

North Lindsey College

Pride Project: LGBT Good Practice Guide

Funded by



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Introduction

In our work at North Lindsey College we pride ourselves on working collaboratively with our learners. The learners lie at the heart of everything we do. The voices of the Lesbian-Gay-Bisexual – Transgender community has grown in strength over the last few years and it has become apparent that we as a college need to respond to the voices of this community.

This **‘LGBT Good Practice Guide’** has developed through working with both staff and learners from the LGBT community at North Lindsey College alongside local representatives of that community. Its purpose is to enable ourselves as educationalists to develop our understanding of the LGBT community through addressing two specific areas, Homophobia/Transphobia and the embedding of issues/themes related to the LGBT community into our teaching.

Most importantly, this is a practical guide for a whole college approach whose content is designed to signpost certain themes that can be integrated into our ongoing teaching and work with learners.



PART ONE: Tackling Homophobia & Transphobia

Introduction

In this section of our North Lindsey LGBT 'Good Practice' guide the focus is upon understanding homophobia and developing strategies to counter this through a range of activities that can be delivered with learners in Progression and Development sessions and elsewhere.

The information and materials in this section are presented in a structured and sequential manner in order to enable the effective realization of the activities.

Basic definitions are firstly provided of 'Homophobia' and 'Transphobia' followed by facts about this behavior and its effects in colleges.

A range of activities are then provided for use with learners in order to raise their awareness and understanding of homophobia and transphobia. The examples provided enable reflection upon this behavior from the perspective of both learners and staff and also in a broader national and international context.



DEFINITIONS: HOMOPHOBIA

What is Homophobia?

Homophobia is the fear, dislike and rejection of LGBT people because of their sexual orientation.

How is Homophobia expressed?

Homophobia can reveal itself in many different forms, ranging from verbal comments to physical attack.

Sometimes it can be directly expressed and at other times, indirectly expressed. More specific examples of such types of homophobia are provided later in this guide.

Whatever form it takes, homophobia is an act which is directed at an individual because they might be (or are assumed to be) either Lesbian, Gay male or Bisexual.

It should also be noted that Heterosexuals can be subject to homophobic abuse due to assumptions made about their sexuality based upon the way they might dress, speak or act.

How common is Homophobia?

Homophobic attitudes are encountered every day. For example, in the use of the phrase, “That’s so gay” or in derogatory remarks or jokes directed against the LGBT community. Failure to challenge such behaviour perpetuates a culture of homophobia.

What effect does it have?

Regardless of whether such words or phrases were delivered with intent to harm, the use of this language can have a negative impact upon the self-esteem of an individual. The resultant effect is that a LGB person may experience feelings of low self-esteem and even self-hatred leading to self-harm. Additionally, academic achievement may be affected. As educators we have a duty to create a safe environment for our learners and to minimize and eradicate such homophobia.

What can be done to counter Homophobia?

Homophobia is against the law in the form of the [Single Equality Act 2010](#) which protects everyone sharing the 'protected characteristics' identified in this legislation.

If you witness homophobia support for the individual can be provided by referring them to a member of the counselling team.

You can also challenge the perpetrator by explaining to them that their language and behaviour is inappropriate and that it has a negative effect on all those around them.



DEFINITIONS: TRANSPHOBIA

What is Transphobia?

Transphobia is the expression of negative attitudes and feelings towards transsexual or transgender people.

How is Transphobia expressed?

Transphobia can reveal itself in the form of emotional disgust, fear, anger or discomfort felt or expressed towards transsexual or transgender people .

Harassment and violence – both verbal and physical - can be directed towards the individuals expressed gender identity in

an analogous manner to the homophobia experienced by the LGB community.

How common is Transphobia?

Whilst homophobic attitudes are generally considered unacceptable in modern society, individuals expressing transphobic views frequently go unchallenged.

What effect does it have?

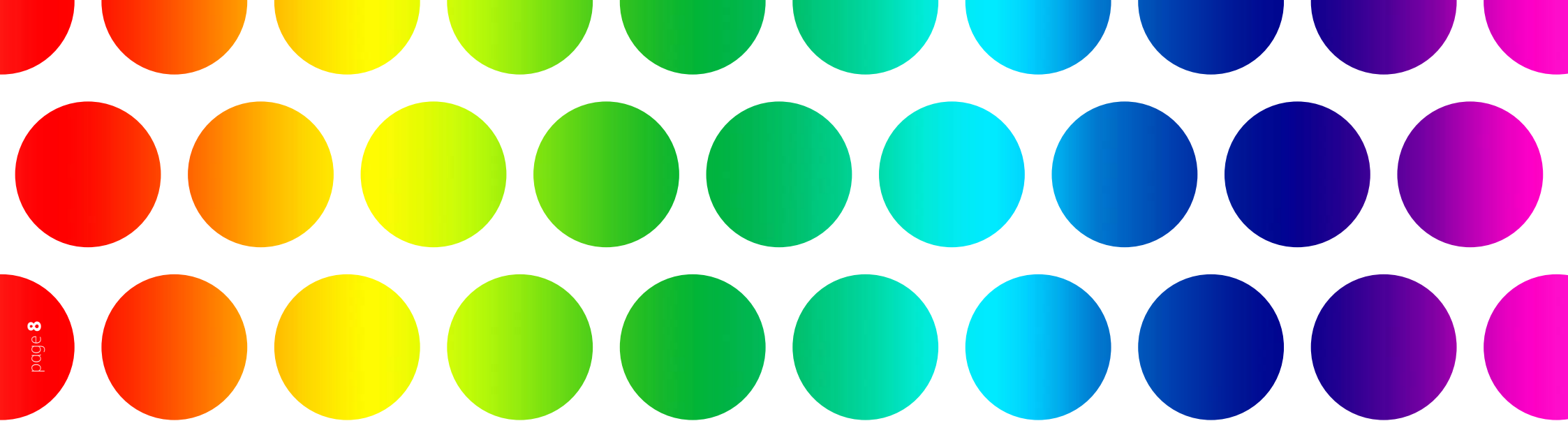
Transphobia can cause individuals to experience low self-esteem. Coping strategies can include running away from home, dropping out of mainstream education, using drugs or self-harm. Suicide rates among transgender people are believed to be high due to their negative treatment by their families and society at large.

What can be done to counter Transphobia?

The Single Equality Act 2010 protects individuals from transphobic bullying and abuse.

Additionally it is illegal to harass or discriminate against an individual who has commenced the process of gender reassignment.

If you witness transphobia support for the individual can be provided by referring them to a member of the counselling team.



You can also challenge the perpetrator by explaining to them that their language and behaviour is inappropriate and that it has a negative effect on all those around them.

