



## STONEWALL LESSON PLANS – LGBT History Month Poetry

This LGBT History Month, we're focussing on poetry and designed these lesson plans to help you celebrate with your students. LGBT History Month was founded by Schools Out, who have been campaigning for LGBT inclusive education for 46 years. Adapt the lesson plan to best suit the needs of your class and to fit the amount of time you have available. We have also developed lesson plans on this theme for students with SEND – these can be found on our website. Other suggested resources are noted in each lesson plan.

### Who are Stonewall?

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people. At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full. Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter. To find out more about our work, visit us at [www.stonewall.org.uk](http://www.stonewall.org.uk).

Enjoyed this resource? Join us today!

Our expert team of qualified teachers and trainers have supported hundreds of settings in their inclusion journeys to make sure all children and young people are free to be themselves. [Our membership programmes for schools and colleges, and for children and young people's services, have something to offer every setting.](#) Join us today and benefit from:

- CPD-accredited e-learning modules
- Regular professional development webinars
- Access to our award schemes
- Personalised support from our team

All this, and more, is included in the price you pay for membership.



Looking for custom training? Our experienced trainers can provide quality training sessions for ITT providers, teaching schools, professional development networks and many other providers. Email us [education@stonewall.org.uk](mailto:education@stonewall.org.uk) to find out more and discuss your needs.

## Key Stage 3 – England and Wales

### S1 to S3 – Scotland

**Learning objective:** To be able to identify the use of metaphor

Activity	Details	Resources
<p>Pairs: Identify the metaphors</p>	<p>Students work in pairs to underline the metaphors in the poem <i>Love Transposed</i> by Ian Iqbal Rashid. You can find the poem here: <a href="http://cordite.org.au/poetry/transqueer/love-transposed/">http://cordite.org.au/poetry/transqueer/love-transposed/</a></p>	<p><b>PowerPoint:</b></p> <ul style="list-style-type: none"> <li>• Love Transposed PowerPoint – KS3 S1 to S3</li> </ul>
<p>Whole class: Love Transposed</p>	<p>Ask students to identify the metaphors they had spotted. As a class, unpack the different metaphors. Discuss the different aspects of love within the poem – warm and bright, but also something muddy that can weigh us down.</p> <p>Look at the biography of Ian Iqbal Rashid on the board. Does knowing that he’s gay, had previously been an asylum seeker, that he’s of Indian descent, that his early life was spent in Tanzania change your understanding of the poem at all?</p> <p>How might a same gender relationship be more difficult than a mixed gender relationship? How might it potentially be different as a person of colour?</p> <p>For example, being in a same gender relationship might be more difficult because of how others treat you in society – LGBT people still face discrimination in lots of countries around the world, including in the UK. Being a person of colour is difficult because of racism – many people of colour still experience racism and discrimination all over the world. Being a gay person of colour might be difficult because of racism within and outside of the LGBT community and because of homophobic attitudes within society.</p> <p><i>Note: It is important to avoid racial and religious stereotypes during this discussion. You should</i></p>	<p><b>Paper Resources:</b></p> <ul style="list-style-type: none"> <li>• Love Transposed Poem (available at <a href="http://cordite.org.au/poetry/transqueer/love-transposed/">http://cordite.org.au/poetry/transqueer/love-transposed/</a>)</li> </ul>



	<i>challenge any assumptions and generalisations that students make regarding attitudes towards LGBT people in BAME and/or religious communities.</i>	
Individual: Poem analysis	Students answer the question: How does Ian Iqbal Rashid use metaphor to describe love in <i>Love Transposed</i> ?	
Plenary: Self-assessment	As a class, identify the key points that students needed to put in their answer. Students self-mark.	