the Trump Administration's nominees for the US courts have anti-LGBT+ records. Trump argued in a series of tweets that trans-related healthcare is too expensive for trans people to serve in the army, but this decision has so far been defeated in the courts. Finally, Masterpiece Cakeshop Ltd. v Colorado Civil Rights Division is a case that is being brought to the Supreme Court regarding a cake shop that refused to bake a wedding cake for a same-sex marriage. This case could have huge consequences, allowing business owners to use religious or moral justifications to deny services to LGBT+ people.

**10. Name a famous transgender person (bonus point if you can name a second).**

Answers might include:

- Caitlyn Jenner (television personality and retired Olympic gold medal-winning decathlete)
- Laverne Cox (actress in Orange is the New Black)
- Munroe Bergdorf (model and activist)
- Amanda Lepore (singer, performance artist and model)
- Andreja Pejić (model)
- Marsha P Johnson (African American gay liberation activist)
- Janet Mock (author and magazine editor)
- Chelsea Manning (American activist, politician and former US army soldier)
- Chaz Bono (gay rights campaigner and son of Cher)
- Jazz Jennings (actress)

# Famous LGBT+ People

## Science

Sara Josephine Baker  
Judith Butler  
John Maynard Keynes  
Oliver Sacks  
Dan Choi  
Angela Clayton  
Louise Pearce  
Sally Ride  
Paul Rosenfels

## Sport

Nicola Adams  
Clare Balding  
Mike Beuttler  
Joe Carstairs  
Lisa Cross  
Tom Daley  
Melanie Garside-Wight  
Gareth Thomas  
Adam Rippon

## Art

Francis Bacon  
Cass Bird  
Leigh Bowery  
Caravaggio  
Eiki Mori  
David Hockney  
Howard Hodgkin

## Historical Figures

Emperor Hadrian  
Oscar Wilde  
Gertrude Bell  
Frederick the Great  
Lord Byron  
Lawrence of Arabia  
Eleanor Roosevelt

## Music

Franz Schubert  
Lady Gaga  
Sam Smith  
Conchita Wurst  
Miley Cyrus  
Tyler Glen  
Frank Ocean  
MNEK  
The xx  
Angel Haze

## Drama

Tennessee Williams  
Ben Whishaw  
Ellen Page  
Ellen DeGeneres  
Jodie Foster  
Ian McKellen  
Laverne Cox  
Tilda Swinton  
Zachary Quinto  
Kristen Stewart

# LGBT+ Facts

## Young people in schools

- 1 in 2 LGBT pupils hear homophobic language ‘frequently’ or ‘often’ at school
- 1 in 2 LGBT+ pupils are bullied for being LGBT+
- 2 in 5 pupils who have been bullied for being LGBT have skipped school because of this bullying
- 2 in 5 contemplate suicide
- 3 in 5 young LGBT+ people have self harmed
- 1 in 10 trans pupils are subjected to death threats at school
- More than half of LGBT+ pupils say that there isn’t an adult at school they can talk to about being LGBT+
- 86% of pupils regularly hear phrases such as ‘that’s so gay’ or ‘you’re so gay’ in school
- Only 1 in 4 LGBT+ pupils know of an openly gay member of staff

## Crime

- 1 in 5 LGBT people have experienced a hate crime in the last 12 months because of their sexual orientation or gender identity
- 4 in 5 anti-LGBT hate crimes go unreported, with younger LGBT+ people particularly reluctant to go the police
- 1 in 3 experience online hate crime

## Football

- 1 in 5 fans would be embarrassed if their favourite player came out as gay
- Football fans are twice as likely to describe anti-LGBT language as “banter”
- 7 in 10 fans have witnessed homophobic abuse at game

## The world

- Same-sex relationships are illegal in at least 71 countries
- They are punishable by the death penalty in at least 8 countries

# Legislative reforms

These are some of the most significant legislative landmarks for LGBT+ issues in the UK. You can use these to help make a display, plan assemblies or include in PSHE lessons.