Links

[Stonewall](#)

[Educational action challenging homophobia](#)

[Gires: transbullying](#)



Some facts about homophobia and transphobia in schools and colleges

Homophobia

In 2012, Stonewall, the UK-based LGB equality organization, produced 'The School Report' which documented the experiences of gay young people in Britain's schools and colleges. This report continues a study whose findings were first published in 2007.

The key findings of the 2012 report are as follows:

Bullying

Bullying continues to be experienced by over half the LGB school population with three in five gay students attesting to the fact that the response of teachers witnessing such bullying is ineffective with very few taking action against the perpetrators. The report states that such bullying has a negative impact on the education of its young LGB targets including educational plans being changed (one in three) and individual academic achievement being affected (three in five). A correlation is also identified in the report between incidences of self-harm, suicide attempts/thoughts of suicide and bullying (two in five in each instance). The report also points a finger at the ineffectiveness

of educational institutions to deal with the problem of bullying and take an upfront stance on the issue with 50% of gay students in 2012 stating that their schools say bullying is unacceptable (compared to 25% in 2007). Overall LGB bullying had decreased from 65% in 2007 to 55% in 2012. These figures indicate a degree of improvement due to a range of factors including a more proactive stance being taken by educational institutions.

In the Further Education context the 2012 report revealed that one in five FE college students experienced some form of homophobic bullying.

Homophobic language

Homophobic language remains a major problem and is described within the report as being 'endemic' with disempowering phrases such as, "You're so gay", being common parlance and experienced by 99% of gay young people. Other derogatory words such as 'poof' and 'lezza' score slightly less higher at 96%.

2011 Skills Funding Agency Research

Research undertaken by the Skills Funding Agency in 2011 has additionally revealed that a quarter of LGB learners aged between 19-21 years had experienced homophobic bullying or a related form of harassment in Further Education Colleges

Transphobia

In 2011 the Home Office launched its 'Advancing Transgender Equality: a plan for action'. This plan indicated that 70% of male and female young people expressing gender variant behaviours experienced bullying at school.

In the area of Further Education Adult Learning, a research project undertaken by the Skills Funding Agency and whose results were published in 2011 indicated that one in three learners had experienced bullying due to their gender identity compared to one in six who had experienced bullying due to their sexual orientation

Links

['The School Report' \(2012\)](#)

['The School Report' \(2007\)](#)

[Home Office - Advancing Transgender Equality \(2011\)](#)

[Skills Funding Agency Research into Sexual Orientation and Gender Identity Equality \(2011\)](#)

Work With Learners

A range of activities are now provided for you to use with your learners.

It is suggested that the activities be presented in the order in which they are presented here.

Each activity or group of activities has a specific focus which can enable both yourself and your learners to reflect upon the nature and effect of homophobia and to develop strategies to counter this.

It is suggested that each activity/focus area be incorporated into the Progression and Development session scheme of work in a structured manner over a period of several weeks.

Prior to commencing work with your learners a five-point personal strategy plan is provided to enable the effective implementation of the suggested activities.

Personal Strategies: The Five-Point Plan

Talking about Homophobia with learners

To prepare for successfully raising issues of homophobia/transphobia with your learners it is essential to have strategies in place in order to deal sensitively with such matters.

The following five-point plan will enable you to tackle these issues effectively and in an appropriate manner.

1. Self-analysis and reflection

Begin by looking at yourself as it is you who will initiate any discussion with your learners on the subject of homophobia/transphobia. Ask yourself such questions as:

- Do I have any preconceptions regarding issues of sexuality which could have a negative impact on group discussions or related activity with learners?
- Have I ever held beliefs or views which have demonstrated a negative bias in relation to issues pertaining to sexual orientation?
- Am I proactive in dealing with instances of homophobia which I encounter both within and outside the college environment?

- Have there been any instances in my personal history when I have failed to challenge homophobic behavior?
- What value do I personally attach to tackling homophobia with my learners?

2. Developing a strategy requires time and understanding

One essential element in developing a strategy to confront the subject of homophobia with your learners is not to jump in at the deep end. Start with discussions centered around simple topics and gradually introduce more complex focus areas over a period of time. Nothing is to be gained by rushing. Progress slowly. Get to know your learners and to understand their attitudes within the context of their own personal histories. Create a context of open exchange of ideas and mutual respect in which all learners feel that they can make a honest input to discussions. This means setting the ground rules at the very beginning.

Such ground rules can take many different forms. However, such rules should not be imposed upon the learners as this can lead to them feeling constrained in terms of how they express themselves.

One effective tool in this respect is to use a template for discussions through the use of a series of questions to focus the learners such as:

- What do we want to change and why?
- What is the issue and what is the root cause?
- What will we be saying/doing/thinking/feeling differently if the issue is resolved?

Enabling all learners to respond in the context of this question template can lead to the learners gaining ownership of this attitudinal change process.

3. Tolerance balanced by intervention

Be mindful of the fact that from time-to-time prejudice will sometimes be demonstrated in work with learners. Non-reactivity is an essential part of your strategy in this context. However, learners need to be made aware that what they say can negatively impact upon others. Attempt to create a self-regulating system within discussion sessions in order to minimize the surfacing of intolerant attitudes which could dilute the positive atmosphere of sessions that has been created by all participants.

Learners need to feel safe within all sessions. To ignore any expressed homophobic behavior is to condone such behavior and to minimize its significance. Challenge such behavior in a non-confrontational manner whenever it occurs.

For example, you could present a 'mirror' to the perpetrator asking such reflective questions as:

- What did you say?
- Why did you say it?
- What effect could it have on others?
- Do you want to change and why?
- How might your behavior be different in the future?

4. New learning strategies

Immerse yourself in the subject area. See yourself as a learner. Continually update your knowledge and understanding of homophobia/transphobia and related issues. Remember that learning is not a one-way process. Be prepared to acquire new insights from your discussions with learners and make your learners very much aware of this two-way process. Encourage your learners to share their own experiences, continually validating these when they are presented in order to empower and provide them with ownership of the learning process in this area.

Try not to be judgemental when working with learners or to take the moral high-ground. The creation and maintenance of a self-regulating system in which learners resolve problems through team-work is the key to success as is also encouraging learners to develop the ability to critically analyse information with which they are presented.

5. The learning environment

What surrounds the learners can have a subliminal effect on their attitudes. Visual materials displayed in the classroom environment and elsewhere (for example, corridors and social spaces) can reflect a culture of inclusivity especially in respect of sexual orientation. Encourage the learners also to take the lead in selecting materials for display.

ACTIVITY (I)

Scenarios: Types of Homophobia - Homophobic Bullying - Transphobic Bullying

In order to develop an understanding and awareness of the nature and effect of homophobia the following scenarios can be used with learners.

