

# Timeline of Progress for Equal Rights



## Level: Second

This lesson plan will support you to highlight the progress that has been made in achieving equal rights for LGBT people in Scotland. Learners will engage with significant events in the recent past and be asked to consider the importance of these with regard to the impact they made.

Learners will be able to develop literacy skills in exploring the purpose, use, and design of timelines as a way to present information effectively. Additionally, they will also apply their knowledge of numbers and dates to sort the events into order. Discussions in this lesson will focus on equality movements, and treating people with respect and can link to Health and Wellbeing benchmarks, depending on the direction of conversation the learners take.

This lesson plan accompanies the 'Timeline of Progress for Equal Rights - Second Level' PowerPoint slides and 'Timeline of Progress for Equal Rights' PDF.

Additional lesson activity ideas and/or opportunities for assessment are provided at the end of this lesson plan, including ideas for home or project work for pupils.

### Curriculum for Excellence Links

Experiences and Outcomes	Benchmarks
When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b>	Contributes a number of relevant ideas, information and opinions when engaging with others. Shows respect for the views of others and offers own viewpoint.
I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b>	When writing to convey information, describe events, explain processes or combine ideas in different ways: Uses appropriate style and format to convey information applying key features of the chosen genre. Includes relevant ideas, knowledge and information. Organises and presents information in a logical way.
I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. <b>SOC 2-06a</b>	Places an event appropriately within a historical timeline. Places those people and events on a timeline.

LGBT Inclusive Education Learning Themes
History of LGBT equality movements
Understanding the Equality Act (2010), UNCRC and Human Rights
Diverse families, including LGBT parents and siblings
Celebrating diversity and difference

<b>Equality Act Characteristics Covered</b>
Sexual Orientation
Gender Reassignment




<b>Learning Intentions</b>
• Learners will explore laws and events important to the LGBT community
• Learners will develop understanding of how to sequence events using a timeline

<b>Success Criteria</b>
• I can create a timeline to show understanding of important events
• I can share opinions about the importance of events to the LGBT community
• I can describe examples of inequality and how they have been addressed

### **Resources accompanying this lesson**

- 'Timeline of Progress for Equal Rights' Powerpoint Slides
- 'Timeline of Progress for Equal Rights' Matching Activity Cards
- 'Timeline of Progress for Equal Rights' Matching Activity and Answers Sheet
- 'Timeline of Progress for Equal Rights' additional information cards for learners
- 'Timeline of Progress for Equal Rights' additional information for teachers
- 'Timeline of Progress for Equal Rights' Reflection Sheet

## Lesson Plan

Powerpoint Slide	Teaching Notes
<h1>Pre Lesson Homework</h1>	<p>Before starting this work, share with your class that you'll soon be teaching about timelines and significant events. Set a homework task for your learners to collect a small number of significant events that have occurred in Scotland within a given timeline.</p> <p>This may be in their lifetime, since the year 2000 or, to keep it in line with the content of the lesson, it could be between 1970 and today.</p> <p>This can be written up or recorded in any manner which suits your teaching and learning, and you should encourage learners to talk to the people in their lives for ideas. They should also consider which of the events they think had the most significance.</p> <p>Please note: If setting for homework, or during a classroom discussion, learners may bring up particular political events. Teachers should be confident in discussing the facts of these, but ensure learners respect each other's opinions.</p>
<h3>Timeline of Progress for Equal Rights</h3> <p>This presentation is designed to ensure learners understand the process of a timeline and then apply that knowledge to a case study with a specific set of events relevant to LGBT people in Scotland.</p> <p>Supporting documents and resources can be downloaded at <a href="http://lgbteducation.scot">lgbteducation.scot</a></p> <p>All resource should be adapted to suit the requirements of your learners, and guidance notes and information is provided to be used at your discretion.</p> <p>This activity can be replicated with other protected characteristic groups, with local community/ school information, or linked to the class topic, where appropriate.</p> 	<p>This is an introductory slide, with general information for teachers.</p>
<h1>Timelines</h1> 	<p>Holding slide.</p>
<h3>Timelines</h3> <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"><li>• Learners will develop an understanding of how to sequence events using a timeline</li><li>• Learners will explore laws and events important to the LGBT community</li></ul>  <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>• I can create a timeline to show my understanding of important events</li><li>• I can share opinions about the importance of events to the LGBT community</li><li>• I can describe examples of inequality and how they have been addressed</li></ul>	<p>Slide detailing Learning Intentions and Success Criteria.</p>

### What are some events in recent Scottish history?



Scottish Parliament re-established



Scotland qualify for World Cup



Carol Ann Duffy named as first Scottish Poet Laureate (the first woman, and first lesbian to hold the post as well)



Dolly the Sheep (first cloned animal)



First North Sea Oil Rig

Should the homework task have been completed, this is a good point to start collecting some of these ideas and for learners to share them.

You could collate these by having learners select the 5 historical events that they think are the most significant of the suggestions collected in the homework task.

These could then be discussed alongside the example events on this slide, or you can create your own examples. When doing so, it is important not to give away the dates that these events occurred as that is the next question.

