The themes explored in this pack aim to address some of the motivations that can lead people to committing a Hate Crime. Activities are designed to provide simple and effective ideas for session plans, that will encourage workers to navigate conversations with young people and communities around gender, sex, sexuality, race, stereotypes, values, prejudice and LGBTphobia.
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**BAME:** Black, Asian and minoritised/minority ethnicities

**LGBT:** lesbian, gay, bisexual, trans
A BAME person who...

- Does not necessarily identify as LGBT themselves
- Is an example within their community of someone who believes in and fights for equality for all people
- Challenges discrimination against LGBT people (homophobia, biphobia, transphobia) whether direct or indirect

- Has a basic knowledge of what LGBT means, some of the most common experiences and prejudice LGBT people can face
- Can encourage people within BAME communities to engage in discussion on gender and sexuality – with the aim of encouraging others to accept and support people who are LGBT or questioning their identities
- Someone who advocates for the work we do and the support that we provide for young people

WHAT WE KNOW

- There are many BAME LGBT young people who don’t feel able to be “out” or their full selves within their local BAME, faith or cultural communities.
- LGBT communities can also be a place where BAME LGBT young people don’t feel able to be their full selves.
- There are stereotypes and myths about BAME communities being “more homophobic, biphobic and transphobic than white communities”. This is rarely, openly challenged and can affect how BAME LGBT young people relate to and feel in their communities – often fearing unacceptance from family, friends, elders and community members.
- There are fewer numbers of BAME LGBT young people who access LGBT youth provision but who still need support.
- There are supportive people within BAME and faith communities who need support to be visible allies; being silently supportive, sadly is not enough.
- Allies have a lot of influence within BAME communities in encouraging people to think differently about gender and sexuality; everyone has a, or has a relationship with gender and sexuality. Not all gender identities and sexualities are respected and validated and this is a problem and we want to change this.
We have listed the terms in a table over the page so that it can be doubled up as an activity to run with groups - simply cut the boxes out and task people with matching the definitions to the terms. Language is constantly evolving, we have attempted to use the most accessible and widely understood definitions, though we do acknowledge that others may have differing and more developed explanations - encourage this discussion with your groups and allow them to add to the list. We suggest that facilitators run through terminology at the start of each session.

The Genderbraid Person is a helpful tool to use with people to explore their identities and to understand how the terms in the table are used. Ask your groups to individually plot themselves on each scale - people can mark anywhere on the line (including off the line completely!) Encourage your groups to think about whether they have always identified this way - for lots of people, identity is something which develops and changes through their lives and for some people it stays the same.

