



LGBT History Month 2017

Citizenship,
PSHE and Law

Education and
Resource Pack



LGBT 2017
LESBIAN GAY BISEXUAL TRANS
HISTORY MONTH

produced
by >>>>>>



in partnership
with >>>>>>



FOREWORD



by Carl Austin-Behan,
The First Openly Gay
Lord Mayor of Manchester



Manchester and the North West are home to the UK's largest LGBT+ community outside London and are well known for their LGBT+ history.

We need to remember that we didn't get where we are today without a struggle. Some LGBT+ people today don't seem to realise or appreciate what others have done over the years to enable today's LGBT+ community to walk down the street holding hands, or just to be themselves.

Manchester's LGBT+ community is an important part of the UK's LGBT+ history. Back in 1964 we became the birth place of the Campaign for Homosexual Equality and in the late 1980s and early 1990s Manchester City Council was instrumental in the campaign for LGBT+ rights, including the campaign against Section 28.

Although we have come a long way, there is still so much work to do. It's often hard to locate historical sources that relate to the LGBT+ community, due to the laws and regulations in the past. With this, it is increasingly acknowledged that we need to do more to capture the experiences and memories of those around us.

I am proud to put my name to this education and resource pack, encouraging teaching and understanding for all students and young people about LGBT+ history. This is important not only in an historical context, but also so we have an appreciation and understanding of how this has impacted on the way we live today, as well as being a call to action for the work that still needs to happen.



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IDEAS WORTH FIGHTING FOR

PEOPLE'S
HISTORY
MUSEUM

The People's History Museum is the home of democracy. Join us and march through democracy's development in Britain; past, present and future.

Our learning sessions provide lots of opportunities for cross-curricular learning, and link directly to the National Curriculum, and the Social, Moral, Spiritual and Cultural Development of learners (SMSC).

Book an LGBT+ History Tour or Introduction to Archives workshop for your group and discover more about how the history of gender and sexuality has been affected by society, politics and activism over the past 200 years.

Please email learning@phm.org.uk for full details and to book

Never Going Underground: The Fight for LGBT+ Rights



The Fight
for LGBT+
Rights

Sat 25 February – Sun 3 September 2017

January 1967: it's illegal for men to have sex with men, lesbianism is condemned as sinful or seen as a medical misfortune, and trans rights are non-existent. 50 years later, LGBT+ legal protection and equality is almost UK-wide. There was, however, nothing inevitable about that progress, and there were steps backward as well as forward.

Never Going Underground was the name of the campaign against Section 28, an infamous piece of legislation that forbade the 'promotion of homosexuality'. The protest against this saw the UK's largest ever gathering for LGBT rights in Manchester in 1988.

This unique exhibition is curated by members of the local LGBT+ community. It details the development of an LGBT+ movement, showing the internal and external struggles, the different party political approaches to equality, and the social and historical context of the last sixty years of activism. This is the complex and compelling story of a long and often bumpy journey.

Family friendly exhibition, suitable for all ages.

#NGU2017

Throughout 2017 we will host a series of exhibitions, events and learning programmes exploring the past, present and future of LGBT+ activism.

Visit our website for full details of our Never Going Underground season.

People's History Museum
Left Bank, Spinningfields
Manchester M3 3ER
0161 838 9190

Phm.org.uk

INTRODUCTION



to the LGBT History Month 2017 Education and Resource Pack. This year, LGBT History Month is themed around 'Citizenship, PSHE and Law'. We have designed a three lesson/session pack, suitable for delivery in secondary schools and youth club settings.

These sessions are:

1. **Timelining – a Journey of LGBT+ Rights in the UK**
2. **Mindful Colouring – LGBT+ Rights Across Europe**
3. **Active Citizenship – Making a Statement**

If you have done little or no LGBT+ education previously, it is not too late to start! You may find it useful to refer to the glossary of terms in the next few pages. Some of the words in the glossary are used throughout this pack. Other words may be used by young people whilst you are using this pack with them.

In addition, the Genderbread Person is a great resource for exploring aspects of identity with young people. You can find this on the page after the glossary of terms.

If you like this resource you might also be interested in other LGBT+ awareness resources from The Proud Trust. These are simple to use, free of charge, and are produced termly. Make sure you get yours by emailing us



info@theproudtrust.org

with 'please add me to the mailing list' as your subject heading

the PROUD TRUST
for LGBT awareness training & education
FIND US ON FACEBOOK | @THEPROUDTRUST | 07531 061777

• THEPROUDTRUST.ORG •

GLOSSARY OF TERMS

Asexual - A person that experiences no sexual attraction.

Biological Sex - This is usually determined at birth, based on observation of your genitals. However, your chromosomes, hormones, genes and internal sex organs also contribute to the make-up of your biological sex.

Biphobia - Fear, dislike or discrimination against bisexual people (including those perceived to be bisexual) or against bisexuality more generally. This also includes the perpetuation of negative myths and stereotypes through jokes and through personal, negative thoughts about bisexual people.

Bisexual - A person that experiences attraction to people of their own and other genders.

