

LESSON TITLE: BLURRING BORDERS - INTERNATIONAL LGBTQIA+ RIGHTS (1 CLASS PERIOD)

Lesson Overview

This lesson will give a brief overview of what the contemporary landscape is in relation to LGBTQIA+ rights in the following countries: *Scotland, Poland, Uganda, India and the USA*

This lesson is best suited for S3-S6 pupils, however it can be adapted to be appropriate for younger audiences.

Young people will have the opportunity to reflect on why there is disparity in access to rights for LGBTQIA+ people across the world and how activism can improve this. Whilst this lesson will focus on the current climate for LGBTQIA+ people in these nations, it is important to also reflect on historical and cultural changes that may have led to progress or stagnation.

Relevant Benchmarks/E's and O's

- I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a**
- I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a**
- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

Materials Needed

- Lesson PowerPoint - LGBT Youth Scotland
- Printed Slides 9-18 (double sided)
OR access to digital resource:
<https://www.thinglink.com/card/1538592098998026241>
- Paper and Pen/ Pencil

Possible Differentiation

- This lesson contains detailed reading materials. For a digital version of the information and an immersive reader please use the link below (the immersive reader includes an audio reading of the information).
<https://www.thinglink.com/card/1538592098998026241>
- For a shorter lesson/ young audiences you may wish to focus on one aspect of this lesson such as 'marriage equality' or 'social equality' rather than all aspects of the information provided.
- Extension activity suggestions have been provided.

LGBT HISTORY MONTH 2022 BLURRING BORDERS: INTERNATIONAL LGBTQIA+ RIGHTS AND EQUALITY

blurring borders
a world in motion



OVERVIEW

This lesson will give a brief overview of what LGBTQIA+ rights currently look like in the following countries:

- Scotland
- Poland
- Uganda
- India
- USA



Young people will have the opportunity to reflect on why there is such disparity in access to rights for LGBTQIA+ people across the world and how activism can improve this. Whilst this lesson will focus on the current climate for LGBTQIA+ people in these nations, it is important to reflect on historical and cultural changes that may have led to progress, stagnation or rights revoked.

LEARNING INTENTION AND SUCCESS CRITERIA

Learning Intention

- I will expand my knowledge and understanding of the freedoms and restrictions LGBTQ+ people face on an international scale.

Success Criteria

- I can describe the treatment of LGBTQ+ people in regards to at least 2 countries.
- I can give an example of LGBTQ+ inequality in a country outside Scotland.
- I can give an example of how LGBTQ+ treatment and access to rights differ between nations.
- I can work in a team to effectively communicate new information to my classmates.

DISCLAIMER

This lesson looks at the treatment and rights of LGBTQ+ people in different nations across the world. This should not be used to 'compare' other nations. It is important that whilst in some nations more legal protections are given to LGBTQ+ people, struggles with systemic inequality and social pressure in that nation are not minimised in any way.

We use 'LGBT', 'LGBT+' and 'LGBTQIA+' interchangeably. It's important to note that typically in law policy makers are referring to LGBTQ people as not all LGBTQ+ identities are recognised.

The purpose of this lesson is to expand the worldview of LGBTQ+ equality and to recognise that events such as 'Pride Month' and 'LGBT History Month' are not just about the LGBTQ+ community having visibility and inclusion in the nation we live but also about showing solidarity with other LGBTQ+ communities across the globe and making moves towards protecting the rights of ALL LGBTQIA+ people.

Information in this lesson will also mention legal and medical barriers to transitioning for transgender people. It should be noted that not all trans people wish to transition medically. Regardless of whether a transgender person chooses to transition and how they choose to do it, they're no more "real" than other trans people who don't medically transition. Someone's gender identity should always be respected no matter how they decide to transition.

Lastly, given this lesson discusses some hard reading and facts around LGBTQ+ human rights, including violence in current social settings please be mindful of the well-being of anyone participating in this lesson, especially LGBTQ+ and questioning young people.

STARTER ACTIVITY

Think, Pair, Share:

Think about the following questions, discuss your thoughts with the person next to you and then prepare to share back to the class:

1. What does equality and being treated equally mean to you?
2. What is a right?
3. What rights do you think every person has?