Each scenario should be introduced to the learners with sensitivity and support should be available within or after the session for learners if they require it.

Scenario(-s) 1a-b-c: Types of homophobia

Stage 1

Begin by having students work in small groups to come up with a working definition for themselves of Homophobia and Transphobia.

After a period of between five and ten minutes each group shares their definitions with the whole body of learners present.

Discuss these definitions and attempt to encourage learners to provide actual or imaginary examples of such phobic behavior.

Stage 2

Provide your learners with the following examples of homophobia. Supplement these examples with your own.

Progress sequentially through each of the examples given below and encourage the learners to discuss in the same small groups as before whether or not the statement/incident given is homophobic. What is the reason for the decision they came to?

When feeding their findings back, refer to their previous definition of homophobia as a focus for discussion:

- a. Linda is watching TV with her dad. He changes from one channel to another channel several times before saying, “These poofs are all over the TV nowadays. They’re taking over. It never used to be like this. I’ve got no problem with them but they don’t have to shove it in my face all the time.”
- b. Dave, an engineering student, does not share the stereotypical interests of the other male students on his course (cars and football) and his best friend is a girl. When he walks past a group of his fellow students he hears them snigger and mutter the words ‘poofter’, ‘queer’ and ‘shirt lifter’.
- c. Suzanne, Dave’s best friend, is with him when the other students are making these insults. She feels embarrassed for both herself and Dave. She tries to ignore it has happened and says nothing to either Dave or the male students.

Scenario 2: Homophobia in the classroom

Tom , a Level 3 learner, recounts the following situation which occurred in the classroom. Tom is a Gay learner who at the time of the events described had not yet come out:

“In my class I witnessed the class tutor participate in class banter of a homophobic nature with the other students. This has happened on several occasions and in some cases it was the tutor who had started the banter himself. I have had to laugh along with the jokes in order to protect myself. I have therefore had to be untrue to myself in doing this”

Discuss with the learners how they would have responded to this situation if they had been in the class.

Following this discussion share with the learners Tom’s own response which is given here:

“How can students expect to be themselves and stand up for themselves and represent their way of life with this type of attitude, when it is probable that they are going to get bullied from doing that. Staff should leave their personal feelings at home although I understand that this can be difficult. Everyone has the right to an opinion. However, in a college you have to be sensitive towards other people and their sexual orientation”

Scenario(-s) 3a -b: Homophobic bullying

Stage 1

Begin by having students work in groups to come up with a definition for themselves of what 'homophobic bullying' is.

Use the following definitions as a guide both for yourself and for the structuring of the activity:

Homophobia = the fear, dislike or hatred of gay people.

Bullying = excluding, humiliating or threatening people.

Homophobic bullying = The exclusion, humiliation or threatening of a person because they are (or people think they are) gay

Discuss each of these definitions.

Stage 2

Now provide your learners with the following examples of homophobic bullying which take place within the context of a further education college.

Have the learners analyse each example and identify which elements might be homophobic and which elements are bullying. Try to get the learners to be specific in their identification by encouraging them to focus on such sub-elements as 'Fear', 'Dislike', 'Hatred' (for Homophobia) and 'Exclusion', 'Humiliation' and 'Threatening' (for Bullying)

The following structure should be adopted for this stage:

- I. Divide your learners into small groups.
- II. Each group appoints a spokesperson.
- III. Each group discusses and reflects upon the scenario given below.

The following areas should provide a focus for these learner reflections:

- The effect of the incident on the subject
- What their response would have been if they had witnessed the event
- Why the incident is unacceptable
- What needs to be done within the college to prevent the repetition of such events in the future

After a predetermined period of time, the spokesperson for each small group shares their 'reflections' with the rest of the learners present.

Example (a)

Emma used to be best friends with Stephanie but recently Stephanie told their group of friends that Emma tried to kiss her. Since then their friends always laugh whenever Emma comes up to the group in the diner and they move away to another table. On one occasion when they moved away, one of them said, "Watch out, she'll try it with you next, the lezza."

Example (b)

Eamon is an art student who dresses in a 'Goth' style and wears eye-liner along with a number of facial piercings. One lunchtime he left his art portfolio in the diner and when he got back he found the words, 'Eamon = Gay', scrawled on the side of the portfolio in marker pen. When he turned round he saw a small group of male students from another course laughing and directing homophobic comments towards him.

Scenario 4: Transphobic bullying

As for the previous scenario, the following structure should be adopted for this scenario also:

- I. Divide your learners into small groups.
- II. Each group appoints a spokesperson.
- III. Each group discusses and reflects upon the scenario given below.

The following areas should provide a focus for these learner reflections:

- The effect of the incident on the subject
- What their response would have been if they had witnessed the event
- Why the incident is unacceptable
- What needs to be done within the college to prevent the repetition of such events in the future

After a predetermined period of time, the spokesperson for each small group presents their focussed 'reflections' to the rest of the learners present.

The scenario

Andrea is a young 16 years old Transsexual. She has recently started attending college. She has a group of close friends but frequently encounters verbal bullying from other learners.

One lunch-time she is seated alone in the diner and a small group of three male students walk past and can be overheard making comments such as, “There’s It”, “Freak” and “Tranny boy”.

Andrea is seen to be visibly upset and attempts not to look at the male students who stand for a moment in front of Andrea and then move on.

A small group of staff seated in the diner who are within ear-shot of the comments, glance towards Andrea and the group of male students but fail to respond or take action.

ACTIVITY (II) 'Homophobia/Transphobia' Group Discussion

The following questions are designed to provide a structure for a series of short group question/answer discussion sessions.

The bullet points given below provide a range of options for learner responses and a focussed structure for the question/answer discussion session.

It's important that the tutor adopts a 'neutral' position, listening and making an input in such a way that learner responses are not influenced by his/her personal views.

Prior to the commencement of the activity it might be worthwhile for the tutor with the group to clarify the terms, 'Homophobia' and 'Transphobia'. Misunderstood words at this stage can quite easily lead to confusion.

1. What do you think homophobic or transphobic people are afraid of?

- LGBT people
- The sexual acts themselves
- Their own suppressed feelings of same sex attraction

2. Why are people homophobic or transphobic? What causes their homophobia or transphobia?

- They are afraid of the unknown which contributes to a feeling of being threatened
- They might be attempting to hide their own feelings, thoughts, or actions
- They might be against any differences in society
- They fear that the LGBT community are undermining "family values" and this in turn may challenge religious views which they hold
- They may have been influenced by parents, peers and the media

3. What are the results of homophobia or transphobia?

- People become self-conscious and as a result repress any public or private demonstration of affection for members of the same sex or the transgender community
- People repress traits of the opposite gender within themselves as they might be labeled 'Gay'
- The repression of an individual's natural sexual feelings could lead to emotional instability with a resultant negative effect on other areas in that person's life
- The condoning of homophobia in society can lead to its 'normalisation' with homophobic individuals believing that their homophobic actions have some form of legitimacy (albeit misguided). This can lead to an increased risk of verbal and physical attacks on LGBT people.

