

Book Reviews

Primary • Early Years - Second Level



Book Reviews for Primary Schools

These book reviews are designed to help schools and teachers in Scotland incorporate books with LGBT themes into their teaching and learning. It is not intended as a prescriptive list, but to provide a guide for individual books that may be useful for LGBT Inclusive Education, and show how they can be effectively used in teaching and learning.



The books reviewed within this document were not done so in partnership with any publisher or author. The books were reviewed by registered teachers in Scotland to support teachers and school staff, who are including books with LGBT themes in teaching and learning or in their school libraries, to consider the most effective educational texts. The reviewed books and authors included within this document are not endorsed or sponsored by Time for Inclusive Education and schools are encouraged to select texts that best complement their own learning environment.

This resource is intended as a helpful starting point in highlighting some texts that may be suitable in a learning context. It is recommended that schools, teachers, and librarians read any texts before referencing them for learners. Some of the texts included could be made available to learners (e.g. in the school library or as a novel study), while others are best placed to support staff when researching lesson content.

In 2018, the Scottish Government committed to implementing LGBT Inclusive Education. Schools are expected to advance LGBT themes through their curriculum, with the objective of actively addressing prejudice and discrimination through an educational approach.

LGBT young people can face bullying and prejudice at school. Additionally, learners who are perceived to be LGBT by others, or have LGBT family members, can also experience this. Ensuring that all young people learn about, and have an understanding of, LGBT people, events, history, and themes can help to inspire mutual respect, understanding, and empathy.

Books are commonly used for teaching and learning in primary school. This document provides detailed information on some LGBT-inclusive titles that schools may wish to use in literacy, phonics, and other areas of the curriculum. Teachers and school staff should read and self-review any books that they intend to introduce into teaching and learning.



The reviewed books are coupled with ideas for learning activities related to each text; however, no matter the book or books being used, the general themes and ideas below can work for many fiction books:

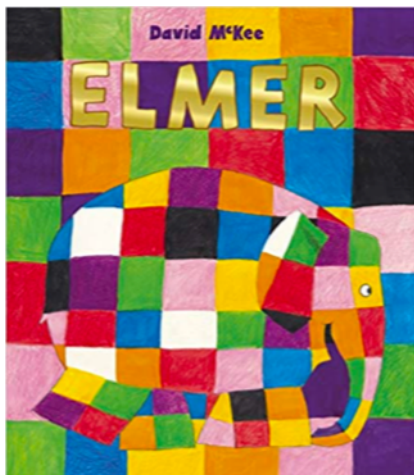
- **Write character descriptions:** Learners can select a character from the book and practice their description writing skills.
- **Write a new scene:** Learners can discuss what else could be happening in the story and write a new scene to match the style of the book. This could be coupled with creating art to match the style of the illustrator.
- **Rewrite the book from a different point of view:** Learners can select a different character from the book and rewrite the story as if they were the narrator.
- **Create a musical score for the story:** Learners can use musical instruments to make accompanying sounds, music, or a soundtrack to match the book. Learners can research different musical styles to assist them.
- **Design a new front cover:** Linked to whichever art skills learners are developing, they can consider their favourite part of the book and create a new front cover for the book.

Using books with LGBT content in teaching and learning can help your school develop its LGBT-inclusive curriculum. For further support and a structured pathway to develop this work, schools can use the free Implementation and Evaluation Toolkit available here: lgbteducation.scot/toolkit/



Some books about the lives, histories, and experiences of LGBT people include content relating to prejudice, discrimination, bullying, identity, and so on. It is important to recognise that there may be learners engaging with texts to better understand or navigate issues they may be dealing with or have experience of themselves, or that they may identify with the experiences of characters in books. For this reason, school teachers and librarians may wish to include information about how a learner can find support at school when using any books as a prompt for teaching and learning, or novel study.

Most of the reviewed books are available from popular booksellers, and many are available as read-alongs on YouTube which can be accessed for free. If you are interested in a particular book but you are unable to source it, please contact hello@tie.scot for support.



Elmer is different. Elmer is patchwork. The grey elephants all love him, but he soon starts to wonder what it would be like to be just the same as them...

Full of colour, wisdom and pathos, little readers will love this classic tale. Elmer's subtle message, that it is OK to be different, resonates with children across the world.

Title: Elmer

Author: David McKee

ISBN: 978-1842707319

LGBT Learning Themes:

- Celebrating diversity and difference

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a / HWB 1-47a

Year Range:

EY - P3

Review

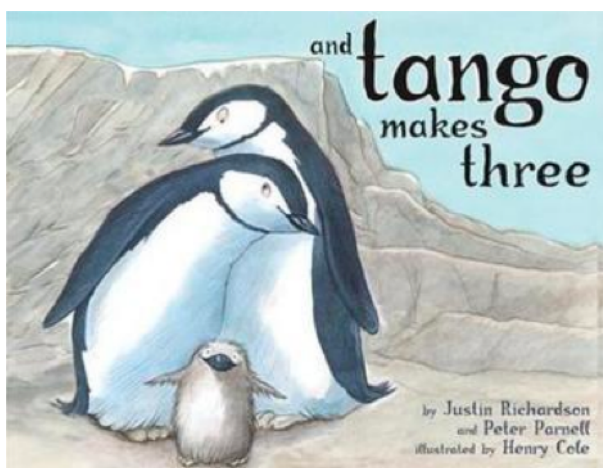
This book is commonly used in schools across Scotland to look at diversity and difference and is much loved by learners and teachers alike. It's a very gentle story, but contains a lot that can be unpacked at the discretion of the teacher, with messages open to interpretation. Although nothing in the story references LGBT people directly, it can be used to start a larger conversation about diversity and difference, and LGBT people or families can be included in those discussions.

Read with:

We are All Equal by P.Crumble, Jonathon Bentley

How could you use this book in your school?

- **Diversity and difference:** Prepare a collection of pictures of different people and families - as visually different as possible, including families with two mums and two dads - and have learners consider the differences they can see. The important thing for learners to reflect on is whether family differences actually matter, and what might families all have in common?
- **Emotional literacy:** The book doesn't explore the emotions of Elmer or the other elephants; learners could add emotions to each page/image and discuss and describe why they think the characters are feeling that way.
- **'Elmer's Day' designs:** Highlight the elephant who is designed as a rainbow for Elmer's Day. Present information about the fact that the rainbow has been a symbol of the LGBT community for decades and show examples of its use. Ask learners to design an elephant that represents them as individuals, or a community that they feel a part of.



Roy and Silo are just like the other penguin couples at the zoo - they bow to each other, walk together and swim together. But Roy and Silo are a little bit different - they're both boys.

Then, one day, when Mr Gramzay the zookeeper finds them trying to hatch a stone, he realises that it may be time for Roy and Silo to become parents for real.

Title: And Tango Makes Three

Author: Justin Richardson and Peter Parnell

ISBN: 978-1847381484

LGBT Learning Themes:

- Diverse families, including LGBT parents and siblings
- Celebrating diversity and difference

Experiences and Outcomes:

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 0-45a / HWB 1-45a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a / HWB 1-47a

Year Range:

P1-P4

Review

This book tells a true story of two male penguins who meet at New York Zoo, fall in love and (with a little help) start a family. It's a book that introduces the concept of same-sex parents in a very natural, real way. Inevitably, however, learners tend to be less interested in the fact that it's about two male penguins and much more engaged by the penguins more generally, the illustrations and the story. It's one of the most commonly used books for LGBT inclusion and there are good read-along versions on YouTube as well.

Read with:

Our Subway Baby by Peter Mercurio

How could you use this book in your school?