LGBTQIA+ PEOPLE AND HUMAN RIGHTS

- Discrimination against LGBTI people undermines the human rights principles outlined in the Universal Declaration of Human Rights. Yet discrimination and violence against people in the LGBTQIA+ community are all too common.
- In 69 UN member states LGBT people are still criminalised under homosexuality and "cross-dressing" laws, as well as being targeted under numerous other offences.
- In many places LGBTQIA+ people still face violence and discrimination on a regular basis due to homophobic, biphobic and transphobic attitudes.
- This lesson aims to raise awareness about the widely varying landscapes for LGBTQIA+ people and will give young people an opportunity to reflect if all people have access to their human rights.



Learning Intention and Success Criteria (Slide 1-3)

- Introduce the topic via the title slide
- Slide 2 provides an overview of the lesson and it does not need to be read out but is for the use of the class teacher.
- Pupils should be made aware of the learning intentions and success criteria for this lesson.

Disclaimer (Slide 4)

- We have provided a disclaimer due to the sensitive nature of the topics being discussed such as hate crime and discrimination. It is important young people are made aware of the information in the disclaimer provided.
- This lesson requires some knowledge of LGBT+ terminology such as lesbian, gay, bisexual and transgender.
- An explanation of the following words have been provided in the **notes section of slide 4** to support if young people require clarification: **Gender Identity, Transgender and Non-Binary.**
- It is advised that young people are given a chance to ask questions if they are not clear on any part of the disclaimer.

Starter Activity (Slide 5 & 6)

- Conduct a Think, Pair, Share activity - give young people 1 minute to consider each question, a further 1 minute to discuss with a partner, and 1 minute to feedback to the class using random selection
- Repeat for each question.
- This activity should take 10 minutes.
- If young people are not sure what a right is or what rights every person has refer to the **notes section on slide 5 for further information** to support the discussion.
- Following this discussion, link to slide 6 and briefly talk through the information on the slide, making links to points the young people raised about equality and rights during their discussion.

TASK PART 1

- Each group will get a 'country fact sheet' centred around what LGBT+ rights and equality look like in that nation today.
- Within the group you should assign a reader, a note taker, a time keeper and a speaker (or 2 speakers depending on group size).
- Each group should seek to answer the following questions:
 1. Are LGBTQIA+ relationships in that country legal?
 2. Is LGBTQIA+ marriage legal?
 3. What other equalities/ inequalities exist for LGBTQIA+ in that nation?
 4. Do LGBTQIA+ people have access to their rights? (Explain your answer).

Each group will have 10 minutes to read their fact sheet and answer the questions above.

TASK PART 2

The speaker (or speakers) will rotate to a different group and share the information they have learned with their peers, you will have 5 minutes to share information about the nation each group.

Repeat this 3 times and return to the original groupings for a class discussion about the information learned.

In the event that people cannot move around the room due to Covid restrictions the speaker/s of each group should present the information about the nation they studied to the class.

Working digitally? Not a problem! We have created a digital alternative that can be used in place of the information slides, this digital resource also includes an immersive reader for accessibility, this allows the information to be read aloud: <https://www.thinglink.com/card/1538592098998026241>

Main Activity (Slide 7-19 (information sheets included as slides))

- Working in groups of 4-5, young people will be given an information sheet (2 slides, to be printed double-sided) on a particular nation (or the digital version via thinglink and told to focus on one of the countries).
- Within the group, someone should assign a reader, a note taker, a timekeeper, and a speaker (or 2 speakers depending on group size).
- Using the fact sheet young people should be able to communicate answers to the following questions (they may wish to take notes but this is not mandatory):

1. Are LGBTQIA+ relationships in the country you are studying legal?
2. Is LGBTQIA+ marriage legal in the country you are studying?
3. What other equalities/ inequalities exist for LGBTQIA+ in that nation?
4. Do LGBTQIA+ people have access to their rights? (Explain your answer).

- Young people will have 10 minutes to read the fact sheet and discuss answers to these questions.
- The speaker (or speakers) will rotate to a different group and share the information they have learned with their peers, students will have 5 minutes to share information about the nation they studied.
- Repeat this 3 times and return to the original groupings for a class discussion about the information learned. This should take 20 minutes in total. We would recommend using a timer for each rotation.
- In the event that people cannot move around the room due to Covid-19 restrictions, the speaker/s of each group should present the information about the nation they studied to the class with reference to the questions above.
- Young people should return to their seats for the final discussion.
- Slide 19 briefly talks about the British colonial history of anti-LGBT laws and can be used to give context about where many of these legal barriers and societal views have emerged from.

