LGBT BLACK HISTORY MONTH

fighting for freedom

Linda Bellos political activist  Justin Fashanu footballer  June Jordan poet  Marsha P Johnson LGBT activist

A YOUTH WORK AND EDUCATION RESOURCE PACK PRODUCED BY

www.lgbtyouthnorthwest.org.uk
Pack Introduction

In the UK we dedicate October to exploring and learning about the rich history of Black peoples and communities; a section of history that is often overlooked, mis-represented and poorly documented, much like February where we dedicate the month to exploring and uncovering lost and hidden LGBT histories. There has been little cross over between the two months, leaving untouched a huge gap in the history that we are learning and teaching about.

Throughout the pack you will come across and learn about a diverse group of Black LGBT people, past and present from a range of backgrounds and professions. We have tried to include as many UK based people as possible too for familiarity. There are also a number of Black allies who have fought against inequalities facing Black LGBT people and communities. This pack is designed to inspire and empower young people by highlighting and celebrating a somewhat invisibilised community and by providing opportunities to learn about and explore how these unsung Black LGBT heroes have helped to shape the world they live in today.

“It was important for me to create resources that were accessible for people of all ages to enable everyone to explore the diverse and rich histories of Black LGBT people. When I was young, I couldn’t name a single Black LGBT person who I had to look up to or who I knew about. I experienced a big identity crisis trying to understand and accept my identity as a young, Black, gay woman and felt quite alone. Positive and accurate representation, role models (or ‘possibility models’ as Laverne Cox coined) and knowing that you are not the only one is really important to building a positive sense of self and understanding who you are as a person of any age and background, but especially those who have one or more minority identities. I hope this pack enables people to be inspired by the many awesome Black LGBT people who have and are making a difference to the world and to many people’s lives and like the people highlighted in this pack; to develop the confidence and self-belief to be activate in their communities and on behalf of others too.”

Chloe Cousins, LGBT Youth Worker and pack designer.

“Having an understanding of your history and an appreciation of the sacrifices others have made to create a more inclusive and civil society are key to having pride in who you are and feeling comfortable in your own skin. Embracing all of who you are is a must for self-actualisation. Sharing this knowledge with others is the spark that ignites revolution.”

Stacey Davis, Public Accountability and Inclusion Manager, Crown Prosecution Service, North West Area.

“Our Black LGBT siblings have always been an integral part of our histories as Black communities struggling against oppression in society - whilst often under-recognised, it is from Black LGBT people that our movement has drawn so much of its strength and vitality. Black History Month should serve as a renewal for Black people; as a reminder of where we came from, how we got here, and the strength of our ancestors in the face of overwhelming odds. Reconnecting with that history can never be complete without including the rich contributions of Black LGBT people in speaking out, organising, fighting and writing in defence of our people. I hope Black History Month can be a revival of that legacy that Black LGBT people have paved in our collective history, and that this serves as only a first step that extends long beyond October”

Malia Bouattia, NUS Black Students’ Officer
About the pack and how to use it:

The activities in this pack have been designed either to be run as a whole body of work or as a resource to dip in and out of by topic and theme at any time of the year, not just October or February! Activities include a range of discussion prompts, individual tasks and stimulus for group projects. Many of the activities are also designed to create material to display in your youth space and the opportunity to enter them into a national LGBT Black History Month competition.

You don’t have to be an expert!

Expertise in the subject areas or personal experience is by no means necessary to enable you to deliver any of the activities in the pack. All of the resources have been designed so that you are equipped with all the information you need for the activities. A little reading around the person and/or the subject area might be helpful but is not essential. The topics in the pack may be totally new to some; a good tip when planning your session might be to talk through any concerns you have with your team so you can discuss and work these out beforehand. You may also want to decide on acceptable language and boundaries for the session - this is also something you could do with your group as a warm up activity.

About the theme and people chosen:

The theme for the pack is fighting for freedom and the people chosen to represent L G B and T each have in their lifetimes fought for justice, equality and positive change for Black and/ LGBT people. In some cases their activism has been widely recognisable; visibly protesting on the streets, putting forward change within UK politics, critiquing racist, and homophobic, biphobic and transphobic systems of control and questioning society to courageous acts of being publically black and gay during a time where either identity could endanger your life. These people have helped to pave the way for the freedoms and rights we enjoy today and helped to influence thought about what true equality looks like.

- **Lesbian** – Linda Bellos
- **Gay** – Justin Fashanu
- **Bisexual** – June Jordan
- **Trans** – Marsha P Johnson

By highlighting the many different ways people make change and the many different ways people can take part in activism, we hope to break down barriers that young people may experience in calling themselves ‘activists’ and in getting involved with and on behalf of their communities.
Glossary of Terms

Included below is a glossary of terms for words which are not featured widely throughout the pack but are important to know. Definitions for words used frequently in the pack feature in the matching exercise which follows.

**Black** – in the pack this word is used in two ways; ‘black’ in lowercase is used to identify a person’s race, for those of African/Caribbean ancestry. When it appears with a capital B it is used as a political identity for those who have African, Caribbean, Asian, Native Australian, Native American, South American or Middle Eastern heritage/ancestry. Sometimes the term ‘people of colour’ is used in place of ‘Black’ as a political identity by non-white people.

**Race** - A social construct which distinguishes groups of people or populations based on certain physical characteristics over which you have no control (e.g. skin colour, certain kinds of facial features and hair texture) which usually result from genetic ancestry.

**Ethnicity** - An ethnic group or ethnicity is a population group whose members identify with each other on the basis of common nationality or shared cultural traditions. *For example:* Latino, Punjabi, Roma, Arab, African-American.

**Gender or Gender Identity** – Internally how a person sees or feels about themselves as a man or woman – however many people don’t identify with either option, while some people identify as a combination of the two. Some describe their gender identity as ‘gender queer’ – neither male or female, is between or beyond genders, or is a combination of genders, ‘gender fluid’ – a fluid or changing gender, ‘gender neutral’ – identifying as neither male or female.

**Sex or “Sex Assigned at Birth”** – People are assigned a sex at birth, based on physiological characteristics. A person may be assigned “male”, “female” or “intersex”. However this does not necessarily reflect how a person will identify.