- **Exploring the life cycles of penguins:** Have learners investigate the stages of life for penguins using imagery from the book to help. This can be linked to the life cycles of other animals and organisms, such as plants.
- **Exploring habitats:** Penguins live in very specific environments and learners could create fact files about the habitats of penguins and other animals.
- **Nest building:** Learners could create nests for Tango using found materials found in local outdoor environments. These could be photographed and displayed as ephemeral art pieces.
- **Family Life:** Roy and Silo care for Tango, and learners could explore what families do for their young. Additionally, they could explore the species in the animal kingdoms where males are the primary care givers.



A funny and heart-warming tale featuring a same-sex parents family. This light-hearted story will open up discussion and encourage children to be open minded and inclusive. This charming tale of friendship is all about celebrating what makes us different and similar to one another.

Title: The Girl With Two Dads

Author: Mel Elliott

ISBN: 978-1405292436

LGBT Learning Themes:

- Celebrating diversity and difference
- Diverse families, including LGBT parents and siblings

Experiences and Outcomes:

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 0-45a/HWB 1-45a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a/HWB 1-47a

Year Range:

P1 - P4

Why use this book in your school?

The main character in this book is really excited about getting a new classmate and hopes they'll be friends, making it a great book to read should a new person be joining the class. The focus is very much on friendships, things learners may enjoy doing, and daily life routines - with the context that one of the characters has two dads. The parents in the book aren't seen and the focus is on the young people, so learners will be able to empathise easily and make comparisons with their own lives.

Read with:

Two Mums and a Menagerie by Carolyn Robertson

How could you use this book in your school?

- **Daily routines:** Learners could write out/draw two versions of their daily routines, the first being what they do and the second being what they'd like to do (like the characters in the story). This could be followed by their recording **why** they don't just get to do whatever they like (for example "I can't eat cake and sweets for dinner as I would get sick.")
- **Family life:** Learners could explore what parents/carers do for them. Examples could be provided that also include same-sex couples as parents, single parent families, foster carers, grandparents as primary care-givers and so on.
- **Friendships:** Learners could create posters detailing what makes a good friend. They could imagine new classmates with interests, hobbies, likes and dislikes, and then match these characters to who in the class they think would be good friends with them and why (ensuring learners use positive reasoning and no one is excluded e.g. "both like sports").



Jabari is definitely ready to jump off the diving board. He's finished his swimming lessons and passed his swimming test, and he's a great jumper, so he's not scared at all. "Looks easy," says Jabari, watching the other kids take their turns. But when his dad squeezes his hand, Jabari squeezes back. He needs to figure out what kind of special jump to do anyway, and he should probably do some stretches before climbing up onto the diving board...

In a sweet tale of overcoming your fears, debut author-illustrator Gaia Cornwall captures a moment at the swimming pool between a patient and encouraging father and a determined little boy you can't help but root

Title: Jabari Jumps

Author: Gaia Cornwall

ISBN: 978-1406380873

LGBT Learning Themes:

- Recognising and challenging gender stereotypes

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a

I recognise that we have similarities and differences but are all unique.

HWB 1-47a

Year Range:

P1 - P4

Review

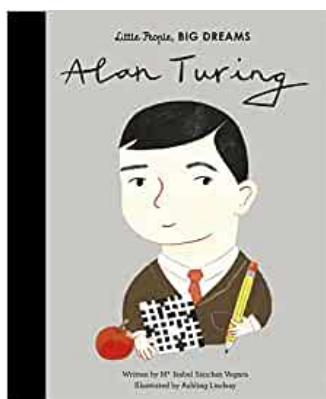
A lot of young people present a confident face to the world but inside have fears and insecurities that they sometimes don't have the emotional literacy to communicate very clearly. This book is a great way to discuss confidence, pressure, resilience and fears, and to look at the ways in which people can support each other to overcome fears they may have. It can also link to work you may be completing on considering gender stereotypes regarding how boys are 'expected' to behave.

Read with:

William's Doll by Charlotte Zolotow

How could you use this book in your school?

- **Fears:** This book is principally about overcoming fear. You could present or request examples of some of the common fears or phobias that people might have (such as spiders or heights) and lead a class discussion about how those fears might be addressed, and what we might say or do to help someone overcome them. This could connect to wellbeing initiatives around resilience or positive mindset.
- **SPLASH!:** Create a science experiment based on the fact that, although Jabari made a big splash, he floated back to the surface. Collect items that learners can drop into pools/buckets of water; they should predict what they think will happen and why.
- **Expectations:** Jabari had clearly decided that he should jump off the diving board; why do learners think that he wants to do that? Explore the concept of there being expectations on them around things they are expected to do or enjoy, and how this can be linked to gender stereotypes. Learners will be able to share their experiences and any gendered expectations can be explored here.



Alan grew up in England, where his best friends were numbers and a little boy called Christopher. When his young friend died, Alan retreated to the world of numbers and codes, where he discovered how to crack the code of the Nazi Enigma machine. This moving book features stylish and quirky illustrations and extra facts at the back, including a biographical timeline with historical photos and a detailed profile of the brilliant mathematician's life.

Title: Alan Turing (Little People, Big Dreams)

Author: Maria Isabel Sanchez Vegara

ISBN: 978-0711246775

LGBT Learning Themes:

- LGBT past and present figures and role models

Experiences and Outcomes:

Having explored more complex number sequences ... I can explain the rule used to generate the sequence, and apply it to extend the pattern.

MTH 2-13a

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

Year Range:

P4 - P7

Review

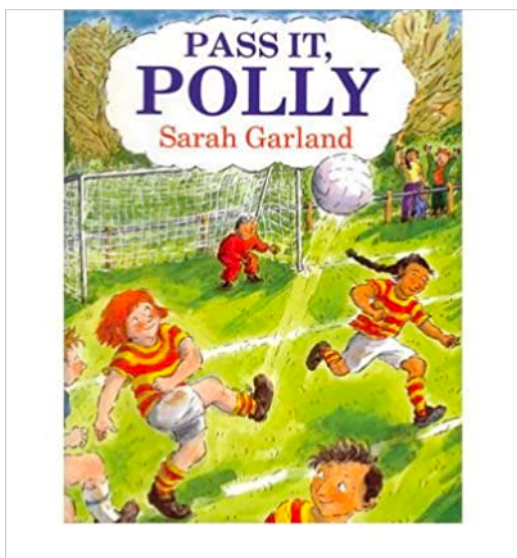
Alan Turing's actions with the team of codebreakers he worked with in Bletchley Park during World War II are believed to have saved millions of lives. His contributions were kept secret after the end of the war and, sadly, he was later criminalised for being gay and died from suicide. Recently, Alan Turing was voted as the 'Greatest Briton of the 20th Century' in a BBC poll and his image was added to the new £50 note. Learners should know about this important individual and his contribution to the war effort and his work with computers.

Read with:

Pride in STEM by Emilie Dufresne

How could you use this book in your school?

- **Codebreaking maths:** As part of a World War II topic, learners could look at number patterns and codes linked to the work of the people at Bletchley Park. This could be expanded into work around computing, coding and algorithms.
- **LGBT rights:** When Alan Turing was alive, two men being in a same-sex relationship was illegal. This was changed in England and Wales in 1967 and Scotland in 1981. Teachers could use this fact to look at wider progress around LGBT rights in the UK.
- **Biographies:** This book is part of a series called 'Little People, Big Dreams', which biographies important people through history. Learners could use these books as a template to create a biography of someone important in their own lives, or someone from their topic.



Polly and Nisha are the only girls who want to play in the school football match. But football is harder than it looks. However, with a bit of instruction and a lot of practice, they are soon dribbling, tackling and scoring goals. But how will they perform on the day of the big match?

Title: Pass it, Polly

Author: Sarah Garland

ISBN: 978-1847800282

LGBT Learning Themes:

- Recognising and challenging gender stereotypes

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a

I am developing skills and techniques and improving my level of performance and fitness.

