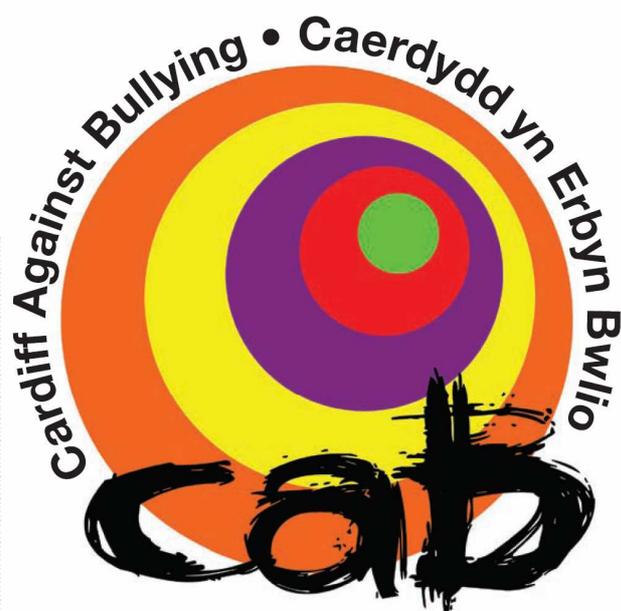
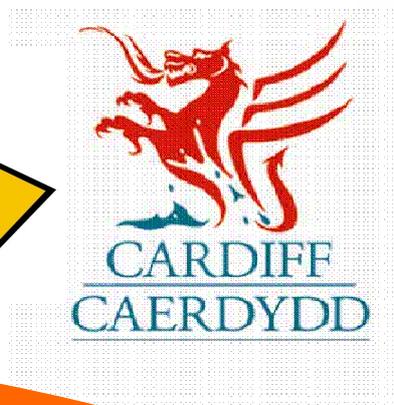




All Together

Promoting Diversity & Equality in the Primary Classroom

Resource Pack & Lesson Plans



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This resource pack contains 5 lesson plans for Key Stage 2 pupils and a range of supplementary resources to promote anti-homophobia and equality across the school.

This resource has been written and developed by Cardiff Against Bullying (CAB) the anti-bullying team and the Schools and Lifelong Learning Equality Officer. Help and advice can be obtained from contacting CAB on (029) 2061 7632 or emailing CAB@cardiff.gov.uk. Schools are encouraged to share their experiences and to promote good practice.

Background to All Together

In 2008 Cardiff Against Bullying launched the 2008-11 Anti-Bullying Strategy, promoting the importance of tackling bullying in our schools, youth and community settings. The strategy highlighted five key priorities, including preventing bullying and providing effective intervention and support to those affected. Homophobic bullying was identified as a form of bullying that can affect many young people, whether they identify as lesbian, gay, bisexual or transgender (LGBT), or not.

Cardiff Council's Community Plan, 'Cardiff - A Proud Capital' highlights an aim for our city to "create a safe, healthy and learning community which celebrates diversity and promotes genuine opportunities for all". Many schools take the issue of homophobia very seriously, referencing homophobic bullying within their anti-bullying policies and educating pupils about homophobia and equality.

A diverse range of resources have since been developed for secondary schools, including free workshops for many schools of the Safe Space Programme, run by the LGBT Excellence Centre Wales. Initial training was offered to primary schools staff in 2008/09 on promoting equality and diversity in the primary classroom, but many staff felt that there was still a lack of resources, lesson plans and support to explore potentially sensitive issues with primary school pupils.

All Together Resources

This pack has been developed to support the primary teacher to introduce the themes of equality, diversity and inclusion within their classroom, as a distinct scheme of work, or incorporated into other sessions, including circle time. A twilight INSET training can be provided to your school free of charge by CAB and the Equality Officer to develop staff awareness, and a set of six picture books referenced in the lesson plans is available free of charge to schools on request, whilst stocks last.

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Understanding Homophobia

Homophobic and Transgender bullying is motivated by difference, or perceived difference, between the bully and the victim.

The bullying may take many forms motivated by the perpetrator's ignorance, prejudice or fear which can have a serious impact upon the victim's quality of life. It can affect young people whether they identify as being Lesbian, Gay, Bisexual or Transgender (LGBT) or not.

Homophobic bullying is the repeated or continual harassment that is both deliberate and targeted, because of a person's sexuality or perceived sexuality.

There are many types of homophobic bullying, such as:

- Homophobic language - e.g. being called gay in an insulting way
- Being left out of things because a person is seen as being different
- Making fun or being teased about their sexuality
- Being physically attacked because of their sexuality

Many young people who experience homophobic bullying are very reluctant to report it, due to a fear of stigmatisation or a fear of a lack of anonymity.

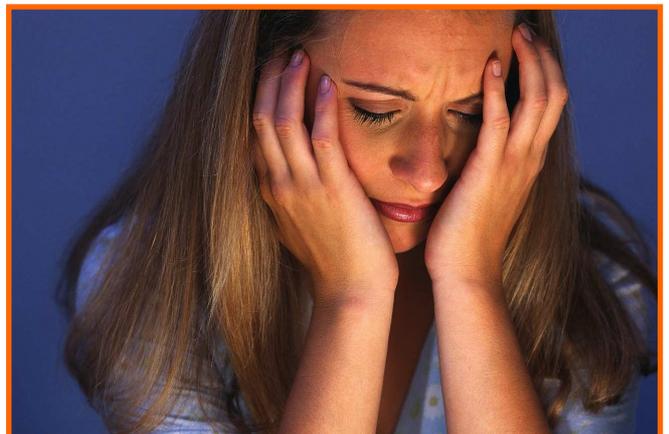
Homophobic Bullying Statistics

Stonewall, the charity promoting equality and justice for lesbians, gay men and bisexuals surveyed over 1,000 young people for the 'School Report' and found:

- 72% of LGB pupils reported regular absenteeism at school
- 53% LGB pupils consider self harm, 40% do self harm
- 1 in 5 LGB pupils attempt suicide
- LGB pupils were 'Significantly' more likely to leave school at 16

The charity ChildLine reported the following statistics about calls relating to bullying:

- Calls about homophobic bullying accounted for 27% of the April 2006 calls relating to sexual orientation
- Boys account for 55% of the calls in this category, even though they represent only 25% of all calls to the helpline
- During April 2006 6% of calls relating to sexual orientation were from under 11s



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Guidance to support schools

Homophobic Bullying Legislation

Schools have a statutory duty to tackle all forms of bullying under the **Education and Inspections Act 2006**, including homophobic bullying, and schools are subject to the **Equality Act 2010**, including a duty to promote equality for LGBT pupils

The **Children Act 1989** states that schools have a duty of care to ensure the safety of young people and to protect the emotional well-being of every person in their care.

