

Homophobic Bullying Resource

KEY STAGES 3 & 4





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FOREWORD : GAY POLICE ASSOCIATION, WEST YORKSHIRE POLICE

Thank you for adopting this valuable teaching resource in your school.

The difference you will make to student's lives by teaching about the subject of homophobic bullying may not be apparent immediately, but for those 7-10% of students in your class that may grow up to be lesbian, gay or bisexual (LGB), participating in these lessons will give them confidence and self-worth when they may be experiencing confusion and conflict in their lives over their sexuality. It will also teach the importance of respecting others and emphasise the school's anti bullying policy to the other students who are not LGB.

Think back to when you were at school. Did you have many LGB related discussions with your teachers? Did you study any famous people knowing they were LGB? Did you have any PSHE or sex education classes that covered same-sex relationships? The chances are you will answer no to most of these questions and this is one reason why many LGB youth drop out of school, suffer psychological problems and eating disorders and a disproportionate amount of LGB youth go on to commit suicide; because they do not feel normal or valued and they long to hear something, anything positive about their sexuality at school.

I am passionate about tackling this issue because even in 2008 we see surveys like that recently conducted by Stonewall showing that over 75% of LGB youth have experienced homophobic bullying at school. We carried out further research in West Yorkshire and found the figure to be 8 out of 10. This has to stop. Everyone has a responsibility to tackle bullying and hate crime of all types; from parents, students and teachers to external government agencies like the Police.

Creating an environment where students can talk to teachers, knowing that their sexuality will be kept confidential (as teachers should not report this as a child protection matter any more than if the student declared his or her heterosexuality) is as vital as stopping the attitudes that homophobic name calling and bullying is acceptable or less offensive than racist bullying. Consider the use of the word 'gay'. Pupils might say 'harmless' phrases such as 'this pen is so gay', but would it be acceptable to use a racist or religious word in place of gay? What negative connotations does it sum up for the student who is coming to understand their sexuality? How does that make them feel about themselves?

By embracing this training resource you are making a difference and making every child matter.

If you need any further advice or support on dealing with the topics raised, how to deal with a student coming out or any other issue I would be happy to talk to you and please do not hesitate to contact me through the Youth and Schools department, whose details are on the following pages.

Matthew Humphrys: West Yorkshire Police, GPA

INTRODUCTION

This resource has been written to address the issue of homophobic bullying, primarily in senior schools. It should be used as part of the school's overall anti-bullying work, relating it to the school policy. It is not to be seen as the 'complete' answer just part of the overall scheme.

The driving force for this work has been the Gay Police Association (GPA) of West Yorkshire Police with the Youth & Schools department producing the final document.

It has been written around the PSHE Key Stage 3 units 8 on Bullying & 9 on Healthy friendships plus the Key Stage 4 unit 12 on Sexuality. It can be adapted for other groups depending on both the issues to be addressed and the age of the target audience.

There are no suggestions linking the work to other subject areas, such as ICT or English. This is deliberate as cross-curricular work is not standard across schools.

The work can be used in its entirety or as single sessions, dependant on the issues and approach of the teacher. Each lesson has been written in a logical format that could easily be transferred to the school's own lesson planning structure.

This work supports the Every Child Matters aims of "stay safe" & "be healthy".

There is no specific work addressing the bully, this should be done through the normal school anti-bullying process. If you require any assistance with this matter please contact us at the address on the following page.

When you are asked to split the class into groups it is up to the teacher to decide the make-up of each group. For example will they be mixed ability or mixed sex etc? Each decision will be based on the teacher's knowledge of the class.

*"Girls stay away from me."
Mary, 13, single sex grammar school
(South East)*



The suggested lessons need consideration as known issues may arise. Somebody in the class may have experienced bullying or may be experiencing it at the time. This will inform the grouping within the lesson, for example care should be taken on who is in each group.

Matters may arise that were not known before, as such procedures should be in place to deal with these. There should also be support available for the young people who may be affected by the work. This may involve one-to-one conversations between the pupil & teacher or access to a mentor.

No suggestions are made for how to use the results of these lessons. Firstly this will depend on the overall PSHE curriculum & how it fits in overall. Secondly there will be consideration for the school's bullying policy and whether changes will need to be made.