HWB 1-22a

Year Range:

P1 - P4

Review

Most schools complete work around challenging gender stereotypes to help learners become confident individuals and create a culture in which young people can explore interests and hobbies without fear of ridicule. This book links to one of the most ubiquitous stereotypes: that football is a 'boys' sport' and not for girls. If your school has a football culture, it's likely you'll already have girls involved; this book not only reflects that experience but also encourages reflection on how both boys and girls who participate in football are treated.

Read with:

Jubari Jumps by Gaia Cornwall

How could you use this book in your school?

- **Football skills:** Mr Patel teaches Polly and Nisha the football skills they need after they can't find what they need in the library. Use these pages to create a football skills lesson for learners, or have them create activities for each other. Alternatively, they could write the book that Polly and Nisha couldn't find in the library. Using clips of the Scottish Women's Football Team can help show learners that football is a sport for everyone.
- **Commentary:** Learners could develop their speaking skills by practicing football commentary. After exploring some examples of exciting descriptions of football matches, the class could create a script for the match in 'Pass it, Polly!' which could then be used as a framework for learners to create their own commentary for any sporting event that they choose.
- **Gender stereotypes:** Learners could discuss and consider how they play, and whether they have any sports, activities or games that they unnecessarily segregate by gender.



Title: Rainbow Village

Author: Emmi Smid

ISBN: 978-1785922480

LGBT Learning Themes:

- Celebrating diversity and difference

Experiences and Outcomes:

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 0-04a / HWB 1-04a

In a land faraway, there is a village where nobody likes to mix with anyone who is different from them. Until an unexpected visitor comes along, and shows the villagers how much stronger they are when they all come together...

This vibrantly illustrated story helps children aged 3+ celebrate diversity and be kind to others.

Year Range:

P1 - P4

Review

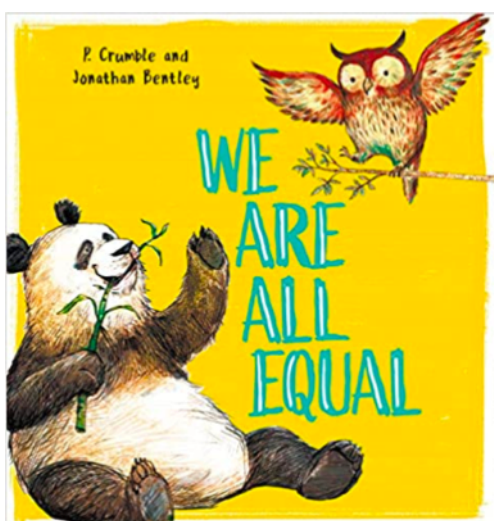
All schools want to celebrate diversity and difference and provide learners with opportunities to explore different people and cultures. This book can be a tool to support learners to think about how different people and groups of people are treated and the impact of those behaviours. It provides schools and teachers with an age and stage appropriate story to work from, and from which to draw parallels to other groups and people, including people who are LGBT.

Read with:

We are All Equal by P.Crumble, Jonathon Bentley

How could you use this book in your school?

- **Design a village:** Bobbie helps the villagers rebuild their village after a big storm. He takes inspiration from places he's visited around the world. Learners could investigate famous buildings from around the world and design their ideal village. They could create buildings and spaces to show that it would be a welcoming place for all.
- **Storms:** The storm that comes and destroys all the buildings was a powerful one. There are powerful storms like that all over the world. This book could be a useful tool to discuss instances of storms and their impact, but also to show how everyone working together can help communities recover.
- **Meeting difference:** Bobbie is at first rejected by the villagers. Learners could discuss how Bobbie was feeling and suggest ways in which the villagers could have been more friendly.



Title: We Are All Equal

Author: P. Crumble and Jonathon Bentley

ISBN: 978-0702302442

LGBT Learning Themes:

- Understanding the Equality Act, the UNCRC and Human Rights
- Celebrating diversity and difference

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 1-10a

I recognise that we have similarities and differences but are all unique.

HWB 1-47a

Year Range:

P1 - P4

Review

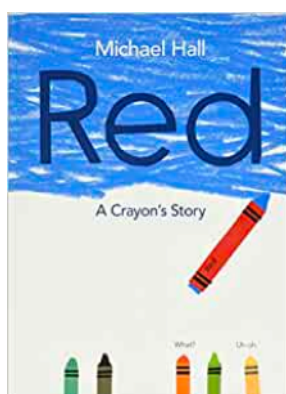
The repeated message of 'We are all equal' will be a useful reminder to learners about the school's expectation regarding how they treat each other. 'Equality' and 'Respect' are often values that schools focus on with learners and this book can be a tool to explore those concepts in practice in a simple manner. This book also directly references bullying and could easily be linked into any work that the school is completing around the UNCRC.

Read with:

Elmer by David McKee

How could you use this book in your school?

- **What are my rights?:** This book lays out in simple language certain rights that everyone is entitled to. Learners may already have an understanding of the UNCRC and therefore be able to think about which of those rights are discussed in this book. Some learners may need activities to provide them with an initial understanding about rights (this may be useful: [UNICEF UNCRC resources](#)) and the language of their rights; however, once this understanding is established, all young people should be able to discuss which rights are discussed in the book.
- **What does 'equal' look like?:** Provide scenarios where the animals from the book are being treated differently based on what is discussed on their page. Learners should identify what is going wrong and work together to provide solutions.
- **Bullying:** This book introduces 'bullying' as something that is 'wrong'. Learning activities could expand on this and reinforce the school's anti-bullying messages.



Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries! Finally, a brand-new friend offers a brand-new perspective, and Red discovers what readers have known all along. He's blue!

Title: Red: A Crayon's Story

Author: Michael Hall

ISBN: 978-0062252074

LGBT Learning Themes:

- Celebrating diversity and difference

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a / HWB 1-47a

Year Range:

P1 - P4

Review

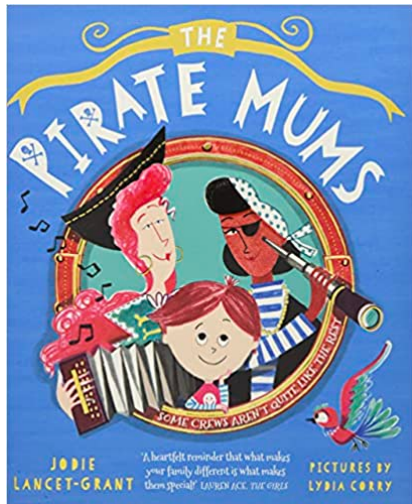
'Don't judge a book by it's cover' is a phrase often said to young people to encourage them to look beyond the surface, not react to stereotypes, and think carefully about the world around them. This book can be used in a number of different ways and to address many different themes and topics. The book can link to learning about difference and diversity, with a message that everyone is unique. With regard to LGBT Inclusive Education, this book can be helpful for learners who are transgender, or learners who are asking questions about transgender peers or siblings.

Read with:

Elmer by David McKee

How could you use this book in your school?

- **Kindness display:** In the story, Red might feel misunderstood and left out by the other crayons because he is different. After reading the book together, ask learners to choose a colour that represents them and find a crayon in that colour. Using their crayons, learners can write down messages or words of kindness that they think would help people who feel misunderstood or left out like Red. Learners can then create a display that shows their messages of kindness.
- **Transgender people:** Although this is a story about crayons, it can be helpful for schools with pupils who are transgender, or pupils who have transgender family members. The book allows teachers to explain that sometimes people share that they should be a different gender from the one given to them at birth and, just like Red, they shouldn't be left out or bullied because of who they are. At this age and stage, teachers may wish to simply leave it at that, while revisiting values of treating each other with kindness regardless of our differences.