Explore what society expects of people regarding how they do and ‘should’ identify. Are there any combinations on the genderbread that are more/less respected and accepted by society? E.g. are masculine women seen and respected the same as feminine women? Are masculine men treated and viewed in the same way as feminine men? What if you don’t identify as a woman or a man?
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESBIAN</td>
<td>A woman who experiences attraction to other women.</td>
</tr>
<tr>
<td>GAY</td>
<td>A man who experiences attraction to other men, sometimes used by women who are attracted to women too.</td>
</tr>
<tr>
<td>BISEXUAL / PANSEXUAL</td>
<td>A person of any gender who experiences attraction to members of their own and the ‘opposite’ gender.</td>
</tr>
<tr>
<td></td>
<td>A person of any gender who experiences attraction to people of any or all genders.</td>
</tr>
<tr>
<td>SEXUAL ORIENTATION</td>
<td>This term describes who you are attracted to. Lesbian, bisexual, gay, straight are all sexual orientations. Sometimes people say ‘sexuality’ instead of ‘sexual orientation’.</td>
</tr>
<tr>
<td>TRANS / TRANSGENDER</td>
<td>A person whose gender identity does not match with the sex they were assigned at birth e.g. a person whose sex was assigned male at birth but who identifies as a woman or as non-binary.</td>
</tr>
<tr>
<td>CIS / CISGENDER</td>
<td>A person whose gender identity matches with the sex they were assigned at birth e.g. a person whose sex was assigned male at birth and who identifies as a man.</td>
</tr>
<tr>
<td>NON-BINARY</td>
<td>A person who does not subscribe to or identify within the gender binary e.g. as just a woman or a man. A person may feel their gender is fluid and changeable in &amp;/or outside of this binary.</td>
</tr>
<tr>
<td>GENDER IDENTITY</td>
<td>How a person feels about themselves, whether this is as a woman, a man, as both, as neither or in another way.</td>
</tr>
<tr>
<td>GENDER EXPRESSION</td>
<td>Refers to how a person externally presents their gender. This may be through their choice of clothes or social behaviour – most commonly/ traditionally measured on a scale of “masculinity” and “femininity” although not always.</td>
</tr>
<tr>
<td>OUT / COMING OUT</td>
<td>LGBT people living openly and telling people about their sexual orientation or gender identity if different from what is perceived as “the norm”.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
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<tr>
<td>Homophobia</td>
<td>Discrimination against, fear or dislike of lesbian and gay people (inc. those perceived to be lesbian or gay) or of homosexuality. This also includes the perpetuation of negative myths and stereotypes through jokes &amp;/or through personal negative thoughts about lesbian and gay people.</td>
</tr>
<tr>
<td>Biphobia</td>
<td>Discrimination against, fear or dislike of bisexual people (inc. those perceived to be bisexual) or bisexuality. This also includes the perpetuation of negative myths and stereotypes through jokes &amp;/or through personal negative thoughts about bisexual people.</td>
</tr>
<tr>
<td>Transphobia</td>
<td>Discrimination against, fear or dislike of people whose gender does not match with their assigned sex at birth or whose gender or gender expression doesn’t appear to match. This also includes the perpetuation of negative myths and stereotypes through jokes &amp;/or through personal negative thoughts about trans people.</td>
</tr>
<tr>
<td>Discrimination</td>
<td>When people treat individuals or a particular group of people differently, especially in a worse way because they hold negative views about people with certain characteristics e.g. a person's race, gender, sexual orientation, class.</td>
</tr>
<tr>
<td>People of Colour</td>
<td>Non-white people who have African, Caribbean, Asian, Native American or Middle Eastern heritage/ancestry. In the UK, ‘BME’ or ‘BAME’ is more frequently used, which stands for Black and minority ethnic or Black, Asian, and minority ethnic. ‘Minority ethnic’ reflects a racist, white supremacist system as people of colour are in fact the majority in our world population.</td>
</tr>
<tr>
<td>Racism</td>
<td>The belief that people’s qualities are influenced by their race and that members of other races are not as good as the members of your own. And the unfair treatment of members of some races by individuals, laws and institutions.</td>
</tr>
<tr>
<td>Stereotype</td>
<td>A fixed idea that people have about what someone or a group of people are like, often based on assumption and myth.</td>
</tr>
</tbody>
</table>
What is a Hate Crime?

Ask the group to define what a Hate Crime is.

The Crime Prosecution Service defines a Hate Crime as:

“Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person’s race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.”

Why do Hate Crimes happen?

By using the Roots activity template on the next page, or by drawing your own, you can explore with the group how a person’s prejudice can lead to them committing Hate Crimes. Once the group have identified a Hate Crime motivator, e.g. homophobia, this should be written inside the head of the tree. The roots leading down will then explore where that has stemmed from, e.g. is it parents, faith, bias media, gender expectations? Explore with the group how far back they can trace the motivators for the prejudice. Encourage the group to think about the individual too: are Hate Crimes motivated by a combination of prejudice and other feelings such as jealousy, low self-esteem, boredom etc?
See example on the next page of this document
HOMOPHOBIA

Parents views

Pressure from friends

Religious views

Mixed interpretations of religious texts

Parents views

Religious views

Pressures from friends

Mixed interpretations of religious texts
After the group have completed the roots as fully as they can, ask the group to explore how to tackle some of the motivators and whose responsibility it is to do this. For example, do schools need to teach more about gender and sexuality? Do peers have a responsibility to challenge friends? What about the youth group?

