



The Rites and Passages of LGBTQI migrants in Britain

liberal  judaism

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**Rainbow Pilgrims:
The Rites and Passages of
LGBTQI Migrants in Britain**

Education Resources

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Introduction

Rainbow Pilgrims (RP) is a landmark project that discovers the hidden history of LGBTQI migrants and travelers in the UK past and present.

Rainbow Pilgrims explores the narratives around 'rites and passages', documenting the interconnection between faith, sexuality, gender and ethnicity by using oral history, film, photography and illustration. Rainbow Pilgrims culminates in a touring exhibition with pop-up events, a symposium, cutting-edge learning tools and an archive collection. This collection will be deposited at the London Metropolitan Archives and is the first source of LGBTQI and migration in a faith context in Britain.

The project is supported by The National Lottery through the Heritage Lottery Fund (HLF) and proudly hosted by Liberal Judaism (LJ).

For more details and information visit <https://www.rainbowpilgrims.com>

The Rainbow Pilgrims Narrative:

A place to belong is something we all look for, but it is particularly relevant to the lived experiences of the Rainbow Pilgrims. Many have suffered from double, if not triple, marginalisation as LGBTQI migrants of all faiths and none. Many have also experienced conflict with others, or within themselves, as a result of their sexuality, faith, ethnicity, gender, cultural or national identities.

The online exhibition that can be accessed via the RP Website continues the pilgrim's tradition of telling stories to those met along the way. The stories are a reminder that we must be vigilant - prejudice and discrimination are everywhere. Yet they also celebrate humanity, diversity and freedom. It is through projects like Rainbow Pilgrims a platform to marginalised voices can be given to preserve this rich heritage for future generations.

For the exhibition, stories were collected and organised in to six themes, matched to the six colours of the rainbow flag. The themes are:

- Finding the words
- Finding love
- Finding a home
- Finding a community
- Finding faith
- Finding ourselves

This education pack is designed to support the project outputs and develop a range of language and literacy skills. It offers a spectrum of activities and sign posts teacher and educators on to additional resources to explore different themes such

as migration and self-care which are linked to some of the concepts behind this project and exhibition.

We hope that this pack will encourage participants to gain a better understanding of the lives and issues affecting LGBTQI++ people who have left their birth place for a great number of reasons. By using this pack you will hopefully foster a better acceptance of diverse population.

It aims to support schools and colleges with their equality and diversity inclusion strategy. In addition to practical teaching activities it offers solutions for challenging discrimination and prejudice in the classroom.

The primary target audience for this pack is adults, but it was used in the pilot with young people and generated truly interesting debates.

It is compiled and written by Laila El-Metoui, LGBTQI++ Education Consultant and Teacher Educator. www.lelmeducation.wordpress.com

Self-care and disclosure

For this project staff and volunteers interviewed LGBTQI+ people and asked them to share their story. Oral History can be a very intense and emotional process - self-care is vital; The health and wellbeing of everyone involved is important to the project management. Whether people needed to debrief after an oral history experience, off-load or just have a quick chat reflecting on their Rainbow Pilgrims experience, the project added a list of useful resources and contacts to support all participants.

More on this link <https://www.rainbowpilgrims.com/health-well-being/>

This pack is taking into consideration this and aims to support the sharing of experiences in a safe and inclusive environment.

Who it is for?

This pack was designed with flexibility in mind and the author hopes that most of the activities can be adapted for primary, secondary and further education settings.

How and when to use this pack?

Teachers and Educators can use this pack as stand-alone activities or as a series of activities. One may want to use this pack to link in with a range of national events and linked to the enrichment activities.