Billy's family is not what you'd call ordinary. His mums won't listen to NORMAL music. They love to sing sea shanties and dance jigs in the lounge. Their clothes are highly unusual, they have a rude parrot for a pet, and their taste in house design is, fishy. Billy wishes his family could be more like everyone else's. Until a swashbuckling adventure changes everything!

Title: The Pirate Mums

Author: Jodie Lancet-Grant

ISBN: 978-0192777799

LGBT Learning Themes:

- Celebrating Diversity and Difference
- Diverse families, including LGBT parents and siblings

Experiences and Outcomes:

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 1-45a/HWB 2-45a

I recognise that we have similarities and differences but are all unique.

HWB 1-47a/HWB 2-47a

Year Range:

P2 - P5

Review

There are numerous books that focus on same-sex couples leading a family but, with this book, the fact that Billy has two mums is secondary to the fact that he finds them embarrassing for being so pirate focused! This story allows teachers to introduce a book where the LGBT content is a natural part of the story. This will allow learners to see representations of a family with two mums in a confident, direct way, and will be important for learners who have same-sex parents themselves.

Read with:

The Girl With Two Dads by Mel Elliott

How you could use this book in your school?

- **Pirates!:** This book could be used as an introduction to a topic (or mini-topic) on pirates. Learners could research why Billy's mums might be so obsessed with pirates and create fact files or stories about pirates.
- **Map reading:** Billy's mums read dusty old maps, rather than using technology. Teachers could use this opportunity to teach learners about how to read maps. Creating maps of the school, the playground or other local areas can help learners investigate the properties of map-making and map-reading. This could also be linked with coding and creating algorithms to get through mazes and maps.
- **What is 'normal'?** Billy is worried about his family being 'normal' but, at the end of the story, he is happy with how his family is pirate-themed. Learners could discuss what makes their family special or unique; they could share joyful traditions or fun things they do as a family.



Innovative and inclusive, *Children of the World* empowers young readers to learn about children around the globe and reflect on their own place in the world. Created with the guidance of diversity specialists, this groundbreaking work of narrative nonfiction addresses the need for children's books that depict diversity, while simultaneously demonstrating the interconnectedness and uniqueness of all people.

Title: Children of the World

Author: Tessa Strickland, Kate DePalma, David Dean

ISBN: 978-1782853329

LGBT Learning Themes:

- Celebrating diversity and difference
- Diverse families, including LGBT parents and siblings

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 1-10a

I recognise that we have similarities and differences but are all unique.

HWB 1-47a

Year Range:

P2 - P5

Review

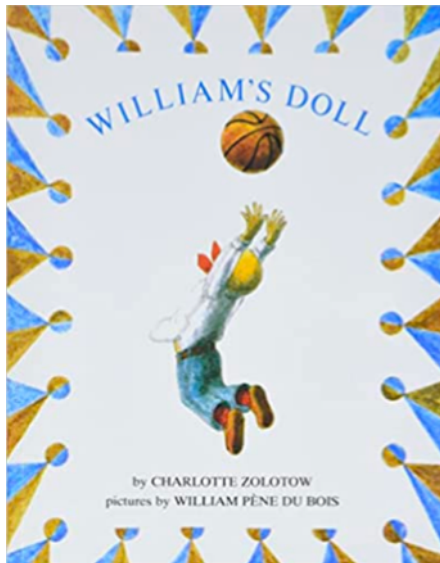
This book is a wonderful tool to help learners think about diversity and the wider world that we live in. It covers a lot of the concepts enshrined in the United Nation's Convention on the Rights of the Child and can be used to introduce a range of topics and ideas. Although this book is focused primarily on cultural diversity, it also contains two examples of same-sex couple led families, which can be referenced to ensure that learners understand this element of diversity when engaging with this book.

Read with:

Elmer by David McKee

How could you use this book in your school?

- **A day in your life:** This book poses many direct questions to learners; they can respond to these and create a mini-biography.
- **Create a class book:** Replicating the format of this book, use the diversity of the class to create a similar book that focuses on the learners' cultures and lives. This task requires a good level of knowledge about the learners in order to ensure that they are only sharing information and aspects of their lives that they are comfortable talking about.
- **Scotland compared to...:** Many cultures and countries are featured here (information on which is detailed at the back of the book). Either as a class or in groups, learners could choose another culture to compare to Scotland. Learners can include information about same-sex families and adoption rights for same-sex couples in their comparison between countries.



More than anything, William wants a doll. "Don't be a creep," says his brother. "Sissy, sissy," chants the boy next door. Then one day someone really understands William's wish, and make it easy for others to understand, too. William gets a doll, so he can learn to be a loving parent someday.

Title: William's Doll

Author: Charlotte Zolotow

ISBN: 978-0064430678

LGBT Learning Themes:

- Recognising and Challenging gender stereotypes
- Identifying prejudice, discrimination, and bullying (including homophobia, biphobia and transphobia)

Experiences and Outcomes

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a / HWB 1-47a

Year Range:

P3 - P5

Why use this book in your school?

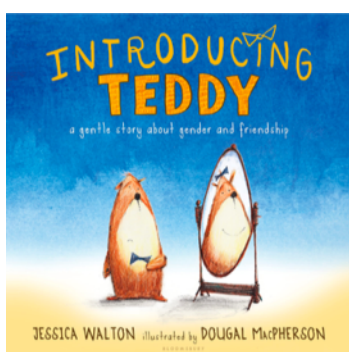
Despite having been published in 1972, the themes in this book are still as relevant today as they were then. Young people can still limit the behaviours of their peers through gender stereotyping and by disparaging certain types of play, or interests. Learners at this age and stage of their development are already assimilating messages about how boys/men and girls/women 'should' behave, and this book gives teachers the opportunity to challenge any stereotypical messages or misinformation.

Read with:

Jubari Jumps by Gaia Cornwall

How could you use this book in your school?

- **Explore gender stereotypes:** Learners can often come across gender stereotypes (for example, the notion that there are 'boys' films' or 'girls' songs'). Asking what learners understand by gender stereotypes, allowing them to discuss the responses, and addressing any gender stereotypes together will provide opportunities to challenge them directly in a learning environment.
- **Updated story:** Share the fact that this story was written in 1972. Ask young people whether they think that William would face the same reaction today? Can they create a story in which a boy or girl wants to play games or with toys that are relevant today and are told that they can't just because they are a girl or boy? How is that resolved in their story?



Errol and his teddy, Thomas, are best friends who do everything together. Whether it's riding a bike, playing in the tree house or having a tea party, every day holds something fun to do. One sunny day, Errol finds that Thomas is sad, even when they are playing in their favourite ways. Errol can't figure out why, until Thomas finally tells Errol what the teddy has been afraid to say: "In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly, not Thomas". And Errol says, "I don't care if you're a girl teddy or a boy teddy! What matters is that you are my friend".

Title: Introducing Teddy

Author: Jessica Walton

ISBN: 978-1408877623

LGBT Learning Themes:

- Recognising and challenging gender stereotypes
- Celebrating diversity and difference

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a / HWB 1-47a

Year Range:

P3 - P5

Review

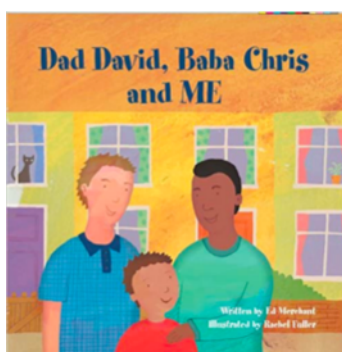
This book can help teachers to address gender stereotypes, with an overarching message of the importance of being ourselves. It also introduces the concept of being transgender in a way that learners at this age and stage can easily understand. Principally, however, this is a book about friendships and acceptance and could be helpful for learners who are transgender, or learners who are asking questions about transgender peers or siblings.

