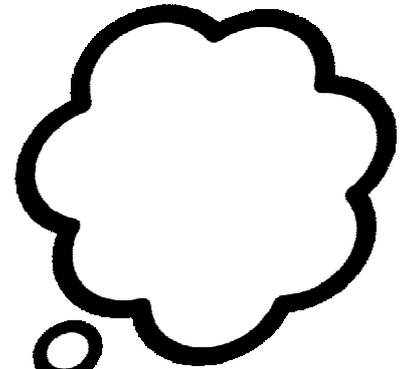


Free to be me



Sexual, Gender and
Homophobic Bullying

Resource Pack &
Lesson Plans



Free to be me

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Free to be me



Being Free

In an age dominated by information, the media, consumerism and technology it is easy to become overwhelmed and lose sight of what it is to be oneself; to live authentically in our uniqueness and celebrate in our diversity.

We are faced with a barrage of images, opinions, judgements and attitudes about how we should look, act, think and behave, making it difficult to remain confident in ourselves as we are and not be influenced to become something else.

Children and young people are the most susceptible to this torrent of opinion and stereotype, and we see all too readily the over sexualisation of young people, the lost innocence of children and the lack of self-esteem and self-respect that is resultant of losing touch with one's sense of self.

Whilst education is moving towards supporting young people in their diversity, exploring themes such as respect, abuse and bullying through Personal Social Education (PSE) and Sex and Relationships Education (SRE), there is an opportunity to further develop young people's awareness of their own sense of identity and support the non-conformity to media portrayals of how young people should be.

This resource has been developed by the Cardiff Against Bullying (CAB) team to support schools to promote the ideal that we can be 'free to be me' to Key Stage 3 pupils.

Background to Cardiff Against Bullying and the Sexual, Gender, Homophobic (SGH) Working Group

In 2009 Cardiff Against Bullying recruited key partners to form the Sexual, Gender and Homophobic Bullying Working Group, including representatives from NSPCC, Safer Wales, the Schools and Lifelong Learning Equality Officer, Healthy Schools team and staff from schools. The group was established following an anti-bullying partnership day where professionals and young people came together to highlight their views and opinions about the aspects of bullying they felt needed to be tackled in our schools and communities. Sexual, gender and homophobic bullying was highlighted as an area of concern for professionals and young people alike, and as an aspect of bullying that often goes under reported and under-publicised.

The group's remit was to map the current resources and expertise available to tackle sexual, gender and homophobic bullying and create materials to further support schools. It was decided that a series of lesson plans and accompanying resources for boys and girls in Key Stage 3 would be a useful addition to the current materials available. This resource pack contains research and information about the themes relating to tackling sexual, gender and homophobic bullying, in addition to lesson plans, key contacts and links to other resources and training.

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Why tackle sexual, gender and homophobic bullying?

Sexual, gender and homophobic bullying is not an aspect of bullying that often receives much attention in education or awareness-raising campaigns. However, research suggests that it is a growing problem, and one that is closely linked to the wider issues of sexism, sexual harassment, and abusive or unhealthy relationships amongst young people.

Sexist bullying is defined by the DCSF guidance 'Safe to Learn: Preventing and Responding to Sexist, Sexual and Transphobic Bullying' as: "bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender." This can be characterised by inappropriate sexual behaviours. **Sexual bullying** is defined as "bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological." Sexual bullying could take the form of innuendo or overtly sexual comments being made, offensive comments about a person's sexual reputation and sexually offensive messages or written comments. **Homophobic bullying** is defined as the repeated or continual harassment that is both deliberate and targeted, because of a person's sexuality or perceived sexuality.

Sexual and sexist bullying disproportionately affects young women and girls, although boys and adults (including school staff) could be targeted. Young people and adults may experience homophobia whether they identify as lesbian, gay, bisexual or transgender (LGBT) or not.



Homophobic Bullying Statistics

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

- 72% of LGB pupils reported regular absenteeism at school
- 53% LGB pupils consider self harm, 40% self harm
- 1 in 5 LGB pupils attempt suicide
- LGB pupils are '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 issues
- 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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The sexualisation of young people

A BBC news article published in 2007 reported of the harm caused to young girls by the over portrayal of young women as sex objects in the media, as found by the American Psychological Association (APA). The sexualisation of young women can lead to a lack of confidence, depression, eating disorders and a negative effect on healthy sexual development, in addition to skewing the perception of boys and young men of how members of the opposite sex should be treated and what it means to be in a romantic relationship.

Girl guiding UK reported in 2008 that pressures of 'premature sexualisation' and materialism can lead to bullying, and girls felt a pressure to look older and dress more adult-like, influenced by magazines, advertising, the media and music videos.

Sexualisation is defined by the APA as occurring when 'a person's value comes only from her or his sexual appeal or behaviour, to the exclusion of other characteristics, and when a person is portrayed purely as a sex object.'



The portrayal of both men and women as sex objects can be readily seen almost everywhere, with models and stars portrayed in a sexual manner, wearing revealing clothing and displaying a look or manner that implies sexual readiness. This has helped to create a generation of overly-sexual young people, conveying a look or manner of physical maturity, but often lacking the emotional awareness, resilience and confidence to cope with the after-effects of sexualisation.

The Report of the APA Task Force on the Sexualisation of Girls (2007) states that sexualisation can create self-objectification, whereby a young woman learns to think and treat her own body as an object of desire, defining her own needs and state of being as synonymous with that of young men's. She learns to treat herself as an object to be viewed, judging her value on her appearance, inevitably leading to low self-esteem, a lack of self worth and a lack of self respect. Self objectification has also been linked to poor sexual health and reduced sexual assertiveness in young women. (Impett, Schooler & Tolman: 2006).

Research suggests that:

- The rates of teenage pregnancy in Wales are the highest in Western Europe
- Young people report feeling pressure from peers to be sexually active
- Young people view more than 40,000 ads per year on television alone
- Girls report being under increasing pressures to display themselves in their underwear or bikinis on social networking sites, whereas boys seek to display their bodies in a hyper-masculine way showing off muscles, and posturing as powerful and dominant.

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Gender stereotypes and gender conformity

With the influence of the media, such as magazines, the Internet, music videos and social networking sites, we are increasingly subjected to the promotion of gender stereotypes and a pressure to conform to a gender ideal - such as looking thin and overly sexual for women, and appearing masculine and muscular for men.

Common gender stereotypes for females are appearing submissive, emotional and vulnerable, taking the role of housewife, and mother or undertaking caring jobs such as a nurse or teacher. Gender stereotypes for men include being the breadwinner, head of the household, appearing aggressive and dominant, non-emotional and undertaking more important or technical jobs such as a doctor, policeman, builder or politician.

From a young age children are subjected to gender ideals and messages that dictate what it is to be a boy or girl, as subliminal as children's clothing often being pink or blue. Boys are given messages such as 'don't cry' whilst girls are subtly encouraged to take the role of mother and housemaid with toys such as dolls, prams and kitchen sets.

Stereotypes can be a helpful way to understand and quantify the world, but can lead to a limited experience of life whereby one conforms to an imposed ideal. This may be particularly difficult for those who do not or cannot conform to generalised ideals, such as young LGBT people, who may find themselves stigmatised or reluctant to live as their authentic self for fear of prejudice, bullying and abuse.

Young people's exposure to gender stereotypes needs to be balanced with education and awareness-raising of the alternatives to conforming to a stereotypical view, and the importance of creating and maintaining their own sense of identity and self image.

Research suggests that:

- Girls aged 7-11 are less than half as likely to take part in P.E. and sport compared to boys
- By the age of 18, 40% of girls have dropped out of sport and physical recreation
- Across the UK, girls stay longer at school, leave with better qualifications than boys and are more likely to continue their education after leaving school
- Post 16, boys and girls tend to make stereotypical course choices: science and maths for boys; and arts and humanities for girls.
- In 2008 women's hourly pay was 16.4 per cent less than men's pay for full-time employees
- 84% of parliamentary seats across the world are held by men.



Free to be me



Young people and abusive relationships

The average age at which young people have their first experience of sexual intercourse is 16 years in England and Wales, and by the time young people reach high school many describe themselves as having or had a boyfriend or girlfriend.

Whilst romantic relationships are a natural part of a young person's growth and development and can be a fulfilling way to learn about oneself, young people can lack the maturity and self-esteem to maintain a healthy connection and those who are vulnerable, have low confidence or who may have been exposed to over-sexualisation can find themselves in abusive relationships. Young people who have received confusing or negative messages about romantic relationships can also be in danger of perpetrating or receiving domestic abuse.

Attitudes and stereotypes such as 'girls who wear short skirts are asking for it' or 'all boys are only after one thing' can lead to unrealistic or dangerous perceptions of what it is to be in a relationship, devolving into power struggles, control, sexual passivity and sexual harassment and abuse.

Research suggests that:

- 45% of teenagers believe that, in some circumstances, it is acceptable for a boy to assault his girlfriend
- One in five teenage girls has been hit by a boyfriend, and one third say cheating justifies violence
- There is a clear link between girls experiencing domestic violence in the home and then later experiencing abuse by boyfriends

Sexual and Gender Bullying

Schools have a duty to tackle bullying, and all schools must have an anti-bullying policy. The policy should reference the school's stance on preventing and responding to all types of bullying, and it is suggested that sexual and gender bullying is included as a discrete type of bullying, with reference to how the school will tackle it, including any incidents perpetrated against staff.

Schools also have a legal requirement to work towards eliminating sex discrimination and harassment and to promote equality, as outlined in The Gender Equality Duty. The Schools and Lifelong Learning Equality Officer can assist schools to undertake an Equality Impact Assessment.

Schools are encouraged to promote equality and prevent sexual and gender bullying by:

- Including reference to this form of bullying in school policies
- Working to promoting gender equality, such as encouraging girls to join in on male-oriented sports teams
- Including equality and sexism awareness in PSE lessons and throughout the curriculum
- Being mindful that incidents of sexual bullying can be serious and may need to involve the police and parents, or initiate safeguarding procedures, particularly where an act of violence has been committed.



Free to be me



Promoting self respect and self acceptance

The National Strategy for Social and Emotional Aspects of Learning (SEAL) for secondary schools describes the importance of young people knowing and valuing themselves and understanding how they think and feel. “When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.”

Underpinning the themes explored in the Free to be Me lesson plans is the promotion of self respect, self-esteem and an acceptance of ourselves as individuals, in all our diversity.

Young people who feel confident and secure in themselves are less likely to engage in risky behaviours, be susceptible to bullying and abuse and be isolated from their peers.