Suggested dates

- February - LGBT+ History Month <http://lgbthistorymonth.org.uk>
- 31st March - Trans Visibility Day
- 8th April International Romani Day
- 26th April - Lesbian Visibility Day

- 17th May - IDAHOBIT - International Day Against Homophobia, Transphobia and Biphobia
- June - LGBT+ Pride Month UK
- REFUGEE WEEK 18-24 JUNE
- June Gypsy Roma Traveller History Month
- 28th June - Stonewall Riots Anniversary
- September - Bisexual Awareness Week (begins on the Sunday Bisexuality Day 23rd September)
- October Black History Month
- 11th October - National Coming Out Day
- 26th October - Intersex Awareness Day
- 20th November - Transgender Day of Remembrance
- 10th December - Human Rights Day
- 18 December International Migrants Day

A more complete list of notable LGBT+QIAP awareness days can be found on this link https://en.wikipedia.org/wiki/List_of_LGBT_awareness_days

Please click on this link for addition dates to add to your Equality, Diversity and Inclusion Calendar. https://www.cipd.co.uk/Images/diversity-calendar-2018_tcm18-33885.pdf

If this is your 'first time'

Prior to engaging with learners for the first time it is strongly recommended that LGBTQI++ and non binary inclusive systems and procedures are in place in your institution. This is to not only safeguard yourself (especially if you identify as LGBTQI++ or non binary) and learners but will also facilitate celebration and inclusion. There are five areas which will support your educational institution become even more inclusive.

1. Secure senior management buy in and support

Senior management support is crucial to the implementation of equality and diversity initiatives. Working in isolation without their support can be a challenging task and potentially put staff and learners at risk should a situation escalate.

One third of the Equality Act 2010 is of direct relevance to the LGBTQI++ communities (gender reassignment , sexual orientation , marriage and civil partnership). It ought to be celebrated every year (see suggested dates on previous page).

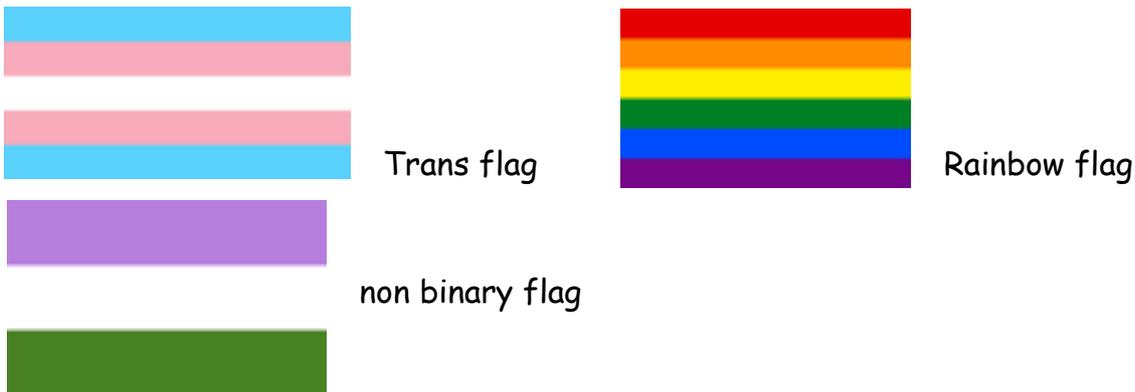
2. Staff Training / team meeting discussions

This is crucial and should be delivered prior to attempting any LGBTQI++ inclusion. This is because my experience has shown that there has been a direct increase in HBT (Homophobic, Biphobic and Transphobic) incidents linked to an increase LGBTQI++ visibility. Staff must know how to not only challenge discrimination but where to

find resources or how to report it.

3. Holistic approach and cross organisational visibility

The approach must be fully integrated within every aspect of the school or college and lead to increased visibility. Things which you ought to consider include organisation of your space (toilets, interviews for initial advice and guidance, etc.) along with display of posters and flags which foster a welcoming environment for LGBTQI++ and non binary people environment.



Identity and their corresponding flags and symbols might change with time, so best to check the latest version to display in your organisation / school / college.