## **1967 Sexual Offences Act**

Decriminalization of homosexual acts between men over 21

## **1980 Criminal Justice Act (Scotland)**

Decriminalization of homosexual acts between men over 21 “in private”

## **1988 Local Government Act**

Section 28 bans local authorities and schools from “promoting homosexuality”

## **2000 Homosexuality in the Army**

Ban on homosexuals serving in the British army is lifted

## **2001 Crime and Disorder Bill**

Age of consent for homosexual acts lowered from 18 to 16 years old in line with heterosexual acts

## **2002 Equal adoption**

Homosexual couples are granted equal adoption rights

## **2004 Civil Partnership Act**

Same sex couples have the same rights and responsibilities as married heterosexual couples

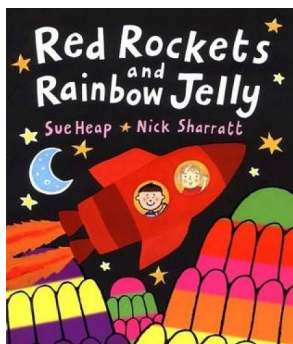
## **2010 Equality Act Regulations**

Discrimination against lesbians and gay men in the provision of goods and services is made illegal

## **2014 Married Couples Act**

Same sex marriage becomes legal

# Primary School Books



## Red Rockets and Rainbow Jelly

Sue Heap & Nick Sharratt

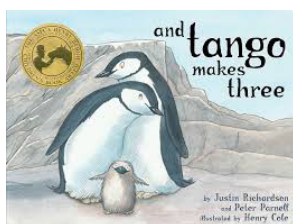
Nick and Sue have very different tastes: Nick likes red apples, Sue prefers green pears; Nick likes orange hair, but Sue likes purple hair. The book helps children understand that, despite their different tastes, Sue and Nick still like each other.



## This is our house

Michael Rosen

George says the cardboard house belongs to him and no one else – not girls, small people, twins, people with glasses, or people who like tunnels. But Lindy, Marly, Freddie, Charlene, Marlene, Luther, Sophie and Rasheda have other ideas! One by one each child is refused access until tables are turned and George finds how it feels to be on the receiving end.



## And Tango makes Three

Justin Richardson & Peter Parnell

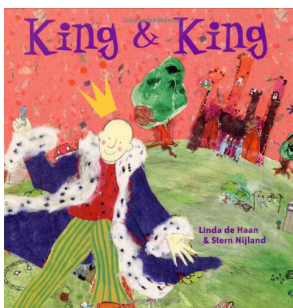
Based on the true life story of Roy and Silo, two penguins at the Central Park Zoo, New York. One day their keeper notices the penguins' attempts at hatching a rock. Why not just hatch an egg, you may ask? Perhaps because both Roy and Silo are male. Mr. Gramzay then provides them with a fertile egg and a chance to become a family.



## Prince Henry

Olly Pike

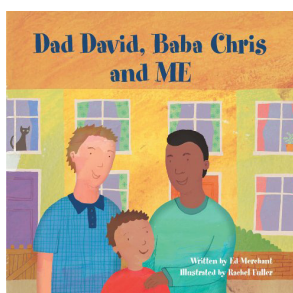
Prince Henry has to find someone to marry. The story follows Henry in his fairy tale kingdom where certain laws apply when it comes to choosing who you can spend your life with. A fairytale romance intended for young readers, 'Prince Henry' delivers a positive message of both love and equality.



## King and King

Linda de Haan & Stern Nijland

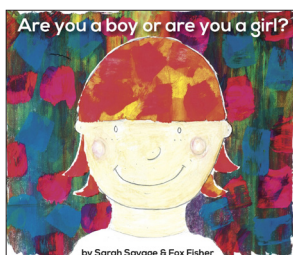
A grouchy queen tells her son that it is time for him to get married. "Very well, Mother, I must say, though, I've never cared much for princesses," he sighs. He instead falls in love with Prince Lee, and they wed.



## Dad David, Baba Chris and Me

Ed Merchant

Ben was adopted by his gay parents when he was four years old, and they live happily together. When Ben starts school, his life is turned upside down. Children begin to tease him because he lives with two dads. Ben's school teacher, Miss Patel, helps Ben to understand that children live in all kinds of families and that what matters most is that children are loved and cared for.



## **Are you a boy or are you a girl?**

Sarah Savage & Fox Fisher

Tiny doesn't tell other children whether they are a boy or a girl. They like to play dress-up, as both a fairy and a knight in shining armour. When they start a new school some other children struggle to understand. The book depicts how Tiny overcomes the problems they face, and helps to teach children the world over that gender is something to be cherished, explored and enjoyed.