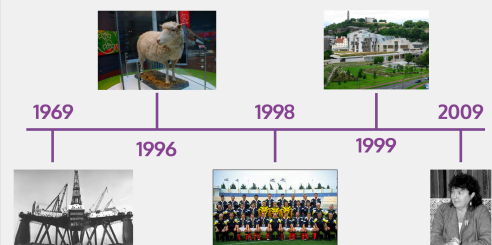
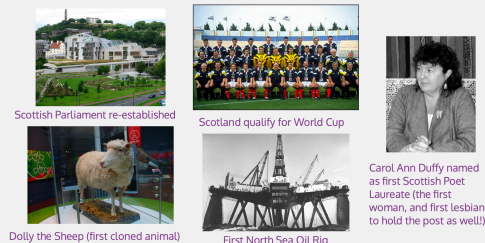
- **Scottish Parliament Reconvenes:**  
The Scottish Parliament was officially opened and received its full law-making powers after a referendum in 1997. It had last sat in 1707 when it joined with the English Parliament in the Parliament of Great Britain. The Scottish Parliament normally met in the General Assembly Hall of the Church of Scotland, Edinburgh, until a new parliament building could be created, pictured here, Holyrood.
- **Scotland Qualify for the World Cup:**  
This is a photograph of the last Scottish men's football team to qualify for a world cup. Some young people who are football fans may know the date of this. Point out to learners that the Scottish women's football team qualified for the World Cup in 2019 and as of Summer 2022 they are in the play-offs to qualify for the World Cup in 2023.
- **Carol Ann Duffy becomes Poet Laureate:**  
The Poet Laureate is the official poet of the UK. They don't have any specific duties but it is expected they will write verse for significant national occasions. There is also an official poet of Scotland, known as the Scots Makar. Carol Ann Duffy becoming Poet Laureate was ground breaking as she was the first woman to hold the post, the first Scottish person to hold the post, and first person from the LGBT community to hold the post.
- **Dolly the Sheep:**  
Dolly was one of the first animals in the world to be cloned from an adult cell of the same animal. Cloning is not a simple task, and Dolly was the only lamb that survived to adulthood from 277 attempts and today, it is still very difficult to clone animals. There are currently no human clones, with no scientists or countries looking to do so as it is seen by many to be unethical.
- **First North Sea Oil Rig**  
The North Sea Oil industry off the West Coast of Scotland has been a part of Scotland's economy. It meant that the UK could use the oil and gas taken out of the ground to create power supply in the UK and sell some too in order to make money. However, taking oil and gas in this way has a negative impact on the Earth and oil and gas production can be very bad for the environment, so many people are pushing for less and less production - what do you think?

Teachers at this point could ask which of these events they think have had the most significant impact in Scotland. If the homework task was completed, include those events too.

Ask learners what year they think these things happened in. You could give them the years to make this easier so they only have to match 5 pictures on the slide with 5 years. The years are: 1969, 1996, 1998, 1999, 2009.



### When do you think these events happened?



Ask learners when they think these historical events happened.

The next slide shows the correct dates and introduces the image of the timeline.

Explain to learners that a timeline is a very simple and effective way to show information that happens over a period of time.

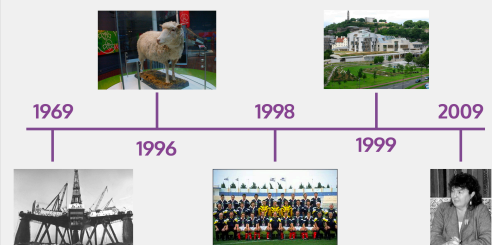
You may want to ask learners if they notice anything they might change in this picture.

The spaces in the timeline are not representative of the time between them; the gap between 1969 and 1996 is the same as 1996 and 1998. This is to make our timeline fit on the slide and it is not always necessary to have exact representations of scale on a timeline. The timeline is a tool to show sequence and provide information rather than a mathematical tool to show scale and time.

Teachers may want to make timeline creations more challenging for some learners by asking them to make their timelines fit to a scale. Further teaching around the concept of scale would need to be provided to learners in this case.



### Back to this slide on the screen:



As an example timeline for learners.

Having introduced and explained the concept of the timeline, this first slide introduces the main task of this lesson, which uses progress for equal rights for LGBT people as a case study timeline.

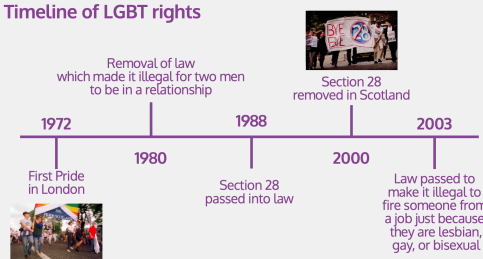
For this activity, learners should be provided with 10 historical events relevant to the LGBT community alongside the year when each of these events occurred in Scotland (which is occasionally different from the wider UK).

Similar to the starting task, learners will need to match the correct dates with the correct historical event. This will help them to create a timeline.