In 2003 the Welsh Assembly Government issued the **Respecting Others: Anti-bullying Guidance: Circular 23/03** which outlines how schools can prevent and respond to bullying, including homophobic bullying.



There are a number of resources and guidance documents available to schools to support the prevention of homophobic attitudes and bullying behaviours.

- **Safe to Learn: Homophobic Bullying in Schools guidance, DCSF (2007)**
- **Stand up for us: Challenging homophobia in schools, DFEE / National Healthy Schools Programme (2004)**

The DCSF Sex and Relationships Education guidance states:

“Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice” (*primary and secondary*)

A list of organisations and websites to support schools can be found on page 8.

Cardiff Against Bullying and the Equality Officer

The All Together resources and lesson plans have been designed by the Cardiff Against Bullying (CAB) team and the Schools and Lifelong Learning Equality Officer. INSET training, policy advice and implementation support is available from CAB and the Equality Officer.

Contact: CAB@cardiff.gov.uk (029) 2061 7632

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Key Stage 2 Lesson Plans

A series of five lesson plans and accompanying resources have been developed to assist schools in promoting equality and an appreciation of diversity with key stage two pupils, and more specifically to begin to challenge homophobic attitudes, language and prejudice from forming at a young age.

Many children are raised in households with access to TV, radio and the Internet and will therefore have some knowledge or understanding of sexual orientation. Some children will have family members or know family friends who are lesbian, gay, bisexual or transgender (LGBT). This will often raise questions for children that may remain unanswered if sexual orientation is avoided in the family home or classroom, leaving children feeling confused or interpreting being gay as something shameful, wrong or to be avoided.

Challenging Homophobic Language

Most children will learn about diversity and same-sex relationships from the media, for example in soap operas, where a gay relationship is unlikely to be portrayed as loving and stable. Children will also be exposed to homophobic language in the media, with derogatory phrases such as 'that's so gay' being used to say that something's bad, embarrassing or stupid, giving an impression that being gay is similarly as bad.



Statistically speaking, two or three children from each class will grow up to be lesbian, gay or bisexual in later life. What messages will they have heard throughout their childhood and adolescence about this? Will they embrace their sexuality, feeling comfortable and confident with who they are, at ease with their sexuality and able to function healthily as a part of society, or will they have already experienced bullying and harassment for being labelled as gay at school, or have grown up hearing the message that it's wrong, dirty, and feeling as though they could never be who they really were?

Celebrating Diversity

The aim of this resource and lesson plans is not to promote sexual orientation or raise the issue at too young an age for children to understand, but rather to assist teachers to begin to challenge prejudices and negative attitudes that may already have formed, and to support children to be open to the diversity of others, in all its forms. The lessons aim to encourage pupils to celebrate their differences and acknowledge their similarities, developing empathy and awareness of the lives of others.

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Promoting Diversity

With the increasing requirements to support and develop pupil's emotional health and well-being many schools are implementing initiatives such as Social and Emotional Aspects of Learning (SEAL) to help pupils develop empathy, self awareness, emotional literacy and positive relationships with others. Understanding diversity in all its forms can help pupils to feel more confident and comfortable with their own uniqueness, whilst reducing prejudicial thoughts and attitudes about others which in turn will reduce bullying incidents and create a more positive learning environment.

Helping pupils to value others and develop self respect and self esteem will help to create a sense of community across the school that is both inclusive and welcoming.

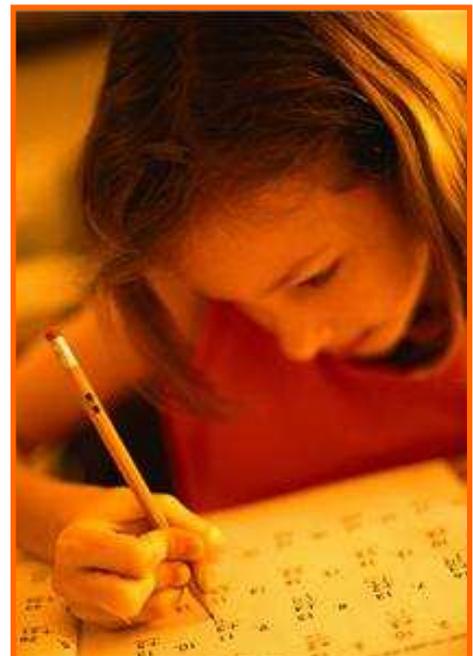
Research conducted in 1997 states that students in schools with a greater sense of community:

- Are more academically motivated;
- Have higher educational aspirations;
- Enjoy school more;
- Are more likely to act ethically and altruistically; and
- Are more likely to develop social and emotional competencies.

Eric Schaps, V. Battistich & D. Solomon, "School as a Caring Community: A Key to Character Education"

A greater sense of community and inclusion across the school will also help parents to feel included in school matters and strengthen home-school links. This may be particularly important when a pupil has parents or family members in a same-sex relationship, resulting in the child feeling less able to contribute to class discussions about family or sharing home news. Pupils whose parents are in same-sex relationships may also be more likely to suffer bullying and taunts from other children, so may need extra support and understanding from the school.

Parents who don't feel supported by the school or where there isn't a culture and ethos of respecting diversity will be less likely to share their concerns and come out to school staff, leaving teachers blind to potential difficulties their child may experience. It may also deter parents from seeking support from the school if their child has received a homophobic response, for fear of a staff attitude of ignorance, embarrassment, or fear.





All Together

Aims and Objectives of All Together

Whilst the enclosed lesson plans are specifically aimed at Key Stage two pupils there are a list of picture books and resources on page 9 to begin to explore the themes of diversity and equality with pupils throughout the school through circle time, PSE, English or art lessons.

The books and resources including the lesson plans aim to promote pupil's awareness of the importance of equality in all its forms, and begin to introduce the concept of valuing ourselves and others. Whilst the resources may make reference to sexual orientation and homophobia this is intended to be a discrete and implicit element of the overall programme, to gently and tentatively introduce pupils to the themes.

The lesson plans explore themes such as:

- Understanding difference and diversity
- Exploring our sense of identity
- Promoting family diversity
- Challenging gender stereotypes
- Creating an inclusive ethos
- Understanding bullying
- Promoting that homophobia can be a form of bullying and is unacceptable
- Challenging homophobic and inappropriate language, e.g. 'that's so gay'

Myths about tackling homophobia at primary level

The lesson plans and resources have not been created to specifically explore sexual orientation with pupils, and All Together is not about promoting homosexuality, teaching children how to be gay, teaching children about sexuality at too young an age nor about introducing sex education. The resources have clear links to emotional literacy and SEAL and are focused on developing empathy, self-awareness, respect and valuing others.

Linking to SEAL

The resources link clearly to the Social and Emotional Aspects of Learning (SEAL) themes, 'Getting on and falling out', 'Say no to bullying', 'Good to be me' and 'Relationships'.