**Sexual Orientation** – This refers to who a person is attracted to. If a person is attracted to people with the same gender as them, they may describe themselves as gay or lesbian (*homosexual*). People attracted to another gender may describe themselves as being straight (*heterosexual*). People who are attracted to men and women might describe themselves as being bisexual (bi meaning ‘two’), although pansexual (pan meaning ‘all’) is becoming a more popular term, in recognition that gender is more complex than two options.

**Trans** – An umbrella term for any number of identities and behaviours that cross society’s gender boundaries. A person may feel that the sex they were assigned at birth does not “match” with their gender identity - e.g. someone who is assigned female who feels like and identifies a man. This person may describe this as being transgender.
**Pronouns** – Words used to refer to someone when their name isn’t used. They usually suggest a person’s gender although some people prefer or identify with neutral pronouns e.g. she, her, hers / he, him, his / they, them, theirs / xe, xem, xyrs.

**Intersex** - A person is assigned intersex, often at birth, when their sex characteristics don’t align with the medical definitions of “male” or “female”. The external and internal body as well as chromosomes and hormones can all be factors when assigning someone as intersex.

**Asexual** - A person who does not experience sexual attraction. Asexuality is a spectrum and so people will define and experience attraction differently.

**Pansexual** – A person who experiences attraction regardless of a person’s gender identity or sex assigned at birth.

**LGBT** – An acronym for lesbian, gay, bisexual, and trans. It’s used as an umbrella for people with minority sexual and/or gender identities. It sometimes has on the end an A for asexual and Q for questioning or queer (“queer” is used as an umbrella for/by some LGBT people who don’t or don’t want to fit into mainstream ideas of sexual orientation and/or gender).

**Heteronormativity** - The assumption that everyone is heterosexual and that heterosexuality is superior. An emphasis on heterosexual being “the norm” and valued position in society. The media often reinforces heteronormativity through images used and character’s lifestyles and attitudes.

**Cisnormativity** - An emphasis on people whose gender identity and assigned sex at birth match being “the norm” and valued position in society. This often highlights and reinforces expected and more traditional ways of presenting your gender e.g. the expectation for women to present as “feminine” and men to present as “masculine”.

**Genderbread Person** – The free resource to follow from ItsPronouncedMetrosexual.com
It is used as a tool to help people understand the difference between gender identity, gender, sex assigned at birth and sexual orientation. There are more up to date versions of The Genderbread person available online which feature a more thorough breakdown of some of the options. We have chosen to include version 1 as it is the most simple to understand and a good place to start if you are new to the topic.

**The Gender Unicorn** – The free resource to follow is from transstudent.org/gender
Trans Student Educational Resources is a youth-led organisation dedicated to transforming the educational environment for trans and gender nonconforming students. The Gender Unicorn provides an alternative way to understanding gender, sexual orientation and types of attraction, created by queer and trans youth. We’ve included this alongside The Genderbread Person to allow you and young people to use the one you relate to best and/or to use to discuss the differences during your session.
The Genderbread Person

Identity

Orientation

Sex

Expression

by www.itispronouncedmetrosexual.com

Man

Genderqueer

Gender Identity

Woman

Gender Expression

Feminine

Androgynous

Masculine

Male

Biological Sex

Female

Intersex

Male

Sexual Orientation

Heterosexual

Bisexual

Homosexual

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.
The Gender Unicorn

Gender Identity
- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression/Presentation
- Feminine
- Masculine
- Other

Sex Assigned at Birth
- Female
- Male
- Other/Intersex

Sexually Attracted To
- Women
- Men
- Other Gender(s)

Romantically/Emotionally Attracted To
- Women
- Men
- Other Gender(s)

To learn more, go to: www.transstudent.org/gender

Design by Landyn Pan
Definitions: Matching Exercise

The words featured in this exercise are words and concepts that are used and explored throughout the pack.

You can cut all of the cards out and ask young people to match them up or you could cut out the words and ask young people to define each one. It may also be an idea to write the words out on larger pieces of paper so young people can write down their many and perhaps different ideas around them. The meanings of these words may also differ depending on the context which could be an interesting topic to explore; for example “institutional racism” may be different to racism experienced by a peer or stranger.

<table>
<thead>
<tr>
<th><strong>LESBIAN</strong></th>
<th>A woman who experiences romantic &amp;/or sexual attraction to other women.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GAY</strong></td>
<td>A man who experiences romantic &amp;/or sexual attraction to other men, sometimes used by women who are attracted to women too.</td>
</tr>
<tr>
<td><strong>BISEXUAL</strong></td>
<td>A person of any gender who experiences romantic and/or sexual attraction to men and women.</td>
</tr>
<tr>
<td><strong>TRANS / TRANSGENDER</strong></td>
<td>A person whose gender identity does not align or “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 gender neutral.</td>
</tr>
<tr>
<td><strong>CIS / CISGENDER</strong></td>
<td>A person whose gender identity aligns or “matches” with the sex they were assigned at birth.</td>
</tr>
<tr>
<td><strong>RACISM</strong></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/or the resulting unfair treatment of members of other races.</td>
</tr>
<tr>
<td><strong>DISCRIMINATION</strong></td>
<td>Treating individuals or a particular group of people differently, especially in a worse way from the way in which someone might treat other people, because they hold negative views about people with certain characteristics they may have, e.g. a person’s race, faith, sex assigned at birth, sexual orientation, class.</td>
</tr>
<tr>
<td><strong>HOMOPHOBIA</strong></td>
<td>Discrimination against &amp;/or fear or dislike of lesbian and gay people (inc. those perceived to be lesbian or gay) and homosexuality. This also includes the perpetuation of negative myths and stereotypes through jokes &amp;/or through personal thought about lesbian and gay people.</td>
</tr>
<tr>
<td><strong>BIPHOBIA</strong></td>
<td>Discrimination against &amp;/or 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 thought about bisexual people.</td>
</tr>
<tr>
<td><strong>TRANSPHOBIA</strong></td>
<td>Discrimination against and/or fear or dislike of people whose gender identity does not align with their sex assigned at birth or whose gender identity or expression doesn’t appear to align. This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thought about trans people.</td>
</tr>
<tr>
<td><strong>GENDER IDENTITY</strong></td>
<td>How a person feels about themselves, whether this is as a man, a woman, as both, as neither.</td>
</tr>
<tr>
<td><strong>GENDER EXPRESSION</strong></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><strong>PEOPLE OF COLOUR</strong></td>
<td>Non-white people who have African, Caribbean, Asian, Native American or Middle Eastern heritage/ancestry.</td>
</tr>
<tr>
<td><strong>STEREOTYPE</strong></td>
<td>A fixed idea that people have about what someone or something is like, often based on assumption and myth.</td>
</tr>
<tr>
<td><strong>OUT / COMING OUT</strong></td>
<td>LGBT people living openly and telling people about their sexual orientation or gender identity if different from “the norm”.</td>
</tr>
</tbody>
</table>
Role Models

Role models are people that are looked up to and admired by others for a number of differing reasons. Achievements, talent, political action and personality are amongst the most common reasons we admire people and aspire to be like them but how useful are our modern day role models and why do we have them?