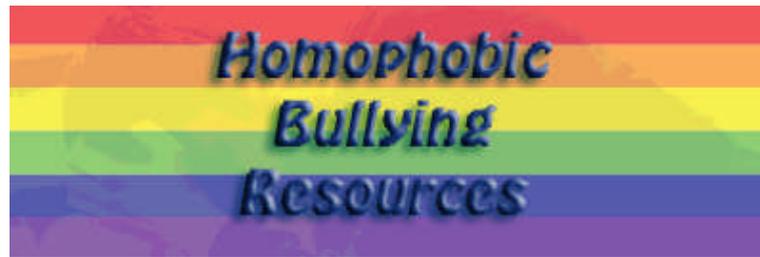
There will be display opportunities from most of the work. Again there are no suggestions as each school will make their own decisions on how they display young people's work. However as this is an emotive subject it could be advantageous to make the results prominent around the school, proving how important the issue is.

Try to end each session on a positive note, make the pupils feel that there are solutions & approaches to the issues raised.

If you think that we have missed any issues or approaches please do not hesitate to contact us.

Education Liaison
Youth & Schools Dept.
Local Policing Department
Admin. 4
Laburnum Road
Wakefield
WF1 3QP





WHAT IS BULLYING?

The Anti-Bullying Alliance considers bullying to be:

- ◆ repetitive, wilful or persistent
- ◆ intentionally harmful, carried out by an individual or group
- ◆ an imbalance of power leaving the person who is bullied feeling defenceless

Education Leeds' definition of bullying, after consultation with young people, is:

...discrimination by an individual or group that causes you to feel distress, nervous, hurt or worried. This behaviour can either be emotionally or physically to another individual or group. It may or may not be on purpose and may involve encouraging others to cause upset. It can be a single incident or repeated over a period of time or happening all the time. This type of behaviour involves one person having all the power and someone else having none, leaving someone feeling helpless to prevent it or stop it.

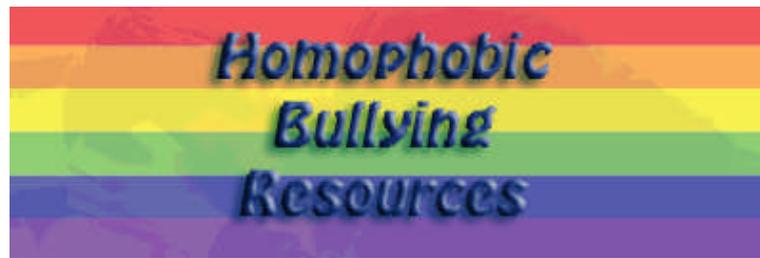
Divide the class into groups. Read the above definitions to the groups & discuss if they agree or disagree with them. Record what the group thinks of as a valid definition.

Using scenarios, examples are at appendix 1, ask the groups to consider whether they think each is Bullying, a one-off incident or that they are not sure.

As a class discuss the responses ask the pupils to explain their reasons for how they categorised the situations. Talk about why situations could sometimes come under one heading & sometimes under another & why; for example a situation involving friendship problems could have the potential to turn into bullying. The discussion could include looking at situations they placed in the 'Not sure' category & talking about why they placed them there.

To close ask the groups to try to identify common factors that are present in a bullying situation, and from that to come up with a definition of bullying. Compare these with that recorded at the start of the session.

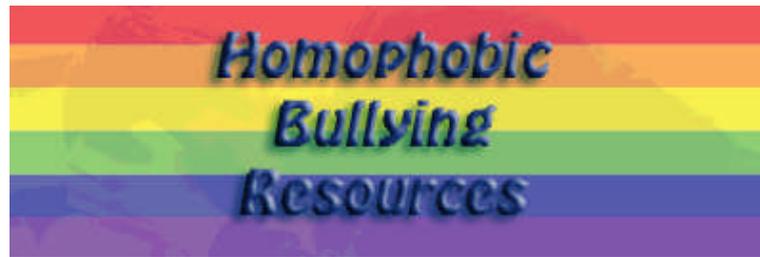




A SURVEY ON BULLYING

Complete the survey below, do not put your name as it is confidential.