A worldwide study ‘Beyond Stereotypes’ commissioned in 2005 by the beauty company Dove found that beauty beliefs and a perception of self image start early in life, with girls in the UK becoming concerned about their physical appearance, body weight and shape between the age of 6 and 11.

The study also found that 41% of young women aged between the ages of 15 and 17 had dieted in the past, with 14% admitting to engaging in behaviours such as compulsive eating, throwing up or refusing to eat. 95% of the girls and women surveyed (aged 15 to 64) wanted to change some aspect of their physical appearance.



Free to be Me Themes and Learning Objectives

The Free to be Me lesson plans have been developed for Key Stage 3 pupils as a discrete scheme of work within Personal Social Education (PSE) or the activities and resources can be used in related areas of the curriculum or with individual pupils in group sessions.

Key Stage 3 pupils will learn to:

- Explore the concept of identity and self-image
- Understand the influence of the media
- Create a more positive sense of self
- Understand domestic abuse
- Explore sexual bullying and homophobia
- Understand stereotypes and gender conformity
- Develop self-esteem and self-respect
- Build empathy and emotional vocabulary

Free to be me



Anti-homophobia, gender equality & relationships resources & websites

Documents

DCSF Safe to Learn: Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying

DCSF Safe to Learn: Embedding anti-bullying work in schools - Homophobic Bullying

Download or order online at

www.teachernet.gov.uk/publications

TCRU Research Report: 'Young women and their relationships - power and pleasure: Key issues for practitioners and policy-makers' (2009)

Download at www.ioe.ac.uk/tcru

American Psychological Association 'Report of the APA Task Force on the Sexualisation of Girls' (2007)

Download at

www.apa.org/pi/wpo/sexualization.html

Womankind Worldwide: 'Challenging Violence, Changing Lives' School Resource pack and CD Rom

Order at

www.womankind.org.uk/Education_resources.html

Women's Aid: Education Toolkit 'Expect Respect' lesson plans and resources for primary and secondary schools

Download at

www.womensaid.org.uk

Websites

www.thisisabuse.direct.gov.uk

A government-funded website to raise awareness of abusive relationships to young people

www.womensaid.org.uk

Information about domestic abuse with links to a child-friendly site, plus educational resources to download

www.thehideout.org.uk

Women's Aid website for children and young people

www.womankind.org.uk

UK charity aimed at supporting women's rights - educational resources and documents to order

www.campaignforrealbeauty.co.uk

A campaign by the beauty company Dove to support more realistic ideals of beauty. Links to self-esteem building activities and research



Free to be me



How to challenge homophobic language

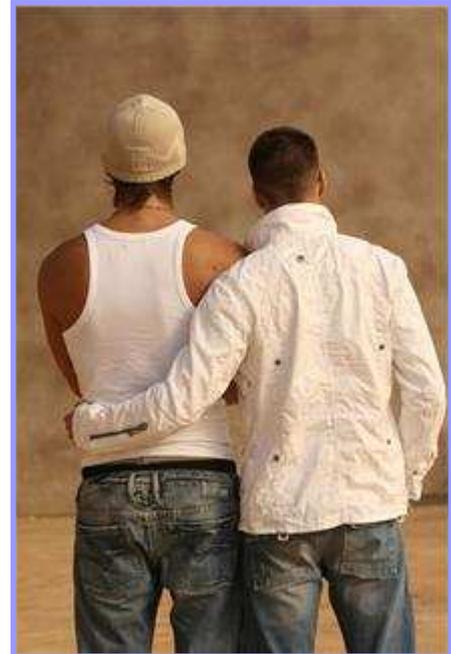
Young people are increasingly using homophobic language such as 'that's so gay' to mean something is wrong, bad or pathetic. Pupils will also use homophobic language to hurt, embarrass or stigmatise others, whether they identify as lesbian, gay or bisexual or not.

Research carried out with Cardiff secondary school pupils found that 92% hear homophobic language or comments at least daily, and 52% reported that they never heard teachers intervene.

When faced with pupils making homophobic comments or incidents of homophobic bullying school staff can often be concerned about how best to proceed and how to challenge pupil'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 sexual orientation
- Do question what the pupil 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
- 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 SEAL

The Free to be Me resources link to the Social and Emotional Aspects of Learning (SEAL) themes 'Learning to be Together' (theme 2) and 'Learning about Me - Managing Feelings' (theme 4), in addition to the primary themes of 'Getting on and falling out', 'Say no to bullying', 'Good to be me' and 'Relationships'.

The lesson plans aim to promote young people's self awareness, emotional literacy, empathy and social skills.

SCHOOLS & LIFELONG LEARNING SERVICE



Cardiff Against Bullying - Lesson Plans

Title: Free to be Me: Being Real

Duration: 1 hour

Lesson: 1

Key Stage 3

Lesson Aim: To explore the concept of identity and self-image

Learning objectives:

- To explore and define identity
- To explore our own sense of identity and the different facets to identity (appearance, opinions, thoughts, feelings, skills, etc)
- To explore ways in which we form or shape our identity
- To identify similarities and differences between ourselves and others

Resources:

A1 paper, felt pens, Inner/Outer Identity worksheets (Resource 1), strips of coloured card, glue.

Vocabulary: Identity; characteristics; personality, attitude; beliefs; values; culture; conform; emotion; positive; negative; feelings vocabulary; unique; special

Introduction: 10 mins

Explain to the class that over the next few weeks we will be exploring the theme of being 'free to be me' and today we are exploring identity. Before initiating the session you might wish to create a class contract that can be displayed and referred to each session, asking pupils to define their promises for how everyone will behave and treat each other during the sessions, particularly as they may be discussing sensitive issues. For example, 'we will respect everyone'; 'everyone is entitled to their own opinion' and 'there are no right or wrong answers'. Ask pupils to define the promises and display them on a large piece of paper somewhere central.

Discuss what we mean by the term identity and record answers on the board. Highlight some themes such as being unique, an individual, distinctive.

Activity 1: Brainstorming Identity 10 mins

Place pupils into small groups of approx 5-6 and give each group a large sheet of paper (e.g. flipchart paper). Ask pupils to brainstorm what makes our identity, (e.g. our characteristics, personality, interests, attitudes, beliefs, values, culture, family, etc) and to explore where our identity comes from - who creates it? (our own choices, our family, culture, peers, media influences, etc).

Activity 2: Inner and Outer Identity 20 mins

Ask pupils to work individually now to consider their own identity. Give each pupil a copy of the 'Inner and Outer Identity' worksheet and ask them to consider what makes them unique and an individual. Ask pupils to label the outline of the person on the one side of the sheet with everything their outer identity consists of (i.e. that which can be seen by the world) and on the other side their inner identity (i.e. the

parts of them that are more private, hidden or not visible to the world).

E.g. outer identity - looks, height, shape, talents, skills, age, gender, family, race

E.g. inner identity - thoughts, feelings, dreams, values, hidden talents, faith, religion

Discussion Points

Which parts of my identity make me unique?

Are there any similarities or differences between my identity and others?

Are there parts of us which are the same for every person? (i.e. feelings, thoughts, fears, what makes us human)

Are there ways in which we try to have a similar sense of identity to others? (e.g. dressing and looking the same)

Why do you think this is?

What happens when a person tries to fit in or CONFORM to how they think they should be in their outer identity? (e.g. dressing the same way as others) but it doesn't match their inner identity (e.g. their values and what they think is important)?

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.

The ladders should be kept as they will refer to them throughout the sessions to link pupil's awareness with their emotional state and develop an emotional vocabulary. You may wish to extend this activity by asking pupils to consider the impact feelings have on our identity and self-worth, or how our sense of identity affects our feelings.

Activity 4: (if time) The Sun Shines On 5 mins

Play a game of The Sun Shines On, discussing the ways in which we are different and the same. For this game everyone needs to be seated on chairs in a circle, with one less chair than there are people. The person without the chair stands in the middle and says 'The sun shines on all people who....' and names something, such as has brown eyes, is wearing blue, ate breakfast this morning, likes science, etc. If the statement applies you must swap chairs with someone else, without sitting in the chair you just sat in or the one on either side.

Conclusion:

Remind pupils that we have been exploring our sense of identity today, and ask them to consider, between now and the next lesson, ways in which they find it difficult to show their identity and if at times they notice themselves conforming to someone else's idea of what identity should be.

Opportunity for assessment: Most pupils should be able to:

- Understand the concept of identity and define aspects of their identity
- Explore how our sense of identity is formed and how it can be shaped by other influences
- Define aspects of their identity, including their inner and outer identity
- 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:

SCHOOLS & LIFELONG LEARNING SERVICE



Cardiff Against Bullying - Lesson Plans

Title: Free to be Me: Being Real, Part 2

Duration: 1 hour

Lesson: 2

Key Stage 3

Lesson Aim: To continue to explore the concept of identity and self-image

Learning objectives:

- To explore how we can be influenced by the media
- To explore our values and what motivates us to create our sense of identity
- To explore ways in which we are different and similar to others and the impact of this
- To begin to explore how we label and stereotype others

Resources:

Resource 2 - Media Adverts;
Resource 3 - Values Worksheet;
Resource 4 - People Images; post-it notes

Vocabulary: Identity; characteristics; personality, attitude; beliefs; values; culture; conform; emotion; feelings vocabulary; unique; special; influence; difference; similarity; prejudice; stereotype

Introduction: 10 mins

Recap on the content covered in the last session and remind pupils what we mean by the term 'identity'. Ask pupils if they have thought of any ways in which they conform to someone else's idea of what their identity should be or ways in which they may feel free to be themselves.

Activity 1: Influencing our Identity 20 mins

Discuss with pupils if we are happy with our current sense of identity, or are there parts of us we would like to change? Discuss whether we are encouraged to change by the media and the world around us.

Working in small groups, give pupils copies of the media adverts (Resource 2) and ask them to list the ways in which they are trying to influence our sense of identity. What are they trying to change about us? (You may wish to find your own images from magazines)

Discussion Points

- What do you think the advert is trying to sell?
How is it trying to influence the viewer?
- How do you feel when looking at the advert? How does it make you feel about your own self image?
- Does it make you want to buy the product? Why?
- Does the advert make you feel more confident about yourself, less or the same? Why?

Activity 2: Values 15 mins

Remind pupils that one aspect of our identity are our values - the things that are important to us. Our values underpin everything we do as we will usually make decisions and live our lives based on what we believe and what is important to us.