Key Stage two pupils will learn:

- To explore and define the term 'diversity'
- To develop an emotional awareness of how it would feel to be excluded / included
- To explore and define the term 'stereotype' and gender stereotyping
- To explore family diversity and sexual orientation
- To explore and identify their own family make-up and sense of identity
- To define 'bullying' and 'homophobia'

R Time

The lesson plans use the R Time model to encourage pupils to explore and discuss issues. R Time is a whole-school approach that promotes positive relationships. Visit www.rtime.info for more information. Free R Time training is available from CAB.



How to Challenge Homophobic Language

Children are often exposed to derogatory and homophobic language such as 'you're so gay' through the media or older children and adults. Some children will repeat the language without understanding what it means, while others will have some understanding of sexual orientation and be aware that they are stating that being gay is wrong.

When faced with children making homophobic comments or incidents of homophobic bullying school staff can often be concerned about how best to proceed and how to challenge children's behaviour.

Responding to language such as 'that's so gay'

- Don't just say 'that's wrong!' - implicitly this may convey that being gay is wrong, or that we must avoid talking about it
- Do question what the child means by what they've said - are they trying to put someone or something down?
- Do challenge: 'It's not OK to put people down in this class'
- Do explore: 'Do you know what that means?'
- Don't ignore homophobia - ensure it is addressed
- Don't be afraid to hold a circle time session or class discussion to frankly and openly discuss what being gay means ('when a man loves another man or a woman loves another woman')
- Do be clear that using the phrase "that's so gay" is hurtful to other students who may have family members who are gay

- Don't be afraid to take action - by law schools have a duty to tackle and respond to incidents of homophobic bullying and homophobia
- Do inform parents if you feel the incident warrants it

Links to websites and resources

A wealth of information and resources are available from a range of organisations to support your school to promote equality and diversity.

The LGBT Excellence Centre Wales

The Excellence Centre gathers and shares excellence, information and good practice for LGBT people as well as organisations that want to achieve better equality and human rights. Their website contains a training directory and links to events, including school workshops.

www.ecwales.org.uk

Stonewall and Stonewall Cymru

The charity promoting equality and justice for lesbians, gay men and bisexuals has a number of resources on their website including research, school resources and links to national conferences and events.

www.stonewall.org.uk

Schools Out

A charity working towards equality in education for LGBT people. Links to toolkits, teaching packs and training.

www.schools-out.org.uk

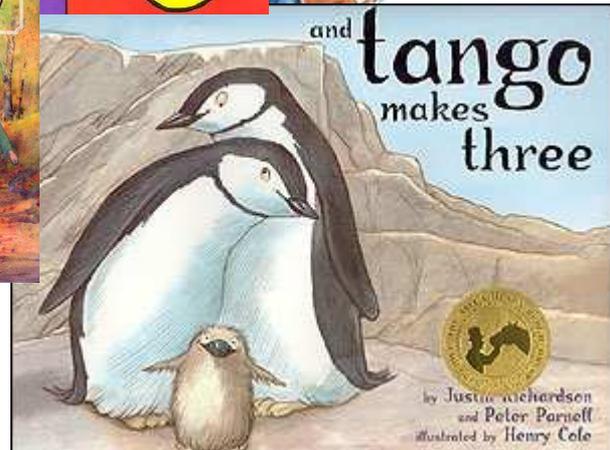
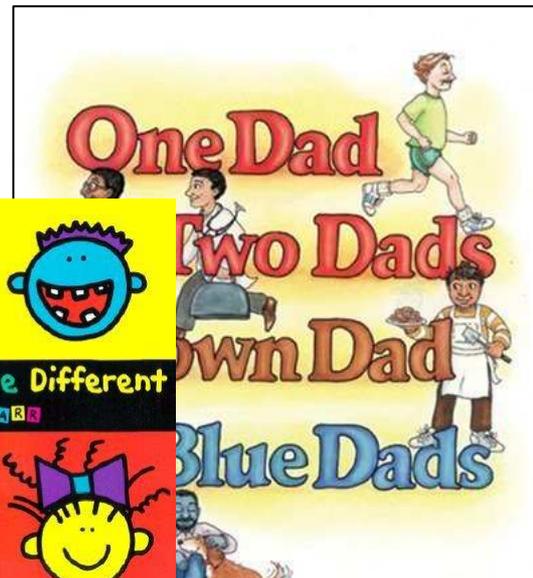
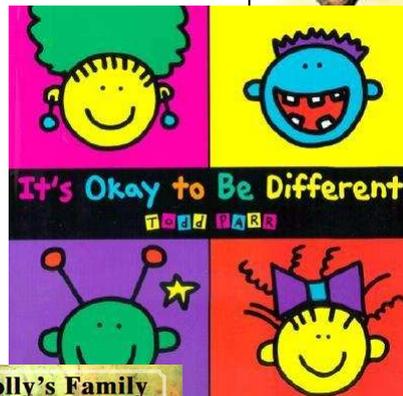
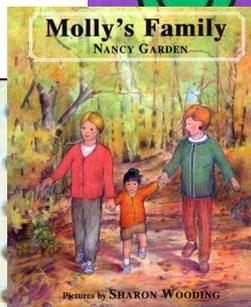
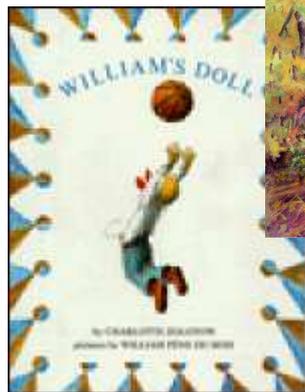
All Together

Promoting Diversity and Equality Book List

There are a number of excellent children's books that explore the themes of difference, gender equality, stereotypes and same-sex relationships for children of all ages. The books introduce the themes gently and sensitively, and can be used simply as a library resource or during a circle time session to further explore the themes to develop understanding and awareness.

A full list of books is available at:

www.tacklehomophobia.com/primary-school-resources



Title	Author	Publisher
William's Doll	Charlotte Zolotow	HarperTrophy, ISBN 978-0-06-443067-8
One Dad, Two Dads, Brown Dad, Blue Dads	Johnny Valentine	Alyson Wonderland ISBN 1-55583-848-0
And Tango Makes Three	Justin Richardson	Simon and Schuster ISBN 978-1-84738-148-4
Spacegirl Pukes	Katy Watson	Onlywomenpress Limited ISBN: 0-906500-87-7
It's Okay to be Different	Todd Parr	Hachette Book Group USA ISBN 0-316-66603-3
King & King	Linda De Haan	Tricycle Press ISBN 9781582460611

SCHOOLS & LIFELONG LEARNING SERVICE

Cardiff Against Bullying - Lesson Plans



Title: All Together

Duration: 1.5 hours

Lesson: 1

Key Stage 2

Lesson Aim: To explore the term 'no outsiders' and the impact of social & cultural exclusion

Learning objectives:

- To explore and define the term 'diversity'
- To explore how and why people are excluded
- To develop an emotional awareness of how it would feel to be excluded / included
- To understand ways in which we include and exclude others in day to day life
- To gain a historical and cultural awareness of how people have been excluded

Resources:

R Time pairing cards; 'I'm a Star' worksheet; strips of coloured card; felt pens; glue sticks; large sheets of paper; small strips of paper.