Cis / Cisgender - A person whose gender identity matches with the sex they were assigned at birth e.g. a person whose sex was assigned male at birth and who identifies as a man.

Gay - A man that experiences attraction to men. A woman that experiences attraction to women may also refer to herself as being gay. 'Gay woman' and 'lesbian' mean the same thing.

Gender Identity - Your gender identity is the gender that you identify with and/or feel that you are. Some people feel as though they do not have a gender at all, and may refer to themselves as agender or non-gendered.

Gender Expression - This is how you display your gender and is demonstrated through the ways that you act, dress, behave and interact in the world, in relation to the gender expectations of your society.

Heterosexual - An old-fashioned term for 'straight' e.g. a woman that experiences attraction to men.

Homophobia - Fear, dislike or discrimination against lesbian and gay people (including those perceived to be lesbian or gay) or of homosexuality more generally. This also includes the perpetuation of negative myths and stereotypes through jokes and through personal, negative thoughts about lesbian and gay people.

Homosexual - An old-fashioned term for 'gay'. You will learn about the introduction of this word into language in session one!

Intersex - A person whose body has both male and female biological characteristics.

Lesbian - A woman that experiences attraction to women.

LGBT - A collective term for lesbian, gay, bisexual and trans people, sometimes referred to as a 'community'.

LGBT+ - A collective term for lesbian, gay, bisexual and trans people (+ other minority identities such as asexual, pansexual, intersex, etc).

Non Binary - A collective term for any person that experiences their gender identity outside of the binary of 'man' and 'woman'. Some people feel like they have no gender at all, others feel like their gender is fluid and some feel like they are both 'man' and 'woman', (which has sometimes been called 'two-spirited').

Pansexual - A person that experiences attraction to people of all genders, in acknowledgement that gender is more complex than the two options (man or woman) that we are often presented with.

Questioning - A term used to describe someone when they are questioning their gender identity or their sexual orientation.

Sexual Orientation - A term used to describe the types of people (often based on gender) that you find yourself attracted to. Attraction can be emotional, sexual, physical and/or spiritual.

Straight - A man that experiences attraction to women, or a woman that experiences attraction to men.

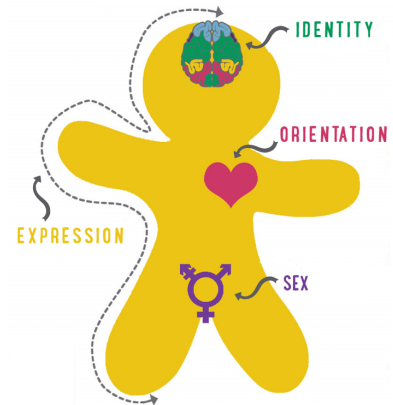
Trans / Transgender - A person whose gender identity does not match with the sex they were assigned at birth e.g. a person whose sex was assigned male at birth but who identifies as a woman or as non-binary.

Transphobia - Fear, dislike, or discrimination against people whose gender does not match with their assigned sex at birth, or whose gender or gender expression is not perceived to match. This also includes the perpetuation of negative myths and stereotypes through jokes and through personal, negative thoughts about trans people.

Transvestite - Someone who chooses to wear, for whatever reason, the clothes that a society would not usually associate with their gender, e.g. a white man in England wearing a dress.

THE GENDERBREAD PERSON

Original concept by
itspronouncedmetrosexual.com



GENDER IDENTITY

WOMAN

NON-BINARY

MAN

Your gender identity is how you think about yourself, the gender that you identify with and/or feel that you are. Some people feel as though they do not have a gender at all, and may refer to themselves as agender or non-gendered.

GENDER EXPRESSION

FEMININE

ANDROGYNOUS

MASCULINE

This is how you display your gender and is demonstrated through the ways that you act, dress, behave and interact in the world, in relation to the gender expectations of your society.

BIOLOGICAL SEX

FEMALE

INTERSEX

MALE

This is usually determined at birth, based on observation of your genitals. However, your chromosomes, hormones, genes and internal sex organs also contribute to the make-up of your biological sex.

SEXUAL ORIENTATION

ATTRACTED
TO WOMEN

BI/PANSEXUAL

ATTRACTED
TO MEN

The types of people, (often based on gender,) that you find yourself attracted to, can help you determine your sexual orientation. Attraction can be emotional, sexual, physical and/or spiritual. Some people experience little or no sexual attraction, and may refer to themselves as asexual.

SESSION ONE

EXPLORING A RANGE OF IDENTITIES

Aims

In this session we will explore the development of LGBT+ rights in the UK by looking at significant law changes and dates in LGBT+ history.

Learning Outcomes

Students and young people will:

- Have explored a range of significant events in LGBT+ history in the UK.
- Be able to identify when and why these events took place.
- Begin to understand what life might have been like had they been an LGBT+ person born in the UK during a different era.

Resources

Supplied: UK LGBT+ Rights Timeline

Needed: Scissors

Preparation

- 1) Read the entire session plan and familiarise yourself with the activities.
- 2) Familiarise yourself with the LGBT+ glossary of terms on page 7.
- 3) Photocopy: UK LGBT+ Rights Timeline (one per group – so you can work in one large group or in smaller groups).
- 4) Using scissors, cut up the timeline activity sections, as indicated.

