



LGBTI+ Action Guide

This human rights action guide was created by a group of students from 6 different post-primary schools. Our aim is to encourage our schools, and others, to demonstrate solidarity with the LGBTI+ community, and show acceptance of all students and their identities.

Every person has the same human rights, but LGBTI+ people still suffer discrimination and abuse. Their rights are violated simply because of who they are. This happens around the world and it also happens in Ireland. Irish research has shown that 20% of LGBTI+ secondary [1] school students are bullied, 67% of students have witnessed bullying of LGBTI+ students at school, and 60% said that if someone comes out as LGBTI+ in their school, they will be bullied. Most importantly, ensuring LGBTI+ rights are enjoyed in schools makes it safe for young people to learn and thrive.

Suggested Day of Action: Friday the 14th February 2020 on Valentines Day

This date is flexible so feel free to pick a date around the 14th of February that suits your school best.

Additional Resources:

BelongTo www.belongto.org

TENI (Transgender Equality Network Ireland) <http://www.teni.ie/>

Contact Us: youth@amnesty.ie **Phone:** 01 8638300

Human Rights and the Curriculum

This action for human rights links with the following subjects and curricula:

CSPE – Rights & Responsibilities, Inequality

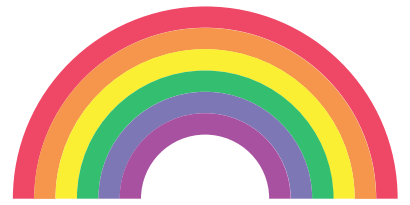
SPHE – Belonging & Integrating, Communication Skills

Wellbeing – Aspects of Wellbeing in Schools (Culture & Relationships)

Politics & Society – Strand 3 Rights & Responsibilities (Equality & Rights)

Rainbow Flag Activity

Students each wear a different colour of the LGBTI+ flag, so when they all come together they form the visual of a rainbow.



**Suggested Day of Action:
14th February 2020**

1

Ask a teacher at your school to help you organize the event. This could be an Amnesty group coordinator, a CSPE teacher, a TY coordinator, or another teacher you think might like to be involved.

2

With your teacher's help and the letter from Amnesty (attached), contact your Principal to ask about **organizing a non-uniform day** in support of LGBTI+ rights. Explain why this is an important topic for your school and how it can be used as a fundraiser for human rights work with Amnesty Ireland.

- If you can't get permission for a non-uniform day, ask if students can bring shirts/tops to wear over their uniform for a photo or hold up rainbow flags.
- If fundraising is not allowed, explain this is optional.

3

Spread the word! The more people you have participating, the bigger the impact. Try to coordinate with other students in different years and classes. Ask to make school or class-wide announcements, have the event listed on email lists or social media, and make a poster to hang up in an area where many people will see it.

4

Assign colours to ensure they are all represented. If your whole school is participating each year could wear one colour, or if one year is involved you could organize the colours by last name (alphabetically) or birth month.

- There are six colours in the rainbow flag: (red, orange, yellow, green, blue, purple)

5

Use the classroom activities included below and posters to demonstrate the purpose of the activity in the days or weeks leading up to the event. It's important that people know why they're participating.

6

Coordinate a time and place where everyone can meet to take a photo. There will be a stronger rainbow effect with everyone together.

- This could be a good time to collect money for the fundraiser.
- Think about the layout of the photo so everyone can be seen if there's a large group. Is there a place where you can take the photo from above or a stairwell where students can be staggered? You could take a photo from an upstairs window or use a drone to get a bird's-eye view.

7

On the day of the rainbow action, make sure to thank students for being involved and engage with them on why this action is important. Use the opportunity to **further the discussion** on LGBTI+ rights.

8

Once you have your group photo make sure to **share it on social media** with your own message, or one provided below. Don't forget to tag us so we can re-share it!