Vocabulary: Included; excluded; diversity; difference; prejudice; culture; emotion; positive; negative; feelings vocabulary; unique; special

Introduction: 15 mins

Read the following quote by Desmond Tutu to the class: *'Everyone is an insider, there are no outsiders - whatever their beliefs, whatever their colour, gender or sexuality.'*
Archbishop Desmond Tutu, February 2004

Discussion Points:

- What do you think Desmond Tutu means by this?
- What does 'no outsiders' mean? What would that look like?
- Who might feel like an outsider? - In this school (no names), in our communities, in the world? Why?
- What does it mean to include someone?
- Why do people end up on the outside? What is that like for them? What impact does that have on our communities?

Activity 1: R Time 15 mins

Carry out an R Time session with the children, pairing them randomly. Ask pupils to:

- Say hello to their partner, using their name and discuss 3 ways in which they're different from that person.
- Discuss: what would the world be like if there were no outsiders?
- Feedback some answers
- Discuss: How would it feel to be on the outside?
- Feedback some answers

- Discuss: What would our school be like if we had no outsiders? What would it look like, sound like, feel like?
- Feedback some answers.
- Thank partner

Activity 2: Being special, being different 20 mins

Ask pupils to consider the ways in which they are different, and the special, unique things they bring to this classroom. Write some examples on the board. Highlight that some may be skills or talents, such as being good at maths or football, and some might be about their personality, such as making people laugh, being a good listener, being kind. Some people might bring something special because of their background, culture, family, etc.

Ask pupils to complete the 'I'm a Star' worksheet, thinking about the unique and special thing they bring to the class, decorating the star accordingly.

Activity 3: Feelings Ladder 15 mins

In small groups, ask pupils to write as many 'feelings words' on the coloured strips of card, and order them from what they consider to be the most positive feelings to have to the most negative feelings, sticking them onto a large sheet of paper in a ladder shape.

Activity 4: (if time) Fruit Salad 10 mins

Play a game of fruit salad, discussing the ways in which we are different and the same.

Conclusion: Including Others 5 mins

Whilst completing earlier tasks, ask pupils to consider how we can include others more in this class, and to write one answer on a small piece of paper. Put the answers in a hat and distribute them anonymously across the class at the end of the lesson. Ask pupils to try and work on that method of including others this week as many times as they can, and we will discuss the impact in the next session.

Opportunity for assessment: Most pupils should be able to:

- Understand the concept of including or excluding others and cite reasons why people may be excluded, in this school or within the world in general
- Understand ways in which people are different and similar.
- Utilise a range of emotional vocabulary and understand the difference between a positive and negative feeling
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:



Cardiff Against Bullying - Lesson Plans

Title: All Together

Duration: 1.5 hours

Lesson: 2

Key Stage 2

Lesson Aim: To explore and understand stereotypes

Learning objectives:

- To explore and define the term 'stereotype'
- To explore gender stereotyping specifically, highlighting ways in which this occurs
- To understand why people are stereotyped and the effects of this
- To explore pupils' own sense of identity

Resources: Book 'William's Doll'; Stereotype Labels; R Time pairing cards; magazines, leaflets, etc; boards; scissors; glue.

Vocabulary: Stereotype; label; misleading; accurate; generalisation; gender; included; excluded; difference; diversity; equal; emotion; plus feelings vocabulary

Introduction: No Outsiders Circle **15 mins**

Recap on the content covered in the last session, and re-establish what we mean by 'no outsiders'. Ask the children to feedback how the final activity of the last session has gone over the week - i.e. each child having to try and include others more.

Discussion Points:

- Was it successful?**
- Has anyone noticed anything different in this class?**
- Was it things we already did, or did we have to make more of an effort?**
- What was that like?**
- How did it make us feel when someone tried to include us?**

With pupils seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the person next to them and say "I like [name] because he/she is [positive way in which they're different from them]", moving around the circle until everyone has been included.

Activity 1: Stereotypes **15 mins**

Write the word 'stereotype' on the board. Ask pupils if anyone has heard this word before, and explore what it means (i.e. an idea or view of something that we have already made up our mind about - a label). Ask pupils to give some examples, and write them on the board, first discussing how we give respectful and appropriate answers. Create a list of stereotypes on the board and discuss if they are really true or not. Discuss what is meant by the term 'generalisation' and how it can apply to stereotypes.

Activity 2: William's Doll **15 mins**

As a class, read the book 'Williams Doll' and discuss the following, using the R Time model:

Randomly pair pupils and ask them to:

- Say hello to their partner, using their name and discuss 3 ways in which they're the same as that person.
- Discuss: How would you react if William were in your class?
- Feedback some answers
- Discuss: How do you feel about William wanting a doll? Why? [refer to Feelings Ladders created in last session]
- Feedback some answers
- Discuss: In what ways would you like to be different and not be stereotyped?
- Feedback some answers.
- Thank partner

Activity 3: Stereotype Labels Activity **15 mins**

Using the stereotype labels, explain to pupils that they are looking for the person with the corresponding label to the one they have. Each label has a type of person or a stereotypical description on it, e.g. 'girl' and 'likes pink, plays with dolls, is quiet and shy'.

Once pupils have found their label match, discuss:

Discussion Points:

Was it easy or quite difficult to find the label that matched the person/description?

Were some labels easier than others to find matches for? Why?

Are the descriptions true?

If no, why do we all recognise them and believe them?

What effect does stereotyping have?

Activity 4: Collage work **30 mins**

Lower Ability Groups: With lower ability groups, ask them to create a boys/girls board, cutting out of magazines and leaflets stereotypical images that represent boys and girls - half and half on the board.

Higher Ability Groups: ask pupils to create a boys/girls board that represents them in a more accurate way, asking the girls to consider some of the boyish things they like, and the boys some of the girlish or non-stereotypical things they like.

Compare and contrast the two boards and discuss:

Discussion Points:

Which board is a more accurate description of YOU?
Why do we tend to see boys and girls in a stereotypical way?
What do you think of the magazines you used? Are they stereotypical?
What sort of images did you see in boys magazines and girls magazines?
What would it be like for you to be a boyish girl or a girly boy, or to break some of the gender stereotypes? How would other people react?