Discussion questions: agree/disagree
(label opposite ends of the room ‘agree/disagree’ and ask young people to stand at the end that suits how they feel about the following statements. Use the space as a scale, the middle can be a space for the undecided and those who are unsure. Pick a few people from across the scale to explain their decision.)

- “Everyone should have a role model”
- “Role models should be people that you actually know rather than famous people”
- “Most people pick role models for their talent, achievements or looks and not for their personality or politics”

Lack of accurate representation and visibility in the media and education of LGBT people often makes it difficult to find role models that LGBT people can relate to on a personal level. The same can be said for people with intersecting / other minority identities.

How easy is it to find role models? Where do the group look to find role models? Do we have to share similarities to our role models - e.g. can a heterosexual person have a role model who is gay, does it matter?

Ask everyone in the group to think of a role model they have and reasons for why they have chosen this person, ask the group to share these with each other.

- What are the common themes?
  - Profession
  - Reason for choosing their person
  - How many people chose people they knew personally?

Activity: What does it take to be a role model?

Using the people that the group named in the previous exercise, collect reasons why the group chose their role models and ask them to place these on a scale of how essential they are to being a role model. e.g. do role models have to have good politics if they have exceptional football skills. It might be an idea to ask the group to re-assess the role models they gave previously after doing this exercise and explore whether they think differently about them.
**Laverne Cox** is an American actress, perhaps best known for her role in the TV show Orange Is The New Black; a role which awarded her the first trans woman of colour to have a leading role on a mainstream scripted television show.

Laverne is also an advocate for trans people and is a prominent trans rights activist, who campaigns tirelessly for equality for trans people. Laverne’s work also helps to raise the visibility of trans people; their work and achievements as well as the inequalities trans people face on a regular basis; often speaking out at public events and in television interviews. Laverne has used media to accurately represent and document the lives of trans people in America, including her documentary ‘Laverne Cox Presents: The T Word’ which explores the lives seven trans young people in America and their determination to lead their lives as the people they are meant to be.

Many would agree that Laverne is a role model but she challenges the term:

“I hate the term 'role model'. It's presumptuous to think that anyone should model their life after you, but I do like the term ‘possibility model’.”

“The idea that I get to live my dreams out in public hopefully will show other folks that that is possible. And so I prefer the term possibility model to role model.”

- How do the group feel about the term “possibility model” compared to “role model”?
- Do the group feel that Laverne Cox is a possibility model? Where might they rate her qualities on the scale?

**Activity: Possibility Models display**

Using the people chosen from the previous exercise or new ones, create a display in your youth space which celebrates the group’s possibility models and reasons for choosing them. You might want to include definitions of role models and possibility role models, quotes and images too. The display could help to inform and inspire others that use and visit the space.
LGBT Black History Month Quiz and Answers

Everyone featured in the quiz is either a Black LGBT person or a LGBT ally.

Round 1: Firsts

Round 2: Who said?

Round 3: Picture round

Round 4: Music (option to source music for this round)

Round 5: Anagrams

Round 1: Firsts (10 points)

1. Who was the first professional league footballer to publically come out?  
   (Justin Fashanu) bonus point for the year – (1990)
2. Can you name the first black trans actress to have a leading role in a mainstream TV show? (Laverne Cox)
3. Who was the first woman to win an Olympic boxing title? (Nicola Adams)  
   Bonus if you can name which city in England she is from – (Bradford)
4. Can you name the first openly gay man to become a peer or ‘Lord’ in The House of Parliament? (Lord Waheed Alli)
5. Which character in Eastenders was the first gay and Muslim character to appear on the soap? (Syed Masood)
6. In 2014 Zakhele Mbhele became the first black, gay MP in which African country? (S.Africa)
7. Tolerance, the first pro-gay reggae album was released by Jamaican artist Mista Majah P in what year? (2011)
8. Which sport does American trans sportswoman Fox Fallon compete in? (Mixed Martial Arts)

Round 2: Who said? (5 points)

Quotes supporting LGBT people by non-LGBT people – match the quote to the person

1. Huey P Newton – political activist and co-founder of The Black Panther Party  
   “We know that homosexuality is a fact that exists, and we must understand it in its purest form: that is, a person should have the freedom to use his body in whatever way he wants” (1970)
2. **Coretta Scott-King** - author, activist, and civil rights leader. Coretta was married to Dr Martin Luther King

   “I still hear people say that I should not be talking about the rights of lesbian and gay people and I should stick to the issue of racial justice. But I hasten to remind them that Martin Luther King Jr. said, "Injustice anywhere is a threat to justice everywhere." I appeal to everyone who believes in Martin Luther King Jr.’s dream to make room at the table of brother- and sisterhood for lesbian and gay people” (1998)

3. **Kerry Washington** – actress and LGBT ally

   “Women, poor people, people of colour, people with disabilities, immigrants, gay men, lesbians, bisexuals, trans people, intersex people — we have been pitted against each other and made to feel like there are limited seats at the table for those of us who fall into the category of ‘other...We must be allies, and we must be allied in this business because to be represented is to be humanized. And as long as anyone anywhere is being made to feel less human, our very definition of humanity is at stake, and we are all vulnerable.” (2015)

4. **Desmond Tutu** - South African social rights activist and retired Anglican bishop

   “I would refuse to go to a homophobic heaven. No, I would say sorry, I mean I would much rather go to the other place...I would not worship a God who is homophobic and that is how deeply I feel about this” (2013)

5. **Chimamanda Ngozi Adiche** – Feminist, novelist and non-fiction writer

   “we cannot legislate into existence a world that does not exist: the truth of our human condition is that we are a diverse, multi-faceted species. The measure of our humanity lies, in part, in how we think of those different from us. We cannot – should not – have empathy only for people who are like us.” (2014)

**Round 3: Guess Who / What’re they known for (18 points)**

1. **Isis King** is an American model, fashion designer and actress, Isis was the first transwoman to compete on America’s Next Top Model.