## **10,000 dresses**

Marcus Ewert & Rex Ray

Bailey dreams about magical dresses, but when Bailey is awake, no one wants to hear about these beautiful dreams. Bailey's mum and dad tell Bailey he shouldn't be thinking about dresses. When Bailey meets Laurel, an older girl who is touched and inspired by Bailey's imagination and courage, they begin making dresses together and Bailey's dream comes true.



## **Picnic in the Park**

Joe Griffiths & Tony Pilgrim

A fully illustrated book for children. In telling the story of Jason's birthday picnic and his guests, children are introduced to different family types, from one and two parent families, to gay and lesbian families.

# Secondary School Books



## Two Songs for Hedli Anderson

W. H. Auden

A poem comprised of two songs, the first being perhaps the most famous Auden poem “Funeral Blues”, about the death of a beloved man, made famous by the film *Four Weddings and a Funeral*. The second song, “Johnny” is about the poet’s love for a man who is withholding and frequently goes away.

## Lullaby

W. H. Auden

The author addresses his sleeping beloved, and though dwelling on the inevitability of time and death, hopes that his lover will continue to lie in his arms and be happy with what mortal life offers him.



## Maurice

E. M. Forster

The novel follows the life of Maurice, who at age fourteen realises that marriage to a woman is not the future he sees for himself. After a failed attempt to “cure” his homosexuality through hypnotism, Maurice meets and falls in love with gamekeeper called Alec.



## From Prejudice to Pride

Amy Lamé

Follow LGBT+ history from ancient civilisations to the present-day, and learn about key events including the trial of Oscar Wilde, the Stonewall riots, the AIDS crisis, same-sex marriage and changing laws that have impacted on LGBT+ life.



## **Martha**

Audre Lorde

This poem is considered to be Lorde's first public "coming out" as a lesbian. In it Lorde speaks to Martha, a woman she loves, who was sent to an asylum for Electroconvulsive Therapy (ECT).



## **Will Grayson, Will Grayson**

John Green and David Levithan

A collaboration between two authors, this novel follows the stories of two boys, both named Will Grayson. Odd-numbered chapters tell the story through the eyes of a heterosexual teenager, and even-numbered chapters through the eyes of the second Will Grayson, a depressed homosexual teenager.



## **Café: 3AM**

Langston Hughes

A poem about a police raid on a black gay establishment.

## **Blessed Assurance**

Langston Hughes

A short story about an African-American boy criticised for his 'effeminacy' and 'queerness' by his parents and community. The story explores the intersections between race, gender roles, sexuality, and Christianity.



## **Oranges Are Not The Only Fruit**

Jeanette Winterson

A coming-of-age story about Jeanette, a girl growing up in an English Pentecostal community who finds herself attracted to another girl. The novel follows Jeanette's relationships with women, and her efforts to reconcile her sexuality with participation in the Church and belief in God.



## **Love Simon: Simon Vs The Homo Sapiens Agenda**

Becky Albertalli

The book behind the film ‘Love, Simon’. Simon Spier is sixteen and trying to work out who he is - and what he’s looking for. But when one of his emails to the very distracting Blue falls into the wrong hands, things get all kinds of complicated.

## **Leah on the Offbeat**

Becky Albertalli

The sequel to the acclaimed Simon vs. the Homo Sapiens Agenda, Simon’s best friend Leah grapples with changing friendships, first love and coming out as bisexual.



## **Aristotle and Dante Discover the Secrets of the Universe**

Benjamin Alire Sáenz

Aristotle is an angry teen with a brother in prison. Dante is a know-it-all who has an unusual way of looking at the world. When the two meet at the swimming pool, they seem to have nothing in common. But as the loners start spending time together, they discover that they share a special friendship—the kind that changes lives and lasts a lifetime.

# Further Reading

## **Orlando**

Virginia Woolf

## **Parrotfish**

Ellen Wattlinger

## **The Letters of Vita Sackville-West to Virginia Woolf**

Vita Sackville-West

## **Compulsory Heterosexuality and Lesbian Existence**

Adrienne Rich

## **Mundo Cruel**

Luis Negrón

## **Stepping Backward**

Adrienne Rich

# Spoken Word

## **Pride**

Joanna Hoffman

## **A Gay Poem**

Keith Jarrett

## **Time For Love**

Time For Love is a poem that explores homophobia in modern society, and also the concept of normality. Do the pressures of convention turn us against one another? Is love the price?