Conclusion: Breaking the stereotype 5 mins

Ask pupils to consider if they are stereotyped in any way in this class, e.g. are they the class clown, the shy one, the chattering one. Ask pupils to consider how they can break the gender stereotype or their class stereotype in some way for this week.

Opportunity for assessment: Most pupils should be able to:

- Understand the definition of 'stereotype' and provide examples of stereotypes
- Understand gender stereotyping, and find examples in the media
- To appreciate the effects of stereotyping, exploring empathic responses to the situations of others
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

SCHOOLS & LIFELONG LEARNING SERVICE

Cardiff Against Bullying - Lesson Plans



Title: All Together

Duration: 1.5 hours

Lesson: 3

Key Stage 2

Lesson Aim: To explore human diversity and equality

Learning objectives:

- To explore and define the term 'diversity'
- To explore ways in which human beings are similar and different
- To identify and explore emotional responses to being different
- To explore family diversity and sexual orientation

Resources: A1 paper; pens; copies of quiz; postcard template

Vocabulary: Diversity; equality; religion; race; gender; sexual orientation; homophobia; bullying; feelings; emotion; plus feelings vocabulary

Introduction: No Outsiders Circle 15 mins

Recap on the content covered in the last session, and re-establish what we mean by 'no outsiders' and 'stereotype'.

With pupils seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the person next to them and say "[name] is special because...." moving around the circle until everyone has been included.

Briefly discuss if this helps everyone to feel included, and explore whether anyone has felt like an insider or outsider over the past week.

Activity 1: Diversity 10 mins

Write the word 'diversity' on the board. Ask pupils to offer suggestions as to what it means, (i.e. difference), and make a list of the ways in which we are different, within this class and also more generally. Discuss whether those are positive differences or whether they can be negative differences at times. Is it the difference that is positive or negative, or people's reaction to it?

Discussion Points:

In what ways are human beings different? The same?
How does it feel when we're the same as others? (e.g. a sense of belonging, safety, included?)

How does it feel when we're different to others?
Can you think of a time when you felt very different to others?

Activity 2: Equality 15 mins

Place a large piece of paper (A2 or A1 size) on each table and write one type of human diversity on each one, e.g. race; religion; gender; sexual orientation and family, discussing what each one means. Ask pupils to work in groups to brainstorm ways in which people can be different within that aspect, e.g. religion - considering different types of religion, faith, spirituality; and thinking how people can be persecuted for this type of diversity. (What it means, how you can be different, how you can be targeted and victimised)

Activity 3: Sexual Orientation 10 mins

Explain to the children that for the remainder of this session we will look at sexual orientation, and next session we will look at family diversity. Explore as a class what we mean by sexual orientation, and ask pupils what they already know or have heard about being gay or straight, reaffirming that there are no right or wrong answers and placing an emphasis on giving mature, responsible and respectful answers. Put their answers on the board, whether they are accurate or not. Explore where they have heard these things before, making a note on the board. Ask pupils to explore how they feel about talking about this subject, and ask pupils to consider how they think gay young people would feel in their school or community.

Activity 4: Language 10 mins

Ask pupils to list some terms that they've heard for gay people. Write them on the board.

Ask pupils to list some other unkind names they've used or heard being used in the past and write them on the board.

Discuss why we wouldn't use those names and words, referring to the Feelings Ladders created in session 1 to explore how it makes people feel.

Therefore, discuss why it is unkind to use the terms discussed first for gay people, exploring what we're properly saying when we say 'that's so gay' i.e. a derogatory term.

Activity 5: Quiz 15 mins

Give each pupil a copy of the anti-homophobia quiz, asking them to complete it individually. Discuss the answers as a class.

Activity 6: R Time 15 mins

Randomly pair pupils and ask them to:

- Say hello to their partner, using their name and discuss 3 ways in which they're the same as that person.
- Discuss: What do we mean by homophobia?
- Feedback some answers
- Discuss: How do you think someone would feel if they were gay and in this school or community?

- Feedback some answers
- Give copies of the postcard template: ask each pair to complete the postcard.
- Feedback some answers.
- Thank partner

Conclusion: Changing Views 5 mins

Ask pupils if looking at sexual orientation and homophobia has changed their views at all? In what way? How would they now react if they knew someone who was lesbian or gay?

Opportunity for assessment: Most pupils should be able to:

- Understand the definition of 'diversity' and provide examples of human diversity
- Explore different types of equality, contributing ideas to difference within religion, race, family, sexual orientation and gender
- Gain a clear understanding of what sexual orientation means, and understand the definition of 'homophobia'
- Develop an awareness of the effects of homophobia, developing empathy and awareness of the feelings of others
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

SCHOOLS & LIFELONG LEARNING SERVICE

Cardiff Against Bullying - Lesson Plans



Title: All Together

Duration: 1.5 hours

Lesson: 4

Key Stage 2

Lesson Aim: To explore family diversity

Learning objectives:

- To explore different types of families, building an awareness that there is no such thing as a 'normal' family
- To explore and identify pupils' own family make-up and sense of identity
- To appreciate the importance of family
- To develop empathy and awareness of the feelings of others
- To further develop emotional literacy and self awareness

Resources: U.S. Graph 70-00; Book 'One Dad, Two Dads, Blue Dad, Brown Dad'; chalk or A2/A1 paper, felt pens and wool.

Vocabulary: Family; diversity; difference; nuclear family; positive negative; plus feelings vocabulary

Introduction: No Outsiders Circle **15 mins**

Recap on the content covered in the last session, and re-establish what we mean by 'diversity' and 'sexual orientation', discussing any issues or comments that have arisen over the week since the last session.

Explain that this week we will be focusing on families. With pupils seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the class as a whole and say "This class is like a family because..." moving around the circle until everyone has been included.

Briefly discuss if this helps everyone to feel included, and explore whether anyone has felt like an insider or outsider over the past week, without using other pupil's names.

Activity 1: Different Families **20 mins**

Discuss with the class that today we are looking specifically at families and how families can be different. Discuss with the class that in the U.K. people used to talk about there being a 'nuclear family', and this was "normal". A nuclear family would be a mum, dad and their children. Discuss how 'normal' this is now, or whether families have changed. It may also be of use to encourage children from different cultural backgrounds to highlight what is considered to be a 'normal family' where they or their parents are from.

Ask pupils to list different family types and write them on the board. If pupils are willing, you may wish to conduct a straw poll to see how many pupils identify with each type of family.

Finally, display the graph of U.S. family make-up on the Smart Board. Discuss the difference in the figures between 1970 and 2000. Why is this?

Activity 2: One Dad, Two Dads... 15 mins

As a class, read the book 'One Dad, Two Dads, Brown Dad, Blue Dad' by Johnny Valentine.

Discussion Points:

What is the author trying to tell us?
What other messages can you find in this book?
Even though we all have different families, as we've discussed, do you think it is more acceptable to be from a certain type of family? E.g. do people get bullied because of their families? Why?
How would you react if a classmate had two dads? Why?