Procedure (total one hour)

Time	Activity	Method
10 mins	Introduction	<p>Introduce the topic – we will be learning about the LGBT+ rights movement in the UK.</p> <p>Have the glossary of terms to hand (you may need to do some work on terminology if no previous LGBT+ positive education has occurred).</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Does the UK have equal rights for everybody? • Have you seen any law changes pertaining to LGBT+ people in your lifetime? • Does equal rights mean fair treatment for everybody? • Have you seen anything that might make you think that sometimes LGBT+ people are not treated fairly? • Is the situation different for lesbians? Bisexual people? Gay men? Trans people? People with minority identities? • What about LGBT+ people from ethnic minorities? LGBT+ people from different religious backgrounds? LGBT+ people with a disability?

Time	Activity	Method
40 mins	UK LGBT+ Rights Timeline	<p>Give each group a set of the timeline events and dates (already separated). You can decide whether to run this activity with one large group or in smaller groups. There are twenty one timeline events to sort.</p> <p>Task the group with matching the events to the date in which they happened.</p> <p>Let the activity run until they have come up what they think is the correct matching of events and dates. Listen out for (and make note of) any comments that you might want to challenge or discuss later.</p> <p>Go through the list of events and share the correct date of the event with the group.</p> <p>Questions :</p> <ul style="list-style-type: none"> • Are there any surprises at how recent or long ago some of these things happened? • Do you think that any of these events might have had a knock-on effect to other events? Or to things that happen today? • What might life have been like had you been born 25, 50, 100 years ago? • What would you have done to challenge inequality? • Does equal rights today mean fair treatment for all?
10 mins	Summary	<p>Ask the group: What have you learned?</p> <p>Signposting</p> <p>Take some time to introduce young people to the interactive UK LGBT+ youth group map on The Proud Trust website: www.theproudtrust.org</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Where is your local LGBT+ youth group? • Does your school have an LGBT+ group? • Should it have one..?



1869



'HOMOSEXUAL'

Karl-Maria Kertbeny coined the term 'homosexual' (an old-fashioned word meaning gay). As a young man Karl-Maria had a close friend who was gay. This young man killed himself after being blackmailed. It was this tragic episode which led Karl-Maria to take a close interest in (and write papers on) the subject of homosexuality, following what he called his "instinctive drive to take issue with every injustice".

1871



BOULTON AND PARK

Stella Boulton and Fanny Park were cross dressers, and such was the understanding at the time, were suspected to be homosexual men. They were some of the first people to be tried in front of a jury charged with the crime of "conspiring and inciting persons to commit an unnatural offence". Since the prosecution failed to determine that they had had sex with men, or that wearing women's clothes was a crime, both were acquitted.

If they were alive today, and with modern understanding of gender identity, it is unclear whether the pair would have identified themselves as trans women or transvestites.

1885



CRIMINAL LAW AMENDMENT ACT

This refers to a change made in criminal law whereby "gross indecency" was made a crime in the UK. In practice, the law was used broadly to prosecute men proven to be engaging in any sexual activity with other men (including hugging).

This was the law under which Oscar Wilde - a famous playwright - was later imprisoned.

1921



GROSS INDECENCY - WOMEN

A law against “gross indecency” between women was proposed by Conservative MP Frederick Macquister. This was in response to what he viewed as a decline in female morality, and his belief that lesbianism led to insanity and threatened the birth rate. While passed in the House of Commons, the amendment in law was later rejected by the House of Lords through fear that bringing such an offence to the attention of women would be a “very great mischief”.

1961



APRIL ASHLEY

A well known model and actress from Liverpool, April Ashley has appeared in such publications as Vogue magazine. April was ‘outed’ in this year by a so-called friend who sold her story to a newspaper. April is a trans woman who had been assigned male at birth. At the age of 25 she was one of the first people to successfully undergo “gender reassignment surgery”.

She later received an MBE for services to trans equality.

1967



SEXUAL OFFENCES ACT

Homosexual acts between two men were decriminalised. However, the new law came with many restrictions - for example, the age of consent for men having sex with men was set at 21 years old. Also, it only decriminalised men having sex with men in private spaces. Hotel rooms and private homes where other people lived were considered to be public spaces. This law led to an increase in prosecution, with entrapment and targeting tactics being used by the police at that time.

1969



STONEWALL RIOTS

Marsha P Johnson – a black trans woman – is believed to have begun these riots, which were triggered by continuous police harassment and raiding of The Stonewall Inn in New York. This event is considered to be the start of the Gay Liberation Movement and the modern fight for LGBT rights in the United States and beyond. ‘Pride’ events began as a response to this new movement.

1972



PRIDE

The first official UK Gay* Pride Rally event takes place in London; approximately 2000 people take part. The origins of Pride events were based in people coming together to protest against the unfair treatment faced by LGBT people.