Read with:

Red by Michael Hall

How could you use this book in your school?

- **Bowties:** Tilly wears her bow in her hair, but wore it at her neck when she was called Teddy; Ava has a bow in her hair, but takes it out; Errol doesn't have a bow at all - learners could design their own bows which highlight their own individual expression.
- **Gender stereotypes:** Ask learners to share toys, films, sports etc that they like and whether they think any are more for boys, more for girls, or equally for both. Learners may say that some are more for one than the other: use this as an opportunity to address gender stereotypes and to explain that everyone should feel able to do what they enjoy.
- **Transgender people:** Explain that, although Tilly is a teddy bear, sometimes people share that they should be a different gender from the one given to them at birth. At this age and stage, teachers may wish to simply leave it at that, while revisiting values of treating others with kindness regardless of our differences, or perhaps including examples of notable transgender people like the scientist Lynn Conway when exploring diverse historical pioneers.



Title: Dad David, Baba Chris and ME

Author: Ed Merchant

ISBN: 978-1905664894

LGBT Learning Themes:

- Identifying prejudice, discrimination and bullying
- Diverse families, including LGBT parents and siblings

Experiences and Outcomes:

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 1-02a

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 1-45a

This book tells Ben's story about his ordinary life. Ben was adopted by his gay parents Dad David and Baba Chris when he was four years old, and they live happily together in an ordinary house, on an ordinary street, and do ordinary things.

When Ben starts junior school, his ordinary life is turned upside down. Some children begin to tease him because he lives with two dads. They try to hurt and upset him by calling him gay.

Year Range:

P3 - P6

Review

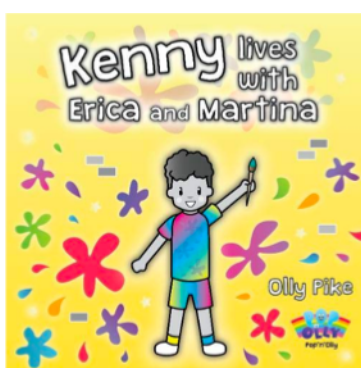
This is an honest and engaging book that introduces characters and conflict in a way that many learners will benefit from exploring. It is also a book written in the first person, which learners can use to develop their understanding of writing styles. Not only does it feature a same-sex led family, it also looks at bullying incidents and how to deal with anger, and shows solutions to problems. Additionally, it allows an exploration of adoption in a simple and positive manner.

Read with:

Two Dads by Carolyn Robertson

How could you use this book in your school?

- **Anti-bullying:** Ben is bullied by people in his class who use homophobic language. Use this section to develop activities looking at bullying and what learners should do if they experience or see bullying in the school. Once this is covered, explore the fact that using the word 'gay' as an insult or to describe something as negative is an example of prejudice-based language because it infers that being gay is bad or shameful, and this language is not accepted in school.
- **What do you want to be?** Ben spends some time thinking about what he wants to be when he's older and is encouraged by his dads to be anything he wants to be, as long as he's kind and caring. Start by exploring what being 'kind and caring' looks like, then have the learners do research into possible things they may want to be, or do, when they're older. This could focus on a career they are interested in, places in the world that they would like to visit, or the life experiences they want to have.



'Kenny lives with Erica and Martina' is an original story by Olly Pike, and is inspired by the 1981 book 'Jenny lives with Eric and Martin' by the Danish author Susanne Bösch.

Olly's book tells the story of Kenny, whose grey world soon becomes a lot more colourful with the arrival of some new neighbours. Kenny and his mums welcome the change, but this can't be said for everyone who lives on their street. Kenny has to somehow let everyone know that being different is not something to be afraid of.

Title: Kenny Lives with Erica and Martina

Author: Olly Pike

ISBN: 978-0993340772

LGBT Learning Themes:

- Identifying prejudice, discrimination, and bullying (including homophobia, biphobia and transphobia).
- Celebrating diversity and difference

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 1-10a/HWB 2-10a

I recognise that we have similarities and differences but are all unique.

HWB 0-47a / HWB 1-47a

Year Range:

P3- P7

Review

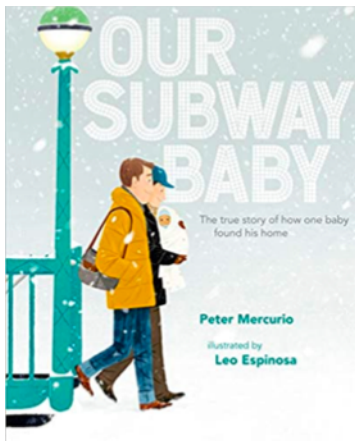
Prejudice and discrimination are topics that can be challenging to address in primary settings and this book can support teachers to explore these topics in a helpful way. This story introduces a world in which everyone is grey and where some people don't react well to the inclusion of colours in their world. This scenario creates a simple, non-realistic example of prejudice and discrimination that young people can engage with and explore together without accidentally hurting or insulting their peers.

Read with:

From Prejudice to Pride by Amy Lamé

How could you use this book in your school?

- **Class photos:** Learners can take photos and print them in black and white or create black and white self portraits; they can then create colourful clothes, toys and messages to add on top, creating versions of themselves that would fit into the story. The teaching and learning here could focus on colour matches and colour clashes to make impact.
- **Discrimination:** Depending on the learners in your class and their maturity level, this story can be expanded upon to talk about other people in the story who may experience other forms of discrimination. There are Kenny's two mums, a wheelchair user, and people wearing clothing that would suggest a religious belief; these groups can all face, and have all faced, discrimination. Allowing learners to know that, and what is in place to support these groups, can help them understand the world around them.



"Some babies are born into their families. Some are adopted. This is the story of how one baby found his family in the New York City subway." So begins the true story of Kevin and how he found his Daddy Danny and Papa Pete. Written in a direct address to his son, Pete's moving and emotional text tells how his partner, Danny, found a baby tucked away in the corner of a subway station on his way home from work one day. Pete and Danny ended up adopting the baby together.

Title: Our Subway Baby

Author: Peter Mercurio

ISBN: 978-0525427544

LGBT Learning Themes:

- Celebrating diversity and difference
- Diverse families, including LGBT parents and siblings

Experiences and Outcomes:

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 1-45a/HWB 2-45a

I am able to show an awareness of the tasks required to look after a baby.

HWB 0-51a / HWB 1-51a

Year Range:

P3 - P7

Review

This is a true story that highlights a very positive experience of adoption and family. Whether or not there are care experienced young people in the class, it is a story that will help all learners to explore an important concept in a child friendly way. It's also a story that has been in newspapers, and there are plenty more texts, videos and content that learners can engage with to develop their understanding of the story. Essentially, though, this is a heart-warming account of how a family came together.

Read with:

Dad David, Baba Chris and Me by Ed Merchant

How could you use this book in your school?

- **Biography vs reporting:** After collecting a variety of articles reporting on this story, learners can explore and assess the differences between a biography and a written report. This can be developed by learners writing a biographical story from their own life (this can be a good homework task, engaging with their family) and then rewriting it as if it were a newspaper article, or online report or blog post.
- **New York vs our own community:** The story is set in New York and starts at the 14th Street Station. Learners can use Google Earth to explore this subway station and the local area and compare and contrast this with their own community. When Danny and Peter get Kevin home, it is winter; learners could expand this comparison by looking at the differences in winter.
- **Budgeting:** Danny and Peter have to buy a lot of things for their new baby. Learners, as a class, could decide what a baby needs and then do research to find out how much that all costs.