Activity 3: Family Links 40 mins

If the weather is nice, this activity can be done outside. If not, you will need a large space, such as the hall, and large pieces of paper - A2 or A1 size per pupil (flipchart paper is ideal) and some balls of wool.

(If outside)

Explain to pupils that we will be drawing our families, using chalk, on the playground. They must draw not only themselves, but everyone else who is in their immediate family or to whom they are closely linked or related, e.g. they may wish to draw themselves, their brother and sister, mum, dad, uncle, gran, aunt and two cousins. Pupils can draw as many of their family members as they wish, time allowing.

Once complete, ask pupils to think about whether their family is connected in some way to anyone else's drawn on the playground. Discuss ways in which they could be connected, e.g. they live in a similar area or nearby, they are from the same place, they go to school together, they are friends, they have the same family make-up, they are related, they have the same pet, they have the same religion, same age, etc. Ask pupils to then draw a line from their drawing to anyone else's drawing to whom their family is connected in some way. It is likely that you'll have plenty of lines all over the playground!

(If Inside)

Repeat the activity as above, but instead of chalk ask pupils to draw their families on one or a few pieces of large paper. To connect the families to others, they can cut lengths of wool and lay them from one drawing to another.

Discussion Points:

Looking at the different families drawn, did it surprise you to see what types of families your classmates come from?

What did you notice about the drawings?

What did you notice about the connections to other families?

How does it feel to be connected to so many other families in so many ways?

Why do you think people make fun of other people's families, and why do people get so angry when this happens?

Conclusion: Changing Views 5 mins

Ask pupils if their view of families has changed at all since the start of the lesson. In what ways? How will they now react to children whose families are very different to them, e.g. children who have two dads or two mums, who are adopted, in foster care or who only live their one dad, or their mum, or even gran or granddad?

Referring to the Feelings Ladders made in session 1, ask pupils how they would feel if people teased them about their family.

Opportunity for assessment: Most pupils should be able to:

- Understand and show awareness of different types of families
- Identify and visually display their own family make-up
- Explore their sense of identity in relation to their family make up
- Use emotional language effectively and appropriately to verbalise feelings, displaying self-awareness and awareness of the feelings of others
- Contribute to class and group discussions, verbalising thoughts and feelings

Teacher Notes:

SCHOOLS & LIFELONG LEARNING SERVICE

Cardiff Against Bullying - Lesson Plans



Title: All Together

Duration: 1.5 hours

Lesson: 5

Key Stage 2

Lesson Aim: To explore and understand bullying and homophobia

Learning objectives:

- To define 'bullying' and 'homophobia'
- To explore and understand the difference between bullying and conflict
- To explore the role of the bystander in bullying scenarios
- To develop an understanding of the emotional impact of bullying
- To develop empathy and awareness of the feelings of others
- To further develop emotional literacy and self awareness

Resources: Homophobic bullying stats; R Time pairing cards; bystander image; lining paper; felt pens

Vocabulary: Bullying, conflict, homophobia, bystander, emotion, Positive, negative, plus feelings vocabulary

Introduction: No Outsiders Circle 15 mins

Recap on the content covered in the last session, and re-establish what we mean by 'family diversity', discussing any issues or comments that have arisen over the week since the last session.

Explain that this week we will be focusing on bullying. With pupils seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the class as a whole and say "We don't have bullying here because...." moving around the circle until everyone has been included.

Briefly discuss if this helps everyone to feel included, and explore whether anyone has felt like an insider or outsider over the past week.

Activity 1: Defining Bullying 20 mins

Write the word 'bullying' on the board, and brainstorm as a class what we mean by bullying or words associated - types of bullying, for example. Repeat by writing the word 'conflict' on the board and discuss the difference between the two. Ensure that the main elements are highlighted of bullying being repeated, deliberate behaviour with a perceived imbalance of power between victim and perpetrator.

Finally, relating back to lesson 3, discuss what is meant by the term 'homophobia' and 'homophobic bullying', highlighting to the class that someone can experience homophobic bullying whether they are gay or not - e.g. they might be picked on and called homophobic names because they are a boy who likes playing a girls sport, or a

girl who is a 'tomboy'.

On the Smart Board, display the homophobic bullying statistics (these can be found in the resource section) and discuss whether they are surprised by the information, and why they think people engage in homophobic bullying.

Activity 2: Bystanders 15 mins

Discuss what is meant by the term bystander (i.e. someone who sees bullying or conflict happening, but doesn't necessarily do anything about it).

Display the Bystander Photo on the Smart Board, and using the R Time model, randomly pair pupils and ask them to discuss the following:

- Say hello to their partner, using their name and tell their partner if they had a super power, what would it be?
- Look at the photo. Discuss: If you saw that happening, why would you NOT support the person being bullied?
- Feedback some answers
- Discuss: Why WOULD you support the person being bullied?
- Feedback some answers
- Discuss: how would you feel if you were that person being bullied?
- Feedback some answers.
- Thank partner

Activity 3: Reacting to Homophobia 30 mins

Place the children in groups, and give each a large piece of lining paper and some felt pens. Choose one person to lie on the paper and be drawn around, so that each group has a life-sized image of a person.

Ask the groups to draw on the image of the person how they would feel if they were homophobically bullied. Consider how they would feel (linked to the Feelings Ladder), and where in their body would they feel that, e.g. butterflies in stomach, red face, tears, etc. Ask pupils to also consider what they would think and say, adding thought and speech bubbles

Activity 4: Class Charter 15 mins

To sum up all the work completed over the last 5 weeks, create a class charter. Discuss what is meant by a class charter, i.e. promises that we will make and sign to. Ask pupils to think about everything we've looked at over the last 5 weeks and create a list of promises, e.g.

'We promise to accept everyone'

'We promise to have no outsiders'.....etc

Ask all pupils and the class teacher to sign the charter, and display it somewhere prominent.

Conclusion: Changing Views 5 mins

Ask pupils to consider and share something they have learned over the last 5 weeks.

Opportunity for assessment: Most pupils should be able to:

- Understand and define bullying and homophobia
- Understand the difference between bullying and conflict
- Explore the role of the bystander in bullying scenarios
- Understand the emotional and physical responses to bullying
- Use emotional language effectively and appropriately to verbalise feelings, displaying self-awareness and awareness of the feelings of others
- Contribute to class and group discussions, verbalising thoughts and feelings

Teacher Notes:

All Together Pupil Questionnaire

My name is Today's date is

Please answer the following questions as honestly as you can. There are no right or wrong answers, just your opinions. Decide whether you agree, disagree or don't know by circling the face.