2. **Paul Sinha** is a British doctor and comedian. He is most well known for his role as a ‘Chaser’ on the ITV’s Game show The Chase

3. **Campbell X** is a British film maker, Campbell’s films document black LGBT culture and most well known film was released in 2012 entitled Stud Life
4. **Kye Allums** is an American athlete and the first openly trans basketballer to play on a NCAA Division 1 women’s basketball team

5. **Pratibha Parmar** is a British film writer, director and producer. Her work features a range of LGBT storylines and casts

6. **Bayard Rustin** is an American civil and human rights activist. He was principle organiser for the March on Washington for Jobs and Freedom and worked closely with Dr Martin Luther King

7. **Staceyann Chin** is a Jamaican spoken-word poet, performing artist and LGBT rights activist

8. **James Baldwin** was an American writer and civil rights activist, known as one of the most vocal writers during the civil rights movement

9. **Fisayo Akinade** is an actor on both stage and screen. He is most well known for his roles in the Channel 4 series Cucumber, Banana, Tofu

10. **Gok Wan** is an English fashion consultant, author and television presenter, perhaps best known for his Channel 4 television programme *How to Look Good Naked*

11. **Janet Mock** is an American writer, transgender rights activist, public speaker and author

12. **Gina Yashere** is a British comedienne perhaps best well known for her role in *The Lenny Henry Show*

13. **Alice Walker** is an American author and civil rights activist. She is perhaps most well-known for writing *The Colour Purple*

14. **Mobeen Azhar** is a journalist and film maker. He is most known for his work in documenting LGBT South Asian Communities

15. **Diriye Osman** is a Somali-British short story writer, essayist, critic and visual artist, most well-known for his debut *Fairytale For Lost Children* a collection of short stories about LGBT Somalian people

16. **Ricki Martin** is a Puerto Rican singer, songwriter and actor, best known for his song *Livin La Vida Loca*

17. **Angela Davis** is an American political activist, scholar, and author. She is most well known for her work during the civil rights movement and her work in prison abolition

18. **Frida Kahlo** was a Mexican painter best known for her vivid self-portraits
Round 4: Music (7 points) – find and play a song from each artist and ask group to guess the artist OR read the following quiz information:

1. **Frank Ocean**
   This singer is a member of the hip-hop collective Odd Future, his debut album was released in 2012 entitled Chanel Orange

2. **Stooshe**
   "3 piece girl-band from London, best known for songs “Black Heart” and “Love Me”
   2 extra points available to name the LGBT members in the band:
   Courtney Rumbold and Alexandra Buggs

3. **Azealia Banks**
   This singer's debut song was called “212” and released in 2011, it got to number 12 in the UK singles chart

4. **Kele Okereke**
   This singer is now a solo artist, used to be the lead singer of British boy-band Bloc Party

5. **Billie Holiday**
   American Jazz singer who famously sang “Strange Fruit” one of the most well known protest songs about the unjust killings of black people in America

Round 5: Anagrams (10 points) (famous films, books, tv shows staring Black LGBT characters or written by black LGBT people)

1. **The Colour Purple** – Boook by Alice Walker “Up crueller photo”
   (Clue: Woopi Goldberg plays the main character in the film adaptation)

2. **Stud Life** – LGBT film about the lesbian/stud community in London “Flu edits”
   (Clue: Film shot in London)

3. **Brother to Brother** – Documentary about Bayard Rustin “Horror both better”
   (Clue: Siblings)

4. **Black Is, Black Ain’t** – Documentary about race and sexuality “Anti sick blackbal”
   (Clue: Opposite to white)

5. **Orange Is the New Black** – LGBT characters “Knowing able cheaters”
   (Clue: Netflix show)

6. **The Watermelon Woman** – Lesiban film “Now momental weather”
   (Clue: Juicy, red fruit)

7. **Set It Off** – Queen Latifah plays a lesbian character “It setoff”
   (Clue: Queen Latifah and Jada Pinkett-Smith star in the film)

8. **Paris Is Burning** – LGBT Documentary “Rub as inspiring”
   (Clue: Drag balls and drag queens)

9. **Pariah** – Lesbian film “Haripa”
   (Clue: An outcast)

10. **Trumpet** – A book about a trans musician by Jackie Kay “Termput”
    (Clue: Brass instrument)
LGBT Black History Month Quiz: Answer Sheet

Everyone featured in the quiz is either a Black LGBT person or a LGBT ally

Round 1: Firsts

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

/10 points

Round 2: Who said?
Quotes supporting LGBT people by non-LGBT people – match the quote to the person

1. American revolutionary in 1970: “We know that homosexuality is a fact that exists, and we must understand it in its purest form: that is, a person should have the freedom to use his body in whatever way he wants”

2. American civil rights leader in 1998: “I still hear people say that I should not be talking about the rights of lesbian and gay people and I should stick to the issue of racial justice. But I hasten to remind them that Martin Luther King Jr. said, “Injustice anywhere is a threat to justice everywhere.” I appeal to everyone who believes in Martin Luther King Jr.’s dream to make room at the table of brother- and sisterhood for lesbian and gay people”

3. US American actress in 2015: “Women, poor people, people of colour, people with disabilities, immigrants, gay men, lesbians, bisexuals, trans people, intersex people — we have been pitted against each other and made to feel like there are limited seats at the table for those of us who fall into the category of ‘other...We must be allies, and we must be allied in this business because to be represented is to be humanized. And as long as anyone anywhere is being made to feel less human, our very definition of humanity is at stake, and we are all vulnerable.”

4. Nigerian author in 2013: ”I would refuse to go to a homophobic heaven. No, I would say sorry, I mean I would much rather go to the other place...I would not worship a God who is homophobic and that is how deeply I feel about this”

5. South African religious leader in 2014: “We cannot legislate into existence a world that does not exist: the truth of our human condition is that we are a diverse, multi-faceted species. The measure of our humanity lies, in part, in how we think of those different from us. We cannot – should not – have empathy only for people who are like us.”

/5 points
Round 3: Guess Who

1.  
3.  
5.  
7.  
9.  
11. 
13. 
15. 
17. 

2.  
4.  
6.  
8.  
10. 
12. 
14. 
16. 
18. 

/18 points

Round 4: Music

1.  
2.  
3.  
4.  
5.  