Today, Pride events happen in many cities across the UK and are largely seen as events that celebrate lesbian, gay, bisexual and trans lives.

*What was once known as the ‘gay community’ is now more commonly referenced as the “LGBT community”. This change probably occurred in the 1990s in response to calls for the community to be more inclusive and recognise the diversity within it.

1982



TERRENCE HIGGINS

In this year, Terry was one of the first known people in the UK to die from an AIDS related illness. Hysteria was whipped up by the media, resulting in this disease becoming known initially as the ‘gay plague’. HIV, which can lead to AIDS, was first identified in gay men, but is now known to affect all communities of people.

There are currently in the region of 100,000 people living with HIV and AIDS in the UK today.

1988



SECTION 28

In the UK, a Conservative government introduced Section 28 to the Local Government Act 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”.

Section 28 was repealed in Scotland 12 years later, and in the rest of the UK 3 years after that.

1990



World Health
Organization

WORLD HEALTH ORGANISATION

On 17 May of this year, the World Health Organisation declassified homosexuality from its list of mental illnesses.

17 May is marked annually as IDAHO(BIT) – International Day Against Homophobia (Biphobia and Transphobia). It is useful to think of the prejudice and poor treatment of LGBT+ people causing high levels of poor mental health, rather than being LGBT+ as the cause.

1998



JUSTIN FASHANU

Justin was an English professional footballer and played for many top clubs during his career. He was the first professional footballer to come out as a gay man. He said that he was accepted by his fellow players but was subject to constant crowd abuse on account of his sexuality.

He committed suicide in this year.

1999



TRANS DAY OF REMEMBRANCE

Since this year, on the 20th of November each year, people around the world have gathered to remember those killed as a result of transphobia, either through murder or suicide.

It is an important time for the community to remember those they have lost, and that the fight for trans rights is far from over.

2000



ARMED FORCES

It was in this year that a ban on gay people serving in the UK military was lifted. The landmark judgement was made in a case in which the government was sued by four former military personnel who were sacked from the services when it had been discovered that they were gay. This case, which went all the way to the European Court of Human Rights, found that the armed forces had breached the human rights of these people.

2001



AGE OF CONSENT

Age of consent is the age at which a person can legally give permission or agreement to having sexual intercourse with another person. For many years after it was legalised for men to have sex with men, the legal age of consent was 21 and later lowered to 18. The age of consent at the time for heterosexual people was 16. In this year the age of consent was equalised for all people to 16 years old.

2002



ADOPTION

In this year there was a change in legislation which saw the removal of being a “married couple” as a requirement to apply to adopt. This meant that people in same-sex relationships, as well as single people, could now offer a safe and supportive home to children that needed them.

2004



GENDER RECOGNITION ACT

This law change was introduced to enable trans people to legally change their gender and to acquire a new birth certificate. The act requires a person to live as their preferred gender for two years before going before a Gender Recognition Panel so that a Gender Recognition Certificate (GRC) may be issued. There is no requirement to have undergone gender reassignment surgery.

Non-binary gender identities are not currently recognised under this legislation.

2006



GOODS AND SERVICES

In this year, discrimination on the grounds of sexual orientation was outlawed in the provision of goods, facilities, services, education and public functions.

It was the introduction of this piece of legislation that enabled people to take action against service providers e.g. if a hotel refused a room to a same-sex couple, or if a bakery refused to make a cake for a same-sex wedding.

2010



EQUALITY ACT

In this year, the UK government introduced a piece of legislation that brought together all the previously existing anti-discriminatory law.

It states that it is unlawful to discriminate against someone on account of sexual orientation and gender reassignment amongst other characteristics. The other 'protected characteristics' are race, religion, gender, disability, age, marriage, pregnancy and maternity.

2013



OFSTED

Ofsted is an organisation that inspects schools and other services to ensure there is a good standard of quality of education for children and young people. In this year, Ofsted published a document making it clear that during an inspection, they will look at how schools prevent and challenge homophobic and transphobic language/behaviours, as well as how places support their LGBT students and students from LGBT families.

2014



EQUAL MARRIAGE ACT

The first same-sex marriages took place in England, Wales and Scotland during this year. At the time of writing this resource, legislation allowing same-sex marriages has not been introduced in Northern Ireland.

Some ten years earlier, Civil Partnerships were introduced across the whole of the UK. While still available, they do not afford the same legal benefits as marriage does.

SESSION TWO

MINDFUL COLOURING: LGBT+ RIGHTS ACROSS EUROPE

Aims

In this session we will explore what it might be like living as an LGBT+ person in Europe today, comparing the potential experiences and quality of life of LGBT+ people living or being born in different European countries.

Learning Outcomes

Students and young people will:

- Explore an analysis by the International Lesbian and Gay Association (ILGA – see ilga.org) of individual European country's laws and human rights pertaining to LGBT+ people.
- Be able to colour code these countries on a map and analyse any patterns that emerge.
- Begin to have an understanding of how these laws might have an affect on LGBT+ people living in their own, and other countries.