Displaying a flag sends a clear message to the targeted community that they are welcome and valued. The rainbow flag for example often comes out during LGBT History month (February in the U.K) but is sometimes taken down by the end of the month. If an education institution wants to send a clear message that they welcome the LGBTQI++ community, we would recommend displaying the flag all year round. There are many other ways your institution can show its support to the LGBTQI communities by using a range of posters and showcasing famous celebrities on the walls around your institutions or get learners to research about them and give presentations.

4. Forum to raise issues and concerns for staff / learners

Does your organisation has a safe a confidential space for staff and learners to report HBT? Is it separate from hate crime? Does it have a range of supportive systems in place to support staff and learners? Are they easily accessible? Do staff know where they are? Is it included in new staff induction? Does it generate data? how is this data used?

5. Partnership work

Whenever possible, teaming up with a local or national LGBTQI++ / non binary organisation presents numerous advantages.

Check online for Just google your local or national LGBTQI++ / non binary organisation.

Tips on dealing with potential discrimination in the classroom

The model used is one of inclusion and celebration, however, for some people the concepts of LGBTQI+ and non-binary can at times generate negative reactions in people. Attitudes towards differences can vary greatly from trying to understand and being inquisitive (sometimes perceived as intrusive though) to prejudice and discrimination. Ignorance leads to some. Some of the common misconceptions and discriminatory behaviours including: can include:

- Being misgendered (using the wrong name / pronoun)
- Confusion between gender identity and sexual orientation
- Outing to others, not respecting trust , privacy , confidentiality or name calling
- Harassment, bullying , to verbal and physical abuse

Training is essential to equip staff with the necessary skills to successfully challenge discrimination and prejudice. This is a great opportunity to develop your learners/ learners ability to express themselves in a respectful way and elicit the difference between

- understand, accept and agree
- an insult and an opinion
- what they are saying and the impact it has on others
- difference between religion and religious interpretation



Focus group and pilot

The enclosed activities were piloted at the Horniman Museum on 26th April 2018 which happened to be with a group of young people aged 14 to 19 years old.

The Horniman Youth Panel, launched in summer 2010, has become an important part of the Horniman. Young people between the ages of 14 and 19 from all over London meet up regularly on Thursdays. They want young people's voices to be heard and make a real difference to what goes on in the Horniman Museum.

Further information can be found on this link https://www.horniman.ac.uk/get_involved/young-people-at-the-horniman

The group was used as the advisory panel for some of the enclosed resources. After a lead in and introduction by Laila the group had a name circle and talked about their favourite colour as an ice breaker. For a number of reasons none of the young people were photographed.

The group started informally with food and soft drinks and piloted the activities. At the pilot we quickly realised the role cards were too wordy so we swiftly simplified them. There was lots of animated role play, and we followed it up with the disclosure game and identity pizza.

The feedback was very positive. At the session, we also consulted on how the young people would like to see the materials used in schools and they felt that the activities were in the right order and that the first roleplay got participants in the right frame of mind to go on to the disclosure game. They felt the warmer role-play could be used at assemblies, LGBTQ society meetings or PHSE lessons. They also said it was a good activity to get people listening to each other.



Signposting

Pre-exhibition activities

People leave their country for a range of reasons, the activities below are suggested activities to raise awareness and gain understanding about why some people may leave their countries.

Immigration

British Council: Teaching English Immigration lesson plan, learner worksheet and discussion cards.

This lesson from the British Council is based on the topic of immigration. It can be a sensitive topic, which may generate strong opinions. Learners are asked to discuss the reasons that people migrate, write a poem about immigration and try to put themselves in the position of a recent immigrant. They will also discuss opinions about different aspects of migration. Understanding immigration and emigration

<https://www.teachingenglish.org.uk/article/immigration>

OPENCities - Lesson 2: Why do people migrate?

OPENCities is a collaboration project between the British Council, European Commission, City Governments world-wide, and a growing range of institutional partners. The lesson plans in this series aim to support understanding of the potential for cities to more fully embrace the opportunities presented by international population flows.