**Review and Evaluation**

- Is there anything the group can commit to doing individually, and at the youth project, to challenge prejudice?
- Do the group know where they can report a Hate Crime?
- Do the group feel confident about reporting Hate Crimes?
Aims

To explore and critique the impact that the gendered expectations placed on us by society and those around us have on our lives.

Introduction

Gender is the way we identify and feel about ourselves. “The Gender Binary” suggests that people identify as either a woman or a man. Many view this as too rigid to explain and define the way humans identify, and many people identify outside of the binary. In the UK and across the world there are different expectations for how a person should act and live their lives, according to what gender they are. Often there are consequences for people who do not conform to these expectations and can lead to people experiencing discrimination. This activity explores why this happens and what we can do to challenge it!

Gender Roles & Expectations

What do the group understand of the term “gender” and “gender expectation/roles”?

An example of a gender expectation in the UK for a young woman might be that she is expected to want to have children or to shave her legs. An expected gender role for a young man might be that he is expected to be the “bread winner” or be into “masculine” sports.

Ask the group to create two human shaped outlines on separate pieces of large paper that is big enough for people to write in and around the body. Write “girls/women” above one and “boys/men” above the other.

Ask the group to think about what pressures, stereotypes, expectations and “roles” exist for women and men. Encourage the group to think about all areas of life, e.g. who are they expected to fancy? What kind of interests are they expected to have? What they can/can’t they talk openly about? What expectations on their lives are there?
Ask the group to observe their contributions. Are there any expectations that they find frustrating, random, pointless, absolute... and why? Can the group identify ways that they challenge and/or conform to the expectations they've written down, and how they feel about this?

Discuss where these pressures come from and how they affect people's lives. (You can write the ways they affect people's lives around the outside of the body). For example, what happens if a boy doesn't fancy women? What is the effect on someone who feels they have to be strong all the time and not talk about their emotions - how might they feel or be treated? What happens when girls don't want to dress like girls or do 'girls' activities? What if you don't identify as a girl or a boy?

It might also be interesting to explore with the group whether a person's social class, age, faith and / or race has an effect on the expectations put on them and on the consequences of not meeting them.

- Is there anything on either sheet that only girls or only boys can do?
- Who creates these social rules?
- Why do they exist?

Once the group have explored and discussed what they've written in and outside of the body, ask each person to pick one thing from inside the body and make a suggestion of how they can challenge it as an individual and at the youth project.

**Review and Evaluation**

Explain to the group that prejudice and Hate Crimes are often motivated by people's lack of understanding or dislike for people who don't conform to what is considered "the norm" - is this fair? What might they continue to challenge going forward?
Aims

To explore gender norms and the ways that enforcing them can affect people’s lives.

Introduction

There are lots of phrases within our language that we rarely think to question the impact of, despite them having a massive impact on ours and others’ lives. The same goes for some of our actions and the ways we feel we should act and behave. This is an extension of the Gender Expectation activity and encourages groups to think more critically about things they take for granted as “the norm.”

Gender Norms

Ask the group to define and agree on what the words “normal” and “harmful” might mean. Invite a handful of the group to explain what they understand by the term “normal”. Might one person’s “normal” be different to someone else’s “normal”? Who decides what is “normal”?

On a large piece of paper, draw out the target as shown below.
Using the Normal/Harmful target, ask the group to place the statements below on the target where they feel they should go. For example, if the group think that telling boys to “man up” is normal and harmless the statement would be placed in the top left quarter of the target. The group have to debate and agree on a place for each statement before they move on to the next one and can add in suggestions of their own to debate. Encourage the group to add in other gendered behaviours and expectations for debate too!