Somebody...	Not at all	Once	More than once
Called me names			
Said something nice to me			
Was nasty about my family			
Tried to kick me			
Was unkind because I was different			
Was rude about the colour of my skin			
Said they'd beat me up			
Tried to make me hurt other people			
Tried to hurt me			
Made me do something I didn't want to			
Smiled at me			
Tried to get me into trouble			
Laughed at me horribly			
Shouted at me			
Sent me a nasty text message			
Said nasty things about me on the internet			



TACKLING BULLYING

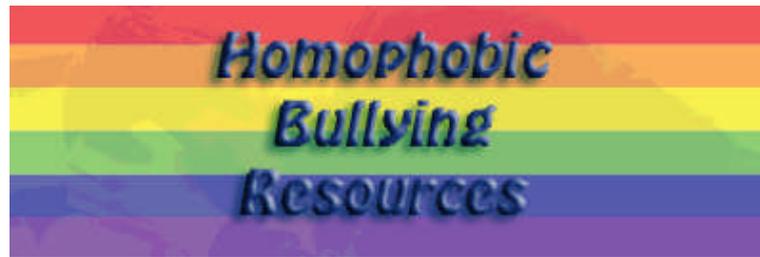
Bullying often happens in certain areas & at specific times. The purpose of this exercise is to try to identify these (See appendix 2 for printable question cards).

Some of the questions could raise serious issues as they can be suggesting naming individuals. The teacher/facilitator needs to decide whether this is suitable in the context of the lesson & the issues within the school. If not they could explain that when asking 'Which young people' it is asking for groups or types of young people, for example gay girls.

Divide the class into small groups & ask them to consider the following:

- ◆ What are the areas within the grounds that are most likely to need monitoring?
- ◆ What are the crucial times when bullying might occur?
- ◆ Which young people are most likely to be involved in bullying others?
- ◆ Which young people are most likely to be influenced by the bullies into bullying behaviour?
- ◆ Which young people are most likely to be or become victims?
- ◆ Are racial, gender or sexuality issues likely to be part of the bullying pattern in your school? If so please list how they have been or might be involved.
- ◆ Which young people do you think are the most positive influence within the school? How could you use their influence to help the victims/bullies?
- ◆ Are there adults within the school that you'd feel safe telling about bullying incidents?

How this work will be progressed is dependant on both the answers & the school's approach to bullying. It may be that staffing sweeps will cover identified areas at the specific times or that groups will be targeted for work on self esteem. What must happen is that there is a visible response to ensure that the respondents feel that their efforts have a worth.



CELEBRATE OUR UNIQUENESS

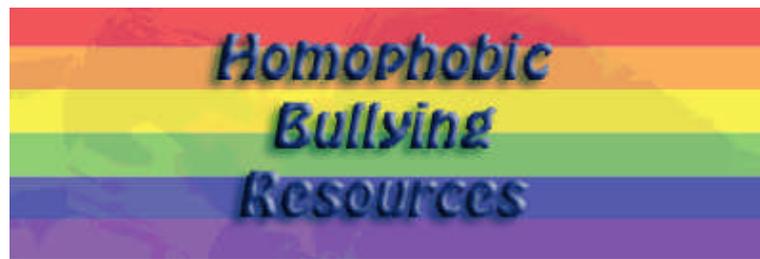
Some children get picked on because a bully thinks they are 'different' in some way. We are all 'different', we are unique, and this is what makes us special and interesting. If everybody was the same what a dull place the world would be.

The Difference Game (Part 1)

Write all of the things about being unique that makes life interesting (for example, you can include things you like or dislike).

The Difference Game (Part 2)

Think of your best friend & write down the ways they are different from you. Write down one thing that you have learnt from them.



“ I THINK I’M USELESS” - POSITIVITY

If you’ve been bullied for a long time you might start to believe what the bully says & that people will never accept you. This is not true: this is ‘victim think’.

One way to stop being a victim is to stop thinking like a victim. To help you start feeling better about yourself try doing some mental exercises to build up your self confidence. It’s not as dumb as it sounds - after all a body builder does physical exercises to build up muscles.