This lesson plan explores some of the issues associated with cultural and environmental adjustments and looks at some of ways in which these have impacted on the lives of migrants in different cities and countries.

<https://www.teachingenglish.org.uk/article/opencities---lesson-2-why-do-people-migrate>

Self-Care Resources

Mindful teachers offers a selection of activities and teaching resources.

<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

Post Exhibition Activities

Encouraging migration

In this speaking activity learners have to look at how to encourage migration to an imaginary city. They look at a number of projects to help support this and have to agree how to allocate a budget.

You may want to change some of the budget scenario to include a budget allocation for the safety of LGBT+ people

<http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/encouraging-migration>

**Suggested Classroom Activities linked
to the Rainbow Pilgrim Exhibition**

Activity 1a: The two-minute conversation

Learning objectives	Curriculum suitability
<ul style="list-style-type: none"> Explore issues around disclosure 	ESOL from E2 and above Literacy E1 to L2
Activity	Differentiation / comments
<p>Divide the group in to pairs There are two sets of cards Cards A (purple) represent the difficulty to share when when one is not comfortable Cards B (blue) represent confidence and lack of inhibition with relation to self.</p> <p>If possible hand card A to a confident person and card B to a more introvert person.</p> <p>Tell learners they have two minutes to find out about each other and the other person's plans for the weekend. They must behave according to their prompt card but keep their allocated role to themselves.</p> <p>Afterwards, spend plenty time getting feedback from the whole group. Sample questions:</p> <ul style="list-style-type: none"> Can you guess what the other person's role card said? How did it feel? How did people manage the situation? Which pronouns were used when talking about people? 	<p>People with card A probably need to look up "aloof" on their phones - or you can take them aside to explain.</p> <p>If there is an odd number of people the facilitator can join one person. Some people may finish before the allocated 2 minutes, if so get them to reflect on the activity or observe another pair.</p> <p>I have found that people use a range of strategies not to talk about themselves</p> <ul style="list-style-type: none"> they change the conversation topic or talk about non personal things such as the weather to avoid talking about themselves they can also start asking the other person about them they stop talking

Resources appendix 1, cut up , one card for each learners	Duration 30 to 45 minutes
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Appendix 1a: Two minute conversation / prompt cards	
Card A	Card B
Say as little as you can about yourself , be as aloof and vague as you possibly can	Ask you partner as much as you can about themselves , ask them about their family , about the places they go to, what they do in their free time etc.
Say as little as you can about yourself , be as aloof and vague as you possibly can	Ask you partner as much as you can about themselves , ask them about their family , about the places they go to, what they do in their free time etc.
Say as little as you can about yourself , be as aloof and vague as you possibly can	Ask you partner as much as you can about themselves , ask them about their family , about the places they go to, what they do in their free time etc.

<p>Say as little as you can about yourself , be as aloof and vague as you possibly can</p>	<p>Ask you partner as much as you can about themselves , ask them about their family , about the places they go to, what they do in their free time etc.</p>
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Following the pilot with the Young people at the Horniman Museum, this activity simplified to below

Activity 1b:

Appendix 1: Two minute conversation / prompt cards	
Card A	Card B
Aloof	Chatty
Aloof	Chatty

Aloof	Chatty
Aloof	Chatty

Activity 2 : Confidentiality the envelop

This activity is important to carry out before any other.

Get learners to write something confidential about themselves on a envelop , seal it and write their name on the envelop. The envelops are then collected and used later on in the same lesson or another lesson. This is to demonstrate that if you trust someone with personal information it should not be shared with other people.

You could also use this activity to raise awareness of GDPR and the data protection law and explain to your learners that they can get their envelop back or can request for you to destroy it. They have the right to know where the envelop goes and who has access to it.