Resources

- Supplied:** LGBT+ rights country ranking scale as produced by ILGA Europe in 2016
Blank map of Europe
- Needed:** Felt tips or coloured pencils

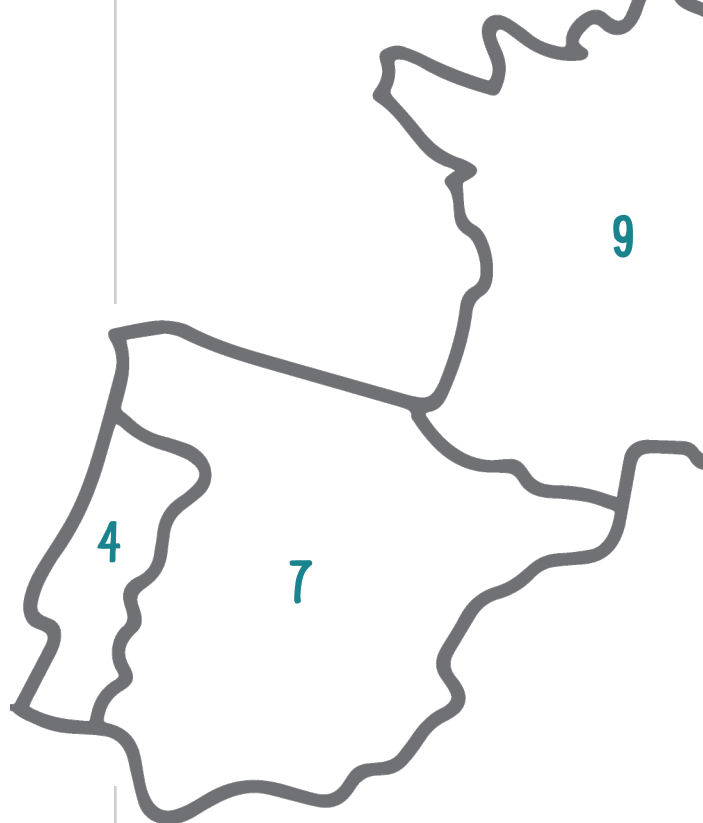
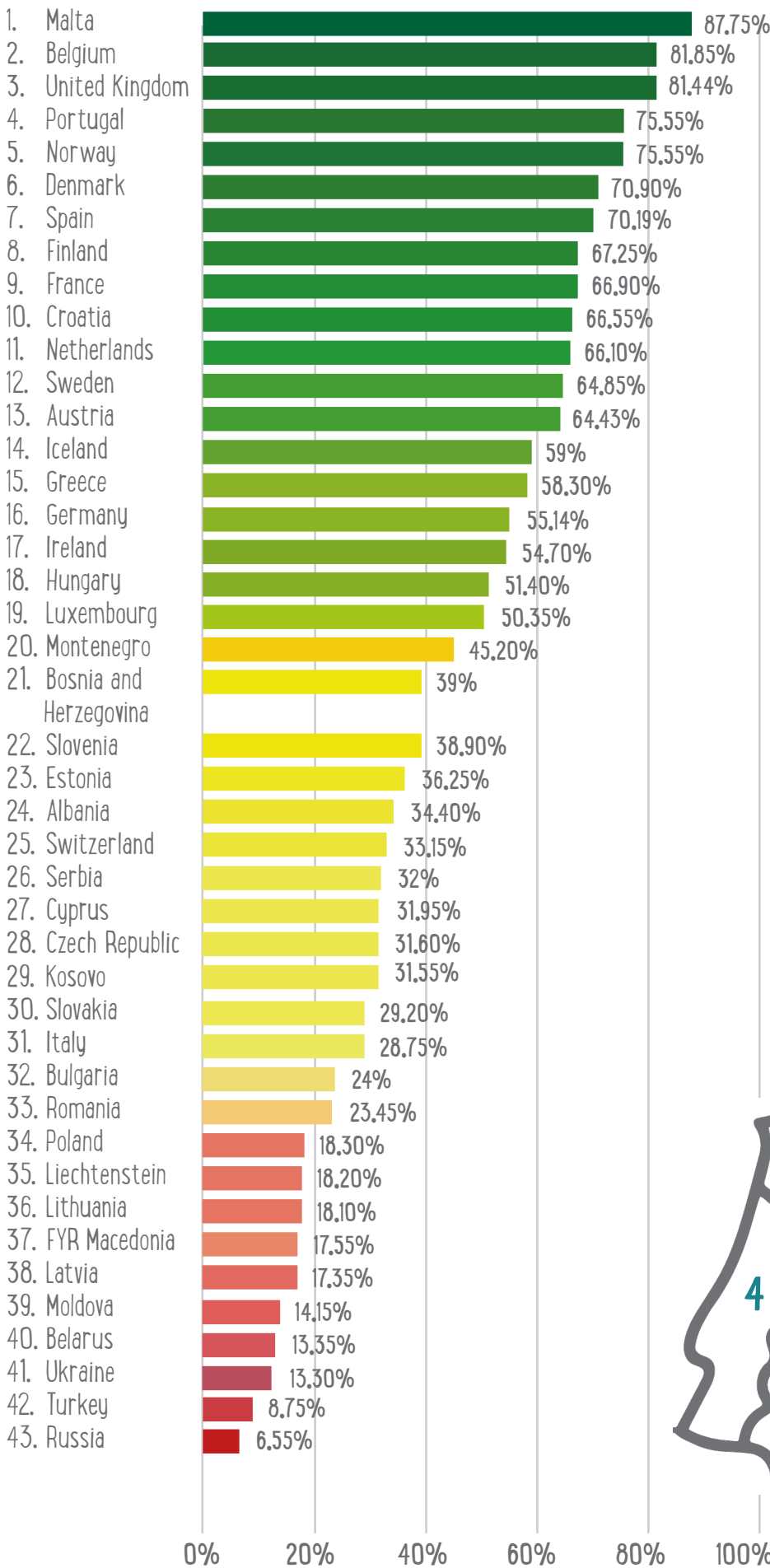
Preparation