Hand out copies of the Value List worksheet (Resource 3) and ask pupils to highlight the top 5 values they think are important to them. Ask pupils to consider all aspects of their lives and to put them in order from what they think is the thing they most value at number 1, to value less at number 5.

Discussion Points

What did you list as your top value?
Can you think of some ways in which you meet that value in your life?
Can you think of some ways in which you might not be meeting that value?
How does that feel?
What happens when we feel we have to live up to someone else's idea of who we should be and what should be important to us? (such as the media)

Activity 3: Different or the Same? 15 mins

Place pupils into small groups of 5-6 and give each group a copy of the images of people (Resource 4) and some post-it notes and ask pupils to work together to highlight the ways in which those people may be similar to them and different, writing their answers on post-it notes and sticking them to the image. Ask pupils to also record any ideas they have about that person's identity - who do they think the person is? What may be their values? What may be aspects of their inner and outer identity?

Share answers as a whole class and begin to introduce the idea of stereotypes, which we will be exploring next session.

Conclusion:

Ask pupils to reflect on their close friends - are they very different or the same as them? Referring to the Feelings Ladders created last session, ask pupils how we feel about others who are very different? E.g. a different race, religion, those who speak a different language, have a different sexual orientation, etc. You may wish to introduce the concept of prejudice here.

Opportunity for assessment: Most pupils should be able to:

- Understand the concept of identity and define aspects of their identity
- Explore how our sense of identity can be influenced by others, particularly the media
- Explore how our values influence our identity and our lives
- Explore how we are different and similar to others, and how difference can create

prejudice and fear

- Utilise a range of emotional vocabulary to articulate thoughts and feelings

Teacher Notes:

Note: A useful website for further exploring advertising in the media is www.advertisingarchives.co.uk

The site contains images of thousands of adverts that have gone to print now and in the past. You can sign up with an email address and have access to the images of advertisements, seeing how they have changed over the years.

SCHOOLS & LIFELONG LEARNING SERVICE



Cardiff Against Bullying - Lesson Plans

Title: Free to be Me: Stereotypes & Media Literacy

Duration: 1 hour

Lesson: 3

Key Stage 3

Lesson Aim: To define and explore stereotypes and gender conformity

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 begin to explore the media's influence in creating and perpetuating gender stereotypes

Resources:

A1 or flipchart paper; felt pens; Teacher Resource 5 - Gender Stereotyping Statistics; Resource 6 - Stereotyping Labels; Teen magazines / access to Internet

Vocabulary: Identity; conform; stereotype; generalisation; difference; media; emotion; unique; special; influence; plus feelings vocabulary

Introduction: 10 mins

Recap on the content covered in the last session and remind pupils of the class contract created in the first session.

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: Common Stereotypes 10 mins

Place pupils into small groups and give each group a sheet of flipchart paper and some felt pens. Ask some groups to consider female stereotypes, and other groups male stereotypes and encourage pupils to brainstorm as many as they can think of that apply to men/women and boys/girls, e.g:

- Women do all the housework
- Girls like the colour pink
- Men go out to work and earn money
- Boys like playing sports

As a whole class discuss the answers and see if there are any common ones (there

should be many). Time allowing, you may wish to discuss the following points:

Discussion Points

Why were these stereotypes so common?
Where have we heard these stereotypes before?
How are these stereotypes created?
Can we think of examples in the media (e.g. adverts, music videos, magazines, on TV) that push these stereotypes?
How do you feel about these stereotypes? Do they hold us back in some ways?

Activity 3: Gender Stereotypes: The Facts **5 mins**

Using Teacher Resource 5, display the gender stereotype facts and statistics on the interactive whiteboard, or read some out. Discuss with pupils how they feel about hearing them.

Activity 4: Stereotype Labels Activity **15 mins**

Using the stereotype labels (Resource 6) 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 and 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 5: Stereotypes and the Media **15 mins** (time allowing)

Bring in a selection of magazines (aimed at teens if possible) or log on to teen magazine websites if you have access to the web (examples listed below in Teacher Notes). Ask pupils to work in small groups or pairs to list as many different gender stereotypes the magazines are promoting. For example, girl's magazines will undoubtedly have articles and adverts about hair, makeup and beauty, fashion etc.

Discuss how it might feel to be someone who doesn't conform to a gender stereotype, or for someone who conforms but doesn't really want to, referring to the Feelings Ladders created in Lesson 1.

Conclusion:

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
- Appreciate the effects of stereotyping, exploring empathic responses to the situation of others
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

Note: Websites of teen magazines:

Sites aimed at girls:

www.mybliss.co.uk

www.mizz.com

www.teenvogue.com

Sites aimed at boys:

www.matchmag.co.uk (Football)

www.play-mag.co.uk (PlayStation magazine)

(There are no generic magazines aimed at boys - this in itself could be a discussion point)

SCHOOLS & LIFELONG LEARNING SERVICE



Cardiff Against Bullying - Lesson Plans

Title: Free to be Me: Media Literacy

Duration: 1 hour

Lesson: 4

Key Stage 3

Lesson Aim: To explore and develop awareness of the impact of the media

Learning objectives:

- To define the term 'media' and understand different forms of media
- To understand and explore the effects of different types of media on our identity and self image
- To gain a truer perception of images in the media
- To understand the concept of advertising and its influence

Resources:

True/false labels (Resource 7); True/False statements (Resource 8); Adverts from magazines (Resource 2); Airbrushing examples (Resource 9); access to computers or paper, felt pens, etc

Vocabulary: Identity; conform; stereotype; generalisation; difference; media; emotion; unique; special; influence; plus feelings vocabulary

Introduction: 5 mins

Recap on the content covered in the last session and remind pupils of what we mean by the term 'stereotype' and how stereotypes can be viewed in the media. Discuss if anyone has seen any examples of stereotypes since the last session, and briefly discuss how certain types of people may be stereotyped in the media, e.g. on TV, such as people who are gay, seeking asylum in our country, elderly people, young people. What are the effects of this?

Activity 1: What is 'media' 10 mins

To ensure all pupils understand what is meant by the term 'media', list as many different examples as possible on the board and discuss which ones pupils use or refer to most often, such as TV and the Internet. Briefly discuss their opinions of the media and how it might influence them. Does it influence them in any way, or are they not aware of the influences?

You might want to discuss how many people have bought a product once they have seen it advertised, such as a new lipstick or shampoo, or how many people have heard of a recent news story about a celebrity and have an opinion about that person because of what they've seen or read.

Activity 2: Media True or False? 10 mins

Using the 'true', 'false' and 'don't know' labels (Resource 7) ask pupils to consider the 'facts' about the media (listed on Resource 8), and decide if they think they're true, false or if they're not sure, voting with their feet to stand near the corresponding label (place the labels at either end of the classroom and ask someone

to stand in the middle with the 'don't know' label.

Reveal the answers after the class has voted, and after revealing all facts and answers, discuss the following points as a class:

Discussion Points

Were you surprised by the answers to the facts? Why?

Which fact surprised you the most?

What do you think is the impact of seeing so many violent images on TV and so many adverts for alcohol?

Does anyone feel pressurised at all by the media or certain TV programmes (e.g. Hollyoaks, The OC, One Tree Hill, Glee)?

Activity 3: Airbrushing 15 mins

On the interactive whiteboard (or using real examples from magazines) display some of the adverts used in lesson 2 (Teacher Resource 2). Discuss how it makes us feel seeing images like this constantly, referring to the Feelings Ladders created in lesson 1, and explore the effects of being surrounded by examples of how we should look, act, dress, eat, feel, etc. You may wish to explore some of the statistics of how the media has been labelled as being responsible for creating eating disorders in young people, teen depression and mental health problems, sexual promiscuity, etc.

Using Resource 9 (Airbrushing Examples) ask pupils to work in pairs with one of the 'before' and 'after' images and to 'spot the difference', circling all the parts they feel have been changed from the original images. Display the images on the whiteboard and discuss how they think they have been digitally altered. Discuss why advertisers do this and the idea they are portraying. How does it make us feel knowing that the images we are being shown are not even real?

Activity 4: Creating Counter Ads 25 mins

Working in pairs or individually ask pupils to create a 'counter-ad' - an advert that is a more truthful and realistic portrayal of a product. Ask pupils to select a product or idea they want to sell and draw or computer-design an ad that wouldn't be misleading to the public. An easy way to do this is to use a real advert and alter it. Ask pupils to consider the tag-line or slogan, the image of a person they might use, the claims they are making for the product, etc. They could create a ad to more accurately represent something harmful that is usually advertised as sexy, powerful or fun, such as cigarettes or alcohol, or create a 'real beauty' example for women. Alternatively, pupils could create an ad to advertise themselves in a positive light, celebrating their identity and diversity.

Some good sites to visit for examples are below:

http://www.nmmlp.org/what_we_do/counter_ad_samples.html

www.campaignforrealbeauty.co.uk click on products and view the ads online, where real women are used instead of thin models.

Conclusion:

Discuss how pupils now feel about the media, and its effects. Do they trust what they see now or will they be more likely to question it?

Opportunity for assessment: Most pupils should be able to:

- Understand the definition of 'media' and explore different types
- Understand the role of the media and explore how it can influence our thoughts and feelings
- Understand the role of advertising and create a more realistic counter-ad
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

You can find plenty of examples of airbrushed models if you do a Google images search for 'airbrushed models'

SCHOOLS & LIFELONG LEARNING SERVICE



Cardiff Against Bullying - Lesson Plans

Title: Free to be Me: Self Image

Duration: 1 hour

Lesson: 5

Key Stage 3

Lesson Aim: To define self image and explore creating a positive sense of self

Learning objectives:

- To define the term 'self image' and explore our concept of beauty
- To explore the concept of inner and outer beauty and self-image
- To understand how self esteem can be enhanced and reduced in ourselves and others
- To develop an empathic understanding of the feelings of others

Resources:

A1 paper /flipchart paper; pens; Now & Then images (Resource 10); Proud to be Me worksheet (Resource 11); post-it notes; A4 paper and art materials; blu-tack; Self Esteem cards (Resource 12)

Vocabulary: Self image; beauty; identity; concept; media; inner and outer beauty; self esteem

Introduction: 5 mins

Recap on the content covered in the last session and discuss any thoughts that have arisen over the last week about the media and advertising. Has anyone been more reluctant to believe what they see since viewing the airbrushing examples?

Activity 1: What is 'self image' 10 mins

Explain that today we will be exploring our self image - the image we have of ourselves, on the outside and inside, and we will start by looking at beauty.