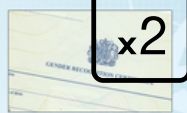
SCOTLAND

Law

- Same-sex relationships have been legal since 1981 and the age of consent has been equal to that for opposite-sex activity since 2001, at 16 years old.
- Under the Gender Recognition Act 2004 (GRA) people in Scotland can legally change their gender on government records. However, there is still no non-binary option and people often go through a lengthy process involving doctors and legal bodies before a gender change can be recognised.

Marriage

- In Scotland same-sex marriage is legal, with the law coming into place on 16 December 2014. Prior to this law same-sex couples could get a civil partnership but not marry.



POLAND

Law

- Same-sex relationships have been legal in Poland since 1932 and the legal age of consent for same-sex relationships is the same as heterosexual relationships at 15 years old.
- It is legal to transition and change gender in Poland, however, the process requires a mental health evaluation, mandatory permanent medical change (such as cosmetic surgery) and that the person sue their parents in court for change of gender identity.

Marriage

- Same-sex marriage is not legally recognised in Poland. Trans people are forced to divorce if a change of gender identity would result in a same-sex marriage.
- Since same-sex marriage is not recognised in Poland they do not have the same rights as heterosexual couples. For example, they are not always allowed to visit their partner in hospital as a married heterosexual couple would.



UGANDA

Law

- In Uganda same-sex relationships are illegal and can result in a prison sentence varying from 5 years to life imprisonment.
- Although the laws do not explicitly mention transgender and gender-non conforming individuals, law enforcement officials often conflate gender identity with sexual orientation, and, as such, trans people are detained and charged under the same laws.
- Being transgender is not explicitly banned however getting official recognition of a gender change on official documents is incredibly difficult and expensive. Parents often must be involved in this process regardless of age as well as government officials.

Marriage

- Same-sex marriage is not legal in Uganda as the Marriage Law defines marriage as a union between a man and a woman.

Adoption

- Some-sex couples cannot adopt children because their marriage is not recognised by Ugandan law and only married couples can adopt under Part VII of the Children Act.



INDIA

Law

- In 2018, India overturned a law that criminalises consensual same-sex relationships which was introduced when India was a British colony and the age of consent is equal for LGBT+ and heterosexual relationships.

- You can legally change your gender marker on official documents in India however this process can be complicated. In 2014 the country's Supreme Court recognised transgender (including non-binary) as a third, separate identity and ruled that Indians have the right to choose their gender. As a result in India you can self-declare as trans which can be recognised on official documents.

- However, in order to change the gender marker from male to female or vice versa on legal documents a person must undergo medical changes and obtain approval from a medical professional, this process is often difficult to access and expensive and not all trans people wish to undergo medical procedures.

Marriage

- Same-sex marriages are not legal in India.

- In 2020 the Uttarakhand High Court acknowledged that cohabitation and "live-in relationships" are protected by law meaning that same-sex couples have some legal protections if they live together but do not have all the same legal rights as married couples.



USA



Law

- Until 1962, all 50 states criminalised same-sex relationships. Same-sex relationships have been legal in all 50 states since 2003.
- In all American states trans people can socially and legally transition however the process of changing legal documents such as passports and driving licences to reflect gender identity varies by state. Some state courts require medical or psychiatric documentation to justify a name change, despite having no similar requirement for individuals changing names for reasons other than gender transitioning.
- Non-binary recognition varies state by state. In 10 US states it is possible to change gender markers on official documentation to non-binary and work is currently being done to include a third gender marker on US passports which will apply to all US citizens.

Marriage

- Marriage between same-sex couples became legal in all US states after a Supreme Court ruling in 2015.

Adoption

- Same-sex couples can adopt children in all 50 states. Mississippi was the last state to overturn laws banning LGBT+ adoption, this occurred in 2016.

LGBT+ RIGHTS FACT

Of the 69 countries around the world in which same-sex relations are illegal, more than half are former British colonies or protectorates (including Uganda).



British colonies and protectorates 1920's

Many of the laws criminalising same-sex relationships were introduced under British rule and have remained as part of law and society since the colonial period in many countries today. Former British colonies are far more likely to still have these laws in place than the former colonies of other European states or other states in general.

