Out with homophobia!

Teaching Pack
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Learning intention

Pupils learn about:
Prejudice and discrimination and how this can make people feel

Learning outcomes

Pupils:
- identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)
- know what to do if they experience discriminatory language at school
- understand how discriminatory language can make people feel and that this is unacceptable

Outline

- Ground rules
- Hook activity: Nelson Mandela quote
- Introductory activity: key terms
- Main activities: discrimination statements and follow up
- Closing activities

Resources and preparation

- Before teaching the lesson ask pupils to anonymously record the types of discriminatory statements they hear in the playground and/or classroom and collate these for use in the main activity
- Sugar paper
- Evaluation worksheets
Lesson 3

Some examples from previous work with schools include:
- X refuses to use one pencil and says ‘I’m not using that one – it’s so gay!’
- ‘People can’t have two mums!’
- ‘Are you a he-she?’
- That man is wearing a dress!
- ‘That man is too old to do that!’
- ‘Young people these days have got no respect’
- ‘You are a man – you are strong – carry this!’
- ‘Women should stay in the kitchen, where they belong’
- ‘Retard!’
- ‘That man is so fat - he should be on fat ward’
- X drives past a group of women wearing headscarves and shouts out ‘you should go back to your own country’

- Each group can produce a freeze frame from a statement they choose. After a group is performed, the focus should be on how each character feels in the final shot. The idea of this is to develop empathy and understanding for the victim of the discrimination but also to understand the motivations of the protagonists and the bystanders (where relevant).
  - What form of discrimination is being described?
  - Why might these things be said?
  - How might it make someone feel?

- Ask pupils to consider how they could respond should they witness this type of behaviour or language in the school playground or around school. Brainstorm different responses before sharing them with the class.

Closing activity
- Show pupils the ‘Arsenal Rainbow Laces’ video on the slide show and pupils consider:
  - What are the key messages from the video?
  - Why would Arsenal football club want to make this video?
  - What do the pupils think about this campaign? (for example, is it a good idea? Do they think it will make a difference?)

- Point out that people cannot change certain things about themselves such as their height, but they can change their attitudes / people can show their support for others in different ways and this might be done by something that is worn like a badge to show your support (such as the laces)

- Explain that it is estimated that 7 in 10 people have witnessed homophobia on the terraces (Stonewall, 2009) and that Arsenal football club want to celebrate diversity and launched the ‘Arsenal for everyone’ campaign in 2008

- Relate the discussions back to the beginning of the lesson and discuss how this links to Nelson Mandela’s quote

Extension activity
- End the lesson by asking pupils in groups to come up with a slogan/poem/song that celebrates diversity in all its forms.
Lesson 3

Learning intention:

Pupils learn about prejudice and discrimination and how this can make people feel.

Learning outcomes:

Pupils:
- identify some discriminatory language (homophobic, sexist, disablism, racist and transphobic)
- know what to do if they experience discriminatory language at school
- understand how discriminatory language can make people feel and that this is unacceptable

Ground rules – creating a safe space

- No names
- Confidentiality
- Respect
- Think before you speak

What is the message of this quote?

“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela

What do these words mean?

racism
sexism
disablism
homophobia
Lesson 1

Learning intention
Pupils learn about:
Discrimination, with a focus on homophobia

Learning outcomes
Pupils:
• recognise different types of discrimination
• understand how different forms of discrimination have changed over time and what has influenced these changes
• recognise some of the consequences of homophobia

Outline
• Ground rules
• Hook activity: timeline, part one
• Introductory activity: timeline, part two
• Main activities: personal stories
• Main activities: impact of homophobia, lesbian, gay, bisexual and transgender (LGBT) people
• Closing activity: promoting understanding of the experiences of LGBT people

Resources and preparation
• Timeline cards (6-7 sets for groups of 4) – cut up and shuffle thoroughly!
• Timeline teacher’s copy
• Stories (Choose 2 from Justin Fashanu, Nazma Ditta and Alan Turing, a set of 2 for each pair)
• Body outlines (1 per pair)
Lesson 1

Learning intention:

Pupils learn about discrimination, with a focus on homophobia

Learning outcomes:

In this lesson you will:
- recognise different types of discrimination
- understand how different forms of discrimination have changed over time and what has influenced these changes
- recognise some of the consequences of homophobia

Ground rules – creating a safe space

- Watch and listen
- Share ideas
- Stretch your thinking
- Respect others and their views
- Think before you speak
- No personal questions

Human rights

Sort the cards into types of discrimination

What types of discrimination exist in society today?

In groups, brainstorm all the different types you can think of.

Be prepared to feedback your ideas.
Students stage a sit-in in the US to protest against the sacking of their teacher for marrying his husband.

Homosexuality is decriminalised (made legal) in the UK.

Jan 13 2014 - Jan 20 2014

‘Faggot’ tweets
242,700
‘So gay’ tweets
62,420
‘No homo’ tweets
49,020
‘Dyke’ tweets
23,693

A typical week on Twitter.

Oscar Wilde is arrested for "gross indecency with men" and sentenced to two years in prison.