Place pupils into small groups and give each group a sheet of flipchart paper and pens. Ask pupils to quickly brainstorm what is beauty - they could split their sheets in half and consider beauty for men and women on the two separate sides. Remind pupils to be respectful in their answers and refer to the contract made in the first session.

Try not to give pupils too much guidance on considering inner beauty, but rather wait to see what is described, and if appropriate discuss the following points:

Discussion Points

Share answers - what do we consider to be beauty for men, and for women?
Referring back to lesson one, are we mostly considering inner beauty or outer beauty?

Who defines our concept of beauty?

What if a person is beautiful on the outside but ugly on the inside?

Why do we measure beauty in terms of physical appearance? (You may wish to link this to the media examples of adverts and airbrushing)

Activity 2: Now and Then 10 mins

Display the Now and Then images (Resource 10) on the interactive whiteboard and discuss how our body shape has changed over the years and how celebrities, models and those in the media can create an idea for what we all think beauty 'should' be.

Ask pupils to consider what makes us feel good about ourselves on the inside and out and to complete the Proud to be Me worksheet (Resource 11) individually.

Activity 3: Building Self-Esteem 15 mins

As a class discuss what we mean by 'self-esteem' and how we can build our self esteem and some of the things that can destroy it, such as bullying. Stick some flipchart paper on the wall with the headings 'build self esteem' and 'destroy self esteem' and give pupils some post it notes. Ask pupils to write ideas on the notes and stick them to the flipchart paper, and review all the answers when complete.

An alternative to this activity is to ask pupils to consider times when they have built the self esteem of others or when they have tried to destroy it and to write the answers anonymously on post-it notes. A good way of displaying these can be to use a length of wool and some pegs to hang the post-it notes, with building self-esteem on one end of the wool and destroying it on the other end. This can help to visually convey whether we try to destroy other people's esteem more than we build it, and facilitate discussion thereafter.

Activity 4: This is Me 20 mins

Ask pupils to create a piece of artwork to represent their self image with the title 'This is Me'. Encourage pupils to consider their inner and outer image, and choose visual and other information to portray aspects of their identity, e.g. facial features, images of objects and activities that symbolise their interests, words and sounds that have meaning for them. Encourage pupils to focus on positive aspects, and to ask their friends for ideas of what they could include.

Time allowing, blue-tack the images to the wall around the classroom and gather everyone in a circle. Using the self-esteem cards (Resource 12) ask pupils to move around the classroom, sticking a card underneath different people's images. After 5 minutes or so bring everyone back and discuss how we feel seeing our images with the positive captions underneath.

Conclusion:

Encourage pupils to consider how they can build their own and others' self esteem over the coming week.

Opportunity for assessment: Most pupils should be able to:

- Understand the definition of 'self image'
- Explore how our image and sense of self can be influenced by the media
- Understand the definition of 'self esteem' and explore ways in which it can be built or destroyed within ourselves and others
- Identify positive aspects of their self image
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

SCHOOLS & LIFELONG LEARNING SERVICE



Cardiff Against Bullying - Lesson Plans

Title: Free to be Me: Relationships

Duration: 1 hour

Lesson: 6

Key Stage 3

Lesson Aim: To explore relationships and domestic abuse

Learning objectives:

- To define the term domestic abuse
- To define the concept of a romantic relationship
- To explore the boundaries of a healthy and stable relationship
- To explore our own concept of a relationship and abuse
- To develop an awareness of the qualities of a partner and a friend

Resources:

What would I expect worksheet (Resource 13); Friendship Pyramid copies (Resource 14); Agony Aunt Case Studies (Resource 15).

Vocabulary: Relationship; domestic abuse; love; support; healthy; unhealthy; abuse; friendship; trust

Introduction: 5 mins

Recap on the content covered in the last session and discuss ways in which pupils may have been able to build their self esteem this week, or build someone else's.

Activity 1: What is a relationship? 10 mins

Discuss as a class what is a loving relationship, exploring how people show they are in love or in a relationship. Discuss some of the relationships we see on TV or in the media. What words would we use to describe them? Are they happy relationships?

Discussion Points

- How old should you be before having a boyfriend or girlfriend?
- Are young people mature enough to have relationships?
- How do we learn how to be in a relationship?
- What does it mean to be in a relationship with someone?

Activity 2: What would you expect? 10 mins

Split the class up into small groups with boys and girls in separate groups. Give each group the 'what would I expect' worksheet (Resource 13) and decide if the scenarios are 'acceptable' or 'unacceptable'. Discuss the results as a whole class, and share thoughts about our expectations.

Discussion Points

**What if our expectations aren't met, e.g. our partner doesn't treat us nicely?
How do we communicate our expectations to others, including our friends
and family, about how we want to be treated?**

Activity 3: Friendship Pyramid **10 mins**

Discuss with the class that relationships extend beyond our boyfriends/girlfriends and we have all sorts of relationships, including close relationships with our family and friends, and more distant relationships with those we know as acquaintances, such as teachers, family friends, classmates, etc.

Split pupils into small groups again and hand out copies of the Friendship Pyramid labels (resource 14). The labels describe different things we might look for in a friend, such as having the same interests or being a good laugh. Ask pupils to work together to order the labels in the shape of a pyramid, from the most important thing to look for in a friend at the top, with the next two important things underneath, the next three important things underneath that, and so on.

Discuss as a class what we identified as the most important and least important things to look for in a friend.

Now, ask the groups to review the pyramid and to repeat the exercise for a boyfriend or girlfriend. Their pyramid might be the same or different.

Discussion Points

**Was your pyramid different? In what way?
Do we expect more from our friends than we do our partners?
Should our boy/girlfriend still be a good friend? Should they have the same
qualities and things we identified as being important in friends, such as being
trustworthy?**

Activity 4: What is domestic abuse? **10 mins**

Read pupils the definition of domestic abuse: 'domestic abuse happens when one person hurts or bullies another person who is or was their partner or who is in the same family' (Women's Aid).

Discuss their reaction to this. Have they seen examples of abusive relationships on TV soaps or other programmes? Discuss why people might be violent or abusive towards their partner, and why some people might not tell anyone about it.

Teachers should be mindful that some pupils may have or be currently experiencing domestic abuse at home, and therefore discussions need to be managed in a sensitive

manner. Staff should also be aware of services to direct any young person to, should they need additional support, such as Women's Aid www.welshwomensaid.org

Activity 5: Case Studies 10 mins

Individually or in small groups hand out copies of the Agony Aunt case studies (Resource 15) and ask pupils to write a letter back to the person giving advice about what they should do, and to decide whether they think the person is in a healthy or abusive relationship.

Conclusion:

Time allowing, you may wish to play the 'Random Acts of Kindness' game to promote the ideal of healthy, positive relationships across the class. Pupils write their name on a slip of paper which is entered into a hat. Each pupil picks out a name at random and keeps it a secret. They must try and do as many acts of kindness for that person over the coming week.

Opportunity for assessment: Most pupils should be able to:

- Understand the definition of 'domestic abuse'
- Understand what constitutes a healthy, loving relationship
- To explore the qualities of a romantic partner
- To understand abusive and unacceptable behaviours in relationships
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

For further information you can direct pupils to the government funded website www.thisisabuse.direct.gov.uk or to Women's Aid www.womensaid.org.uk

Barnardo's and Welsh Women's Aid currently employ project officers to work with schools to provide workshops and PSE sessions on the theme of domestic abuse. For more information contact cyps.manager@cardiffwomensaid.org.uk

SCHOOLS & LIFELONG LEARNING SERVICE

Cardiff Against Bullying - Lesson Plans



Title: Free to be Me: Bullying

Duration: 1 hour

Lesson: 7

Key Stage 3

Lesson Aim: To explore sexual bullying

Learning objectives:

- To define bullying, specifically sexual bullying
- To develop an empathic response to the feelings of a victim of bullying
- To develop an understanding of the emotional impact of bullying
- To consider the differing ways in which girls and boys can bully and be bullied

Resources:

Sexual Bullying Statements (Resource 16); lining paper and pens; Postcard Template (Resource 17)

Vocabulary: Bullying, sexual bullying, homophobia, victim, perpetrator, bystander, lesbian, gay, bisexual, transgender, sexual orientation, prejudice, stereotype

Introduction: 5 mins

Recap on the content covered in the last session and remind pupils what is meant by the term domestic abuse. Briefly discuss if anyone has seen any examples of domestic abuse in the media this week, such as on TV programmes, and if this was portrayed accurately and appropriately.

Activity 1: What is a bullying? 10 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.

Discuss some of the ways in which boys and girls bully - are they different? Refer back to session 3 when we discussed stereotypes to explore whether we have a stereotypical view of a victim and perpetrator of bullying.

Activity 2: Sexual Bullying 15 mins

Discuss as a class what is meant by 'sexual bullying'. (DCSF definition: "bullying behaviour that has a specific sexual dimension or a sexual dynamic, and that may be physical, verbal or non-verbal/psychological")

Split the pupils into gendered groups and hand out the statements of examples of behaviour (Resource 16) and ask pupils to decide whether they think each statement is 'always' sexual bullying, 'sometimes' sexual bullying or 'never' sexual bullying.

Discuss the answers as a class and note any gender differences in responses. Encourage pupils to debate their answers, whilst reminding them of the contract created in session 1 and the need to be respectful.

Activity 3: How does it feel? 20 mins

Split the class into mixed groups and give each group a length of lining paper to draw around one person. Using the life-sized outline of a person ask some groups to consider how a boy might feel to be sexually bullied, and ask other groups to consider what this would be like for a girl. Ask pupils to add to the outline of the person what kind of behaviour the person might experience, add speech and thought bubbles for what the person might be thinking or feeling, and to add feelings words, referring to the feelings ladder created in session 1.

Conclusion: 10 mins

Recap on the topics covered over the last 7 sessions, and give each pupil a copy of the Postcard Template (Resource 17). Ask pupils to complete the card and either hand it to another pupil, or write it to the person they are sat next to and display them centrally.

Opportunity for assessment: Most pupils should be able to:

- Understand the definition of bullying, specifically sexual bullying
- Understand how a victim of bullying may feel
- To understand the different ways in which girls and boys can bully and be bullied
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

SCHOOLS & LIFELONG LEARNING SERVICE



Cardiff Against Bullying - Lesson Plans

Title: Free to be Me: Homophobic Bullying & Sexual Orientation

Duration: 1 hour

Lesson: 8

Key Stage 3

Lesson Aim: To explore homophobia and sexual orientation

Learning objectives:

- To define homophobic bullying
- To develop an empathic response to the feelings of a victim of bullying
- To develop a more accurate awareness of sexual orientation
- To develop an understanding of the emotional impact of bullying and homophobia

Resources:

Homophobia Quiz (Resource 18);
Rainbow Group DVD; A4 paper; felt pens; selotape

Vocabulary: Bullying, sexual bullying, homophobia, victim, perpetrator, bystander, lesbian, gay, bisexual, transgender, sexual orientation, prejudice, stereotype

Introduction: 5 mins

Recap on the content covered in the last session and remind pupils what is meant by the term sexual bullying.