3 EASY WAYS TO DONATE

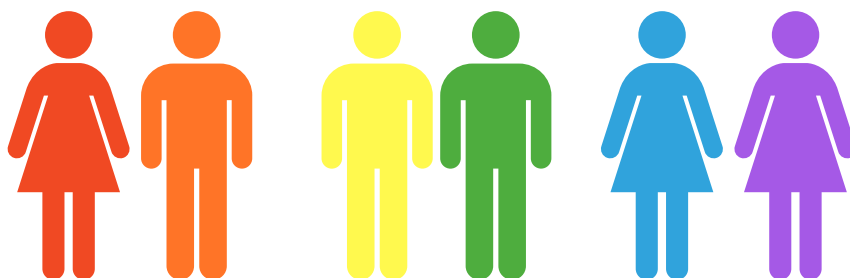
- 1** Donate online here: www.amnesty.ie/donations/donate
– be sure to click the ‘Give Once’ tab and enter your amount.
- 2** Call 01 863 8300 and make your donation using a credit/debit card.
- 3** Make a bank transfer, as below

Amnesty International Ireland

Bank Details

<i>Bank Details:</i>	Bank of Ireland, College Green, Dublin 2, Ireland
<i>A/C Name</i>	Amnesty International Irish Section Ltd No.4 Current Account
<i>Sort Code:</i>	90-00-17
<i>A/C Number</i>	81854058
<i>Swift Code/BIC</i>	BOFIIIE2D
<i>IBAN:</i>	IE31 BOFI 9000 1781 8540 58

See how your donations are put to work in a video about how Amnesty assisted 3 LGBTI teenagers to cross the US-Mexico border: <https://www.youtube.com/watch?v=kiiphnmkRg>



Give Once

€21

can help to mobilise thousands of people across the world to act for someone in immediate danger

€60

can help fund a caseworker for a particularly vulnerable LGBTI+ refugee

€250

can help to get our researchers into countries crisis zones like Syria. We can claim a tax refund on gifts over €250 in a year at no extra cost to you.

€960

could help fund a mission to the U.S. southern border to find the truth about treatment of asylum seekers there

Rainbow Flag Activity Resources



LGBTI+ Glossary and FAQ section available at:
<https://www.amnesty.ie/what-we-do/more-campaigns/lgbti/>

Printable Posters available at:
<http://belongto.org/professionals/stand-up-awareness-week/stand-up-resources/>

Social Media Message

1. Suggested Caption

We want everyone at [Your School] to feel included. Today we're wearing the colours of the LGBTI+ flag to show we stand-up for the rights of all!

2. Hashtags

#LGBTI #LoveWins
#LGBTIRightsAreHumanRights
#HumanRightsAreMyPride

3. Tag us!

Instagram

@actamnesty @amnestyireland

facebook

@amnestyinternationalireland

twitter

@amnestyyouth

Take action in solidarity with the International LGBTI+ Community



Vitalina Koval is an LGBTI+ activist in the Ukraine. Vitalina Koval has always wanted to make a positive difference. She uses her incredible energy to support local LGBTI+ people in her home city, Uzhgorod. But she and other activists have been violently attacked by far-right groups, just for speaking out against hate.

Watch a video with Vitalina: <https://www.youtube.com/watch?v=g8Xelik-EVs>

Sign the petition: <https://www.amnesty.ie/protect-ukrainian-activist-vitalina-koval/>

Share the video and petition with your school! Petition signatures will be sent to the Minister of Interior in the Ukraine to ensure Vitalina's attack is dealt with as a hate crime.

**HUMAN
RIGHTS
ARE MY
PRIDE**



Pride takes many forms – from carnivalesque marches, to film screenings and debates – and serve a moment of celebration of people who are marginalized by strict definitions of what it means to be a man or a woman.

Whatever the event, it's a moment for LGBTI+ people to show that they are out and proud to be who they are. Pride festivals are banned in several countries around the world, including Russia, Saudi Arabia, Uganda and most recently Turkey. Pride celebrates the LGBTI+ movement in all its diversity, and amplifies the call to respect and protect LGBTI+ rights.

Supporting Pride Festivities can be a great way to show solidarity. Check in with your local LGBTI+ Community on whether there are any Pride events happening nearby (These events generally take place in June) and organize a group from your school to attend. If there aren't any Pride activities near you, use this as an opportunity to organise your own or travel to a larger city to show support.

Human Rights Education:

LGBTI+ Rights Are Human Rights

Activities are taken from the Amnesty International UK LGBTI+ Rights
Activity Pack: <https://www.amnesty.org.uk/resources/lgbti-rights-activity-pack>

Classroom Activity 1: Exploring & Celebrating LGBTI+ History



LGBTI+ people have made extraordinary contributions to culture, knowledge and discovery through the ages and around the world. Below is a list of distinguished LBGTI+ figures.