/7 points

Round 5: Anagrams

1.  Up crueller photo : (Book and film) 
2.  Flu edits (British film) 
3.  Horror both better (US film) 
4.  Anti sick blackball : (US documentary) 
5.  Knowing able cheaters : (Netflix series) 
6.  Now momental weather : (US film) 
7.  It setoff : (US film) 
8.  Rub as inspiring : (US documentary) 
9.  Haripaa : (US film) 
10. Termput : (Book) 

/10 points

Score out of 50:
Round 3: Guess Who

1

2

3

4

5

6

7

8

9
Round 3: Guess Who
Linda Bellos OBE (1950 – present) is a British former politician and a prominent human rights activist. Linda has focussed much of her activism on rights and equality for Black and LGBT communities. In the 1980s Linda was known by many for fighting for true intersectional equality, she argued strongly that an inclusive approach to women’s issues must take account of social class, minority and majority ethnic identity, disability, sexual identity and religion. Linda is well remembered for her intersectional work and has been a highly influential figure in UK politics, a lot of what Linda fought for has been adopted into The Equality Act and other equality legislation. Linda was also one of a small selection of people who introduced Black History Month in the UK.

www.lgbtyouthnorthwest.org.uk
Starter Activity: Everyday Activist

Using the Everyday Activist resource, ask your group if they can match the activist to the activism they do. The resource features a range of UK based Black LGBT activists.

- Were the group surprised by any of the acts that are considered activism?
- Do they feel differently about activism?
- Were there any activists that they knew already?
- Are there any other Black and/or LGBT activists that they know of?

Starter Activity: What is an activist?

Linda Bellos has spent her life fighting for equality and for the rights of marginalised groups. She is a proud feminist and activist, but what does it truly mean to be an activist?

Cut out and place the cards on the target in accordance to how important, relevant or necessary you believe these actions are to being an activist with the most important actions in the middle and the least towards the outside. There are some blank cards for you to add your own actions to the list.

This exercise is designed to help young people explore the ways in which they may already be involved in activism and to make ‘activism’ and ‘activist’ accessible and recognisable language for young people.

Either print out a target onto A3 or ask each group to draw their own target onto a sheet of flip chart paper – the bigger the target the better.

Discussion questions: agree/disagree

(label opposite ends of the room ‘agree/disagree’ and ask young people to stand at the end that suits how they feel about the following statements. Use the space as a scale, the middle can be a space for the undecided and those who are unsure. Pick a few people from across the scale to explain their decision.)

- “it’s impossible to make spaces inclusive for everyone”
- “we have total equality for LGBT people in the UK”
- “racism is treated as seriously as homophobia, biphobia and transphobia”
- “racism in the UK really isn’t that bad”
**Activist Target Game**

Cut out and place the cards on the target in accordance to how important, relevant or necessary you believe these actions are to being an activist, with the most important actions in the middle and the least towards the outside. There are some blank cards for you to add your own actions to the list.

<table>
<thead>
<tr>
<th>Attending marches and demonstrations</th>
<th>Discussions / arguments on Facebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging friends when they say offensive things</td>
<td>Being an out LGBT person in a space or place that’s not welcoming or accepting</td>
</tr>
<tr>
<td>Knowing what you stand for</td>
<td>Making complaints to the media</td>
</tr>
<tr>
<td>Living by your politics – practising what you preach</td>
<td>Striking</td>
</tr>
<tr>
<td>Voting</td>
<td>Looting</td>
</tr>
<tr>
<td>Rioting</td>
<td>Supporting issues of other people/communities</td>
</tr>
<tr>
<td>Educating communities about important issues/rights</td>
<td>Starting and signing petitions</td>
</tr>
</tbody>
</table>
The Everyday Activist

Activism doesn’t have to mean petitioning or taking part in marches and demonstrations. There are lots of different ways that people can be activists. Below are 8 prominent Black LGBT activists from the UK, can you match the activist to their activism?

<table>
<thead>
<tr>
<th></th>
<th>Activist</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jackie Kay</td>
<td>The creative Director of ‘Team Angelica’ who has a commitment to creating inclusive, challenging, transformative entertainment in the mediums of film, theatre, music, television, radio, dance and design.</td>
</tr>
<tr>
<td>2</td>
<td>Parminder Sekhon</td>
<td>A poet and creative artist whose work explores an array of personal and political topics including race, love, war and colonial history</td>
</tr>
<tr>
<td>3</td>
<td>Ajamu</td>
<td>An author and poet who is well known for the diversity of characters within their books; which often feature Black and/or LGBT people. They were also awarded an MBE for their services to literature</td>
</tr>
<tr>
<td>4</td>
<td>Seni Seneviratne</td>
<td>A co-founder, trustee and executive director of ‘UK Black Pride’, Britain’s biggest community led organisation for African, Asian, Arab and Caribbean heritage LGBT people, their families and supporters</td>
</tr>
<tr>
<td>5</td>
<td>Sabah Choudrey</td>
<td>A member of the House of Lords who has fought for equality for LGBT people to be supported in UK laws</td>
</tr>
<tr>
<td>6</td>
<td>Phyll Opoku-Gyimah</td>
<td>A photographer who photographs and documents the work of and lives of Black LGBT people and communities. They also co-founded ‘rukus! Federation’, A black LGBT arts and heritage organisation</td>
</tr>
<tr>
<td>7</td>
<td>Rikki Beadle-Blair</td>
<td>A photographer who photographs and documents the lives of Asian and Black LGBT people and communities in the UK</td>
</tr>
<tr>
<td>8</td>
<td>Lord Waheed Alli</td>
<td>An organiser for ‘Trans Pride Brighton’ and a youth worker for LGBT organisations. They also write and publish articles that discuss and raise awareness to issues affecting LGBT people of colour</td>
</tr>
</tbody>
</table>
Main Activity: Intersectionality Pizza

“It is not our differences that divide us. It is our inability to recognise, accept, and celebrate those differences.”

AUDRE LORDE

“I believe in all human beings being equal, which doesn’t mean that we’re all the same but we have an equal right to exist.” – Linda Bellos

Linda championed equality; she encouraged others to recognise that not everyone’s lives are the same; that we need to take into account different intersections of people’s identities when designing policies, services and when interacting in society.

Discuss the following questions with the group

- How diverse is your group?
- Do groups have to be diverse? What are the pros and cons?
- What might it be like for new young people or workers? How might they feel?
- What is it about the space that is welcoming and makes people feel safe?