1. Read the entire session plan and familiarise yourself with the activities.
2. Photocopy: Blank map of Europe and LGBT+ Rights in Europe Ranking Scale (one per person).
3. Source colouring utensils – felt tips or pencils.

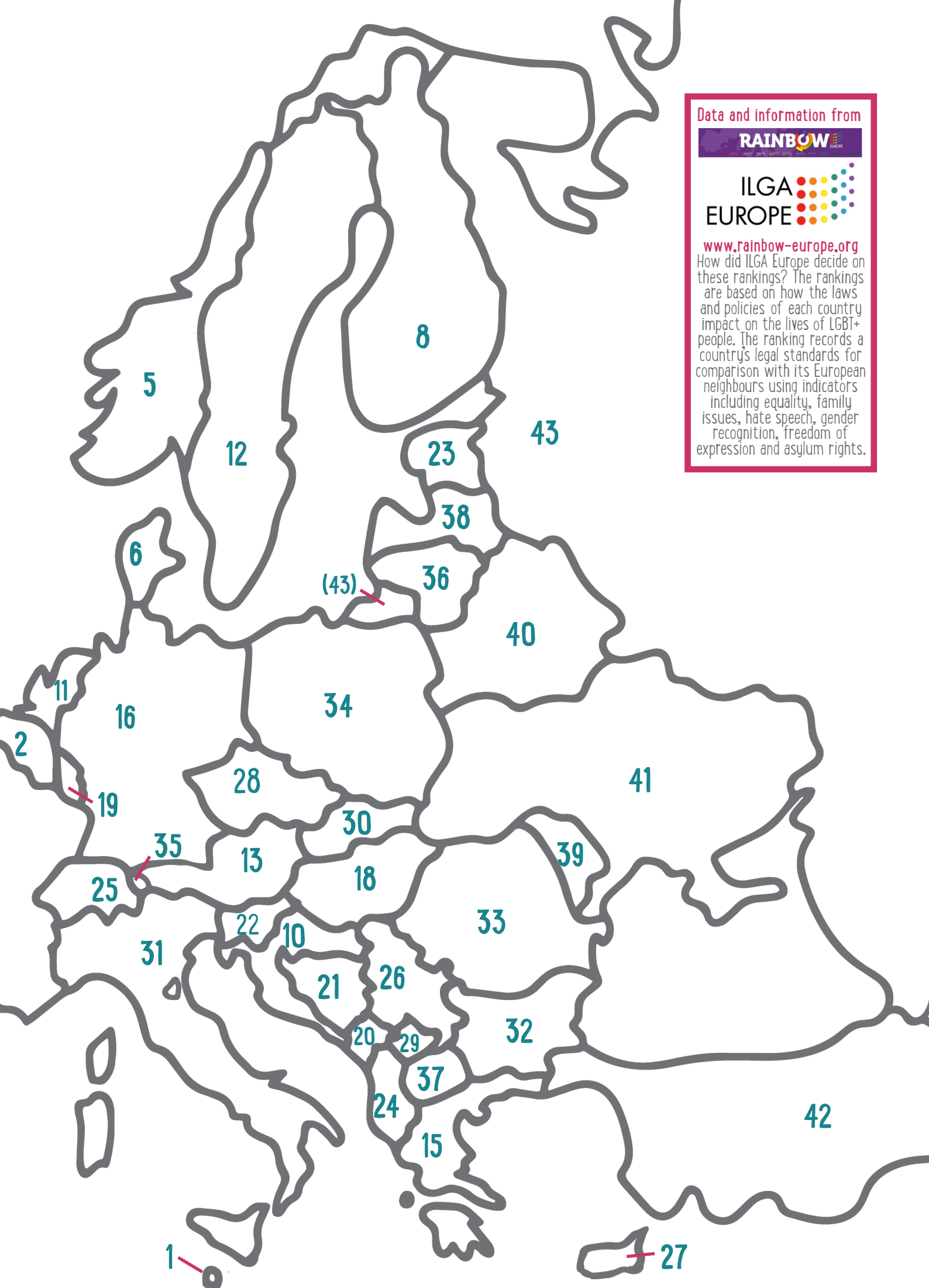
Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Recap on session one where you discussed the journey of LGBT+ rights in the UK.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Is the situation for LGBT+ people in the UK the same as it is in other European countries? • What have you seen or heard that makes you think the situation in the UK is similar/different to other countries?
10 mins	LGBT+ Rights European Ranking Scale	<p>Give a ranking scale to each young person (or group if preferred). Go through the explanation on the sheet as to how ILGA came up with this scale.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Does this information fit with what you thought was the situation in Europe? • Does the ranking of any of the countries surprise anybody? Why? • Would you like to live in a country that ranks low on this scale? Why?
40 mins	Mindful Colouring – Europe	<p>Using the information on the LGBT+ rights ranking scale, young people are invited to transfer this information onto a map by colouring it in.</p> <ol style="list-style-type: none"> 1) Devise a colour key – what colours will be used to represent countries with stronger or weaker LGBT+ rights? 2) Colour in the map in accordance with the devised key. <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Do the you notice any patterns in countries' colours? • How would you feel if you had been born in a country with different rights for LGBT+ people than the one you live in?
5 mins	Summary	<p>Ask the group: What have you learned?</p> <p>Display the following link if young people want to find out more: www.rainbow-europe.org</p> <p>Signposting</p> <p>Young people can find their local LGBT+ youth group using the interactive map on The Proud Trust website: www.theproudtrust.org</p>