ACTIVITY (III) **Self-Reflection using the 'Riddle' Scale**

The 'Riddle' Homophobia scale can be used as a highly effective tool for self-reflection both by yourself, fellow members of staff and learners.

Try using the scale as a way to measure your own attitude or alternatively use it in discussion with your colleagues and with learners. It can provide a mirror for self-analysis, enabling you to become aware of positives and negatives in your own attitudes and also in those of both your colleagues and learners that you may have not been previously aware of.

Not only is the Riddle Scale a tool for self-reflection but it can also form the first part of a strategy to combat Homophobia, acting as a form of Homophobia detox.

If you feel comfortable enough, you may like to have your learners identify where they feel they fall on this scale and subsequently to identify the root causes of their homophobia (if any) and then progress to what needs to be changed.

The Riddle Scale

If we were to define 'Homophobia' in a clinical sense, it could be summed up as an extreme and irrational fear of same sex relations that overwhelms the psyche and emotions of an individual leading to

negative outputs in the form of words and physical actions. In everyday usage, we could say it is a fear of intimate same sex relationships. 'Fear' is the underpinning factor.

The Riddle Scale identifies four negative homophobic levels and four positive levels of attitudes towards lesbian and gay relationships/people. It takes its name from Dr. Dorothy Riddle, a US psychologist who identified these different levels.

Homophobic levels of attitude

1. **Repulsion:** Being LGBT is a “crime against nature”. LGBT people are immoral. Any means can be justified and used to change them.
2. **Pity:** If you are LGBT you are to be pitied. The LGBT person should be made aware that being Heterosexual is the norm. Any possibility of the LGBT person “becoming straight” should be reinforced.
3. **Tolerance:** Being LGBT is something that you will “grow out of”. If you are LGBT you are seen as being less mature than someone who is ‘straight.’ Your immaturity will be tolerated as one day you will change!

4. **Acceptance:** This level of attitude from an individual reflects a need to hide from the truth. It tends to be associated with such comments as: “You’re not ‘gay’ to me, you’re a person. What does your sexuality matter. We’re still friends!” or “Look, what you do between the bed sheets is your own business”.

Positive levels of attitudes

5. **Support:** Things start getting better from this point upwards. The ‘supportive’ type believes in the importance of protecting LGBT rights and freedoms. He/she may still feel uncomfortable about the sexual orientation of someone else but they are aware of the irrational nature of homophobia.
6. **Admiration:** Being LGBT requires strength. An individual at this level on the Riddle Scale may come out with comments such as, “I have nothing but admiration for the LGBT community”. More importantly, those individuals at this level are open to self-analysis of their own homophobic attitudes.
7. **Appreciation:** Diversity is the operative word here and the LGBT community are viewed as an essential part of that diversity. Homophobia should be challenged at all times whether in themselves or when expressed by others.

8. **Nurturance:** The LGBT community are an indispensable element in society and are seen as equals to all other sectors of society. If you are LGBT you can be my friend and allie.

Follow-On Activity

Following discussion with learners and having identified at which level on the Riddle Scale they might be, the following set of questions could be used as a template for future attitudinal change. The questions can also be used by yourself and with colleagues:

- What are the root causes for your Riddle Scale position?
- Would you like to see your position on the Riddle Scale change?
- What would you be saying/doing/thinking/feeling differently if your position on the Riddle Scale were to change?



ACTIVITY (IV) **Personal Testimonies: The Effects of Homophobia**

The effects of Homophobia: Personal testimonies

Being LGBT is what an individual 'is'. It defines their sexual identity and sense of self. Homophobia in all its different forms as previously described can have varying degrees of impact upon an individual. Whatever form it takes, 'zero' tolerance should be the norm in society as it is quite literally an attack on a individual.

Keeping this in mind, here are some personal accounts provided by members of the North Lindsey LGBT community of their experience of homophobia and how it has affected them.

Discuss these accounts with your learners and use the following questions to guide the discussion:

- At what level on the Riddle scale do you feel the expressed homophobia lies?
- What were the effects on the individual who was the target of the homophobia?
- What do you think caused the homophobe(-)s to act in the way they did?

- What would you have done if you had witnessed this homophobia?
- Was the support provided for the individual after their experience sufficient?

Personal Testimony (i)

“I was on a night out in a new town, celebrating the start of a new job. I had just started a relationship with a girl from the local area who was well known and a confident gay woman. I must admit, I was initially reluctant to go out as it was an unknown small town and I had heard bad reports of narrow mindedness and homophobia. My new friends put my mind at ease and we decided to go out in a group of four (myself and my partner with a female co-worker and her husband). The evening had begun well and I had been shown the nightlife that this new town had to offer. As with most town’s there was no specific ‘Gay’ pub but everywhere we went there was a welcoming and fun

atmosphere. We visited a couple of bars and one nightclub before deciding to go to get pizza prior to going home. We left the club and walked around the corner to get to the Pizza restaurant. A large group of boys suddenly appeared and began staring at us. We continued to walk past them and they began shouting obscenities, referring to myself and my girlfriend. We ignored them which irritated them as their comments became louder and they began walking towards us. They began blocking our path and one of them pushed the straight girl in our group. This angered her husband who began pushing the boy back shouting at him to stop touching his wife. Suddenly a bottle hit the back of his head and two boys began punching him from

behind. My girlfriend ran to a Police car parked up the road while my friend and I tried to break up the fight. More boys began to join in and one ran up to me shouted in my face and then punched me in the mouth. He hit me so hard that I fell to the floor and was dazed. As I began to get up, it was obvious that the fight had escalated and several people were now involved. The Police appeared and started to break the fight up. I spent 1 hour at the Police station giving a statement followed by 2 hours in A & E as a precaution. No-one was charged as the CCTV was not pointing in the right direction at the time. I also lost a day’s work the next day which did not go down well with my new employer. There was no apology made and no support on

offer. Although I did eventually go back out in this town, I always made sure that I was in a big group and I always left early”

Personal Testimony (ii)

“When I was at University I decided that I would be honest with myself and tell my flat mates in my student halls that I am gay from the start. Everyone was extremely supportive and was actually not that bothered. I really enjoyed being at University and the freedom that came with being away from home. I was always nervous and anxious on nights out in town even though I was with supportive friends. I never experienced many issues but I was always on my guard if problems occurred. On one night out in a very busy night club

I was waiting at the bar to be served and I seemed to have lost my circle of friends. While waiting to be served someone pushed in front of me and turned around quite aggressively and asked “Are you F**ing Queer?” My heart sank and panic set in, at first I ignored the comment and made no eye contact and then the comment was repeated at a higher level so everyone in ear shot could hear. Luckily a friend over heard and a bouncer soon intervened. At the age of 18 away from home this was my first ever negative experience of being gay which did shake me up and initially made me become even more nervous on nights out.