Activity 1: What is homophobic bullying? 10 mins

Discuss what is meant by 'homophobic bullying' (DCSF definition: "repeated or continual harassment that is both deliberate and targeted, because of a person's sexuality or perceived sexuality") and discuss any links between sexual and homophobic bullying. Highlight that someone can experience homophobic bullying whether they identify as lesbian, gay, bisexual or transgender (LGBT) or not - i.e. someone may receive homophobic taunts because they do not conform to gender stereotypes, such as a sporty girl or a creative boy.

Activity 2: Homophobia Quiz 10 mins

Give each pupil a copy of the anti-homophobia quiz (Resource 18), asking them to complete it individually. Discuss the answers as a class and whether we are surprised by any of the answers. Do we have stereotypes about gay people?

Activity 3: Rainbow Group DVD 11 mins (running time) 10 mins (discussion)

Watch the DVD made by the young people of the Rainbow Group from the South Wales Valleys about their experiences of bullying and homophobia (copies available from CAB - email CAB@cardiff.gov.uk)

Discuss the following points in pairs and as a whole class:

Discussion Points

How would you feel if you or your friends had similar experiences?
Adam mentions that the teachers in his school were a problem for him - how could you go about changing the attitudes of teachers?
Some of the young people were reluctant to come out to their friends and family - why do you think this is?
Chloe says that she didn't feel comfortable going to her school disco - why do you think this was? What would you do to make her feel more comfortable?

Activity 4: Paper on the Back game **10 mins**

Give each pupil a sheet of A4 paper and a felt pen, and selotape the paper to each person's back, lengthways.

Explain to pupils that we will be finishing with a positive exercise, whereby we will leave comments on our classmate's sheets of paper about the things we admire about them. Stress the importance of this being conducted in a mature and sensitive manner, and that the comments must be positive, providing examples. The comments must also be anonymous.

Give pupils 10 or so minutes to go around the room leaving comments, and once everyone is seated again tell pupils that they can now look at the comments left.

Conclusion: **5 mins**

Finally, as a class 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 they have learned over the last 8 weeks and create a list of promises, e.g.

'We promise to accept everyone'
'We promise to respect diversity'.....etc

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

Opportunity for assessment: Most pupils should be able to:

- Understand the definition of homophobic bullying
- Explore sexual orientation
- Understand how someone who is LGBT may feel in our schools and society
- To develop awareness of sexual orientation prejudice and stereotype
- Contribute to class and group discussions, verbalising thoughts and feelings.

Teacher Notes:

Resource 1: Inner and Outer Identity

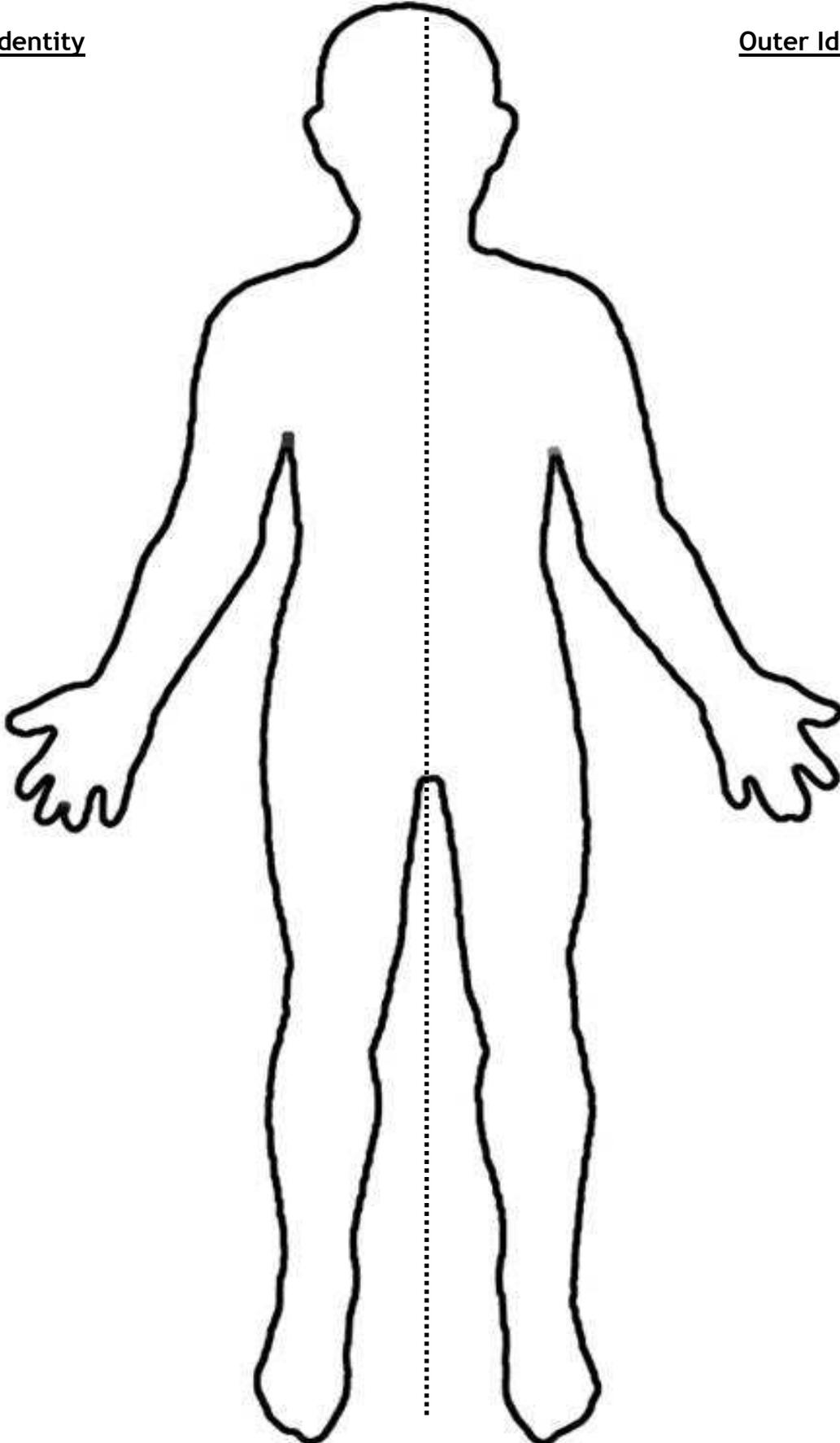
Name:.....

Date:

Think about your identity - what makes you who you are. Consider your inner identity and your outer identity and label the outline below with all the different aspects that make you unique and special. Your inner identity consists of the parts of you which are not seen by others and that may be hidden or private, such as your thoughts, feelings, dreams. Your outer identity is made up of the parts of you that the world sees - your looks, interests, gender, race.

Inner Identity

Outer Identity



Resource 2: Media Ads

L' O R É A L

Now, shimmer from every angle.

Féria

Multi-layered hair colour that shimmers

Crystal pure colours believe. Endless shimmer. Colour that offers multi-layered shimmering highlights. Inside and out. High and low. Work your way or change hair for 48 hours or 6 weeks. Fine. So brilliantly diverse. Its shimmering technology. BECAUSE YOU'RE WORTH IT.

30520586

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The Advertiser's Agency
www.advertisingarchitects.co.uk