**Intersectionality is the practise of examining how biological, social and cultural factors intersect with one another and can often lead to inequality being faced by individuals or groups and communities of people.**

This exercise is designed to explore similarities and differences; how those differences impact people’s lives differently and to reflect on whether your youth space is welcoming, accepting and accessible for everyone. Often people learn more about themselves from listening to other people’s stories, which in turn creates opportunities to explore how people can help one another feel safe, happy, understood and welcome in a space.
How to run:

- Remind the young people to only share what they are comfortable with the whole group knowing about and about confidentiality within the space.

- Ask the group to think of 5 things about their identity that are important to them and think of 5 pizza toppings that represent each one.

- (e.g. meats, flavoured oils, cheeses, vegetables, herbs etc) add these to the pizza and write what each topping represents at the side.

- These things should be things you are unable to control or change:

- Ask group to think about things that affect the way people see them, the way they are treated, things that affect how they live their lives or potentially that shape/control their lives. It’s helpful to give examples:

  - Black
  - Bisexual
  - Muslim
  - Woman
  - Cisgender
  - Christian
  - Has a physical disability
  - Transgender
  - Mother
  - Born in another city
  - White
  - Refugee
  - Has depression

- Once everyone has completed their pizzas they should mingle within the group – you can split groups into smaller groups of 2 or 3 and swap round after 5-10 minutes.

- If the group is very small you can run this as a whole group

- After a few rounds of swapping and sharing, ask the young people whether they learned anything new – something they hadn’t thought of before, did they find similar or vastly different experiences, what was interesting etc.?

- Lead a discussion about how identities intersect - discuss minority identities, do people with multiple minority identities feel as though they can access all spaces / services? How accessible are spaces generally, how accessible is your space, is there anything the group might want to do / think differently from here on to ensure people of all backgrounds feel equal in the space?
Justin Fashanu (1961 – 1998) was a British premier league footballer who played for a number of teams including Norwich City, Newcastle United and Nottingham Forest. Justin Fashanu was Britain’s first million pound black footballer, and the first (and only) professional player in Britain to come out as gay. He came out during an interview with the Sun Newspaper in 1991. Justin came out so that his visibility as an out, gay man could help others. "I wanted to do something positive... so I decided to set an example and come out in the papers".
Discussion questions: agree/disagree
(label opposite ends of the room ‘agree/disagree’ and ask young people to stand at the end that suits how they feel about the following statements. Use the space as a scale, the middle can be a space for the undecided and those who are unsure. Pick a few people from across the scale to explain their decision.)

- “People in the public eye / celebrities should be out if they are LGBT”
- “It’s important to see yourself represented in the media/society”
- “Black people are often represented well in sport but not in other professions”
- “There is more racism in football than there is homophobia, biphobia, or transphobia

Justin Fashanu experienced racism and homophobia on and off the football pitch. What do the two words mean? Include biphobia and transphobia when discussing what homophobia means. When you have definitions for both, create a mind map to explore what causes racism and homophobia.

Starter Activity: Stereotypes and assumptions

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

CHIMAMANDA NGOZI ADICHE

Homophobia and racism are often rooted in negative assumptions and judgements about LGBT and non-white people. Stereotypes often feed into why people feel it is ok to discriminate against others.

Ask the group to think about stereotypes and assumptions for the following groups and note these down to use later: Black, LGBT, sports people, men, women.
How do these stereotypes affect people? How do they affect the way we think about and treat people from these groups?

Looking at the stereotype image cards, ask your group whether any of the stereotypes apply to these Black sports players. How accurate are the stereotypes? Do they apply to everyone? Should we use stereotypes as a basis to influence how we feel about people? Are they helpful in judging character or personality?
Is sexuality, personality or identity something you can see?

Serena Williams
Tennis player

Orlando Cruz
Boxer

Tiger Woods
Golfer

Sheryl Swoopes
Basketball player

Lianne Sanderson
Footballer

Amir Khan
Boxer

Naseem Hameed
Athlete

Brittney Griner
Basketball player

Mario Balotelli
Footballer
Is sexuality, personality or identity something you can see?

John Amaechi
Basketball player

Monty Panesar
Cricketer

Phillips Idowu
Athlete

Darren Young
Wrestler

Jessica Ennis-Hill
Athlete

Nicola Adams
Boxer

Alex Scott
Footballer

Jason Collins
Basketball player

Michael Sam
NFL Footballer
The player’s sexual orientation isn’t and shouldn’t be made the main focus of this exercise, however being aware of their sexual orientation does help to provide positive and accurate representation of LGBT people.

**Discussion questions:**

- What things impact on stereotypes? *(e.g. hair style, dress sense, style, race)*

- How many stereotypes are positive? How many are negative? What affect do stereotypes have on us, how we think about and see other people, how those groups feel about themselves?

- Sport is often seen as a ‘masculine’ thing to do, do people agree/disagree? Are there other sports that people feel are gendered? How many aren’t gendered?

- Ask your group to reflect on the stereotypes they came up with at the beginning of the activity, how do they feel about them now?

Homophobia, biphobia and transphobia are often based on perceptions people make – on a person’s perceived sexual orientation or gender identity. Stereotypes are often used to identify people or put them into categories, they group people together even when individuals might not identify with that group.

As Chimamanda highlighted; stereotypes tell one person’s story, which isn’t the same story for everyone because we’re all individuals. How can we stop harmful stereotypes impacting and affecting us? Ask the group to think about society as a whole as well as individuals.

**Main Activity: Inclusive Kit**

Justin Fashanu experienced both homophobia and racism during his career, unlike now where there are campaigns to help raise awareness to and stop this kind of discrimination, very few, if anyone publically challenged this behaviour at the time.

Visual acts of solidarity and support can be powerful for players and football fans. During a match football banners and kits are seen all over the world.

In groups or individually, have a go at designing a football kit and/or a banner that would empower players and fans and help fight discrimination. Think about what colours stand out, what symbols are used by the Black and/or LGBT communities that could be used? What other anti-oppression symbols are there?

**Send in your designs to LGBT YNW to enter a national competition with the chance to win a Kindle for your youth project**
June Jordan (1936 – 2002) was an American poet, writer, teacher and human rights activist. June’s writing includes poems, plays, musicals, children’s stories and political essays. June fought tirelessly for freedom and equality and much of her writing focussed on highlighting global inequalities; critiquing the lack of political interest in and action on behalf of oppressed communities. June was an active figure in the civil rights, women’s rights and lesbian and gay movements.
Starter Activity: Are we really free?

