



**ARTICLE OF THE WEEK**

# TEACHER SLIDE

## Contents

- Slide 3 Introducing LGBT+ History Month
- Slide 4 Introducing the articles
- Slide 5 Exploring LGBT+ History Month Question
- Slide 6 Exploring LGBT+ History Month Answers
- Slide 7 & 8 Early Years and Primary activities
- Slide 9 & 10 Secondary activities
- Slide 11 Reflection

## Instructions

This flexible resource is intended to provide you with some easy to use, appropriate rights-related learning to share with your children, their families and your colleagues.

Please **edit out** non-relevant slides or tasks before sharing with students.

Please **check** the content works for your learners and feel free to add any content that would make the material more relevant to your setting.

The Unicef team don't expect that a Rights Respecting School will necessarily run every weekly pack or that children and young people will do every exercise.



# INTRODUCING LGBT+ HISTORY MONTH

## LGBT+ History Month is in February each year.

LGBT+ History Month focuses on the celebration and recognition of LGBT+ people and culture; past and present to give people scope to talk about the bigger picture of LGBT+ experience, in which LGBT+ people are the agents of change.

The month celebrates successes and people and also recognises the challenges still faced today. The month also helps people outside of the LGBT+ community learn more about LGBT+ people, culture and history.

Find out more: [lgbtplushistorymonth.co.uk](http://lgbtplushistorymonth.co.uk)



Dan introduces LGBT+ History Month



[Watch Dan YouTube](#)



# ARTICLES FOR LGBT+ HISTORY MONTH

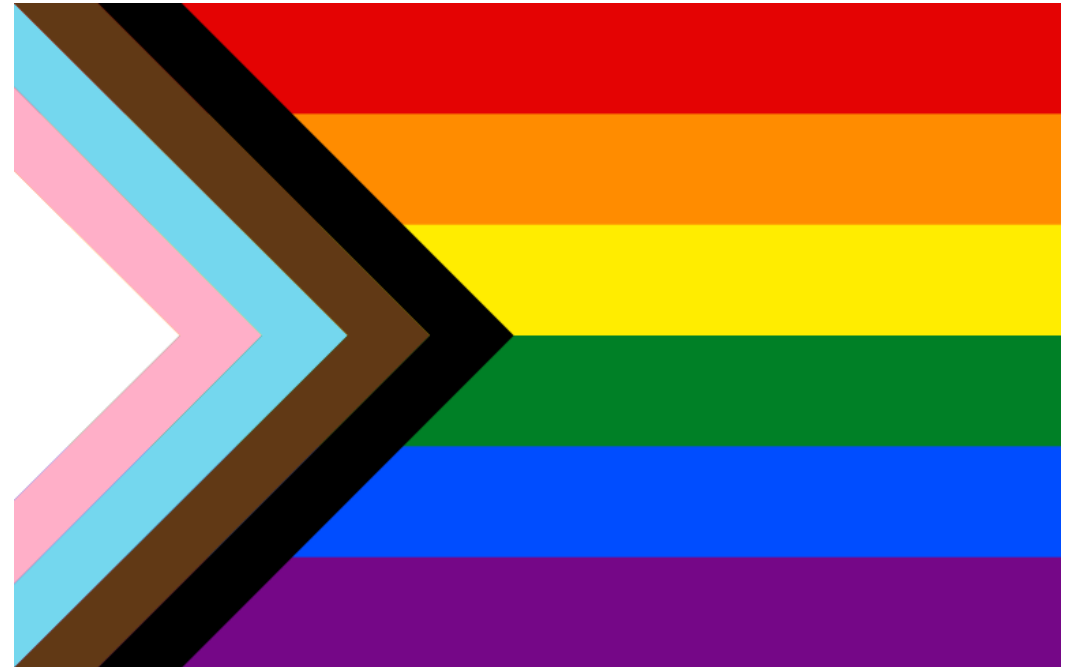
There are two articles that provide a particularly strong link this week:

- **Article 2 – Non-discrimination**
- **Article 13 – Freedom of expression**

However, the UN Convention on the Rights of the Child has equity, dignity and inclusion at its heart.

Rights are **indivisible** and numerous articles challenge duty bearers to ensure that all children and young people are included and empowered to be who they are and able to express their identity and to challenge all forms of prejudice and discrimination.


February is marked as LGBT+ History Month. It provides an opportunity to draw attention to an important aspect of diversity and inclusion and to shine a light on the contributions to life and society by numerous LGBT+ people which may, in the past, have been overlooked or side-lined because of their identity.



LGBTQ+ Rainbow Progress Pride Flag  
Wikicomons

# EXPLORING LGBT+ HISTORY MONTH

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How can we help everyone feel valued and included in our community and in our school?

Note down your thoughts and compare with the next slide.

