

NOW AND THEN: Being Jewish and Lesbian, Gay, Bisexual and Transgender (LGBT) in the UK

LESSON PLAN: OVERVIEW

This lesson is accompanied by downloadable classroom materials that include:

- Jews in Britain
- Jewish Jargon
- LGBT Terminology
- Worksheets
- Answer Sheet
- Transcript of each film
- Links to films

Minimum Time Required	120min
Target stage	Key stage 3 (year 9)
Subject	History (interdisciplinary)

Students will benefit from a more comprehensive and inclusive understanding of British history. Use this interactive lesson as a fun way to explore a timeline of events and stories in Jewish LGBT history. Increase visibility, challenge stereotypes, encourage critical thinking and connect to people and events in your existing curriculum.

PURPOSE - In compliance with the National Curriculum for Secondary Schools:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Inspire children's curiosity to know more about Britain's diverse history and heritage
- Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

AIMS - The Rainbow Jews Lesson aims to ensure that all pupils:

- Increase knowledge of LGBT history.
- Increase critical thinking related to the intersection of identities and issues of inclusion and diversity.
- Know and understand the history of these islands and how the lives of Jewish LGBT people have shaped this nation and has influenced and been influenced by the wider world.
- Understand historical concepts such as continuity and change, similarity, difference and significance in the Heritage of LGBT Jewish people in Britain, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

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LESSON PLAN: TEACHER'S MATERIALS

By the end of the lesson, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study, namely the History and Heritage of Jewish LGBT people in Britain.

<p>WARM UP: WHAT DO YOU KNOW ABOUT THE JEWIS COMMUNITY IN BRITAIN?</p> <p>(5-10 min)</p> <p>Groups of 3-4</p>	<p>In create a mind map:</p> <p><i>What do you know about the Jewish community in Britain?</i></p> <ul style="list-style-type: none"> On a sheet of paper write JUDAISM in the middle, make a circle around it and create a MIND MAP linking up all things 'Jewish' that you can think of. Compare the information in your mind map to info sheets entitled 'Jews in Britain' and 'Jewish Jargon' and discuss the content briefly as a class.
<p>ACTIVITY 1: JUMBLED UP TERMINOLOGY</p> <p>(5-10 min)</p> <p>Groups of 3-4</p>	<p>Using the template in the file 'LGBT Terminology', match the expressions around LGBT with their correct definitions in groups. Check results with the other groups and your teacher.</p>
<p>ACTIVITY 2: PRE-SCREENING DISCUSSION</p> <p>(3-5 min)</p>	<p>What you are about to see is an intergenerational dialogue with two groups of LGBT Jews about their life experiences in Britain – being LGBT & Jewish, now & then.</p> <p>First, you will watch four Jewish people aged 50+ discussing their experiences.</p> <p>Discuss:</p> <ul style="list-style-type: none"> What do you imagine it would have been like for a gay or transgender person in London about 50 years ago, in the 1960s and 70s? Do you think it was easy or difficult to come out as gay or lesbian? Why (not)? What additional issues could there be for Jewish people coming out as LGBT?
<p>TRANSCRIPT</p>	<p>A downloadable transcript to help students follow along visually and examine the nuances in the stories is part of this kit. See separate document.</p>

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<p>THE DOCUMENTARY: PART 1</p> <p>(30 min)</p>	<p>Interviews. At the core of Rainbow Jews are interviews with individuals who bore witness to or helped shape Jewish LGBT history in some way. Watch or download the studio documentary via the following YOU TUBE link:</p> <p>Part 1: http://youtu.be/olE4qB9QOTI</p> <p>The clips can be played also via www.rainbowjews.com</p> <p>Complete 'Film Worksheet 1' whilst viewing.</p>
<p>ACTIVITY 3: POST-SCREENING</p> <p>(5-10 min)</p> <p>Pairs</p>	<p>Compare your notes briefly in pairs: Which answers have you missed?</p>
<p>ACTIVITY 4 : PREPARATION</p> <p>(2 min)</p>	<p>Fill in Film Worksheet 2 (part 1)</p>
<p>THE DOCUMENTARY – Part 2</p> <p>(30 min)</p>	<p>Part2: http://youtu.be/NY8PdMI60ao</p> <p>The clips can be played also via www.rainbowjews.com</p> <p>Complete Film Worksheet 2 (part 2) whilst viewing.</p>
<p>ACTIVITY 5</p> <p>(5-10 min)</p> <p>Groups of 2-3</p>	<p>Compare your notes briefly in groups.</p> <p>The class should be split into A's and B's and handed out the transcripts of the films.</p> <p>The A's should browse through the transcript for Part 1 and check film worksheet answers were correct. See also if they find the missing information.</p> <p>The B's should browse through the transcript for Part 2 and check film worksheet answers were correct. See also if they find the missing information.</p>
<p>ACTIVITY 5: DISCUSSION</p> <p>(10 min)</p>	<p>Reflect individually and take notes. Then feed back to your teacher and the group.</p> <ul style="list-style-type: none"> • Discuss with the whole group how being Jewish &

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	<p>LGBT in Britain has changed, referring to the two groups you have watched.</p> <ul style="list-style-type: none"> • What have you learnt about Jewish LGBT History and Heritage in Britain? Pick out 3 things that impressed you most. • Has your perception of this minority group changed? Examine how you felt before the screening and after about people of faith who are LGBT. • Do you see any similarities with your own life or family background? Can you think of two intersecting identities in your life? Are these identities sometimes in conflict with each other? • What is your wish for the future when it comes to including minorities into society e.g. in your school, in youth groups, at the workplace, in the wider British community?
<p>EXTENSION ACTIVITY: BE AN EQUALITY ACTIVIST!</p> <p>(20-30 min)</p> <p>Groups of 3-4</p>	<p>Team up and run your own SOCIAL MEDIA CAMPAIGN :</p> <p><i>How to make your school or youth/sports club more inclusive?</i></p> <ul style="list-style-type: none"> • Design a Facebook page (come up with a name for your group and a short mission statement). • Create an event that is fun and brings people together. • Design a strategy on how to promote your group and event to your networks (e.g. face to face, Twitter, create a #hashtag, etc). <p>Present your campaign to the other groups.</p>