<table>
<thead>
<tr>
<th>Encouraging boys to think that to be respected they must be ‘masculine’</th>
<th>Encouraging girls to play with dolls over sporty or scientific games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowing boys to wear make-up and nail varnish</td>
<td>Assigning people a gender at birth</td>
</tr>
<tr>
<td>Expecting that all girls fancy boys</td>
<td>Laughing at femininity among boys</td>
</tr>
<tr>
<td>Calling sporty girls ‘manly’</td>
<td>Expecting that all boys fancy girls</td>
</tr>
<tr>
<td>Laughing at women with visible body hair e.g. under arms, above top lip</td>
<td>Encouraging girls to think that to be respected they must be ‘feminine’</td>
</tr>
<tr>
<td>Telling boys to ‘toughen up’ and ‘man up’</td>
<td>Telling boys that they shouldn’t cry, and that showing emotion is a weakness</td>
</tr>
<tr>
<td>Encouraging girls to be care givers and nurturing</td>
<td>Not letting boys play with dolls and domestic toys e.g. kitchen set</td>
</tr>
<tr>
<td>Giving girls toys and clothes that are pink</td>
<td>Encouraging girls to wear make up</td>
</tr>
<tr>
<td>Suggesting that boys do any heavy lifting or manual labour jobs</td>
<td>Discouraging girls from being ‘too strong’ or ‘too muscly’</td>
</tr>
<tr>
<td>Calling boys ‘soft’ for being ‘in touch with’ and expressing their feelings</td>
<td>Having separate sections in clothes shops that are for ‘girls’ and ‘boys’</td>
</tr>
</tbody>
</table>

Invite the group to consider the long term impact of these actions and not to view them in isolation. What is the effect of young men continually being told to ‘man up’ and be strong, or the effect of young women being encouraged to wear make up and not be too strong?
Review and Evaluation

Encourage the group to reflect on the ways they encourage certain gendered behaviours in themselves and those around them. Encourage them to think about whether there is a reason behind doing so and what might be the result of them challenging or changing behaviours, e.g. if we encouraged boys to talk more about their feelings and see this as a strength not a weakness.
**Aims**

To encourage the group to reflect on their values and on whether they treat others with the same values they’d like to be treated with.

**Introduction**

The raised fist is widely known and used as a symbol to express:

- Unity
- Strength
- Defiance
- Resistance
- Solidarity
- Liberation

Ask the group what the symbol means for them and explore their relationship with the words above.

**Our Values**

Establish the meaning of "values" with the group, where they come from and where the group feel their values have come from. Explore whether they feel their values have been imposed or enforced by people other than themselves and how much influence others have on them.

Give groups an outline of the raised fist and ask them to think about values that they believe in and that they feel should be a foundation for how we treat all people.

Ask the group to decorate and fill the fists with these values inside.
Prompt questions

- How would you like to be treated? Does the way we treat others reflect this?
- How do you think we should treat others?
- Are there any values you believe that everyone should hold?

Review and Evaluation

Once groups have filled and decorated their fists, ask people to share their designs and discuss with the group:

- What made them choose the values they included on the design?
- How these values affect their lives e.g. do they ever stop people from doing things they’d like to?
- Do they feel they live by these values, all the time?
- Are there ever situations where these values don’t apply?

Ask the group to individually choose something they would like to work on having more of in their own lives, and something they feel like people in the space / world need more of.

Why not make a display out of the decorative fists in your building to show off the values and ethos of your organisation!
Aims

To encourage the group to explore what solidarity means. To further explore the idea that to end injustice everywhere, everyone has a responsibility to act and fight for one another.

Introduction

Understanding solidarity is key to having love and compassion for fellow citizens and underpins the creation of a world and spaces that everyone feels able to live and participate in freely, happily and fully. Often we are encouraged only to think about injustices that immediately affect our own lives, which allows us to forget about different injustices that affect those around us and how we may be contributing to the oppression of others.

The Oxford Dictionary defines ‘solidarity’ as:

“Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.”

Explore with the group what they understand of the word ‘solidarity’.

• What does the word mean to them?
• Can they give any examples of acts of solidarity they’ve experienced?
• Can they think of any moments in history where people showed solidarity to help a particular movement? E.g. non-black people involved in the civil rights movement, non-LGBT people fighting for LGBT equality.
• How important is solidarity? Can we achieve equality without it?

Capture thoughts from the questions above, along with words and actions the group think of when they hear the word, on a piece of paper. They can be words that mean similar things, they can be qualities which people need in order to have solidarity, e.g. compassion, understanding, being self-aware. The group should give reasons for their contributions.
What does and can solidarity look like?