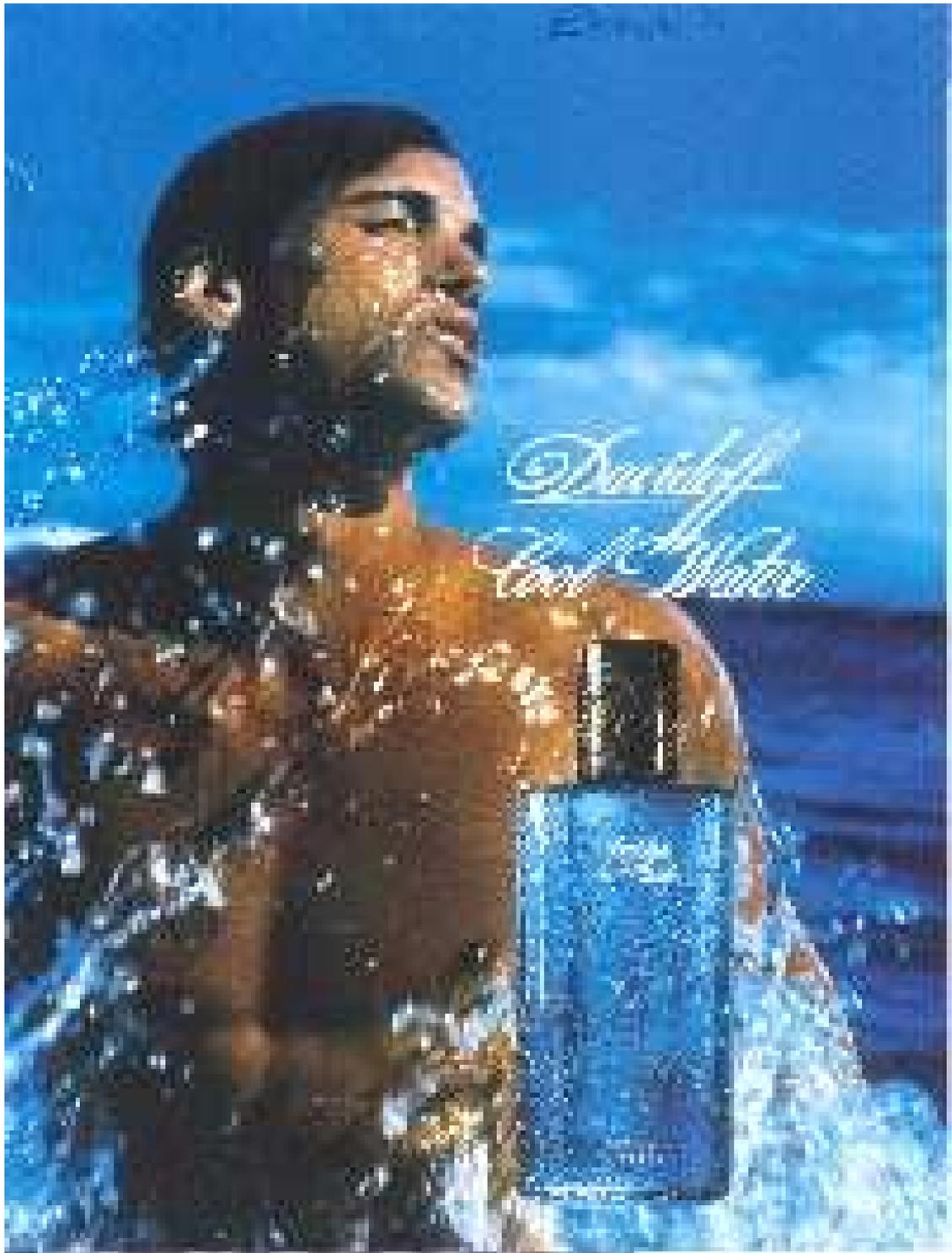
SUPERIOR Preference
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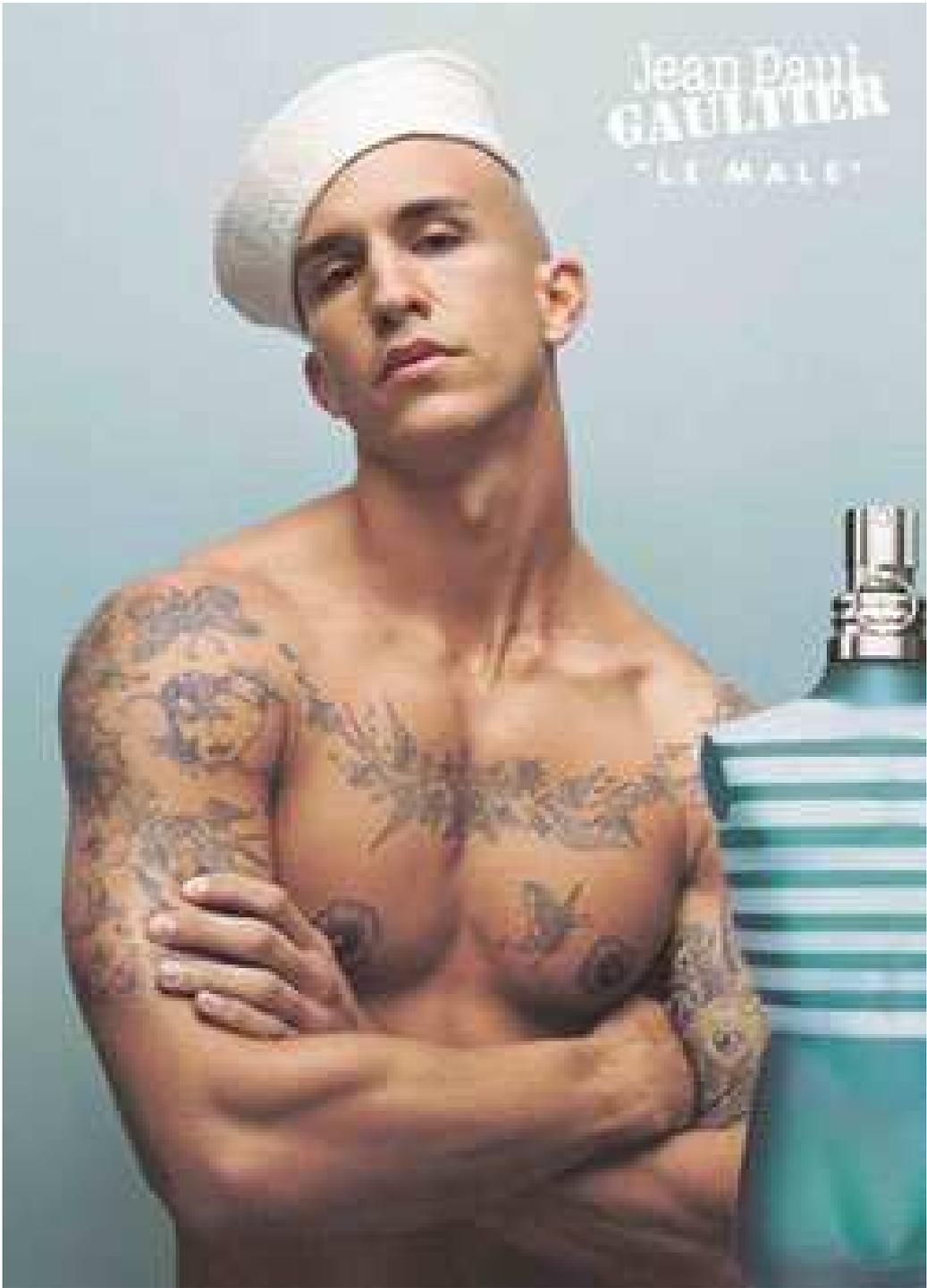
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So often's faded is the hair color shade #10NB

The Season Of BLONDE Never Fades

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Resource 3: Values

Name:.....

Date:

Choose 5 of the below that describe the things you value the most in your life - which of these things are most important to you?

Write your values underneath and order them from 1-5, with 1 being the thing you value most.

Pleasure Truth Nature

Community Excellence Beauty

Health/fitness Religion Love

Friendship Achievement Peace

Competition Loyalty Commitment Honesty

Education Adventure Fulfilment Wisdom

Creativity Security Freedom Confidence

Trust Money Independence

Empowerment Balance Happiness

List your 5 core values in order of importance:

- 1.
- 2.
- 3.
- 4.
- 5.

Resource 4: People Images





















Resource 5: Gender Stereotypes - Facts and Statistics

- Girls aged 7-11 are less than half as likely to take part in P.E. and sport compared to boys
- By the age of 18, 40% of girls have dropped out of sport and physical recreation
- Across the UK, girls stay longer at school, leave with better qualifications than boys and are more likely to continue their education after leaving school
- Post 16, boys and girls tend to make stereotypical course choices: science and maths for boys; and arts and humanities for girls.
- In 2008 women's hourly pay was 16.4 per cent less than men's pay for full-time employees
- Men are 4 times more likely to die of a smoking related illness
- 84% of parliamentary seats across the world are held by men.

Gender differences in sport...

Basketball

Sue Bird - WNBA
WNBA maximum salary:
\$87,000

Shaquille O'Neal - NBA
2005-06 salary: \$20 million

Golf

Annika Sorenstam - LPGA
Prize money in 2005: \$2.5 million

Tiger Woods - PGA
Prize money in 2005: \$11.9 million

American Football

Stacy Agee - WPFL
Salary per game: \$100

Michael Vick - NFL
Salary in 2005: \$23.1 million

Tennis

Maria Sharapova - WTA
2006 earnings: \$3.8 million

Roger Federer - ATP
2006 earnings: \$8.3 million

Resource 6: Stereotypes Labels

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

Resource 7: True/False Labels

True/False

ESL

Don't Know

Resource 8: Media Facts

Read out the following 'facts' about the media and ask pupils to decide whether they think the statement is true, false or if they don't know.

1. Young people see 45% more beer ads and 27% more ads for liquor in teen magazines than adults do in their magazines

True

2. By the end of high school the average teenager has seen 16,000 violent scenes on TV

True, by the age of 16 a young person will have witnessed an average of 16,000 murders on TV

3. Children and adolescents view 20,000 ads per year on TV alone.

False - they view 40,000 ads on TV each year.

4. Young people typically view 1000 beer and wine commercials each year

False - they typically view 2000 beer and wine ads each year

5. Young people are 10 times more likely to see an ad promoting alcohol than an ad to discourage underage drinking.

False - they are 93 times more likely

6. We now spend more than a day a week (26 hours) watching broadcast TV

True

7. Young people are 2.5 times more likely than adults to say they enjoy TV advertising and significantly more likely to say they want to buy the products being advertised

True

8. The depictions of violence against women on TV has risen by 120% since 2004 while violence against teenage girls rose by 400%

True

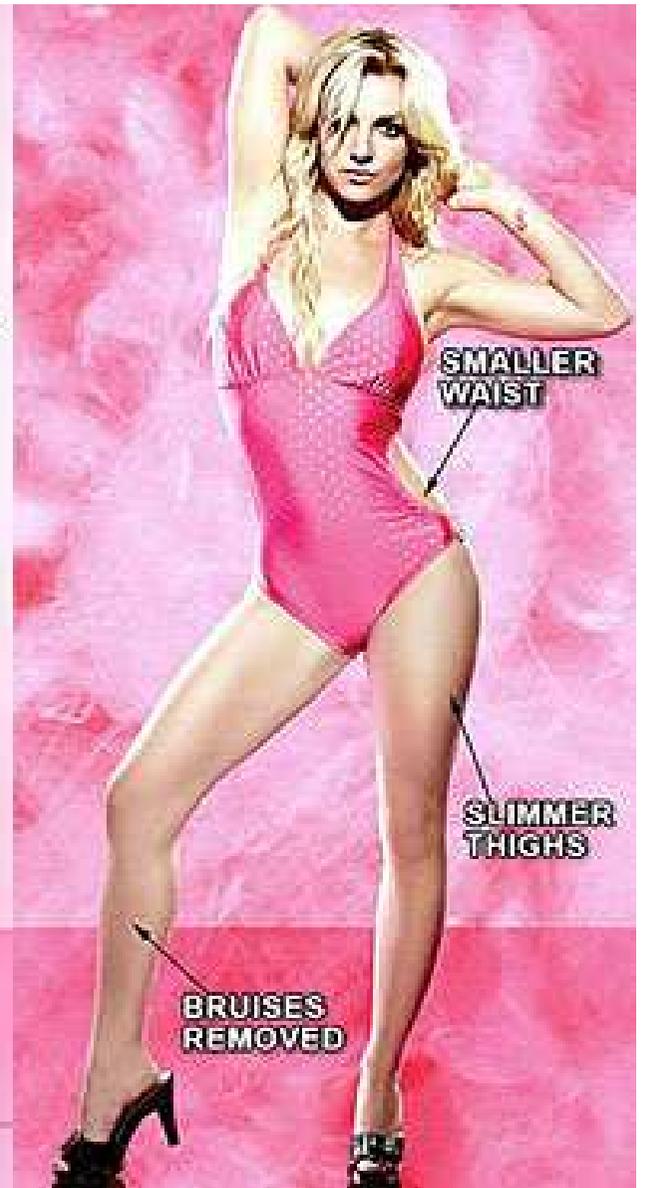
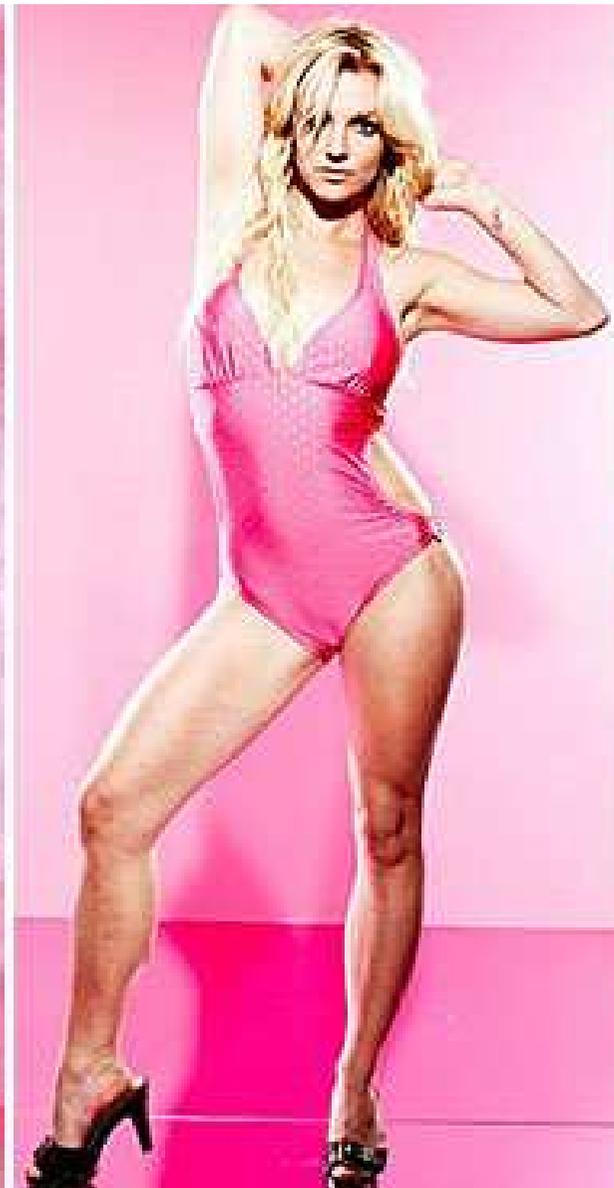
9. The number of minutes per week that the average child watches television is 1,000