## **Trans/National**

Janani

Janani speaks about being transgender in a non-white community, including differing ideas about masculinity, language and ways of being accepted.

## **Dear Straight People**

Denise Frohman

Denise Frohman addresses “straight people” and talks about the difficulties that still exist for gay people, including the simplest of things like holding hands with a partner in public. *(There is some swearing.)*

## **All Oppression is Connected**

Stacey Ann Chin

Stacey Ann Chin speaks about how different oppressions, such as those related to race and sexuality, intersect, and how it is important to recognise that several factors may be affecting a person’s ability to live a life free from prejudice. *(There is some swearing.)*

# PSHE Films

These are some of the best videos about LGBT+ issues on the internet.

Whether you show them at lunchtime, in an assembly or during a PSHE lesson, they are an engaging and thought-provoking way to promote awareness and stimulate discussion.

## **Fifty Shades of Gay**

Jenni Chang and Lisa Dazlos [18.18]

Artist iO Tillett Wright has photographed 2,000 people who consider themselves somewhere on the LGBT+ spectrum and asked many of them: can you assign a percentage to how gay or straight you are? Most people, it turns out, consider themselves to exist in the grey areas of sexuality, not 100% gay or straight.

## **The Gift of Living Gay**

Karen McCrocklin [16.48]

Karen McCrocklin is on a mission to celebrate the gift of being gay. As a storyteller, writer and radio host, she is committed to changing the narrative to include the idea that LGBT+ people are here to elevate the collective consciousness and teach us about how we are more alike than we are different. Karen also believes that being born a lesbian is the best thing that could have ever happened to her.

## **Why am I so gay?**

Thomas Lloyd [22.23]

In this powerful talk, Thomas Lloyd talks about taking pride in owning his identity and the strength that stems from that ownership.

## **Why must I come out?**

Geena Rocero [9.59]

When fashion model Geena Rocero first saw a photo of herself in a bikini, “I thought ... you have arrived!” As she reveals, that’s because she was born with the gender assignment “boy.” In this moving talk, Rocero tells the story of becoming who she always knew she was.

## **A powerful poem about what it feels like to be transgender**

Lee Mokobe [4.21]

“I was the mystery of an anatomy, a question asked but not answered,” says poet Lee Mokobe, a TED Fellow, in this gripping and poetic exploration of identity and transition. It’s a thoughtful reflection on bodies, and the meanings poured into them.

## **The Myth of the Gay Agenda**

LZ Granderson [17.51]

In a funny talk with an urgent message, LZ Granderson points out the absurdity in the idea that there’s a “gay lifestyle,” much less a “gay agenda.” What’s actually on his agenda? Being a good partner — and being a good parent.

# LGBT+ Films

## **Gay Best Friend (Rating 15)**

Tanner is unwillingly outed by his classmates and is quickly adopted as a “gay best friend” by three competing popular girls, who try to use him to further their own reputations. The film also follows Tanner’s relationship with his three best friends. The film is an amusing examination of stereotypes of gay men and lesbians, and of the worries and difficulties of coming out as gay, voluntarily or otherwise, at secondary school.

## **Pride (Rating 15)**

Based on real-life events, this uplifting film follows the efforts of UK gay activists (Lesbians and Gays Support the Miners) to help miners during the national strikes that took place in 1984.

## **Priscilla Queen of the Desert (Rating 15)**

Three drag queens, one of whom is also a transgender woman, travel across Australia from Sydney to Alice Springs, to perform at a hotel owned by the main character Anthony’s separated wife. The three experience homophobia and acceptance in the small communities they visit along the way, and Anthony worries about what his son who he hasn’t seen for years will think of his sexuality and profession.

## **Mosquita Y Mari (no certificate)**

A top student begins tutoring a school rebel who comes from a very different economic background and set of life experiences. They develop a mutual crush, but are torn apart by their differences when they are unable to put words to their emotions and embark on a journey of self-discovery. The film examines the uncertainty of being a teenager, and how for many under-privileged teenagers there can be very little choice in how they live their lives.