LGBT+ RIGHTS ACROSS EUROPE



9



Data and information from



ILGA EUROPE

www.rainbow-europe.org

How did ILGA Europe decide on these rankings? The rankings are based on how the laws and policies of each country impact on the lives of LGBT+ people. The ranking records a country's legal standards for comparison with its European neighbours using indicators including equality, family issues, hate speech, gender recognition, freedom of expression and asylum rights.

SESSION THREE

ACTIVE CITIZENSHIP: MAKING A STATEMENT

Aims

In this section we will explore activism. Changes in law and society are only possible when people are impassioned and compelled to stand up for what they believe in. This might involve openly talking about beliefs or maybe even making a speech, but making a statement can happen in more subtle ways too. In this session we will look at some of the campaigns that people have made, to invoke changes in law and society relating to LGBT+ people and communities. These changes are those we have explored in the previous sessions.

Learning Outcomes

Students and young people will:

- Explore campaign badges that have been created in the past in the search for LGBT+ equality.
- Begin to critique such campaigns in terms of their message and effectiveness.
- Use learning from previous sessions about existing inequalities for LGBT+ people to create a campaign around this.

Resources

Supplied: LGBT+ campaign badges picture sheet.
Other Campaigns and Protests sheet.
Campaign worksheet.

Needed: Whatever you have to enable students and young people to create a campaign, which might include:

- Paper and pens
- Badge makers
- Computers or tablets
- Cardboard and paints for placard making
- T-shirts and fabric paints

Preparation

1. Read the entire session plan and familiarise yourself with the activities.
2. Photocopy:
 - a) The LGBT+ campaign badges sheets. You may prefer to show the badges sheet as a projected image if you have the technology.
 - b) The Other Campaigns and Protests sheet.
 - c) The Campaign Planning worksheet.
3. Source a variety of campaign designing resources.

Procedure (total one hour)

Time	Activity	Method
5 mins	Introduction	<p>Recap on session one and two where you discussed the status of LGBT+ rights in the UK and in Europe.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Now that you have had time to reflect on your learning, are there any facts or inequalities that have made a lasting impression on you? • What inequalities pertaining to LGBT+ people still exist – <ul style="list-style-type: none"> ...in your school? ...in your community? ...in your country? ...in other parts of the world?
	Campaign Badges	<p>Hand out or project the campaign badges sheet and look at each badge individually.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • Do you think the campaign did what it set out to do? • Is the badge visually appealing? Is that important? • How were the people who created these campaigns and badges feeling at the time?

Time	Activity	Method
35 mins	Campaign Creation	<p>Show the young people the examples of other campaigns and protests.</p> <p>Either in groups, or individually, task students or young people to create a campaign that supports the LGBT+ community, addressing an issue as they see it. Encourage students to use a variety of methods, that puts a message out in to the world that they feel is important.</p> <p>They can use the campaign worksheet to help them consider what their campaign might need.</p> <p>Students or groups of young people should be encouraged to share their ideas with the whole group.</p> <p>Questions to ask the group:</p> <ul style="list-style-type: none"> • What shall we do with our campaign now? • What are the most effective ways of putting a belief or campaign into the world? • Are there any risks with speaking out about LGBT+ issues? • Do we need another session on this?
5 mins	Summary	<p>Ask the group: What have we learned?</p> <p>Do students want to know more? They can look up local, national and international LGBT+ rights campaigns online including Stonewall and AllOut.org</p> <p>Signposting Young people can find their local LGBT+ youth group using the interactive map on The Proud Trust website: www.theproudtrust.org</p>

LGBT+ CAMPAIGN BADGES



Gay Liberation Front (1970)

Formed in the wake of the Stonewall Riots in New York, the Gay Liberation Front (GLF) was a London-based campaigning organisation. From humble beginnings the movement grew rapidly. The GLF was to become one of the pivotal organisations responsible for the later social and legal changes made in the name of LGBT+ equality.