False, it is 1,680

Resource 9: Airbrushing Examples

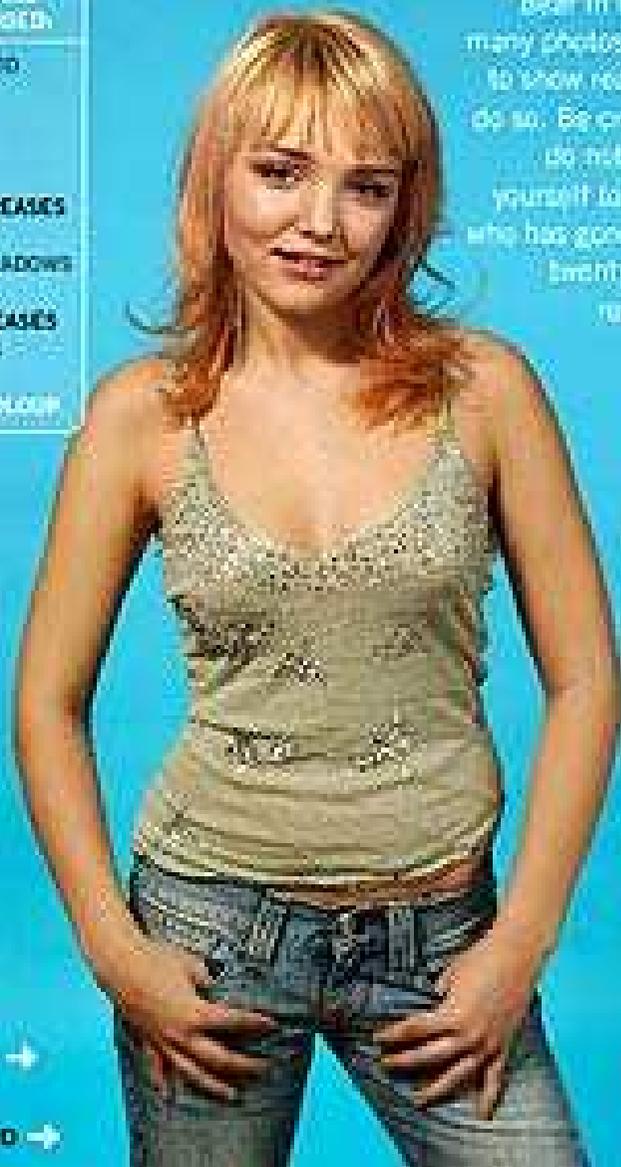






CLICK HERE TO
SEE WHAT HAS
BEEN CHANGED

- COVER PHOTO
- 1 EYES
- 2 TEETH
- 3 LIPS
- 4 NOSE
- 5 FACIAL CREASES
- 6 JAWLINE
- 7 CHECK SHADOWS
- 8 HAIR
- 9 SHIRT CREASES
- 10 BREASTS
- 11 WAIST
- 12 SHIRT COLOUR



Bear in mind that many photos claiming to show reality don't do so. Be critical and do not compare yourself to someone who has gone through twenty hours of retouching.

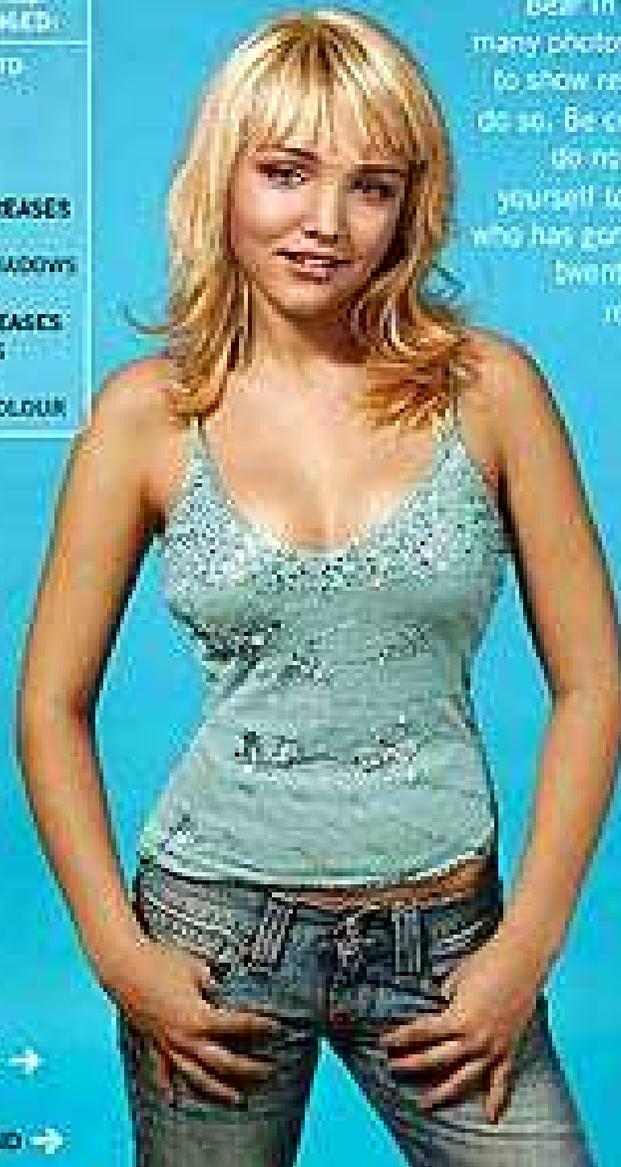
WHY DID WE DO THIS? →

TELL A FRIEND →



CLICK HERE TO
SEE WHAT HAS
BEEN CHANGED

- COVER PHOTO
- 1 EYES
- 2 TEETH
- 3 LIPS
- 4 NOSE
- 5 FACIAL CREASES
- 6 JAWLINE
- 7 CHECK SHADOWS
- 8 HAIR
- 9 SHIRT CREASES
- 10 BREASTS
- 11 WAIST
- 12 SHIRT COLOUR



Bear in mind that many photos claiming to show reality don't do so. Be critical and do not compare yourself to someone who has gone through twenty hours of retouching.