## **My Beautiful Laundrette (Rating 15)**

Young Pakistani-Londoner Omar is handed control of his uncle's run-down laundromat, and hires an old school friend, Johnny, seemingly a young thug, to work for him. The two soon begin a romantic relationship, which along with the drug-related work they perform for Omar's uncle's associates, they must keep hidden. Omar also finds himself attracted to his uncle's Westernised daughter, Tania, and despite turning the laundromat into a successful business, finds himself conflicted between his Pakistani immigrant identity and relationship with Johnny.

## **Rent (Rating 12)**

A musical set in 1980s New York, at the height of the HIV/AIDS epidemic, the story follows a diverse group of friends as they battle disease, poverty and drug addiction and learn to live life to the full despite not knowing how long it will last. The group all wish they could emulate the relationship between Collins, an HIV-positive gay man who teaches philosophy at MIT, and Angel, a gender-non-conforming, and also HIV-positive, street performer, who seem to find with each other a deep and meaningful love before Angel's tragic early death.

## **Love, Simon (Rating 12A)**

Simon Spier keeps a huge secret from his family, his friends, and all of his classmates: he's gay. When that secret is threatened, Simon must face everyone and come to terms with his identity.

## **Moonlight (Rating 15)**

A chronicle of the childhood, adolescence and burgeoning adulthood of a young, African-American, gay man growing up in a rough neighbourhood of Miami.

## **Carol (Rating 15)**

Therese Belivet spots the elegant Carol perusing the doll displays in a 1950s Manhattan department store. The two women rapidly develop a bond that becomes a love with complicated consequences.

## **Call Me By Your Name (Rating 15)**

In 1980s Italy, a romance blossoms between seventeen year-old Elio and a doctoral student working as an intern for Elio's father.

## **120 BPM (Rating 15)**

Members of the advocacy group ACT UP demand action by government and pharmaceutical companies to combat the AIDs epidemic in the early 1990s.

## **The Imitation Game (Rating 12)**

During World War II, the English mathematical genius Alan Turing, who was charged with 'gross indecency' and convicted with the criminal offense of homosexuality, tries to crack the Germany Enigma code with help from fellow mathematicians.

# LGBT+ Documentaries

## **Paris is Burning (Rating 15)**

Filmed in the 1980s this landmark documentary examines New York ball culture – competitions in which contestants must “walk”, much like runway fashion-shows. They were judged according to how well they express a theme, the beauty of their clothing and their dancing ability. The scene was populated mainly by Black, and Latino members of the gay and transgender community. The film documents both the balls themselves, and the lives of the participants who group themselves into “Houses” that serve as surrogate families for young people who were frequently ostracised by their own families because of their sexuality or gender expression. The filming style of this documentary allows it to brilliantly capture a historic microcosm of LGBT+ communities, and allows the participants to speak for themselves about their experiences of racism, homophobia, HIV/AIDS and poverty.

## **Tig (Rating 12)**

A film biography of stand-up comedian Tig Notaro, of her life after a performance of new material about her breast cancer diagnosis at a Los Angeles comedy club, which made her a viral sensation. The documentary follows Tig’s life in the year after that performance, during which she deals with working as a comedian across America, a new relationship, trying to have a child as a same-sex couple and coping with her mother’s death.

## **Becoming Chaz (No rating)**

This documentary follows the story of Chaz Bono, son of the famous duo Sonny and Cher Bono, as he goes through the process of gender reassignment, covering the medical and legal procedures he undergoes as well as the response of the media. Chaz was assigned female at birth and named Chastity, and decided to make a documentary about his transition in order to help people in a similar position to him. The film features interviews with Chaz’s family and partner, and documents their attempts to understand his gender identity, and as his mother persists in referring to him as “she” it is clear that some continue to struggle.

## **Gareth Thomas – Hate in the Beautiful Game (BBC)**

Warning: contains homophobic language and discussion of suicide

In this documentary, former Wales and Lions rugby union captain Gareth ‘Alfie’ Thomas - arguably the most famous gay international sports star - takes a hard-hitting personal look at what he sees as the last bastion of open homophobia in sport - professional football.

## **See also**

### **My Trans Story (Channel 4)**

A series of short documentary clips narrated by transgender individuals, addressing issues such as familial acceptance, having a transgender child, transitioning later in life and being involved in institutions such as the Church and Navy.