	Agree	Disagree	Don't Know
I make an effort to try to include others			
I am different to other children in my class			
I'm proud to be me			
Being gay is wrong			
People who are gay should keep it a secret			
Boys should stick to football and fighting and girls should stick to make up and shopping			
Its ok for a boy to like the colour pink or be interested in fashion			
I don't want to hang around with people who are different to me			
People should hang around with friends of their same race or religion			
There's no such thing as "normal"			
A 'family' means a mum, dad and children			
Its ok to make fun of people who are very different to me			

Thank you for completing this questionnaire

Stereotypes Labels

I'm a rapper, I can break dance and I wear lots of gold jewellery

I AM BLACK

My favourite colour is pink, I giggle a lot and I like clothes and shopping

I AM A GIRL

I'm into sports, I never show my feelings and I get into fights

I AM A BOY

I stay at home all day, I do all the cooking and cleaning and look after everyone

I AM A MOTHER

I go out to work every day, I don't come home until late, I am strict

I AM A FATHER

I don't live in a proper home, I steal things and I leave lots of rubbish when I move on

I AM A GYPSY

I AM GAY

I am a drama queen, I have piercings, I've got a girly voice and I hang around with girls

I shout a lot, I'm always telling someone off and I make people work hard

I AM A TEACHER

I work in the Valleys, I love rugby and I hate the English

I AM WELSH

I love cheeseburgers and fries, I'm very overweight and I'm dumb

I AM AMERICAN

I am moody, self centred, and I spend most of my time in my messy bedroom away from the rest of my family

I AM A TEENAGER

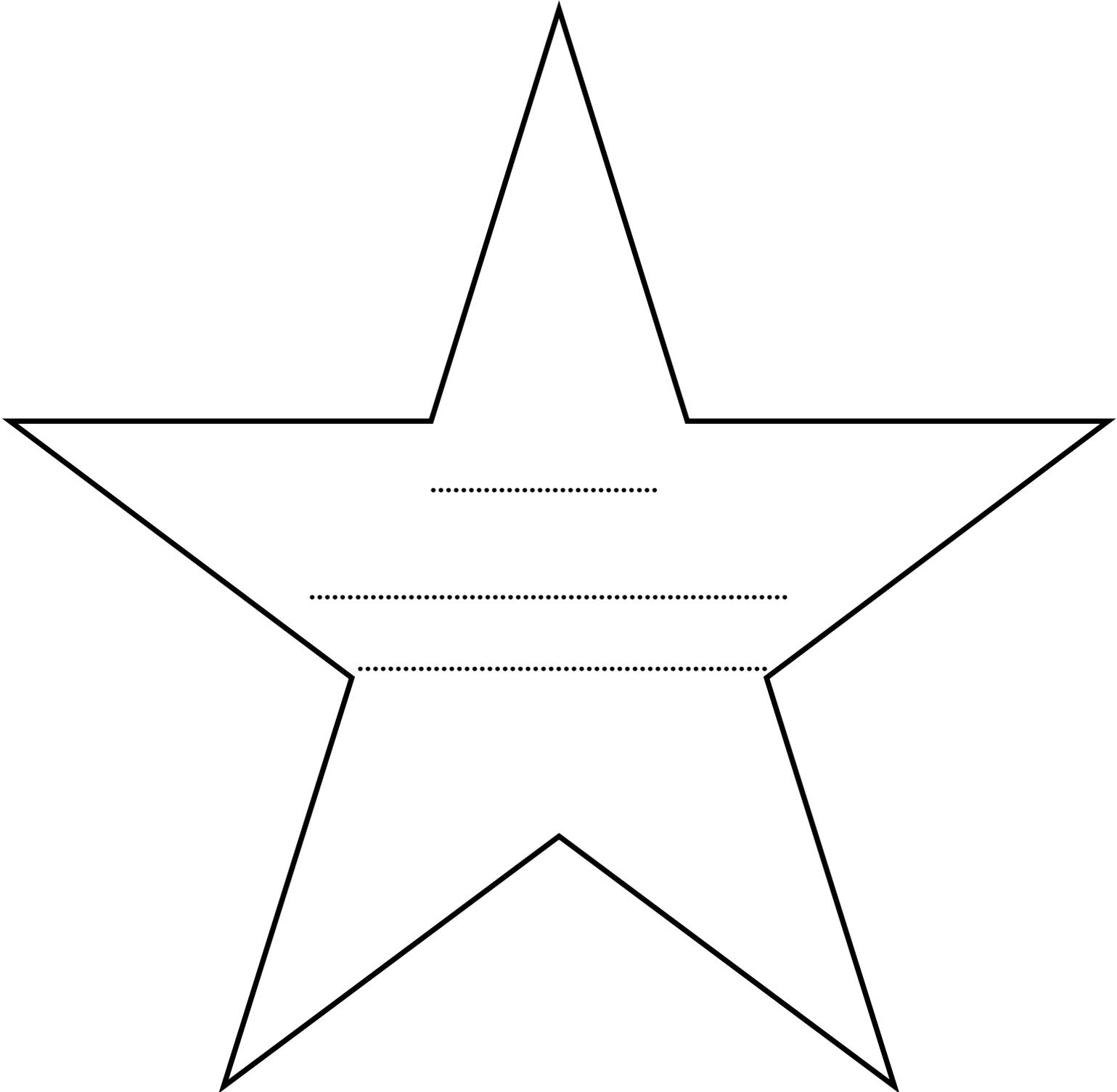
I am frail, I don't have much money and I am afraid of going out after dark

I AM ELDERLY

I'm a Star!

Think about the **special** and **unique** things you bring to this class.

Write your name in the star and something you bring to the class, and decorate it, using the colours, shapes and patterns that represent you and what is special and unique about you.



All Together Quiz

1. Which of these stars is openly gay in real life?



Gok Wan



Sir Ian McKellen



Lance Bass
(Singer N-Sync)



Chris Colfer
(Glee)

2. Which of these sports stars is not gay?



3. Gay, Bisexual or Straight?



Pink



Joe McElderry



Ricky Martin



Marc Elliot
(Eastenders)



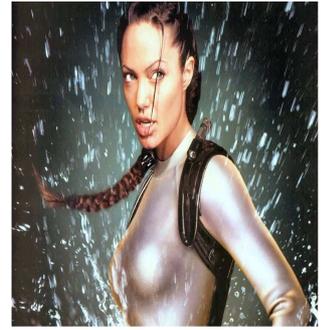
Connor Paolo
(Gossip Girl)



Kele Okereke
(Bloc Party)



Neil Patrick Harris
(How I Met Your Mother)



Angelina Jolie

4. How many people in the U.K. are gay?

2% of the population

4% of the population

6% of the population

8% of the population

5. Who said 'I never get people who think being gay is some kind of choice...it really saddens me'?

Was it:

- a. Christina Aguilera
- b. Justin Timberlake
- c. Beyonce
- d. Pink

Quiz Answers

Question 1: Which of these stars is openly gay in real life?