Billie Jean began playing tennis at the age of 11. After one of her first tennis lessons, she told her mother, "I'm going to be No. 1 in the world," a title she would go on to claim five times between 1966 and 1972. Twenty years later, she is still considered one of the most successful women in sporting history today. This moving book features stylish and quirky illustrations and extra facts at the back, including a biographical timeline with historical photos and a detailed profile of the amazing sportswoman's life.

Title: Billie Jean King (Little People, Big Dreams)

Author: Maria Isabel Sanchez Vegara

ISBN: 978-0711246928

LGBT Learning Themes:

- LGBT past and present figures and role models
- Recognising and challenging gender stereotypes

Experiences and Outcomes:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 2-20a

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-06a

Year Range:

P4 - P7

Review

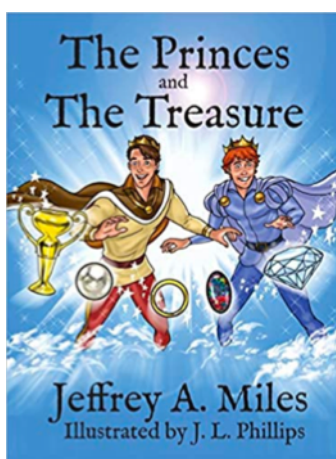
Billie Jean King has campaigned her entire life to ensure that women are treated equally in sport, and in the wider world. Learners may know her from her appearances commentating on Wimbledon but there is so much more to her story. Learners will find great value in exploring the gender inequality she faced as a player and how she overcame this to help tennis become one of the sports that is closest to paying men and women equal prize money.

Read with:

LGBTQ+ Rights
(Civil Rights Stories)
by Louise Spilsbury

How could you use this book in your school?

- **Equal pay in sport:** On the lgbteducation.scot platform, there are lessons linked to the film 'Battle of the Sexes' that focus on a match Billie Jean King played against a retired male tennis champion. The lessons are targeted at Third Level learners and focus on the gender pay gap in sport and the timeline of how tennis became more progressive, but they could also be adapted for learners in upper primary.
- **Biographies:** This book is part of a series called 'Little People, Big Dreams' which biographies important people through history. Learners could use these books as a template to create a biography of someone important in their own lives, or a sportsperson they find as inspirational as Billie Jean King.
- **Tennis skills:** Billie Jean King was one of the greatest tennis players in the world. Use clips of her playing to highlight best practice in tennis shots for learners to emulate.



In the magical kingdom of Evergreen, beautiful Princess Elena is suddenly whisked away by an old woman. Undefeated champion Gallant and shy bookworm Earnest go on a quest to find "the greatest treasure in the land" so one of them can save and marry the princess. Along the way, Earnest and Gallant realise "the greatest treasure in the land" is not what they expected. This is a 28-page, full-colour, illustrated children's adventure picture book with a same-sex marriage.

Title: The Princes and The Treasure

Author: Jeffrey A. Miles

ISBN: 978-0991053636

LGBT Learning Themes:

- Recognising and challenging gender stereotypes
- Celebrating diversity and difference

Experiences and Outcomes:

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

ENG 2-31a

I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 2-10a

Year Range:

P4 - P7

Review

Fairytales are a typical literacy topic for learners in upper primary and this story covers a lot of the themes and structures learners will need to understand them, with a likely surprising ending. It also engages with gender stereotypes around beauty and how women are typically characterised or viewed in traditional fairytales. Learners may already know of, and have preconceived ideas about, traditional fairytales, so introducing one that most will be unfamiliar with can encourage them to consider the structures, themes and characters with more depth.

Read with:

The Pirate Mums by Jodie Lancet-Grant

How could you use this book in your school?

- **Finish the story:** After establishing the main themes and structures of fairytales (including a 'happily ever after'), read the story up to the point of Gallant and Earnest picking up the urn, stopping before the line 'The Oracle was wrong.' Then ask the learners to finish the story themselves. Create a table/chart/representation to show what endings they chose and why. Then read the actual ending and see what similarities and differences there were. Did any learner have Gallant and Earnest getting married? If not, why not? This discussion can help to explain that same-sex marriage is part of Scottish society and is not uncommon.
- **Gender stereotypes:** Many stereotypes are employed in this book; for instance, the 'ugly old woman' is evil, but when she turns good she becomes beautiful. Have learners look for other stereotypes and unpack why they are not helpful with them. This can be expanded to include other fairytales as well, if required.



It's 1978 in San Francisco, and the city is filled with music and art and protests for social justice – and the Gay Freedom Day Parade needs a new symbol. What happens when a group of friends take up the challenge of creating it? Harvey Milk and Gilbert Baker come up with the idea for a flag. Making it a rainbow, Gilbert decides, will be the perfect way to express love, togetherness, and pride.

Title: The Rainbow Flag

Author: Michelle Millar Fisher

ISBN: 978-1633450783

LGBT Learning Themes:

- History of LGBT equality movements
- LGBT past and present figures and role models

Experiences and Outcomes:

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

I can use a range of graphic techniques ... to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.

TCH 2-11a

Year Range:

P4 - P7

Review

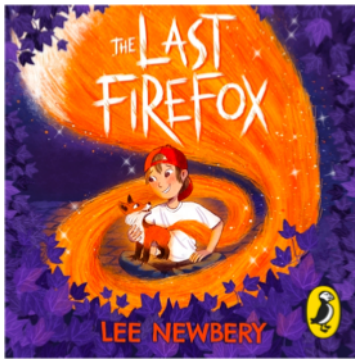
The rainbow flag is one of the most recognisable symbols of the LGBT community and one that is understood by many learners of primary school age. Many schools and organisations include the rainbow flag in livery or displays to show that they are inclusive, welcoming spaces for the LGBT community. This book allows young people to explore the reason behind the creation of this symbol and helps them understand the why it is still used today. It also introduces other important people and themes relevant to the LGBT community.

Read with:

Prejudice and Pride
by Amy Lamé

How could you use this book in your school?

- **Design a school flag:** Ask learners to consider the school's values and how they would represent them if creating a school flag. You could create a pack with flags and symbols from different countries and communities for learners to reference and develop their ideas from. This could be a class or whole school activity, with the winning flag being created and displayed/ flown in school.
- **Tie-dye art:** Tie-dye is referenced in the book; up-cycling clothes using tie-dye techniques could help learners explore sustainability and new artistic techniques, and could connect to learning about the environment.



Between bullies at school and changes at home, Charlie Challinor finds life a bit scary. And when he's made guardian of a furry fox cub called Cadno, things get a whole lot scarier. Because Cadno isn't just any fox: he's a firefox - the only one of his kind - and a sinister hunter from another world is on his trail.

Swept up into an unexpected adventure to protect his flammable friend, Charlie's going to need to find the bravery he never thought he had, if he's going to save the last firefox...

Title: The Last Firefox

Author: Lee Newbery

ISBN: 978-0241493533

LGBT Learning Themes:

- Identifying prejudice, discrimination, and bullying (including homophobia, biphobia and transphobia).
- Celebrating diversity and difference
- Diverse families, including LGBT parents and siblings

Experiences and Outcomes:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 2-10a

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

HWB 2-44b

Year Range:

P5- P7

Review

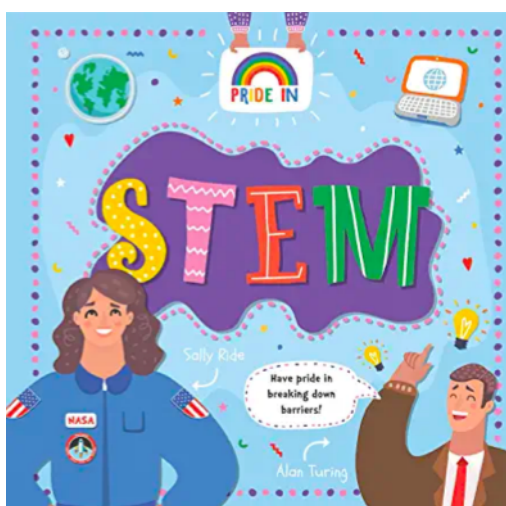
This book is an exciting, enjoyable read for upper primary and learners will enjoy the style, content, characters, and story. The fact that the main character has two dads is included in a very natural way and will reflect the manner in which schools will be including LGBT people and families in their teaching and learning. The core theme of this book is about building self-confidence and empowerment, which can helpfully connect to broader wellbeing initiatives within the school.