Over the years I have become more comfortable and confident with whom I am and become much better at dealing with situations like that if and when they occur. I now know that it’s not me with the issue but them and they need to get over it.”

ACTIVITY (V) Personal Testimonies: Coming Out Stories

The creation of a culture within college that celebrates the LGBT community and directly challenges homophobia has many ramifications. It can provide the context for the process which makes it easier for an individual to 'come out' and be open about their sexuality. The encouragement of such openness and the provision of support when required goes to the very heart of individual learner (and staff) identities and how as educators we can 'liberate' individuals to express themselves in a totally open manner in an educationa

environment free of homophobia and related forms of discrimination.

Here are some personal accounts provided by members of the North Lindsey LGBT community of their 'coming out' experiences and how it has changed their lives.

Read and discuss these accounts with your learners.

Use the following questions to guide the discussion:

- What prevented the individual from 'coming out'?
- How did the individual feel prior to 'coming out'?
- What changed to enable the individual to 'come out'?
- What was the subsequent effect on the individual's life having 'come out'?

'Coming Out' story (i)

"When I was young, I was really confused about a lot of things, but mostly about who I was. As a young child you got through a lot of different stages and feelings and I just pushed it to the side and tried to ignore these strange thoughts that were in my head. As I grew older, I still had the same urges but they were growing stronger and stronger each time I tried to ignore them. I felt trapped and locked away from everybody else because of what was happening, it was something that would stress me out and upset me and I would spend days just sitting and thinking about coming out to everybody. The day that I came out was going to be a big part of my life, but the timing was going to be

more difficult. How would people be with me when I decided to be myself and be open about my sexuality? Would they treat me any differently or just completely blank me around college? As these things ran through my head the stress became unreal, I resorted to self-harming which would help at the moment but the feeling would still be there afterwards. More and more this was becoming my resort to dealing with stress and curiosity, but it was something I didn't want to risk. When I first started college I was shy and kept myself away from everybody else, in case they noticed something different about me and it would come out the wrong way, I didn't really have many friends at the start and my confidence was really down.

As I went along I would always be on my own at dinners and breaks. It was different when I was at secondary school, I had a group of friends that were going through the same thing as me and some had come out fully and were proud of who they were. And by them I felt normal and accepted. I turned to them when I was upset and I always had their support! At college it was different, a new start and I didn't have and I was on my own. I worked hard and thought if I don't focus on friends I can focus on my work, but it just became worse. Yeah I was getting good grades but I was struggling to feel like part of class with nobody that I really spoke to. Every time someone looked at me I would think it would be because of that reason, like

someone knew something about me. I want more than anything to be accepted by my family and I always thought that that, was going to be the hardest part of coming out that I would ever have to face. One day I had a total break down and was sent to counselling, which was a whole new thing to me and was really strange for me to go through. From keeping my self quite to putting my trust into somebody that I had never met before, and I think that was the hardest part, but it really helped me. I felt my confidence begin to grow after that session, the fact that someone understood me, I wasn't judged or felt pressured to talk about anything. I just felt like a free person when being in that room, letting myself out and being me. It felt like my

life was better, I felt accepted. That night I took a big step and told my mum that I was bi-sexual. She gave me a hug and told me that I was still her daughter and she would always be proud of me no matter what I did. I felt so complete, I felt like me, so perfect and happy, ever since that day my confidence has grown. Taking that step onto the border line of being who I really am helped me probably figure out a lot more, what I wanted for myself. I also feel that as a young girl it was time for me to be ready to accept judgement and criticism and move forward in my life being who I really am. When growing and making more friends with other people, people in and outside of college, I feel amazing, proud and feel like I have made a big

achievement. My confidence has blossomed in many different ways. I have new clothes, ones that show more of my figure, not feeling that I have to hide myself anymore. I have full support from my tutors at college as they know my situation and they have said that they will support me in any way that they can now and in the future. I know I will always have them to make me feel accepted even if other students don't want to react the same way. So here it is; I'm a 17 year old girl, I go to college and also have a part time job. I am working on my confidence and my grades to achieve what I want in life. Yes I am Bi-sexual. And I am getting closer to one day coming out fully to everyone that I know, but until then all I want is to be accepted"

'Coming Out' story (ii)

"I had always been aware of my attraction to the same sex but 25 years ago the gay community had been given some very bad publicity. I was so fearful of the impact that it would have on my life and family that I chose to try and deny it. I struggled through my adolescence having boyfriends and posing for photo's at functions and family events whilst all the time hiding this deep fearful secret. No-one in my family was known to be gay and it was not discussed in school. The only images in school were of heterosexual relationships and the gay issue was always avoided. People seemed fearful of this unknown community which further added to the bad publicity and uneducated bias towards gay people.

I then went to University and moved away from my home town. This new freedom and ability to have complete control of my life forced me to address some of my inner fears. I was a part of a huge student community that were much more open minded and a lot felt the same way that I did which made me feel less isolated and alone. I began to open up to my closest friends who were not at all surprised and were very supportive of my news. However away from my new security and when I returned home, I went back to the old routine and hid the truth. Society was tolerant as long as you were discreet, if you dared to show your sexuality in public, you were at risk of being ridiculed or face confrontation.

Eventually University ended and although I knew it was going to be hard, I had to face up to the fact that I was gay. My sister was supportive and encouraged me to tell my parents. Firstly I chose to tell my Mum and step-father. This did not go down well. My mum was fearful for my safety as she knew how intolerant some people can be. It took a couple of years for her to begin to accept my sexuality and because of this, I had not told my Dad and step-mother. I couldn't face having another round of arguments and disapproving comments. Eventually I decided that now Mum had begun to accept my sexuality, I should inform my Dad. This was a completely different response to the one I had anticipated as he explained that he had guessed already

and that it wasn't a problem!

Over the past few years, I have seen a huge shift in openness and tolerance which is indicative of a promising future. I now see student's the same I was 25 years ago who are comfortable with their sexuality and happy to discuss it openly."

'Coming Out' story (iii)

"From an early age I have always knew that I had feelings for people of the same sex as me. During secondary school I learned skills to hide these feeling and emotions. At school I did everything that I could to distract attention from myself and my sexuality by having a girlfriend, being in the rugby team, getting into fights and knowingly bullying the not so cool or 'gay' kids. I hated that I had these feelings and emotions and wished that I could change the way that I felt.