“We have to talk about liberating minds as well as liberating society”

ANGELA DAVIS

A Short Note to My Very Critical and Well-Beloved Friends and Comrades

First they said I was too light
Then they said I was too dark
Then they said I was too different
Then they said I was too much the same
Then they said I was too young
Then they said I was too old
Then they said I was too interracial
Then they said I was too much a nationalist
Then they said I was too silly
Then they said I was too angry
Then they said I was too idealistic
Then they said I was too confusing altogether:
Make up your mind!
They said, Are you militant? Or sweet?
Are you vegetarian or meat?
Are you straight? Or are you gay?
And I said, Hey! It’s not about my mind.


In this poem, like much of her work June highlights the many labels that people have given to her; highlighting the labels and boxes that society often attempts to put people into and the effects of this on people’s freedom. In one of her essays June describes her sexuality as being free; bisexuality to June meant that she was not bound to loving one person, that her sexuality was uncontrollable by anyone but her.

“Bisexuality means I am free and I am as likely to want to love a woman as I am likely to want to love a man, and what about that? Isn’t that what freedom implies? “If you are free, you are not predictable and you are not controllable.” – June Jordan

Lots of June’s work focussed on critiquing labels and control regarding race, gender and sexuality.
Discussion:

- In what ways are our identities controlled?  
  *Who controls/influences us?*

- Are there pressures on us to act in certain ways?  
  *Think about race, gender, sexuality, class, age, faith*

- What is freedom?
- Do we have the freedom to be who we want to in the UK?
- Do we have the freedom to love who we want to in the UK?

Using the genderbread person for inspiration, ask your group to draw their own genderbread people and explore the following:

- Gender expression and identity
- Interests and hobbies
- Whether any of the identities are linked – e.g. is dress sense influenced by gender identity or sexual orientation?
- Whether people can see these identities all of the time – are we free to be ourselves everywhere?
- Do we act/dress differently depending on where we are and why?

If the group feel comfortable to, you can ask everyone to share their genderbread people and stories. This exercise could be used to examine how safe people feel in the space or how easy it is to be themselves.
Main Activity: Political Poetry & Acrostic Activism

June Jordan stated that “Poetry is a political act because it involves telling the truth”. Many artists use their art forms for activism to raise awareness to political issues or issues affecting their lives. Can you think of any?

Examples: *Kanye West, Staceyann Chin, Frida Kahlo, Jean-Michel Basquiat*

Dean Atta is a black, gay poet from London, his poem *Young, Black and Gay* challenges stereotypes and assumptions made about black men.

**Young, Black and Gay**

My people are many and few
Subdivisions of me and you
Substantial people sometimes called subhuman
Negroes, faggots and all the youts dem
Don’t think your rights came overnight
So many people had to fight
To gain anything like equality
We ain’t there yet but we’re gonna be

Institutions instigate internal indignation
We, brought up and betrayed by this nation
Isms and schisms of my Babylon home
Have held this king back from his throne
But you can fight the system from within
Yes you can befriend sinners and still not sin

See me, I went to university
Not even the first in my family
I’m from a long line of scholars
Trace me back to Greece and Africa
Through Cyprus and Jamaica
I don’t write to be pretentious
But my vocab and vision leave you defenceless
Trying hard to avoid the clichés
But everything worth saying’s been said these days

I’m ironic and yet I’m so on it
So if you wanna test me, let me hear your phonics
I’m not a battle emcee; I’m a community defender
Young, black and gay, you best remember.

Explore what the group thought of the poem – what message was Dean expressing?

Ask the group to think about a word or a phrase that is linked to equality or that makes an important statement regarding an issue they care about. Examples: Freedom, End Hate, No Justice No Peace

Write the word or phrase horizontally down the side of a page and use each letter to start a sentence in the poem.

E every human being deserves justice
Q uality of life should be the same for all
U se your power to fight for what’s right
A ll human beings should be treated equal
L et nobody tell you different
I n a just world, we should all have the same opportunity
T o live and love as we wish
Y ou and me together in unity

For a challenge you could also try to include the word or phrase down the middle of your poem or at the end:

-----E-----  -----E
-----Q-----  -----Q
-----U-----  -----U
-----A-----  -----A
-----L-----  -----L
-----I-----  -----I
-----T-----  -----T
-----Y-----  -----Y

Poetry and spoken word is often linked to emceeing and rap music. If the young people in your group would prefer to write lyrics, you could use this as an opportunity to perform and/or record the work, either as an audio file or creating a video too. Adding actions and movement to the words to bring the poems to life is also a simple way to create performance material.

Another poem by Dean Atta that you may want to explore during this exercise is ‘I am Nobody’s Nigger’. The poem was written in reaction to “the injustice of the death of Stephen Lawrence” and discusses the current usage of the word ‘nigger’. You can watch a video made by SBTV for the poem on YouTube https://youtu.be/pxp0QanPe2E

Tweet us your poems @LGBTYNW
Marsha P Johnson (1944 – 1992) was an American transgender and gay rights activist who campaigned for rights and equality for the LGBT community. It is said that Marsha was a prominent figure in the Stonewall Riot, where LGBT people fought back against police brutality and mistreatment at The Stonewall Inn, New York, 1969. The Stonewall Riot is known to be one of the most important events in the LGBT rights movement. Along with fellow activist Sylvia Rivera, Marsha started STAR: Street Transvestite Action Revolutionaries. The group fought for rights for trans people and also provided a shelter for street people, trans teens and drag queens.
**Starter Activity:**

**How to be an ally**

Marsha identified with the term ‘transvestite’, though language has evolved and we believe Masha perhaps would now identify as transgender or as a transwoman. Marsha didn’t only fight for rights that affected trans people but she also fought for other marginalised groups; she was a member of the Gay Liberation Front and fought for rights and equality for lesbian and gay people too.

Marsha was what we could call an ally; a person who fights for and supports others in their fight for equality, despite not necessarily being affected by such struggle themselves - just like the LGBT allies featured in the LGBT Black History Month quiz. Allies are an integral part of any group’s struggle.