Read with:

Wain by Rachel Plummer

How could you use this book in your school?

- **Mythical Creatures:** Cadno the Firefox is a great creation that learners will enjoy exploring. Using Cadno as an inspiration, the class could work individually, in pairs, or in groups, to create a new mythical creature of their own. This can be in whatever art style the class is focusing on while reading this book. Stories could then be written, similar in style to The Last Firefox, using either their own creation or one made by one of their peers.
- **Bullying:** Charlie experiences bullying in this story and his friends encourage him to stand up for himself more. Learners could identify the bullying incidents as they are reading and record what has gone wrong, how everyone is feeling, and what could be done to fix these situations.
- **Bravery and your 'Inner Fire':** Charlie finds his 'inner fire' in the book. Learners could work independently, or have their peers support them with suggestions, about what they do that is brave, how they can overcome fears, and how they can support each other to be brave.



Title: Pride in STEM

Author: Emilie Dufresne

ISBN: 978-1839270826

LGBT Learning Themes:

- LGBT past and present figures and role models
- Celebrating diversity and difference

Experiences and Outcome:

Through research and discussion, I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.

SCN 2-20a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 2-10a

Sometimes being who you are can be a hard thing to do. Learn about people from across the LGBTQIA+ community who celebrate who they are and never stop fighting for what they believe in.

No matter who you are, inside or out, this book is here to teach you that you can be proud of who you are.

Year Range:

P5 - P7

Review

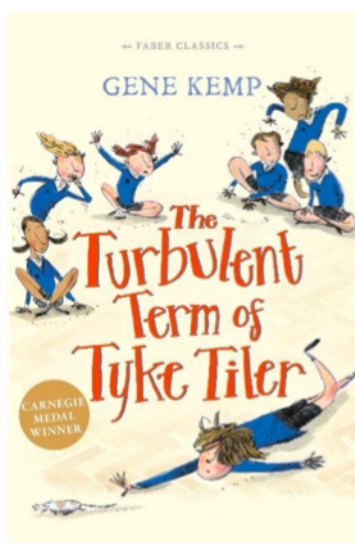
Every young person in Scotland will learn that LGBT people exist at some point in their lives. Schools should take opportunities in teaching and learning that allow learners to explore the lives of LGBT people and the contributions that they have made to society. This ensures that learners learn about LGBT people in a learning context suitable for their age and stage. Many schools also have a focus on improving engagement in STEM subjects, and this book brings these two goals together, presenting LGBT people in STEM careers linked to what young people are learning.

Read with:

Alan Turing
by Maria Isabel
Sanchez Vegara

How could you use this book in your school?

- **Peer education:** There are many inspirational and interesting LGBT people in this book. Learners could select who they are most interested in and work in groups to develop learning activities for their peers to help them understand the STEM contribution that person made. Additional research may be needed and teachers should ensure that they can direct learners to reputable information for that research, or create packs to assist the learners, if needed.
- **Gender equality in STEM:** There have been numerous campaigns and initiatives to address the gender imbalance in STEM subjects recently. Learners could review these and evaluate which they think would have the biggest impact. Teachers would need to lead the discussion to set the historical context and ensure learners understand that everyone is welcome in every field of work, regardless of sex, LGBT identity, race, religion, disability or any other aspect of who they are.



Tyke Tiler and Danny Price are best friends, much to the despair of the headmaster of Cricklepit Combined School - because wherever the pair go, trouble is never far behind. Stolen money, a sheep's skeleton, fights in class . . . And somehow it's always trouble that Tyke has to sort out.

Title: The Turbulent Term of Tyke Tiler

Author: Gene Kemp

ISBN: 9780571313914

LGBT Learning Themes:

- Recognising and challenging gender stereotypes
- Celebrating diversity and difference

Experiences and Outcome:

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 2-10a

Year Range:

P5 - P7

Review

Although written in 1977, this book is still a useful tool to challenge gender stereotypes with young people. All the way through the book - which is written in first person narrative - Tyke remains un-gendered; only at the very end do we find out that Tyke is a girl. Children tend to assume that she is a boy owing to the way she behaves. Carefully managed (a teacher will need to check to ensure that no one has read the book before) the reveal can be a powerful moment that leads children to reflect on our assumptions about gender and behaviour.

Read with:

Billie Jean King
by Maria Isabel
Sanchez Vegara

How could you use this book in your school?

- **Challenging gender expectations:** As described above, Tyke is revealed to be a girl only at the end of the book. Before this point, have learners create character descriptions and drawings of Tyke. Keep these for when Tyke is revealed to be a girl and have learners revisit them. Ask them to consider why they chose a boy for Tyke, or, if they didn't, why did they choose a girl?
- **What would you do?** Tyke has a number of choices to make, particularly around her friendship with Danny. Ask learners to create a bank of responses to significant events recording what they would do in the same situation, and what they think Tyke will do next. This can be linked with the above activity as they are likely to write Tyke as a boy.
- **Drama:** Tyke's class perform "The Once and Future King" as a play in their 'King Arthur' topic. Learners could select a text, poem, or play to perform linked to whatever topic the class is working through.



This chronological selection of key civil rights moments and movements explains in a child-friendly way the reasons why LGBTQ+ people have faced prejudice, violence and closed minds, and the ways that they have overcome many obstacles on the path to equality. It looks at historical examples, such as attitudes in ancient Egypt and early LGBTQ+ organisations, along with modern events, such as the alarm over the cause of HIV/AIDS, Pride marches, same-sex marriage and transgender rights.

Title: LGBTQ+ Rights (Civil Rights Stories)

Author: Louise Spilsbury

ISBN: 978-1445171364

LGBT Learning Themes:

- Understanding the Equality Act, the UNCRC and Human Rights.
- History of LGBT equality movements

Experiences and Outcomes:

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

SOC 2-16b

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

Year Range:

P5 - P7

Review

This book brings together a number of complex themes, issues, movements and events related to the LGBT community and presents them in a manner suitable for the age and stage of learners at the Second Level. Having this book freely available for your learners allows them the opportunity to explore this topic independently while also allowing teachers to select passages and sections to introduce teaching around these topics.

Read with:

Pride and Prejudice
by Amy Lane

How could you use this book in your school?

- **Timeline of LGBT progress:** Understanding the progress of LGBT inclusion in Scottish society will help learners develop their understanding of this community and allow them to engage with the concept that this group faced greater discrimination in the past. There is a primary lesson on the lgbteducation.scot platform called 'Timelines' that includes an activity exploring the timeline of progress for learners at the Second Level.
- **Peer education:** There are many aspects of LGBT history in this book. Learners could select what they are most interested in from the book and work in groups to develop learning activities for their peers to help them understand that topic. Additional research may be needed and teachers should ensure that they identify reputable information for that research and provide that for learners, or create packs to assist the learners, if needed.



Stevie is eleven and loves reading and sea-creatures. She lives with her mum, and she's been best friends with Andrew since forever. Stevie's mum teases her that someday they'll get married, but Stevie knows that won't ever happen. There's a girl at school that she likes more. Actually, she's a bit confused about how much she likes her.