### **Coming Out to School (Channel 4)**

Britain’s first openly gay rapper, QBoy, explores why more and more teenagers are coming out as LGBT+ at an earlier age, and what it is like to be a young LGBT+ person in Britain.

### **For The Bible Tells Me So**

A documentary about reconciling homosexuality and Biblical scripture, arguing that Church-sanctioned homophobia is based on a deliberately malicious misreading of the Bible.

### **Gay Britannia Season (BBC)**

In 2017, the BBC ran Gay Britannia, a season of programming marking the 50th anniversary of The Sexual Offences Act 1967, which partially decriminalised homosexuality

### **It Gets Better**

The It Gets Better Project works to show LGBT+ youth the levels of happiness, potential and positivity their lives can reach through collecting the accounts of LGBT+ people from across the world.

# I ♥ School Diversity Week

**#SDW18**



**school diversity week**

**Celebrating LGBT+  
equality in education**

**[www.justlikeus.org](http://www.justlikeus.org)  
[@justlikeusuk](mailto:@justlikeusuk)**

# Building on School Diversity Week

# Keeping Up the Momentum

## Set up an LGBT+ Group for your students

Are there students in your school who identify as LGBT+ or LGBT+ allies? An LGBT+ group is a fantastic way of combating the sense of isolation that these students can sometimes experience, as well as acting as a useful source of ideas for how to make your school more LGBT+ friendly. Interested in receiving intensive support for setting up and running a society in your school?

[Express your interest in our latest initiative here.](#)

## Invite a Just Like Us Ambassador to your school

Just Like Us trains Ambassadors to deliver talks and workshops in schools about the experience of being LGBT+ and why it's important to champion LGBT+ equality. [Get in touch with our Director of Programmes](#) to find out what we can offer your school.

## Integrate LGBT+ issues into everyday learning

Developing your students' knowledge, acceptance and empathy towards LGBT+ people should not be confined to School Diversity Week. Aim to create a learning culture in which LGBT+ identities are embedded. You can: make use of our subject-specific lesson starters, open an 'Identities' section in your school library, ensure that LGBT+ relationships are covered in SRE and consistently challenge negative remarks and stereotypes about LGBT+ people in the classroom.

## Create an LGBT+ policy

Adopting a whole-school approach towards LGBT+ issues is crucial for ensuring that your LGBT+ pupils feel safe and supported. One way to approach this is to create a policy that outlines the actions that are taken in your school to create an LGBT+ inclusive environment. Get in touch with us if you'd like examples of LGBT+ school policies.

## Train your staff on LGBT+ issues

Once you've created a school policy, it's important to make sure that it is adopted by all of the staff in your school. The best way to make this happen is to run an inclusivity INSET day in which all staff are made aware of the new policy and how to embed it in their day-to-day work. [Get in touch](#) if you'd like to be referred to organisations that can offer training.

### **Install a display board, poster campaign or mural**

One way to ensure that the visibility of LGBT+ issues in your school extends beyond School Diversity Week is to create a permanent visual display that can be seen by all students in your school. This could include a copy of your school policy and a list of school staff that LGBT+ students can reach out to. [Email us](#) to request posters that you can put up around your school.

### **Appoint a visible pastoral support team**

Do students in your school have a clear understanding of who they can reach out to if they think they might be LGBT+, are the victims of LGBT+ bullying or have questions about LGBT+ issues? A highly visible pastoral support team is important for guaranteeing that LGBT+ students know who they can turn to.

# Explaining School Diversity Week

We've created materials that will help you explain to your school community what School Diversity Week is, and why your school is taking part. We've included:

- draft letters to governors, staff and parents/carers
- an FAQ for parents/carers
- a draft press release that you can personalise and use with local media outlets if you'd like to share information about your involvement with the initiative

# Email to Governors

Dear all

<**School Name**> is celebrating School Diversity Week 2-6 July

As part of our efforts to ensure our school environment is a place where every child can realise their potential, we will be joining tens of thousands of pupils and teachers taking part in School Diversity Week 2018 to celebrate lesbian, gay, bisexual and trans (LGBT+) equality in education.