Leaving school and going to college, meeting new people I carried these lies on throughout the first year. I knew deep down inside that I could not hide these feelings forever but I started to become trapped in a situation in my head in which I truly thought would change or go away.

In my second year at college I found out about a support group that I could attend that was run by a national charity. After months of churning the idea over in my head I plucked up the courage to attend a meeting. I will never forget getting the bus that evening and being met by one the organisers. The women that meet me instantly made me feel at ease but sensed that I was extremely anxious about

going to a group meeting other people. I was overwhelmed with the support and meeting other people that were like me.

Over the coming months I became more comfortable with whom I was and became to realise that half the problem was actually in my head and that I had internalised homophobia. I had become so scared as to what people would think and how they would judge me.

After coming out to myself first, I gained in confidence and understanding to realise that the way I felt was natural. Over the years it has become easier to be whom I am and finally realise that if anyone has any issues with my sexuality it's there problem and not mine."



ACTIVITY(VI) **The National and International Perspective: United Kingdom – Russia – Uganda**

Homophobia: the national and international perspective

Introduction

In 2014 LGBT people worldwide are still being denied their fundamental human rights despite universal condemnation of such human rights violation.

Being gay is currently illegal in 78 countries across the world and being a lesbian is illegal in 49.

In five countries same-sex sexual activity carries the death penalty.

In other countries, even where same-sex sex is legal other laws prevent the progression of equality.

Examples include the banning of gay pride marches and literature which ‘promotes homosexuality’.

Even in those countries which appear to promote equality for the LGBT community (for example, legislation which protect the rights of the LGBT community and legal civil partnership/ marriage), scratch beneath the surface and homophobia reveals its ugly head within certain institutions.

In order for your learners to develop an awareness of homophobia both nationally and internationally the following examples are provided as discussion activity focal points.

United Kingdom

The United Kingdom has some of the most liberal pieces of legislation protecting the rights of the LGBT community.

There still remain however examples of institutionalised homophobia which prevent individuals being open about their sexuality.

In the football industry there are 5,000 professional footballers but few have come out publicly. The only recent example is that of Robbie Rogers who in 2013 came out following his release from playing for Leeds United. Prior to that the only previous example is Justin Fashanu in 1990.

In the video link given below, Amal Fashanu, niece of Justin Fashanu, explores why no gay player has followed her uncle in over twenty years. What are the reasons for this? One could be the homophobic behaviour of the fans and another the fact that Premiership stars keep their true sexuality secret due to the conservative views of the Premiership and its resistance to change. This resistance could be rooted in a fear of a negative financial impact on its commercial interests which market football as a stereotypical heterosexual game.

Ask your learners to reflect upon points raised in the video using the following questions to guide your discussion with learners:

- What are the reasons for so few professional footballers coming out publicly as gay?
- How does homophobia show itself in the demonstrated attitudes of fans?
- What do you understand by 'Institutionalised Homophobia'?
- Why is the Premiership resistant to change in the area of sexuality?

Here are some comments from learners who have seen the video:

“I feel that if someone is gay then other people should not be against them. No one should be judged for being the way they are”

“I think that footballers should be able to come out openly without the worry of being judged by others”

“The documentary we watched was about how a gay footballer ‘came out’ and was ridiculed for doing so to the point where he was forced to commit suicide. Other players have been reluctant to admit to this since. I’ll keep my thoughts brief however I believe that homophobia is completely ridiculous and unfair. The derogatory slang that comes with homophobia should not exist. It’s like hitting another person for liking Pepsi instead of Coke. It is simply unacceptable”

Here is a link to the film:

[Britain’s gay footballers](#)

Russia and Uganda

Two recent examples of anti-gay legislation being introduced in Russia and Uganda are given below with links to complimentary videos.

Reflect upon these examples with your learners posing such questions as:

- Why are so many new pieces of legislation being introduced against the LGBT community in these countries when in other countries a more liberal attitude prevails?
- What would it feel like to be a member of the LGBT community living in any of these countries?
- What can be done to support the LGBT communities in these countries?

- Where on the 'Riddle' scale would these examples of Homophobia be placed?
- What effect does this legislation have upon the non-LGBT community in these countries?

Russia

Up to 1993 same-sex activity was classed as a crime in Russia. A piece of enlightened legislation was introduced in that year to decriminalize such activity. Over subsequent years more liberal attitudes towards the LGBT community began to be expressed. This was brought to a halt in June 2013 when the Russian parliament introduced new legislation banning the 'propaganda of non-traditional sexual relationships' which might be accessible by minors. Such 'non-traditional' relationships were widely understood to mean lesbian, gay and bisexual relationships. What were the penalties for breaking the law? For Russians this could mean the imposition of large fines and for any organization

breaking the law, penalties of up to one million roubles (approximately £20,000) and a shutdown of their activity for 90 days. The penalties for foreign tourists and workers were equally draconian with the imposition of similarly large fines, arrest and detention for up to 15 days and subsequent deportation. The legitimization of such homophobia has led to its normilisation in Russian society and an increase in homophobic attacks by individuals and organized groups.

The link below to the film, 'Young and Gay in Putin's Russia', investigates how young, gay people in Russia are being affected by this recent anti-gay 'propaganda' legislation and has a particular focus on the rise of homophobic attacks in Russia.

[Young and Gay in Putin's Russia](#)

Uganda

An anti-gay bill was passed by the Ugandan Parliament in December 2013.

The bill recommends a life sentence for repeated gay sex and a three year prison sentence for persons in authority who do not report a known homosexual. Originally the bill proposed the death sentence

The bill was signed into law by the President in February 2014.

Kasha Jacqueline Nabagesera, a Ugandan LGBT activist, speaks in this short film about her feelings regarding this piece of legislation:

[LGBT activist speaks about the Ugandan anti-gay bill](#)

Devise follow-up research activities using the following questions to provide a focus for learners:

- What has been the response from within Russia and Uganda to these anti-gay measures?
- What has the response been internationally to these measures?
- What has been the impact upon homophobic incidents within Russia and Uganda since the introduction of these pieces of legislation?

PART TWO: Embedding LGBT Themes into the Curriculum: Some Practical Guidance

LGBT Curriculum Role Models

In discussions with learners it has become apparent that an awareness of 'LGBT role models' can have a significant impact upon learners 'coming out' and as a consequence no longer having to live their lives hiding their true sexual orientation. The previous section of this guide provided a specific focus on staff and learner 'coming out' testimonies.

The following projects provide starting points for changing the culture in each curriculum area throughout the college, enabling the development of an 'inclusive' sexuality culture that is no longer dominated by 'straight' role models.