**Discussion:**

- What role do allies have?
- In what way do they help? What roles do they usually take on?
- Do the group know of any famous allies? (see quiz round 2 for examples) or memorable movements that had many allies? (e.g. equal marriage movement)
- Does anyone in the group consider themselves an ally and why? (e.g. challenging racist or ableist language or supporting a LGBT organisation)

As a group devise a manifesto or a list of top tips for how to be an ally. Think about necessary things allies must do and be aware of. The manifestos can be general tips for being an ally or as a group you can focus on being an ally for a specific community.

**Make your ally manifestos visual:**

You could create Ally Stars or Ally Diamonds with an action or quality on each point. Using the diamond you can indicate the most important actions and qualities towards the top of the shape.

Examples might include: listening to the voices of others, asking how you can help rather than doing something you think is helpful.
Main Activity: Protest and Placard Design

“When an individual is protesting society’s refusal to acknowledge his dignity as a human being, his very act of protest confers dignity on him.”

BAYARD RUSTIN

Marches and demonstrations are non-violent forms of protest and activism. Marches unite large numbers of people, fighting for the same goal. They have been used as acts of protest for many years. During the civil rights movement, many people marched peacefully, and it has become something the movement is well remembered for.

Discussion:

- How effective were and are peaceful marches?
- How do the peaceful and non-violent marches that took place during the civil rights movement compare to marches and demonstrations that people attend now?
- Can you get a message of anger and frustration across on a peaceful march?
- What elements of marches and demonstrations are effective? Which aren’t so effective?
  - Think about the types of activity that gets reported and remembered
- What is the best way to get a message to governments, organisations and decision makers?
Placards and banners are used at marches to express how people feel. They can be extremely eye catching, especially if the language used is snappy, powerful and memorable. Many people write slogans, symbols and punchy lines to make maximum impact on passers-by. Photographs of placards and banners help document the feeling at the time too.

The following pages contain famous images and placards that have been captured during marches for civil rights and in the LGBT rights movement. What do the group think about the placards? What makes them powerful? Is it the imagery, slogans, colours, fonts?

- If you or any young people in your group can think of other political movements, past or present, where marching and demonstrations have been used, you could include images of those in this exercise too.

- As a group discuss an injustice that the whole group feel passionate about fighting for and either as a group or individually, create banners and placard designs that help raise awareness to the issue.

If you were going on a demonstration, what message would you like the public and the government to hear and see?

These could be displayed in your youth centre, alongside, photos, images and information about the cause you are fighting for to raise awareness within your local community.
Above: Black LGBT women hold this sign at a women's liberation rally in 1982, USA.

Below: The Memphis Sanitation Strike on February 11, 1968 in Memphis, Tennessee. After years of poor treatment, discrimination, dangerous working conditions, and the horrifying deaths of two workers, nearly 1300 black sanitation workers walked off the job in protest. ‘I am a Man’ was a statement used to draw attention to black men being called ‘boy’.
Above: Demonstrators in America, 2015, protesting the decision not to indict officers in the chokehold death of Eric Garner and the fatal shooting of Michael Brown

Below: People in America 2014 protesting for justice for the killing of Mike Brown
Left: Marsha P. Johnson pickets Bellevue Hospital to protest the poor treatment of homeless people and members of the LGBT community.

Right: Protestor at Weinstein Hall demonstration for the rights of gay people on campus.
Above: Martin Luther King leading the March on Washington for Jobs and Freedom in 1963

Below: Women protesting for women’s right during the Women’s Liberation movement in the 1960s
“When an individual is protesting society’s refusal to acknowledge his dignity as a human being, his very act of protest confers dignity on him.”

“AUDRE LORDE

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

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“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

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“We have to talk about liberating minds as well as liberating society.”

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“When an individual is protesting society’s refusal to acknowledge his dignity as a human being, his very act of protest confers dignity on him.”
LGBT BLACK HISTORY MONTH

fighting for freedom

Linda Bellos
political activist

Justin Fashanu
footballer

June Jordan
poet

Marsha P Johnson
LGBT activist

www.lgbtyouthnorthwest.org.uk
FURTHER READING

Included below is a list of poets, authors and documentaries that explore further the topics, themes, events and people in this pack, as well as the names of authors, essayists and poets whose work explores race, gender and sexuality.

Literature and poetry:
- Adam Lowe
- Audre Lorde
- Dean Atta
- Dorothea Smartt
- Diriyiye Osman
- Jackie Kay
- James Baldwin
- Patience Agbabi
- Rikki Beadle-Blair
- Seni Seneviratne

Documentaries:
- A Place Of Rage (1991)
- Black is... Black Ain’t (1995)
- Black Power Mixtapes (2011)
- Brother Outsider (2013)
- Paris Is Burning (1990)
- Pay It No Mind (2012)
- The T Word (2014)
  We Should all be Feminists (2013)

Critical writing:
- Angela Davis (feminism, prision abolishion, race, gender)
- Audre Lorde (feminism, race, gender)
- bell hooks (feminism, race, gender, sexuality)
- Chimamanda Ngozi Adiche (feminism, race, gender)
- Janet Mock (feminism, gender)
- James Baldwin (civil rights, race, gender, sexuality)
- June Jordan (feminism, race, gender, sexuality)

Thank you

Thank you to all the individuals who contributed to the creation of this pack; to those who suggested and critiqued ideas for content, who proof read drafts and a big thank you to Hebe Phillips for image design.

A project in collaboration with Schools Out
www.schools-out.org.uk
The creation of this pack forms part of a wider piece of work that LGBT Youth North West are undertaking in Greater Manchester to help support Black and Asian LGBT young people. The project is committed to raising awareness to the needs, experiences and achievements of Black and Asian LGBT young people; to providing a safe and inclusive space for learning, peer support and growth and to ensure that Black and Asian LGBT young people’s voices and identities are heard, understood, respected and valued.

As part of the project Fusion, a new group space for Black and Asian LGBT young people was born.
LGBT Youth North West is a regional organisation that seeks to meet the needs of lesbian, gay, bisexual and trans young people.

We do this in a number of ways:

- Directly providing youth services and opportunities to LGBT young people;
- Providing a support and opportunity network for other LGBT youth groups and youth professionals;
- Working in schools and other youth settings in a number of ways to raise awareness of the issues faced by LGBT young people;
- Training professionals that work with young people to ensure their practice is LGBT inclusive.

Fusion is a safe and friendly youth space and online group for Black and Asian LGBT young people aged 13 – 19.

Fusion and this resource are supported by