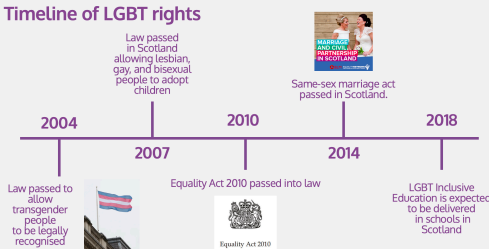
There are two different ways to run this activity, using supporting resources, to help learners create their own timelines:

1. The 'Timeline Cards' PDF file in the supporting resources provides you with cards and dates which can be printed and cut out so learners can work individually, in pairs or in groups to move the cut out cards around and match them together with the cut out dates. These can then be used to create a timeline, matching the style shown on the example slide (of recent events in Scottish history), with learners simply having to draw the lines and gluing down the cards on a piece of paper.
2. The 'Timeline Matching Activity and Answers' PDF file can be printed and learners can work individually or in pairs to draw lines in order to match up the historical events and the dates that they think they happened on. When they are happy with how they've arranged the dates and events, learners should then use this information to draw their own timelines on a piece of paper or in their jotter, matching the timeline style in the previous slide (of recent events in Scottish history). The 'Timeline Matching Activity and Answers' PDF file also has an answer sheet so learners can check if they matched them correctly before drawing their timelines.

### Timeline of LGBT rights



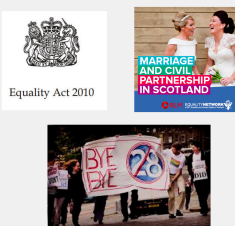
### Timeline of LGBT rights



### Which of these events do you think is most important?

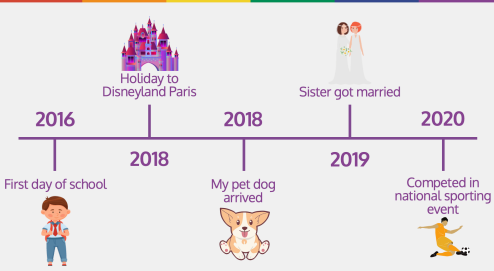


### Which of these events do you think is most important?



Having made your choice about which three events you thought were the most important, use the information cards to learn more about these events.

### What events would you include in a timeline of your life?



Use these slides to go through each event giving more information as desired, or requested from learners. Additional information for each historical event is provided on the 'Timeline of Progress for Equal Rights - additional information for teachers' PDF and can be used for reference during this activity.

If there are questions that need further research, let the learner/s know that you may not have the answer but you'll find out more information and get back to them. If you still need more information after completing your own research, please contact [hello@tie.scot](mailto:hello@tie.scot)

All of the historical events included on this timeline have contributed to increasing equal rights for LGBT people in Scotland.

In a way that matches your own teaching and learning style, have learners identify what they think are the top three most significant events.

Once they have these, introduce the 'Timeline - Additional Information Cards for Learners' PDF which provides further information about these events for learners.

Matching your teaching and learning style, give learners time to read the cards for the three events they have selected. They can work individually, in pairs, or in groups for this activity. You may wish to print off and prepare more than one set, or have the PDF document loaded onto iPads (or similar devices) if you have them. Allow learners a method to make notes, should they wish to.

Use the 'Timeline - Reflection Sheet' PDF for learners to record their three choices, giving their reasoning.

Once completed, they should reflect on what they've investigated and select one event as the most significant. This should also be recorded on the reflection sheet with their justification. This allows teachers to assess learner's work and provide feedback.

Having investigated timelines by using LGBT history as a case study, this final task allows learners to apply what they've learned to their own lives.

Ask learners to identify the key elements of a timeline and record these somewhere they can be seen.

Encourage learners to create their own timeline populated with key events from their own lives that were important to them. An example of a timeline like this is included on the last slide.

	For additional information, guidance, resources visit: <a href="http://lgbteducation.scot">lgbteducation.scot</a>
	For support or advice, contact <a href="mailto:hello@tie.scot">hello@tie.scot</a>

## **Additional Learning Activities and Opportunities for Assessment:**

### **• Creating Timelines**

As learners have gained this skill, replicating it and applying it to different contexts will allow them to embed this skill into their practice. This can be done for a variety of topics, such as:

- **Our school:**  
Learners can research the school and create a timeline for the school's history, researching and selecting their own events to create individual timelines for the school.
- **Our local community:**  
Learners are encouraged to understand their local environment and communities. Learners can create a timeline by researching key events from the local community.
- **Topic:**  
Many primary school topics introduce themes or events that happen over a period of time (e.g. The Olympics). Learner understanding of your chosen topic can be enhanced by creating a historical timeline related to it.
- **Recipes:**  
Timelines do not only need to include years or a period of time. Learners often complete lessons where they make food with reference to chosen recipes (linking learning about Maths, Literacy, and Technologies). Presenting a recipe in the form of a timeline (e.g. Step 1, Step 2) could help learners develop their understanding.
- **Class book author:**  
If the class are reading a book by an author, learners could create a timeline of their favourite books by their author.

## **Further LGBT Inclusive Education teaching resources:**

- [tie.scot/resources](http://tie.scot/resources)
- [lgbteducation.scot/resources](http://lgbteducation.scot/resources)