The LGBT Poster Project

One way in which curriculum areas can enable this to happen is to highlight the achievements of significant individuals from within the LGBT community.

The first stage in this process is for course teams to work collaboratively with learners to identify LGBT individuals who have made important contributions to different subject areas within the curriculum.

Having identified these individuals, more in-depth research can then be undertaken with a view to producing posters for each curriculum/subject area, highlighting the contributions of these LGBT people.

Examples of LGBT people whose contributions to different subject areas could be highlighted are listed below. However, remember to set yourself the challenge of researching achievements of additional members of the LGBT community not listed here.

STEM

Lynn Conway (T):

Professor of electrical engineering and computer science, and transgender activist.

She is credited with the invention of generalised dynamic instruction handling used by most computer processors to improve performance.



Michael Dillon (T): British physician and the first person to transition both hormonally and surgically from female to male. His writings traverse the boundaries of ethics, medicine, biology, religion and philosophy. Noted for his book 'Self: A

Study in Endocrinology and Ethics' (1946), an examination of transsexuality.

Louise Pearce (L): American pathologist who was instrumental in developing a treatment for African 'sleeping sickness'

Jim Pollack (G): American astrophysicist and expert in the study of different planetary atmospheres whose work has increased our understanding of the solar system

Alan Turing (G): British mathematician who is credited with creating the theoretical template and design of the first modern computer



Sport

Clare Balding (L): Sports presenter

Tom Daley (G): Swimmer

Justin Fashanu (G): Footballer

Billie Jean King (L): Tennis

Chris Mosier (T): Triathlete

Robbie Rogers (G): Footballer

Gareth Thomas (G): Rugby player

Louise Wall (L): Rugby player

Arts

Benjamin Britten (G): Composer

Rupert Everett (G): Actor

Ellen de Generes (L): Actress

Eddie Izzard (T): Actor/Comedian

K.D. Laing (L): Singer/songwriter

Annie Leibowitz (L): Photographer

Grayson Perry (T): Artist

Joe Orton (G): Playwright

Rufus Wainwright (G): Singer/songwriter

Specific lesson plan ideas

The following provide some examples of specific lesson plan ideas that could be incorporated into work with a range of learners focusing upon identified LGBT 'Curriculum Role Models' in a number of subject areas. The format and content suggested here could be adapted for use in a range of subject areas across college.

L

I. English: 'Attitudes'

The material contained here can be used in both Functional Skills English and GCSE English.

Additionally, the poem referenced below can be used as focus material in progression and development sessions.

Objectives

- To identify and discuss the underpinning themes of the poem 'Martha' written in 1968 by Audre Lorde with particular reference to same sex love and the attitudes of society to homosexuality

- To compare how attitudes have changed since 1968 in relation to issues of sexuality

Description

Audre Lorde (1934-92) was a Caribbean-American writer and poet who was noted for her radical feminist views and civil rights activism. In her poem, 'Martha', Lorde confirms her lesbian identity. In this session learners will read and discuss the poem, examining themes relating to identity and difference.

Activity

- Discuss attitudes towards the LGBT community today, focusing upon how individuals may or may not be treated differently due to their sexual orientation
- Research attitudes towards the LGBT community in the USA in the nineteen sixties
- Read and discuss the poem, 'Martha', examining ways in which the poem is an assertion of the sexual identity of the writer and an expression of love
- Research the biography of Audre Lorde and identify and describe how this poem reflects her life journey as a black lesbian working for equality

Plenary

Has there ever been an occasion when you have experienced feelings of not belonging?

How does the college as a community of both staff and learners react to people who are different?

Is this the same or different to the way in which the wider community responds to differences between individuals?

G**II. Art: Keith Haring****Objectives**

- To explore the work of the gay American artist Keith Haring in which ideas of sexuality and sexual orientation provide an underpinning theme to his creative output
- To explore how Haring directly and indirectly reflected his own sexuality in his visual work

Description

- This project explores those images of Keith Haring which reflect different aspects relating to his own sexual orientation in the context of the broader views of American society towards sexual orientation
-
- The work of Haring is examined through the way in which he attempts to break-down the stereotypes associated with sexuality

The following activities should be seen as a scheme of work to be explored over as many sessions as the tutor desires and feels appropriate.

Activity One

- Research biographical information relating to Haring
- Discuss ways in which Haring integrated themes of sexuality into his work with reference to underpinning themes such as male-male relationships, the progressive presentation of homosexuality and responses to AIDS
- Research works by Haring on the internet and find specific examples which reflect key themes identified in the previous task

Activity Two

- Experiment with using some of the techniques and means of visual representation used by Haring in his work
- Engage in discussion with members of the college LGBT group and identify aspects of sexuality important to them
- Identify one key 'sexuality' theme arising from this discussion
- Create a visual piece using similar techniques to those employed by Haring in order to reflect this key theme

B

III. Progression and Development session: Pete Shelley – 'Ever fallen in love'

Although designed specifically as content for a Progression and Development session, the material contained here could also be used in Functional Skills English.

Objectives

- To explore the meaning of the lyrics of the song, 'Ever fallen in love', written by Pete Shelley for 'The Buzzcocks'
- To identify and describe themes relating to love and sexual orientation presenting themselves in the song

- To examine how the song lyrics are a reflection of Pete Shelley's bisexuality

Description

Pete Shelley, singer and songwriter for 'The Buzzcocks', has spoken openly about his bi-sexuality and his involvement in campaigning for LGB rights whilst a student at college:

"I was involved in student politics at college and campaigning for rights of women and gays and lesbians and bisexuals – although being bisexual you didn't get a look in in those days to be honest. It was that level of activism. It was bringing people together in the common fight against injustice"

This lesson idea takes a song commonly assumed to be a song about heterosexual relations and places it the broader context of non-same sex relationships and Shelley's own bi-sexuality.

Activity

- Listen to 'Ever fallen in Love'
- Read and discuss the meaning of the lyrics
- Research Pete Shelley's biography and his attitudes to LGBT rights
- Discuss the song lyrics in the context of Shelley's self-professed views in relation to being a bisexual male

T

IV. Music Technology: Wendy Carlos Objectives

- To explore the work of the transgender composer and electronic musician, Wendy Carlos
- To examine the life journey of Wendy Carlos from gender dysphoria through to gender reassignment

Description

This project explores the creative output and electronic music innovations of Wendy Carlos against the personal context of gender reassignment.

The following activities should be seen as a scheme of work to be explored over as many sessions as the tutor desires and feels appropriate.