How Dare You Presume I'm Heterosexual (1972)

We make all kinds of assumptions about people based on very little information. This badge challenges the common assumption that people are straight (heterosexual), unless they state otherwise.

Might you be presuming that everybody in your friendship group or family is straight? Might some people not be?



Lesbian Strength Marches (1980's)

There is little information online about these women-only events that appear to have happened throughout the 1980s.

Why do you think that lesbian women might have made their own protests and marches, separate to wider Pride events? Is there any value today in specific sections of the LGBT+ community making their protest separate to the wider LGBT+ movement?



LGSM - Lesbians & Gay Men Support the Miners (1984-85)

These events were depicted in the 2014 film *Pride*, the true story of the support given by lesbians and gay men to the miners during the miners' strike in the 1980s. The alliances which the campaign forged between the LGBT community and British labour groups proved to be an important turning point in the progression of LGBT issues in the UK, demonstrating the importance of oppressed groups working together to make change.



Never Going Underground (1988)

This campaign was developed in protest at the introduction of Section 28 – the law that essentially prevented schools and local authorities talking to children and young people about same-sex relationships.

Rallies (large gatherings) took place in Manchester, London and other areas. Participants wore badges and t-shirts with this campaign on.



Stop Bi Erasure Now! (2015)

Bi erasure is the tendency to ignore, falsify or deny the existence of bisexual identities.

Bisexual people can be subject to poor treatment from both within and outside of the LGBT+ community.



Ask About My Pronouns (2015)

Conscious use of pronouns when referring to someone is becoming ever more important as our understanding of gender identity develops. Does the person in front of you wish to be referred to as 'he'? 'She'? 'They'? Something else? Can we do anything other than assume unless we are asking about a person's pronouns? How might you feel if people got your pronouns wrong on a regular basis?



LGBT History Month (2017)

Each year, a badge is designed and created using the theme for LGBT History Month. This year it was designed by student Areli Jacobs:

“I came up with the idea of using a finger print, since in a lot of places it is the mark left after voting. At the same time, it represents identity, and how every person is different and unique. I incorporated the rainbow flag celebrating LGBT citizens, and embracing them as unique members of society.”

OTHER CAMPAIGNS AND PROTESTS SHEET



Uganda Pride

Homosexuality has been illegal in the African country of Uganda since 1952 and is punishable by life imprisonment, even today. The country is notorious for its violent homophobia.

Despite this, some LGBT+ people from the country strive for better treatment by making a stand, putting themselves in grave danger by holding Pride events. Police often raid these events and the participants are imprisoned.



The Pansy Project

Founded in 2005 by artist Paul Harfleet, this ongoing project plants pansies at the site of homophobic abuse. Each location is photographed and named after the abuse received and then posted online. This simple action operates as a gesture of quiet resistance; some pansies flourish and others wilt in urban hedgerows.

www.thepansyproject.com



Kiss-Ins

Several of these have happened in recent years. In 2014, a group of students staged a mass kiss-in in the aisles of a supermarket in protest at the treatment of two women who shared a brief kiss, and were then told by staff that a customer found them “disgusting” and threatened them with ejection.

Do you think a couple presumed to be a man and a woman sharing a kiss in public would be treated the same way by supermarket staff?



The Age of Consent – Bronski Beat

This album did not contain a track called ‘The Age of Consent’, but was released in 1984, at a time when UK law stated that a man must be 21 years old to be able to legally consent to having sex with another man. Where as for a man to have sex with a woman, the legal age was 16. The album made good use of its inner sleeve by listing the different ages of consent internationally as a protest against the unfair laws that existed in the UK at the time.

The legal age of consent for sexual activity in the UK is now 16 years old – for everybody.



Hashtag Campaigns

The power of social media can't be ignored when trying to get an important message into the world. This particular hashtag campaign highlights the harrowing statistic from the USA that 85% of trans murder victims are black. Trans hate crime happens because of transphobia, not because a person is trans.

[#BlackTransLivesMatter](https://twitter.com/BlackTransLivesMatter)

You can discover more about the history of LGBT+ activism at the People's History Museum.



CAMPAIGN PLANNING WORKSHEET

1. Need: What need is our campaign setting out to address?

2. Aim: What would success look like for our campaign?

3. Audience: Who do we want to reach with our campaign?
(e.g. other young people, schools, parents, the government, businesses?)

4. What sort of message would match with our audience?

5. Should our campaign have a slogan that sums up our main message? If so write it here:

6. How might we go about making our campaign?

Step 1

Step 2

Step 3

Step 4

Step 5

7. If your campaign should have a song or chant, what should this be?

8. If you were making badges or a Facebook page/group for your campaign, what logo or image would you use or create?
(Draw it here):

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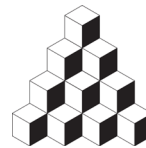
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