Activity 3: the Identity Pizza

This activity encourages people and young learners to explore who they are , using drawing a the medium. It is a very effective way to get to to know your learners and get them to know each other <https://mikejharrison.github.io/mikes-notes/pizza>

Activity 3: Exhibition Quiz

Download and print enough copies of the booklet for everyone

Using the template below put the class in to small groups of 3 or 4 and get them to design a quiz based on the exhibition.

This is a great way to discover the exhibition and learn about the people featured.

	True	False	Not sure / don't know
Sharma's parents thought gardening was for girls			
Who was part 'the freaks'?	Arron	Anom	Nonyeme
Who came out the same year as Jesus?	Anom	Arron	Nonyeme
Why did Muhammad request to work on the busiest hours	because he would be able to eat on those days	because he was only allowed to work 20 hours	because he did not want to claim benefit

etc.

Glossary

The power of language to shape our perceptions of other people is immense. Here are some working definitions and examples of terms that we have used at Rainbow Pilgrims.

Allies People who work together for equality, especially if they're not a member of the group facing inequality.

Asylum seeker A person who has left their country of origin and formally applied for asylum in another country - often because of persecution - but whose application has not yet been decided on. Not all asylum seekers will be recognised as a refugee.

BAME Acronym for Black, Asian and Minority Ethnic (UK).

Bisexual Someone who is attracted to women and men.

Cisgender/Cis A term that refers to people whose gender identity is aligned with the gender they were assigned at birth. In other words, people who are not trans.

Coming out Understanding yourself and telling other people that you are lesbian, gay, bi, trans, queer or another identity.

Deadnaming Calling someone by the name they were given at birth after they have changed it. This term is often associated with trans people who have changed their name as part of their transition.

Gay Someone who is attracted to people of the same gender.

Gender Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.

Gender identity An individual's internal understanding of themselves as female, male, trans-gender and other identities.

Gender expression How people show their gender, through their dress, hair, voice, mannerisms, etc.

GRT Umbrella acronym for the Gypsy, Roma and Traveller community (UK).

Gypsy (1) A recognised ethnic minority under the Race Relations Act, and (2) Under planning law, people with a culture of nomadism or of living in caravans and all other persons of nomadic habit of life whatever their race or origin. The communities recognised as distinct ethnic minorities are English or Welsh Romany Gypsies, Irish Travellers and Scottish Gypsy Travellers.

Heterosexual/Straight Someone who is attracted to people of another gender.

Immigrant A person who comes to live permanently in a foreign country.

Indefinite leave to enter (ILE) The same as Indefinite leave to remain (ILR) except it is issued outside the UK. Applicants who are granted ILE at a visa-issuing post should have no

time restrictions on their stay in the UK. Anyone who has ILE does not have to apply for ILR when in the UK.

Indefinite leave to remain (ILR) An immigration status granted to a person who does not hold the right of abode in the United Kingdom (UK), but who has been admitted to the UK without any time limit on his or her stay and who is free to take up employment or study, without restriction.

Intersex A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may identify as male, female, non-binary or many other identities.

Lesbian A woman who is attracted to other women.

Liberal Judaism Inclusive and egalitarian, Liberal Judaism is an authentic and progressive form of Judaism, rooted in a deep and meaningful engagement with Jewish texts, values, culture and history. Liberal Judaism is a UK-based charity that proudly hosts Rainbow Pilgrims, and other LGBTQI projects.

Liberal/Reformist religious groups Emphasise personal and group liberty and rationality. Usually in contrast to a traditionalist or orthodox approach, and it is directly opposed by trends of religious fundamentalism.

LGBT/LGBTQI/LGBTQI+ Umbrella term often used for Lesbian, Gay, Bi, Trans, Queer/ Questioning and Intersex people. This acronym does not encompass everybody and different organisations may use fewer or more letters for inclusivity. Sometimes a + ('plus') symbolises this.