Answer: They are all gay

Question 2: Which of these sports stars is not gay?

Answer: Carlos Acosta

Question 3: Gay, Bisexual or Straight?

Answers:

Pink - Straight

Joe McElderry - Gay

Ricky Martin - Gay

Marc Elliot - Straight (although plays the role of a gay man)

Connor Paolo - Straight (although plays the role of a gay teenager)

Kele Okereke - Gay

Neil Patrick Harris - Gay (although plays the role of a promiscuous Straight man)

Angelina Jolie - Bisexual

Question 4: How many people in the U.K. are gay?

Answer: 6% of the population or approx. 3.6m people

Question 5: Who said 'I never get people who think being gay is some kind of choice....it really saddens me'?

Answer: Christina Aguilera

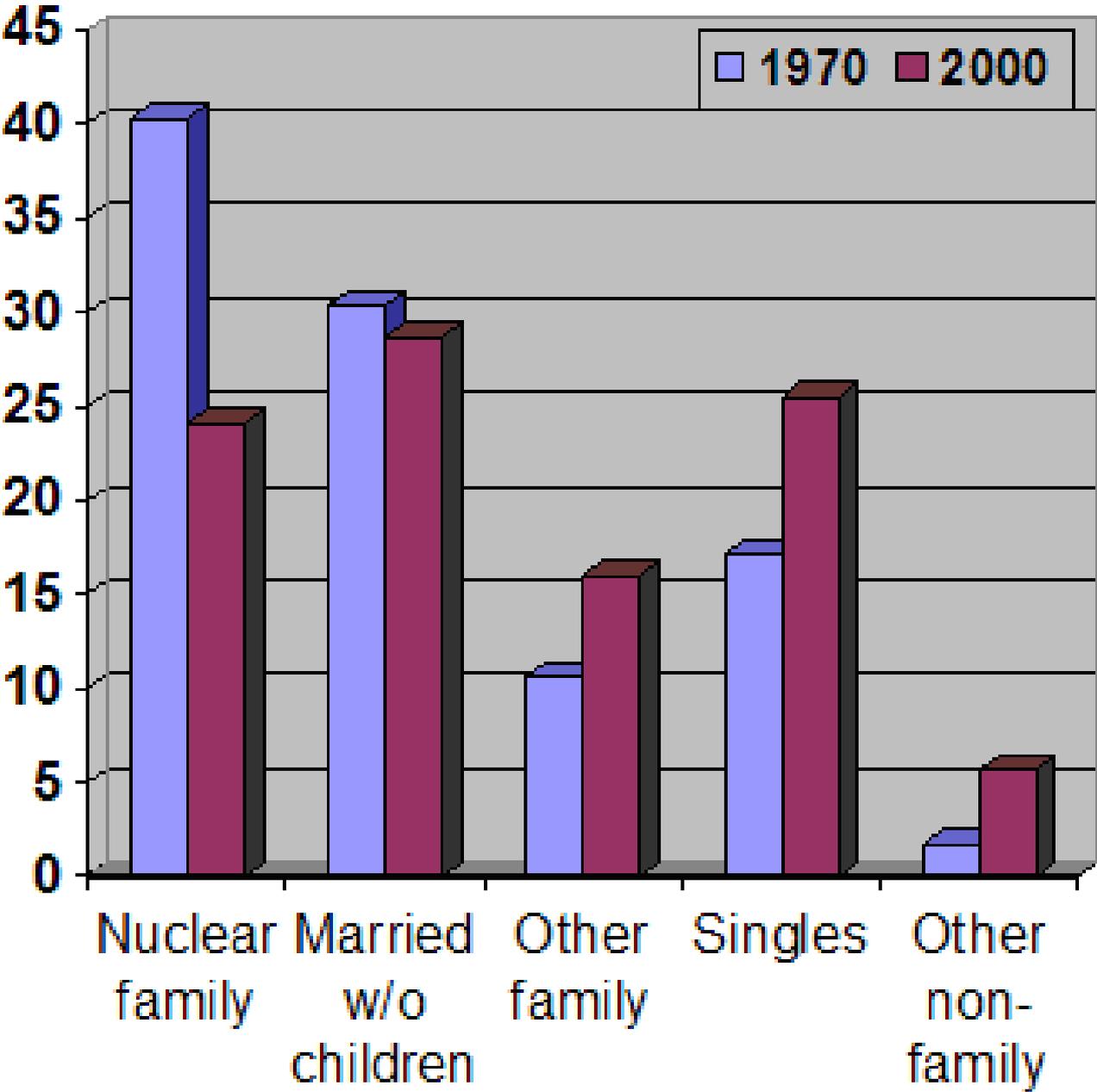
Postcard Template

This template can be used in lesson 3 for pupils to complete during paired work. Discuss with pupils how we don't want anyone to feel like an outsider in the school, and ways in which we can help others to feel included.

Ask pupils to complete the postcard individually or with their partner. The postcards could then be exchanged or displayed on the wall with the Class Charter created in lesson 5.

<p>Dear _____</p> <p>We want everyone to feel included in this school, whatever their race, religion, gender or sexual orientation.</p> <p>You make me feel included in this class by</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>I promise to make you and others feel included in this school by</p> <p>_____</p> <p>_____</p> <p>_____</p>	<div data-bbox="1331 698 1493 891" style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto;"></div> <p>Pupil name: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Graph of Family Make Up



Family arrangements in the US have become more diverse with no particular households arrangement being prevalent enough to be identified as the average

Homophobic Bullying Statistics

The charity Stonewall asked over 1,000 secondary schools pupils who stated they were lesbian, gay or bisexual (LGB) about their experiences in school and whether they were bullied.

- 72% of LGB pupils reported that they regularly didn't come to school (they truanted or they stayed at home)
- 53% LGB pupils consider self harm, 40% self harm
- 1 in 5 LGB pupils attempt suicide
- LGB pupils were 'significantly' more likely to leave school at 16, whether they did well in their GCSEs or not - they didn't want to carry on to 6th form, even though they had the grades to
- 65% LGB pupils experience bullying
- 98% LGB pupils hear homophobic language in school, such as 'that's so gay'

Cardiff Statistics

Pupils in a Cardiff secondary school were asked how they felt about bullying and homophobia.

- 73% said they would be bothered by someone using a racial insult
- 33% would be bothered by someone using a homophobic insult
- 92% hear homophobic language comments at least daily
- 33% hear teachers making homophobic comments...29% at least weekly
- 53% say they never hear teachers intervene

Consider:

- How would you feel if you heard homophobic comments?
- How would you feel if you heard homophobic comments and you were gay?
- Some of the pupils said they felt so bad at school that they harmed themselves or even thought about suicide - why do you think this is? How could we help these people?
- What can we do to make people who are LGB feel more included in our schools?
- How can we stop bullying?

Bystander Image





All Together



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September 2010