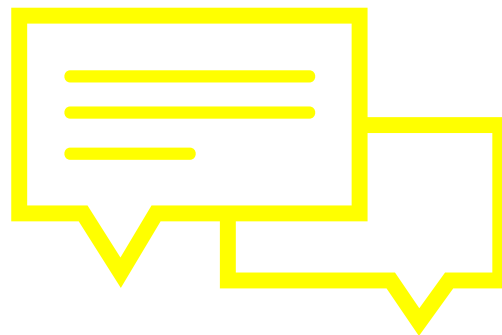
Divide this list of names among groups of students. Invite each group to search on the Internet or in the library to find a picture of their personalities and information about their lives: where they are from, when they were born, what they have done. If possible include an actual quotation from them or name something they have created or contributed to. Students can also add other people to this list of personalities.

Each group makes an A3 sized poster of one or more of their personalities and prepare a two-minute presentation to the rest of the class about them and their contribution to the world. They should line their personalities up in chronological order on a time line before the presentations begin.

- | | | |
|------------------------------|------------------------------|------------------------|
| 1 Alexander the Great | 16 James Dean | 31 Russell Tovey |
| 2 Andrew Scott | 17 Laverne Cox | 32 Sam Smith |
| 3 April Ashley | 18 King Edward II of England | 33 Sappho |
| 4 Billie Jean King | 19 Leonardo da Vinci | 34 Scott Mills |
| 5 Claire Balding | 20 Lord Byron | 35 Sir Francis Bacon |
| 6 Czar Alexander I of Russia | 21 Martina Navratilova | 36 Socrates |
| 7 Drew Barrymore | 22 Michelangelo (Buonarotti) | 37 Sue Perkins |
| 8 Ellen Page | 23 Miriam Margolyes | 38 Tennessee Williams |
| 9 Elton John | 24 Neil Patrick Harris | 39 Tom Daley |
| 10 Federico Garcia Lorca | 25 Nick Grimshaw | 40 Virginia Woolf |
| 11 Freddie Mercury | 26 Nicola Adams | 41 Walt Whitman |
| 12 Gareth Thomas | 27 Oscar Wilde | 42 Will Young |
| 13 George Michael | 28 Pedro Almodóvar | 43 Yves Saint Laurent |
| 14 Giorgio Armani | 29 Plato | 44 Zachary Quinto |
| 15 Hans Christian Andersen | 30 Robbie Rogers | 45 Thomas Hitzlsperger |

Classroom Activity 2:

Word Power



This activity considers the effect of insults and explores how to encourage the positive use of the words 'gay' and 'lesbian'. It can be used with students aged 12-15 and the range of extension activities can be used to develop this for older students.

Ask the students in small groups (2-3) to discuss an experience of being insulted or taunted:

- what happened?
- how did they feel and react at the time?
- why do they think it happened?
- how would they deal with a similar situation now?

Share some of the experiences with the class, allowing students to comment on what has happened and how this could make people feel.

Let the students know that in this lesson you will be exploring how they use language and, if appropriate, inform them that they will not get into trouble for sharing words they hear or say. Now invite the students in small groups to honestly consider what words they might have used or heard being used to taunt or insult others. You might prompt them by asking if they ever said anything that they wished they could 'unsay'? Or maybe they wanted to stick up for someone, but it was too late? Ask each group to make a list of taunts.

Invite the students to circle any of the taunts that refer to aspects of 'difference', e.g. skin colour, size, physical impairment, sexuality, being unusual, being unfashionable, etc.

Feedback some of these words to the class. If the words, 'gay' or 'lesbian' or 'transgender' are not on the list ask the class if they have heard these words used as insults. To explain the meaning of the word gay and enable students to discuss how the word can be used appropriately and inappropriately, draw a table like the one here.

Old Fashioned:	Modern:	Derogatory:
Happy, Joyful	A person who loves or is attracted to someone of the same sex.	eg 'you're so gay.'

Discuss which of these the students have heard and what they would write as a definition for the third column. Ask them to consider which of these is appropriate to use, and which could hurt someone.

The whole class can then discuss:

- What message does using these words as taunts give about what is 'normal' and 'acceptable'?
- Where might these messages come from?
- Would they want to live in a society where everyone was exactly the same?
- Would they want to go to a school where people felt afraid to be themselves?

Inform the class that all students have the right to their own identity, including their own sexual identity. Inform them that the words 'gay' and 'lesbian' and 'transgender' are not insults but descriptions and that these words can be used positively. This may also be the case for other taunts on their list.