Included in the tables to follow are quotes from well-known activists and imagery from different solidarity movements. Cut out the quotes and images and place them in the space for the group explore.

Prompt questions

- Which of the quotes resonate with them the most / least and why?
- How do they feel about the quotes? E.g. are they idealistic / realistic?
- Which do the group feel people generally should try and live by more?
- Are there any themes?
- Do the group have a favourite image?
- Why might people recognise that solidarity is important? What can be achieved when people come together to fight for a cause?

Injustice anywhere is a threat to justice everywhere
Martin Luther King

It is in collectivities that we find reservoirs of hope and optimism.
Angela Davis

It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.
Audre Lorde

Without community, there is no liberation...but community must not mean a shedding of our differences, nor the pathetic pretence that these differences do not exist.
Audre Lorde

Walls turned sideways are bridges.
Angela Davis

There is no such thing as a single-issue struggle because we don’t live single-issue lives.
Audre Lorde

We must always attempt to lift as we climb.
Angela Davis

I am not free while any woman is unfree, even when her shackles are very different from my own.
Audre Lorde

If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society.
Bayard Rustin

No pride for some of us without liberation for all of us.
Marsha P Johnson
I am not free while any woman is unfree, even when her shackles are very different from my own.

Audre Lorde

If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society.

Bayard Rustin
Questions to think about

- To have solidarity with a group of people, what do people need to do first?
- What might they need to understand?
- What might they need to be prepared to do?
- What has been achieved so far from people having solidarity with others?
- What small acts of solidarity can we carry out? (you may want to revisit the words you collected on the sheet of paper earlier)

Review and evaluation

In what ways can we encourage a greater sense of solidarity between groups? Are there any issues that the group feel they could speak up about in their day to day lives?
Reporting Hate Crimes

You can report a Hate Crime that was committed against yourself or on behalf of someone else by:

- Calling 101 (or 999 if it's an emergency)
- Visit the True Vision website and report it online [www.report-it.org.uk](http://www.report-it.org.uk)
- Visit a third party Hate Crime reporting centre where a member of staff will help you record and submit the incident. You can find a list of Hate Crime reporting centres in Manchester [www.manchester.gov.uk/downloads/download/6125/third_party_reporting_centres_for_hate_crime](http://www.manchester.gov.uk/downloads/download/6125/third_party_reporting_centres_for_hate_crime)
- The LGBT Centre where The Proud Trust is based is also a third party Hate Crime reporting centre. (49-51 Sidney St, Manchester, M1 7HB)

Image references:


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Afro-Asian Peoples Solidarity Conference, Cairo, 1957–1958
Hardcover – 1958

Emory Douglass, 1969


Source: [https://blogs.uoregon.edu/heforshe/tag/un-women/](https://blogs.uoregon.edu/heforshe/tag/un-women/)

Afropunk Poster

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WHAT WE CAN OFFER YOU

- LGBT awareness and allies training
- Resources to use for yourself and with others
- 1-1 support for you
- Awareness workshops within your youth projects
- Awareness workshops within your school/college (charged for)
- A network of support from other BAME LGBT allies

OUR AIMS FOR THE NETWORK

- To develop a network of BAME LGBT allies who we can call upon to help support young people and help our support reach further by:
  - Booking our workshops for youth groups and projects
  - Supporting BAME LGBT young people
  - Challenging homophobia, biphobia and transphobia
  - Opening discussion with co-workers, young people and community members around equality, gender and sexuality
  - Being a visible ally

- To feel confident that BAME LGBT young people who are and are not accessing LGBT specific support feel as though they have support and acceptance from within their local communities.
- To reach and support communities who perhaps - for varying reasons - may struggle to have open conversations about gender and sexuality, who feel unsupported in this area or who feel that it is in conflict with tradition, culture and/or beliefs.

If you have any questions regarding the resource, our work, booking in training, outreach sessions or anything else, please contact Chloe Cousins; BAME LGBT Project lead at The Proud Trust chloe.cousins@theproudtrust.org 07519814905

Why not visit the resources section on our website to download LGBT Black History Month: Challenging Prejudice & Uniting Communities for more activities that explore the topics within this resource.