Activity

- Research biographical information relating to Wendy Carlos
- Examine the musical output of Carlos at the time of her gender reassignment and assess any impact of this process upon her work
- Research the court case taken by Carlos against the artist, Momus and his release of the satirical song, 'Walter Carlos'

The LGBT Year

Another way in which LGBT themes can be embedded into the curriculum is through developing an awareness of LGBT events that take place both nationally and internationally throughout the year and devising learner projects around these events.

Below you will find a chronology of LGBT events that take place throughout the year.

Each event description is accompanied by a range of suggested activities that can be embedded into your teaching.

The previously described 'Curriculum Role Model' projects could also be timed to coincide with these calendar dates (for example, the 'Ever fallen in love' project could link with 'Bi-visibility day' on September 23.

It should be noted that some of the suggested activities are generic whilst others are more curriculum specific.

1. 27 January: Holocaust Memorial Day - LGBT People and the Holocaust

Background and description

In Nazi Germany many thousands of gay men were arrested and sent to concentration camps under a piece of German Penal Code legislation dating back to 1871.

Lesbianism was not classed as a crime. However, a small number of lesbians were imprisoned for their sexuality.

In the concentration camps, those deemed to be gay were singled out by wearing a pink triangle. This image has since been reclaimed by the LGBT community as an

international symbol of LGBT pride. Estimates of those who died are difficult to ascertain due to lack of any records. Current research indicates figures ranging from 15,000 to 400,000.

Activity

The following activity is ideal for use in a progression and development session

Aim

To gain a greater understanding of how the LGBT community were persecuted during the holocaust

Task

The students are divided into small groups and asked to research the treatment of

the LGBT community by the Nazi regime in Germany during the holocaust.

Each group should be tasked with finding statistics and facts surrounding the Nazi persecution of the LGBT community.

Focus questions and areas for learners when conducting their research

How many LGBT people were persecuted during the holocaust?

Place names and faces against the numbers in order to give a human dimension to the research.

Research biographies of LGBT Holocaust victims in order to expand upon the human dimension aspect.

What was the 'Pink triangle'?

How many LGBT people survived the holocaust and attempt to find examples of LGBT Holocaust survivor testimonies?

2. February: LGBT History Month

Background and description

Lesbian, Gay, Bisexual and Transgender History Month takes place annually throughout February to celebrate the diversity and achievements of LGBT people both in the workplace and in wider society.

Since being established in 2005 a different theme is set each year which links to the curriculum.

For 2014, the theme was music. Previous themes have focused on STEM in addition to the achievements made by LGBT sports people and the challenging of homo, bi and trans-phobia in sport.

LGBT History Month and all areas of the curriculum

Every subject area can explore either LGBT people or issues in such a way that celebrates their contribution to every aspect of our society and which at the same times gives a contemporary reality and relevance to the experiences of the

LGBT community.

Here are some examples as to what can be done in different curriculum areas during LGBT Month. Use these as starting points for your curriculum project explorations.

Maths

Research and explore the work of Alan Turing acknowledged as the 'Father' of the modern computer. Focus upon how homophobic attitudes of the time impacted upon his life and work. Draw comparisons between attitudes towards the LGBT community in the nineteen forties/fifties and the present-day posing such questions as "What has changed?" and "What has stayed the same?"

Science

A project investigating recent research into the science of sexual orientation. A particular focus could be upon the work of Simon LeVay, a gay neuroscientist. In his book, 'Gay, Straight and the reason why' (1991), he provided a detailed overview of where such research stands now, drawing from work conducted by neuroscientists, endocrinologists, geneticists, and cognitive psychologists.

Technology

A vocational project in which learners research the level of acceptance and prejudice towards LGBT people in engineering .

Alternatively, learners could be encouraged to raise their awareness and understanding of some of Leonardo da Vinci's inventions, highlighting his bi-sexual identity.

English

Students study extracts from the work of Joe Orton, a gay man, and explore how his sexual orientation affected his work.

Film Studies

Over the time-frame of LGBT History month a range of different project ideas present themselves covering the full spectrum of LGBT issues. For example, learners could curate a mini-festival of LGBT films, researching, selecting and devising a programme booklet placing each film in its historical and/or social context. Examples of films could include, , 'The Hours' (L), 'My Beautiful Launderette'(G) , 'Velvet Goldmine'(B), 'Breakfast on Pluto' (T). Another project idea could be a project examining the work of 'New Queer Cinema' directors such as Derek Jarman, Ang Lee and Gus Van Sant .

Digital Media

Produce images of LGBT people from throughout history. These images could be reproduced digitally and manipulated using appropriate software in order to reflect in a symbolic manner changing attitudes in society to the LGBT community.

Drama

Create a play to raise awareness across the whole college on a range of issues relating to sexual orientation (for example, homophobia and its effects)

Music

Study the work of a composer or songwriter from the LGBT 'community'. How are the themes of their music/songs relevant to their LGBT experiences? For example, a study of issues relating to sexual identity in the work of David Bowie.

Other important dates in the LGBT Year

The importance of keeping the flow of LGBT focus to the curriculum throughout the academic year is an essential element of our planning as educators. This flow can be achieved by recognizing and celebrating the achievements of the LGBT community at other points in the LGBT calendar. Many of the projects and activities identified earlier in the guide can be used in conjunction with the dates and events given below.

17 May: International Day Against Homophobia, (Biphobia) and Transphobia (IDAHO)

Background and description

This date is the anniversary of the World Health Organisation's decision in May 1990 to remove "homosexuality" from its list of mental disorders.

It should be noted that here in the UK, 'homosexuality' was declassified as a mental disorder in 1973.

The significance of these dates cannot be under estimated as they reflect a paradigm shift in national and global thinking in relation to issues of sexuality.

Individuals were now liberated from medical, psychiatric and psychological experimentation which had stigmatized the LGBT community for decades and whose members were seen as suffering from a mental disorder. Society now recognized their human rights.

23 September: Bi visibility Day

Background and description

Since 1999, on 23 September, bisexual people have celebrated all aspects of bisexuality including bisexual history, communities and cultures.

The day is also known as International Celebrate Bisexuality Day.

This day is designed to focus upon the needs, issues and achievements of one group of the LGBT community who are frequently overlooked in the LGBT debate.

This community continues to experience high levels of discrimination and as one writer put it recently, “I think biphobia and bi issues are certainly the new frontier for us in the LGBT group and society generally.” (Robert Malpass)

20 November: International Transgender Day of Remembrance

This day is preceded by Transgender Awareness Week during which awareness is raised of the particular issues and needs relating to the TG community.

International Transgender Day of Remembrance is the culmination of the week with commemorations being held in honour of trans people who have been the subject of anti-TG violence.

LINKS

The following three links will provide you with a wide range of resources that you can utilise in sessions with your learners. Explore!

[LGBT History Month educational resources](#)

[Stonewall education resources](#)

[Schools Out resources](#)