WHY DID WE DO THIS? →

TELL A FRIEND →



Resource 10: Now & Then Images

Early 1900s



1920's



1930s



1940s



1950s



1960s



1970s



1980s



1990s

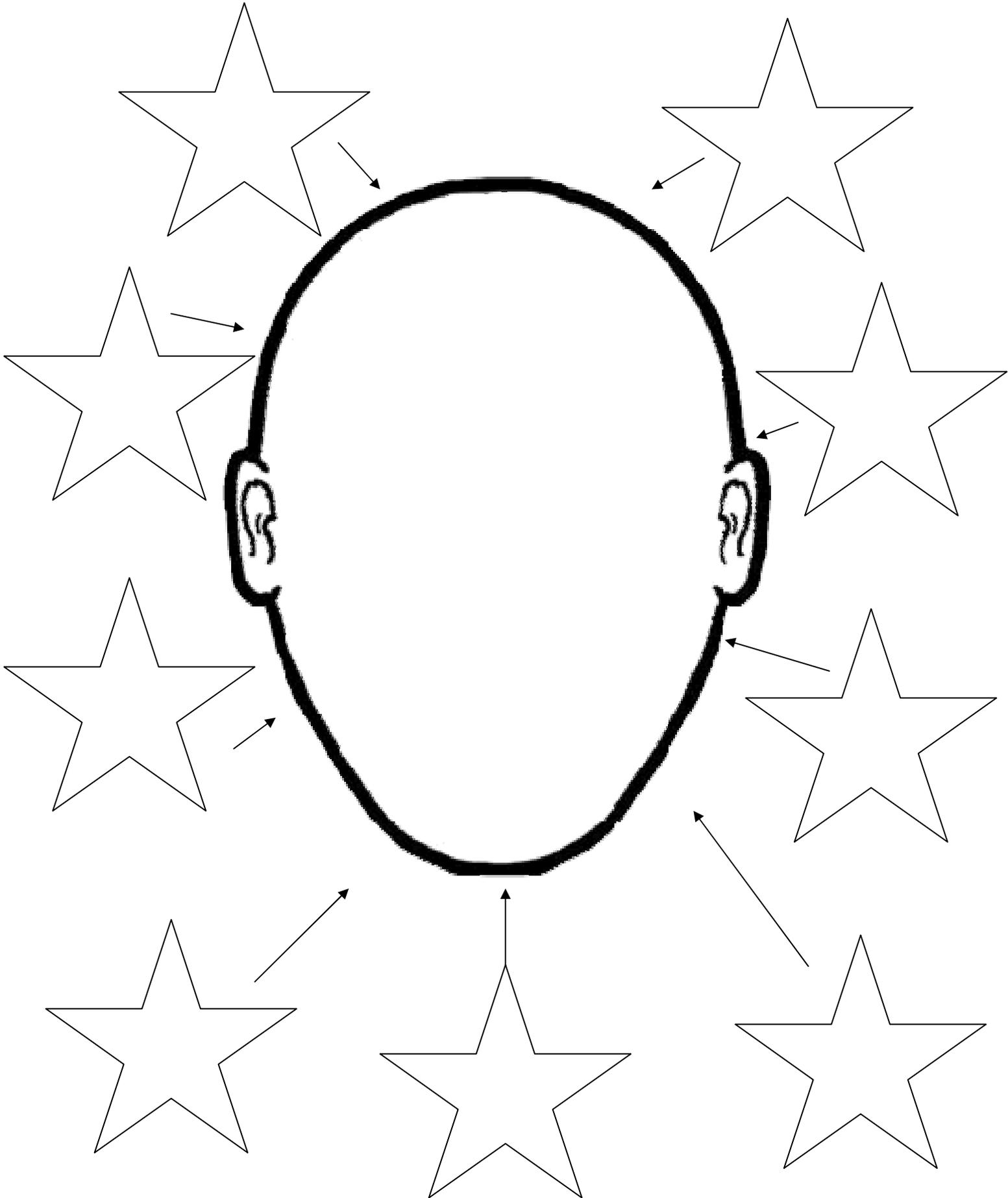


Resource 11: Proud to be Me Worksheet

Name:.....

Date:

Think about all the parts of you that you are proud of - consider your inner and outer identity and fill in the stars with all the parts of you that you are proud of, such as skills, talents, friends, family, your personality, etc.



Resource 12: Self Esteem Cards

Pretty	Kind
Intelligent	Good at sports
Good at maths	Good artist
Makes friends easily	Has lots of friends
Good Listener	Patient

Supportive

Warm

Well Behaved

Trustworthy

Respectful

Helpful

Fearless

Generous

Funny

Cheerful

Caring

Honest

Independent

Loyal

Practical

Reliable

Forgiving

Encouraging

Thoughtful

Fair

Understanding	Responsible
Wise	Enthusiastic
Determined	Strong
Creative	Humble
Confident	Adventurous

Resource 13: What Would I Expect Worksheet

Read the following statements about how a girlfriend or boyfriend might treat their partner when in a relationship, and consider whether you feel the behaviour is **acceptable** or **unacceptable** or if it **depends on the situation** by circling the appropriate answer

Remember, there are **no right or wrongs** - just your opinion. Consider yourself in that situation and **decide how you would feel** - would you expect your partner to treat you that way?

1. Texting me all the time, even if I don't respond to the last message

Acceptable

Unacceptable

Depends on Situation

2. Telling me I am overweight or need to exercise more

Acceptable

Unacceptable

Depends on Situation

3. Putting their arm around me when we're out in public

Acceptable

Unacceptable

Depends on Situation

4. Always correcting me and interrupting what I say

Acceptable

Unacceptable

Depends on Situation

5. Hitting me if I cheat on them

Acceptable

Unacceptable

Depends on Situation

6. Making me feel guilty for not wanting to be physically intimate (e.g. have sex)

Acceptable

Unacceptable

Depends on Situation

7. Buying me gifts and presents

Acceptable

Unacceptable

Depends on Situation

8. Asking where I am going or where I've been

Acceptable

Unacceptable

Depends on Situation

Resource 14: Friendship Pyramid

Someone my friends like

Someone who I am proud to be with

Does not show off to friends

Is a good laugh to be with

Someone I can trust

Listens to me

Is not afraid to show me how they feel

Is good looking

Has a brain

Does not talk behind my back

Makes an effort with personal hygiene

Has the same interests as me

Chooses to spend time with me

Cares about what I think

Has lots of mates

Resource 15: Agony Aunt Case Studies

Dear Agony Aunt,

I really fancied this boy in my year for ages and ages, and finally he asked me out- I was so pleased! We really got on well together and started spending loads and loads of time with each other. My friends were happy for me but then started telling me that they thought he wasn't good for me and that I'd changed...

They say I'm not myself anymore because he doesn't let me hang out with my friends, and I've stopped wearing the clothes I like and I only listen to the music he's in to...I just want to make him happy - surely that's not a bad thing? He doesn't like it when I wear short skirts and dresses and says that I look tarty, so it's easier to wear what he tells me to. And when I make him happy he tells me he really loves me.

I feel like I'm either going to lose my friends or my boyfriend, what should I do?!

From,
Sad in Southend :'(

Imagine you are giving advice to this person - write your response below:



Please help me!

I'm 14 and I recently started going out with this girl.

We went out for a bit and then she got really clingy and was texting me every 5 minutes, it was driving me mad. She always wanted to know where I was and what I was doing and kept telling me I was ugly, useless and rubbish at football whenever I wouldn't do what she wanted or meet up with her. If I did what she wanted she'd be the complete opposite and be really nice to me - it was like going out with two different people! She even accused me of cheating on her and started hitting me and slapping me to the point where I had to walk away cuz I was getting so angry.

In the end I had enough and finished with her. Now she's spreading rumours all over school saying that I slept with loads of girls and I can't be trusted - no other girl wants to go anywhere near me! I can't say that I'm a virgin cuz all the other boys will laugh at me. I don't know what to do! Why did she do this!?

Miserable in Manchester

Imagine you are giving advice to this person - write your response below:



Resource 16: Sexual Bullying Statements

Name:.....

Date:

Read the following statements and whether you think the behaviour is **always** sexual bullying, **sometimes** sexual bullying, or **never** sexual bullying. Think about how you would feel in that situation

- Calling someone gay

Always

Sometimes

Never

- Pinging a girl's bra strap

Always

Sometimes

Never

- Spreading rumours about someone's sexual activity

Always

Sometimes

Never

- Writing graffiti about someone's sexual activity

Always

Sometimes

Never

- Telling 'blond' jokes

Always

Sometimes

Never

- Making a comment about someone's appearance

Always

Sometimes

Never

- Calling someone a slapper or tart

Always

Sometimes

Never

- Pulling up a girl's skirt

Always

Sometimes

Never

- Staring at someone

Always

Sometimes

Never

- Putting your arm around someone or hugging them

Always

Sometimes

Never

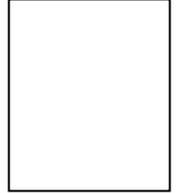
Resource 17: Postcard Template

Dear _____

We want everyone to feel included in this school, whatever their race, religion, gender or sexual orientation.

You make me feel included in this class by

I promise to make you and others feel included in this school by



Pupil name: _____

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)

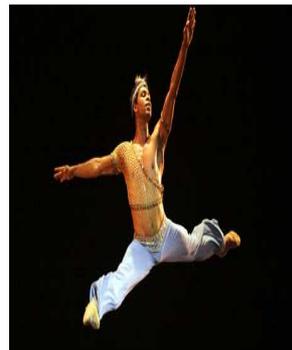
2. Which of these sports stars is not gay?



Gareth Thomas
Cardiff Blues and Wales Rugby



Karrie Webb
Professional Golfer



Carlos Acosta
Dancer



Nigel Owens
Rugby Referee

3. Gay, Bisexual or Straight?



Pink



Joe McElderry



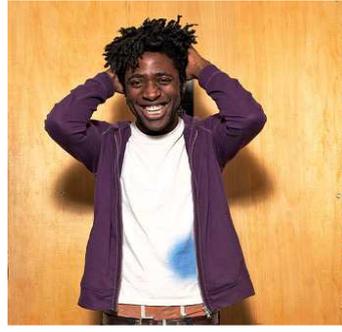
Ricky Martin



Marc Elliot
(Eastenders)



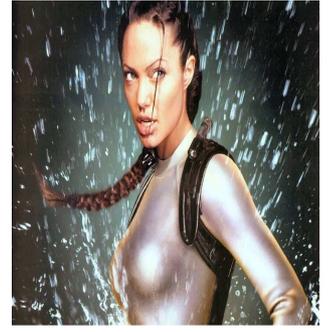
Connor Paolo
(Gossip Girl)



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)

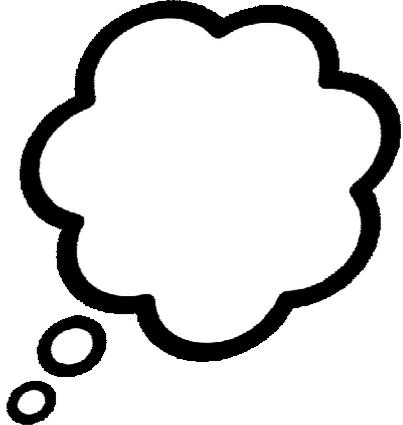
Angelina Jolie - Bisexual

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

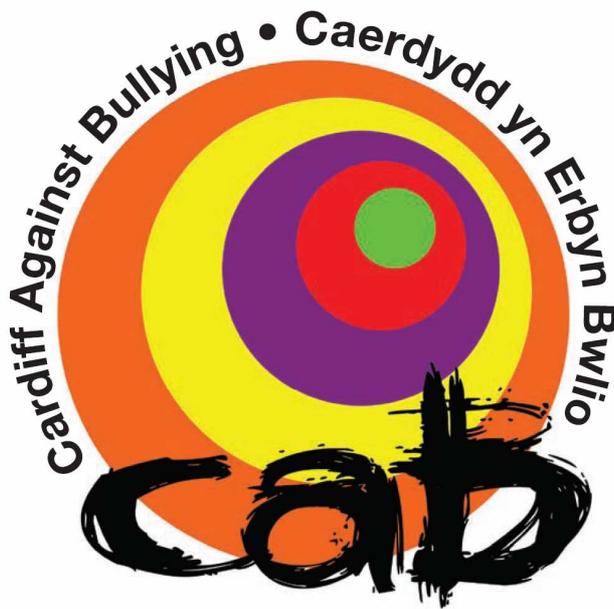
Answer: 6% of the population or approx. 3.6m people

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

Answer: Christina Aguilera



Free to be me



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