DISCUSSION

Discuss the following questions as a class :

1. Is the treatment of LGBT+ people the same across the world? (give examples)
2. Do all LGBT+ people have access to their rights? (explain your answer)
3. What is one thing you have learned from this lesson that you did not know before?
4. Based on what you have learned why do you think events like LGBT+ History Month and Pride Month are important for LGBT+ communities across the world?

EXTENSION ACTIVITY

1. Create a poster campaign for an LGBTQIA+ activist group in one of the countries you studied. Think about the key issues that LGBT+ communities face in that region and what messages they would want to convey.

2. Using a computer create your own LGBTQIA+ fact sheet on a nation that was not mentioned in this lesson. For European countries the following website gives a breakdown of LGBT+ rights and equality in each European nation: <https://rainbow-europe.org/>

ADDITIONAL RESOURCES AND VIDEOS

- <https://rainbow-europe.org/> (Measures LGBTQIA+ equality across Europe)
- A Living History of the LGBT Movement Since The 1800s (USA) <https://www.youtube.com/watch?v=Q1D65Sxajl>
- Scottish, Trans and Proud: Equal Recognition https://www.youtube.com/watch?v=M7m_ZYe3S2U
- Oor Pride: A history of Pride in Scotland <https://www.youtube.com/watch?v=4mgnDnqw6ls>
- Fighting for LGBT+ Rights in Uganda <https://www.youtube.com/watch?v=LXmosvayaeM> (16 yrs+, TW: mentions of sexual assault)
- Guardian news following decriminalisation of homosexuality in India (2018) <https://www.youtube.com/watch?v=Jv78e-WzKZk>

Lesson created by



If you would like to give feedback on this resource please use the QR code below



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Whole Class Discussion (Slide 20)

- This discussion is designed for young people to reflect on the information shared during the main activity.
- Get 1 - 2 pupils to respond to each of the questions below (random selection is recommended).

1. Is the treatment of LGBT+ people the same across the world? (give examples)
2. Do all LGBT+ people have access to their rights? (explain your answer)
3. What is one thing you have learned from this lesson that you did not know before?
4. Based on what you have learned why do you think events like LGBT+ History Month and Pride Month are important for LGBT+ communities across the world?

- This discussion should take 5-10 minutes depending on responses and time remaining in the period.
- This discussion should be used as a plenary activity to round up the lesson.

Extension Activity and Additional Resources (Slide 21-23)

- In the event of a double period, as a homework task, a follow-up lesson and/or for further information or ideas for future lessons extension activities and additional resources have been provided on slides 21 and 22.
- All video clips are appropriate for ages 13+ with the exception of the video clip marked 16+, this has a higher rating due to mentions of sexual assault.
- Extension activities include a campaign making activity and a further research task (IT required).
- Slide 23 contains a QR code for schools/ organisations to give optional feedback on this resource.

General Notes for Lesson Delivery

- The notes section of the PowerPoint slides will provide additional information, context and explanations of words that can support young people in areas that may require more clarification.
- Young people who use IT in class should be provided with a link to the interactive map in place of the printed slides.
<https://www.thinglink.com/card/1538592098998026241>
- This lesson contains information about hate crime and discrimination. If young people are affected by the content of this lesson in any way, please direct them to school services. LGBT Youth Scotland also offers 1-1 support and a live chat service to LGBT+ young people.
- This lesson can be adapted or used in any way schools/ organisations see fit; it can be used in its entirety or partially.
- Please be mindful when talking about trans (including non-binary) identities and the barriers to medical and legal recognition. A person does not need to go through medical intervention or change name/ gender marker on legal documents to be trans. The way somebody transitions is entirely up to them and does not make a person 'more' or 'less' trans.
- This lesson highlights the barriers to trans communities if they did wish to go down the route of changing names and gender markers on legal documentation, however not all trans people do this or may be unable to do this for a number of reasons. Social transitions (the process by which transgender people adopt the name, pronouns, and gender expression, such as clothing and haircuts, that match their gender identity) are part of the trans experience and are equally as valid as medical and/or legal transitions.

Feedback and Additional Lessons and Resources

- To give feedback on the LGBT History Month lesson, lesson plan and/or any of LGBT Youth Scotland's other resources use the QR code to be directed to our feedback form.
- For additional lessons and resources from LGBT Youth Scotland see the links below:
 1. <https://www.lgbtyouth.org.uk/national-programmes/schools-and-teachers/lesson-activities-and-assemblies/>
 2. <https://www.lgbtyouth.org.uk/resources/>