Stevie needs to find out if girls can like girls – love them, even – but it's hard to get any information, and she's too shy to ask about it out loud. But maybe she can find an answer in a book. With the help of a librarian, Stevie finds stories of girls loving girls, and builds up her courage to share the truth with her mum.

Title: The Deepest Breath

Author: Meg Grehan

ISBN: 978-1905664894

LGBT Learning Themes:

- Celebrating diversity and difference

Experiences and Outcomes:

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 2-02a

I understand that a wide range of different kinds of friendships and relationships exist.

HWB 2-44a

Year Range:

P6 - P7

Review

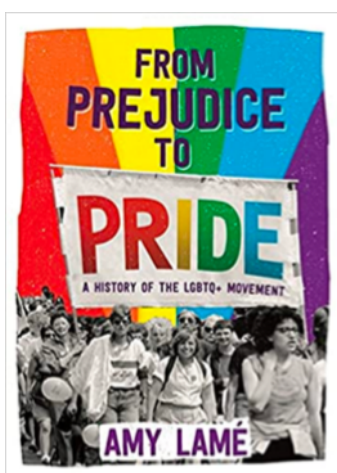
Stevie is a very relatable character who suffers from anxiety; learners of all ages will benefit from exploring issues around mental health and how to manage thoughts, feelings, and emotions. This is also a story written in accessible verse, providing an opportunity for young people to engage with a different style of writing. Lastly, all young people can benefit from exploring the theme of being confident in who you are.

Read with:

Wain by Rachel Plummer

How could you use this book in your school?

- **Verse:** Learners may not have encountered the writing style of this book before. Reading this book using a visualiser, or while making sure that all the young people can see each page, will help them to understand how the story is portrayed. Learners could adapt a story they have written, or a passage from one of their favourite books, into a similar style. Alternatively, they could take one of their favourite scenes from this book and rewrite it in a more standard format. They should consider the changes they make and explain their decisions.
- **Anxiety:** Stevie explains how her anxiety manifests in very descriptive terms, and it's clear that she has tools to help her cope. This book would be a good starting point to explore how anxiety manifests and what support is available (SAMH resources can help here).
- **Library and Librarians:** The librarian in this story is very helpful. Ask learners to recommend books on a subject that they know a lot about: what books are they, and why?



Follow LGBTQ+ history from ancient civilisations to the present-day, and learn about key events including the trial of Oscar Wilde, the Stonewall riots, the AIDS crisis, same-sex marriage and changing laws that have impacted on LGBTQ+ life. Gain insight into the shifting attitudes that have challenged lesbian, gay, bisexual and transgender people and the experiences that help us understand what it means to be LGBTQ+ today.

Title: From Prejudice to Pride

Author: Amy Lamé

ISBN: 978-1526301918

LGBT Learning Themes:

- History of LGBT equality movements
- LGBT past and present figures and role models

Experiences and Outcomes:

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 2-09a

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

SOC 2-16b

Year Range:

P6 - P7

Review

By the time learners reach P6/P7, many of them will already have an understanding of the LGBT community through their own families or friends, TV or films, etc. At the same time, some learners will never have heard the acronym before. This book can be used as a resource by teachers to select relevant information, as it covers a great deal of LGBT history and general information about the LGBT community in a stage appropriate way. Teachers can use this book to explore topics and themes as part of broader learning about rights movements or equality.

Read with:

The Rainbow Flag by Michelle Millar Fisher

How could you use this book in your school?

- **Guided research:** This book can be a useful resource for teachers to provide learners with selected information to explore the progress for rights for LGBT people and the impact of LGBT equality movements in the UK, following teacher-led activities. On lgbteducation.scot there is a lesson plan called 'Timelines' for the Second Level which can be used to support learners to engage with suitable and reputable information to learn more about a chosen rights topic, such as the repeal of Section 28 or the introduction of the Equality Act (2010).
- **Exploring Equality Act (2010):** Learners at the Second Level will be developing their understanding of prejudice and discrimination, and the measures that are in place to prevent or address them. The Equality Act (2010) is the UK's nondiscrimination legislation and protects people from being treated unfairly due to actual or perceived characteristics. Teachers can use selected content from this book as case studies of people who have experienced discrimination.



Title: Stonewall

Author: Rob Sanders

ISBN: 978-1542719524

LGBT Learning Themes:

- History of LGBT equality movements

Experiences and Outcome:

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

SOC 2-16b

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

From Rob Sanders comes this powerful and timeless true story that will allow young readers to discover the rich and dynamic history of the Stonewall Inn and its role in the gay civil rights movement - a movement that continues to this very day.

In the early-morning hours of June 28, 1969, the Stonewall Inn was raided by police in New York City. It would be the night when empowered members of the LGBTQ+ community - in and around the Stonewall Inn - began to protest and demand their equal rights as citizens of the United States.

Year Range:

P6 - P7

Review

While there are many myths and legends around the Stonewall Riots - why it started, who was there, etc - schools and teachers need to be able to articulate what is known in truth and fact. This book provides a description about what we actually do know that will be suitable for the age and stage of learners. By using this book, schools and teachers are able to address misconceptions and ensure learners have a good base understanding of this important historical moment in LGBT history.

Read with:

The Rainbow Flag by Michelle Millar Fisher

How could you use this book in your school?

- **What would you ask?** At the back of the book, after the story itself, is a short interview with Martin Boyce, who was present at the Stonewall Uprising. Learners could consider the story and think of what questions they would ask someone who was there. Some of those may match the interview in the book. Other questions could be used as a research project, though teachers should be mindful that they'll need to be cautious of unconfirmed stories being presented as fact and misinformation about what happened at the Stonewall Inn being prevalent online.
- **Compare and contrast:** This book details what life was like in New York in 1969. Learning activities could be created to look at what is different in New York, and Scotland, today as opposed to then. There is a lesson on the lgbteducation.scot platform called 'Timelines' that includes an activity exploring the timeline of progress for learners at the Second Level.



Wain is a collection of LGBT themed children's poetry based on retellings of Scottish myths. The collection contains stories about kelpies, selkies, and the Loch Ness Monster, alongside perhaps lesser-known mythical people and creatures, such as wulvers, Ghillie Dhu, and the Cat Sith.

The poems in this collection are fun, surprising, and full of a magical mix of myth and contemporary LGBT themes – it is a perfect read for children who are learning more about themselves, other people, and the world around them.

Title: Wain

Author: Rachel Plummer

ISBN: 978-1910139479

LGBT Learning Themes:

- Celebrating diversity and difference

Experiences and Outcomes:

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

ENG 2-31a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 2-10a

Year Range:

P6 - P7

Review

This collection of poems was created specifically for young people in Scotland. It reintroduces famous Scottish folklore such as Nessie or Kelpies with an LGBT focus, and is also likely to introduce new myths to young people who may not have heard some of these traditional stories. All the poems make links with the LGBT community or challenge traditional gender stereotypes. It would be valuable to read this collection alongside other texts that encourage young people to think about the expectations placed on girls and boys, and how they can be limiting.

Read with:

The Deepest Breath
by Meg Grehan

How could you use this book in your school?

- **Exploring Scottish Folklore:** The poems in this book could be used as a starting point to explore any of these folk tales in more detail. Learners could choose their own poems, or young people could decide as a class which poem they would like to learn more about.
- **What would you ask the author?:** Having read the poems in the book (or a selection of the poems), have learners discuss what they would ask the author if they could and record these questions. As a class, learners could decide on the best questions to ask, making justifications for their choices. They could then watch a short interview with Rachel Plummer (<https://bbc.in/3vC5Dds>) exploring what it is like to be an author.
- **Myths into Poems:** Learners could explore other myths, legends or stories and turn them into poems of their own, following the style of one of their favourite poems from Wain. Can they also make changes to link their poem to something related to equality and diversity?