Lutheranism A major branch of Protestant Christianity that identifies with the theology of Martin Luther. The church varies in its attitudes towards LGBTQ+ rights.

Migrant A person who moves from one place to another, especially in order to find work or better living conditions.

Metropolitan Community Church (MCC). Founded in 1968, Metropolitan Community Churches are particularly inclusive. Many interviewees attend the MCC church in Camden, North London or Manchester.

Non-binary A gender identity that falls outside of the binaries of male or female.

Pansexual Refers to a person whose emotional, romantic and/or sexual attraction towards others is not limited by biological sex, gender or gender identity.

Pilgrim (1) A person who journeys to a sacred place for religious reasons, or (2) A person travelling to a place of particular personal interest.

Presbyterian Presbyterianism is a part of the Reformed tradition within Protestantism with its origins in the British Isles. In the US particularly, the Presbyterian Church tends to be supportive of LGBTQI++ communities.

Pride The annual celebration of LGBTQI++ communities held around the world.

Progressive Judaism A liberal strand of Judaism that embraces tradition and works to make it meaningful in contemporary life.

Pronouns How you refer to somebody in the third person. As well as 'he' and 'she', there is also the singular form of 'they', which is sometimes used by a person who feels that the binary choices do not fit their identity. The pronouns used by trans and gender non-conforming people can vary widely beyond these, and it is better to ask somebody's pronouns instead of assuming them.

Quakerism A liberal and welcoming faith group without hierarchy that strongly supports human rights. Quakers in Britain decided in 2009 to campaign for the right to marry same-sex couples in Quaker meetings.

Queer Individuals who experience fluidity in their experience of sexuality or gender and therefore may not identify strictly as LGB or T. The term 'queer' can also include those who do not identify as either gender e.g. genderqueer. It is viewed to be derogatory by some, however is increasingly being reclaimed by many, particularly the younger generation.

Questioning The questioning of one's gender identity or sexual orientation is a process of exploration by people who may be unsure, still exploring, and/or concerned about applying a social label to themselves for various reasons.

Rainbow The rainbow has represented LGBT people since 1978. It symbolises diversity and inclusion within LGBT communities and LGBT Pride. The LGBT rainbow flag includes usually 6 colours: red, orange, yellow, green, blue and purple. Many variations of the rainbow flag have been used for inclusivity.

Reform Judaism Another major Jewish denomination of Progressive Judaism supporting the full inclusion of LGBTQI+ people in Jewish life and their full civil rights.

Refugee A person who meets the eligibility criteria under the applicable refugee definition, as provided for in international or regional refugee instruments, under UNHCR's mandate, and/or in national legislation.

Romany Recognised as an ethnic group for the purposes of the Race Relations Act (1976) in 1988. In Britain, Romanies are further subdivided into English Gypsies/Romanies, Welsh Gypsies/Romanies and Scottish Gypsies/Romanies. These divisions refer to the regions where incoming Gypsies traditionally settled. As Irish Travellers are distinct from these groups ethnically, they were not originally referred to as Gypsies or Romanies.

Sex Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.

Secular Not connected with religious or spiritual matters.

Sexual Orientation The attraction we feel towards people of a particular gender(s).

Transgender or Trans Someone whose gender identity differs from the one they were assigned at birth. They may identify as male or female, or maybe neither label fits them. 'Trans man' and 'trans woman' are just some of the labels trans people may identify with.

Traveller Refers to anyone with a nomadic way of life and applies to anybody living in vehicles such as caravans, buses or campervans. Travellers are divided into two groups: (1) ethnic travellers such as Romany Gypsies and Irish Travellers, and (2) those who live on the road for economic or ideological reasons, such as New Age Travellers and Showmen.

Outed When a lesbian, gay, bi or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.

Zulu (Zulu: amaZulu) A Bantu ethnic group of Southern Africa and the largest ethnic group in South Africa, with an estimated 10-11 million people living mainly in the province of KwaZulu-Natal.