Section 28, which made it difficult for schools to address LGBT+ issues in a positive way, was repealed in 2003. But unfortunately, growing up remains unacceptably tough for LGBT+ young people: 40% contemplate suicide, 50% self harm and 96% still hear homophobic remarks. This has a potentially life-long impact on young people's attainment and wellbeing.

The school and governors have a legal duty to ensure all forms of bullying, including homophobic bullying, are tackled under the Education and Inspections Act 2006, an obligation which has been reinforced by the Equalities Act 2010. Ofsted will assess our approach to educating our young people about LGBT+ issues and bullying. Involvement with School Diversity Week has been commended by Ofsted as an indication that a school is fulfilling these responsibilities.

School Diversity Week 2018, organised by the charity Just Like Us ([justlikeus.org](http://justlikeus.org)), was launched with the support of the Department for Education and the Secretary of State for Education, Justine Greening MP, and is sponsored by the Daily Telegraph. It is an annual event, with over 250,000 pupils and teachers taking part last year.

Alongside our anti-bullying and safeguarding policies, taking part in School Diversity Week is an important way of actively supporting LGBT+ young people in our school, and of demonstrating our commitment to an inclusive school environment where every young person can be themselves and thrive. It is a chance to explain to all our students the importance of diversity in the world we are preparing them for.

Please do not hesitate to contact <**insert name**>, who will be leading our preparations, to find out more.

# Email to Parents/Carers

Dear Parent/Carer

<**School Name**> is celebrating School Diversity Week 2-6 July

As part of our efforts to ensure our school environment is a place where every child can realise their potential, we will be joining tens of thousands of pupils and teachers taking part in School Diversity Week 2018 to celebrate lesbian, gay, bisexual and trans (LGBT+) equality in education.

Growing up remains unacceptably tough for LGBT+ young people: 40% contemplate suicide, 50% self harm and 96% still hear homophobic remarks. This has a potentially life-long impact on young people's attainment and wellbeing. Alongside our anti-bullying and safeguarding policies, taking part in School Diversity Week is an important way of actively supporting LGBT+ young people in our school, and of demonstrating our commitment to an inclusive school environment where every young person can be themselves and thrive. It is a chance to explain to all our students the importance of diversity in the world we are preparing them for.

Under the Equality Act 2010 we have a legal obligation to promote understanding about LGBT+ equality and challenge prejudice. Ofsted will assess our approach to educating our young people about LGBT+ issues and combatting bullying. Involvement with School Diversity Week has been commended by Ofsted as an indication that a school is fulfilling these responsibilities.

School Diversity Week 2018, organised by the charity Just Like Us ([justlikeus.org](http://justlikeus.org)), was launched with the support of the Department for Education and the Secretary of State for Education, Justine Greening MP, and is sponsored by the Daily Telegraph. It is an annual event, with over 250,000 pupils and teachers taking part last year.

Please do not hesitate to contact <**Insert name**>, who will be leading our preparations, to find out more.

# FAQ for Parents/Carers

## What is School Diversity Week?

School Diversity Week is the national celebration of lesbian, gay, bisexual and trans (LGBT+) equality in education. Organised by the charity Just Like Us ([justlikeus.org](http://justlikeus.org)) and endorsed by the Department for Education, the week empowers pupils and teachers to take responsibility for tackling homophobic, biphobic and transphobic (HBT) bullying. In 2017, over 250,000 pupils and teachers took part.

## Why do we need to champion LGBT+ equality in schools?

Growing up remains unacceptably tough for LGBT+ young people with potentially life-long impact on young people's attainment and wellbeing: 2 in 5 LGBT+ young people miss school because of homophobia, 1 in 2 self harm and 2 in 5 contemplate suicide. We need to take action to support these vulnerable young people, and explain to all our students the importance of diversity in the world we are preparing them for.

### **LGBT+ Young People**

1 in 2 self harm

2 in 5 contemplate suicide

9 in 10 hear homophobic remarks

7 in 10 say homophobia affects their school work

## **Why is our school taking part in School Diversity Week?**

As a school, we are committed to creating an inclusive community where everyone – staff and students – can be themselves and realise their potential.

The school and governors have a legal duty to ensure all forms of bullying, including homophobic bullying, are tackled under the Education and Inspections Act 2006. This responsibility was reinforced by the Equality Act 2010 which obliges us to promote understanding about LGBT+ equality and challenge discrimination and prejudice.