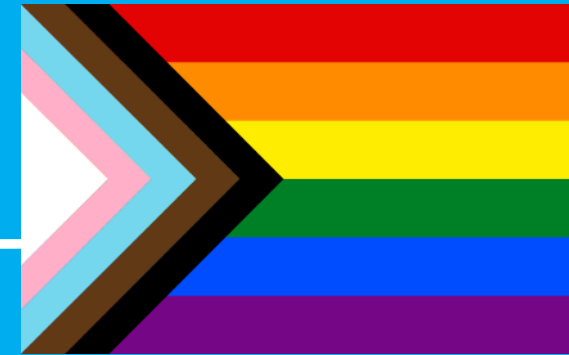
# HOW MANY OF THESE DID YOU GET?

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- We can accept people for who they are and not judge them.
- Help all people to feel welcome.
- Remember that not all families look the same.
- Respect and support people to love who they love.
- We can be open and respectful to new ideas about identity.
- We can speak up and challenge unfair comments or actions.
- Make more effort to learn about people who are different from us.
- Respect the religious choices of all.
- Ensure that all children and young people's opinions are taken into account when making decisions about them.

**What other answers did you have?**

# ACTIVITY TIME



LGBTQ+ Rainbow Progress Pride Flag  
Wikicomons

Watch this video and read the article from FirstNews to find out why it's important to celebrate LGBT+ history month. Think of some ways that your school can celebrate and share them with your friends or with a teacher.

There are many organisations who you can reach out to if you feel the need to talk about your gender identity such as Switch Board. Create a database of organisations that can be displayed in your school for pupils who may need their support.

Think of the concept of 'Pride' Look up the word in the dictionary. What makes you feel proud? Are you proud of who you are? LGBT+ communities around the world celebrate their pride with marches, but in many countries, people attending are still arrested or met with violence because of who they are. Read this BBC article and share something you learned from it with a friend or somebody you live with.

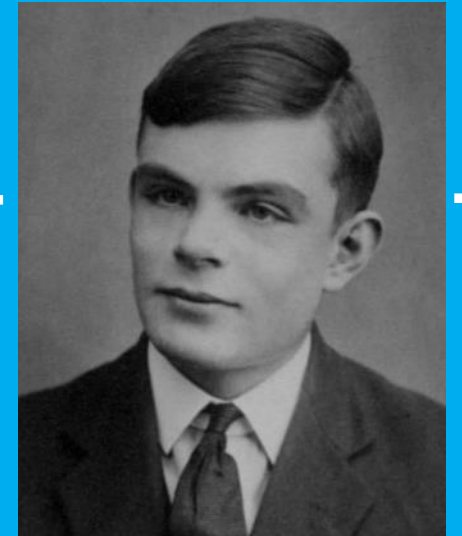
The Rainbow flag is sometimes known as the Pride flag. Some people during Pride celebrations are now using the new Progress flag, designed by Daniel Quasar, this is the flag pictured above. Research online what the added coloured chevrons on the Progress flag represent and discuss why they are important to include? Share what you have found with your friends or teacher, perhaps in an online lesson.

# ACTIVITY TIME

Watch this video about growing up LGBT in school. Think about the things your school does to positively promote equality and inclusion and to challenge prejudice and discrimination. How do rights help with this? What feedback would you give? Use the headings What Works Well and Even Better If. Discuss this with your friends.

As a Rights Respecting school you probably campaign for the rights of others. Stonewall is a very successful campaigning charity working for the rights of the LGBT+ community. Have a look at their website and try to learn some lessons about good campaigning. Write a list of 5 Top Tips For Effective Campaigning and share these with your School Council or your RRSA group.

Alan Turing is described as one of the founders of modern computing. Find out more about his life and work. If you are over the age of 12 you might want to watch 'The Imitation Game'. Design a webpage or poster to celebrate all of Turing's achievements.



WikiCommons

Find a selection of media reports about LGBT+ people. For example, Eddie Izzard, a Unicef UK ambassador recently announced her desire to be identified with the pronouns she/her. Think about whether the reports you find are positive or negative. How do you think these reports impact on children's enjoyment of their rights? Research one of the reports in more detail and then, write a positive article about what you have found out. You can find out more about the work Eddie does with Unicef UK here.



# REFLECTION

The activities you have just looked at explored Sexual Orientation, Gender Expression, Gender Identity and Sex Assigned at Birth.

Article 2 in the Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

- **Keep that in mind and watch this video, 'Love has no labels' and see what messages it gives you.**
- **Then think about how you can show acceptance and kindness to all the people in your life.**
- **What makes you proud of who you are as a person?**

love  
has  
no  
labels

# GET INVOLVED!

- If you enjoyed any of these activities or you would like to find out more, let us know!
- If you would like to join the Rights Respecting Schools Group email Miss Henderson or Miss Gillan.
- [gw14hendersonrebecca1@glow.sch.uk](mailto:gw14hendersonrebecca1@glow.sch.uk)
- [gw14gillancatherine2@glow.sch.uk](mailto:gw14gillancatherine2@glow.sch.uk)



You can also check out our school website for more information and support about the issues covered.

<https://blogs.glowscotland.org.uk/er/MearnsCastle/sexual-orientation-gender-identity/>



RIGHTS  
RESPECTING  
SCHOOLS