Ofsted will assess our approach to educating our young people about LGBT+ issues and bullying. Involvement with School Diversity Week has been commended by Ofsted as an indication that a school is fulfilling these responsibilities.

## **Are my children too young to discuss issues related to sexual orientation and gender identity?**

In line with our legal obligations, we are committed to educating young people about LGBT+ equality and the importance of challenging prejudice and discrimination in age-appropriate ways. This is also true when we tackle other forms of discrimination – on the grounds of race, religion or disability, for example – at all ages. We have a zero tolerance approach to homophobic, biphobic and transphobic bullying at any age.

School Diversity Week acknowledges that sexual orientation and gender identity are fundamental characteristics of individual identity, protected by law. It champions the fact that all children, no matter their sexual orientation or gender identity, will have the opportunity to live happy and fulfilled lives. It recognises the contributions of LGBT+ people to our culture. By taking part in School Diversity Week, our school will be preparing our students for a world in which the importance of diversity is recognised, and individuals are protected from discrimination.

# Draft Press Release

Contact: <Name> <Telephone>

Release: Immediate

Photos: Justine Greening & <ADD PHOTO IF DESIRED>

## <SCHOOL NAME> JOIN TENS OF THOUSANDS OF STUDENTS CELEBRATING SCHOOL DIVERSITY WEEK 2018

Students from <Name of school> will be joining tens of thousands of pupils and teachers across the country in celebrating School Diversity Week (2-6 July 2018), the national celebration of lesbian, gay bisexual and trans (LGBT+) equality in education, organised by the charity Just Like Us ([justlikeus.org](http://justlikeus.org)).

Thirty years ago this year, Section 28 of the Local Government Act 1988 banned the “promotion” of homosexuality in schools. While the law was repealed in 2003. But unfortunately, growing up remains unacceptably tough for LGBT+ young people: 40% contemplate suicide, 50% self harm and 96% still hear homophobic remarks. That’s why <Name of school> students and teachers are getting creative to make school a place where every young person can be themselves and thrive.

Explaining the importance of School Diversity Week, Headteacher, <Insert Name>, said “<Quotation>”.

As part of the week, students and teachers will be <any events being held>. Describing why <he/she/they> are involved in the week, <Pupil Name> in <Year X>, said “<Quotation>”.

Last year, over 250,000 pupils and teachers organised events during School Diversity Week 2017 ranging from cake sales to drama and musical performances. School Diversity Week 2018 is expected to involve at least 250,000 young people across the UK.

In May, the launch of the week was addressed by Prime Minister Theresa May, who said: “Having visible role models who have been there before and know how it feels can help give a young person the confidence to embrace who they are. And they can encourage everyone in school to be positive and accepting. That’s why I want to congratulate Just Like Us for running School Diversity Week. Thanks to the tireless work of campaigners like you, attitudes in this country have come a long way... The truth is that we all do better and our whole country is enriched when we are free to be ourselves.”

Schools interested in taking part in School Diversity Week can visit [www.justlikeus.org/sdw](http://www.justlikeus.org/sdw) to find out more information.

### **Notes to editors**

1. School Diversity Week is a voluntary initiative running 2-6 July 2018 across England and Wales. Over 250,000 pupils celebrated the event in 2017 which was supported by all major political parties, the Department for Education and the Secretaries of State for Scotland and Education. The week helps schools meet their obligations under the Equality Act 2010 and Ofsted's Inspectorate Framework to tackle homophobic, biphobic and transphobic bullying.
2. During School Diversity Week, Just Like Us provides schools with a plug & play resource pack to help teachers empower pupils to organise events. In 2016, events included: non uniform days, debates, workshops, Pride Festivals, concerts and cake sales.
3. Stonewall School Report 2017 found that half of LGBT+ pupils still hear homophobic remarks 'frequently' or 'often', and a similar number report being bullied due to their LGBT+ identity. Despite this, only a tiny minority of teachers at primary and secondary schools have been given training to deal with such incidents. [https://www.stonewall.org.uk/sites/default/files/the\\_school\\_report\\_2017.pdf](https://www.stonewall.org.uk/sites/default/files/the_school_report_2017.pdf)
4. Just Like Us is a registered charity, number 1665194, with more information available at [www.justlikeus.org](http://www.justlikeus.org)