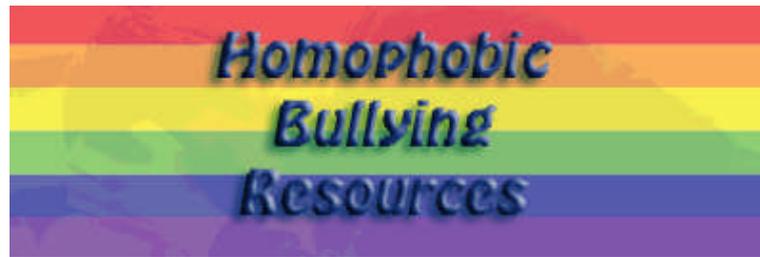
WHAT CAN YOU DO TO FEEL BETTER ABOUT YOURSELF?

- ◆ Make a list of ALL the good things you can think of about yourself: Don’t say you don’t have any! Everybody has talents so think about what you do best. When people say nice things about you or praise you write them down. A diary can record the good things as well as the bad.
- ◆ Learn to talk to yourself in a positive way: Instead of saying “ I’m gay so no one will ever like me” think “ I’m gay & look at all the successful gay people out there” .
- ◆ If you’re interested in a particular cause: Whether it’s politics, the environment or gay rights, find out about joining a group. They will always welcome young supporters.
- ◆ Think about going to self-defence classes: Not to turn you into a super hero, just to help improve your self confidence. Learning to defend yourself to make you feel less helpless - less like a victim.
- ◆ Practise the assertiveness tips in Appendix 4: They can really help you feel more confident. There may also be classes held locally on assertiveness.
- ◆ It takes time: Once the bullying stops many victims say they don’t feel brilliant immediately. It takes time to get over bullying - you will feel better eventually. Some adults who were bullied as kids have said that they think the bullying made them stronger inside - they became determined to do well to prove how wrong the bullies were.

Adapted from “ You Can Beat Bullying” : Kidscape

“I was not aware of my sexuality at the time & girls called me lesbian & bullied me severely & made me depressed & suicidal.”
Saffron, 19, comprehensive school
(South East)





ASSERTIVE COMMUNICATION

Ask the pupils to define the words 'aggressive', 'passive' & 'assertive'.

Demonstrate a situation in the three ways, for example; 'Leave me alone', aggressively, passively & assertively. Ask the pupils to identify which is which. Explain that body language, tone of voice & volume all influence whether the speaker comes across as assertive or not. Discuss the advantages/disadvantages of the three approaches in a bullying situation.

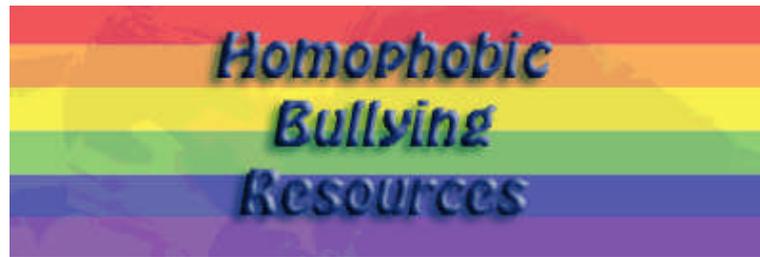
Ask the class to discuss & list situations where pupils feel the need to be assertive. In pairs they should choose one of these situations & practise dealing with it assertively. Bring the class back together & get chosen pupils to share how they felt when being assertive & when they were on the receiving end. Compile a list of agreed strategies to show assertiveness.

Ask each pupil to complete a 'network of support' - to identify people they can talk to, or where they can find information, help and/or support. This could be in the form of a set of three circles. The inner circle is for the people closest to them, to whom they would talk in the first instance (often family members or close friends). In the next circle they record people they know and could talk to who are not quite so close to them (often extended family members, teachers, friends). In the outer circle they record people they know of but do not necessarily know personally (for example religious leader, nurse, police officer) and places they could look for help (for example internet, library, helplines).

See appendix 3 for example & appendix 4 for skills

"My school had always had an anti-bullying scheme present but the emphasis is always on not bullying people because of beliefs, colour & abilities. Never has sexual orientation been mentioned."
James, 17, independent school
(South East)





WHAT IS SEXUALITY?

Let the class know that this work is to prompt discussion & not to identify 'right' or 'wrong' answers.

In small groups give the pupils a set of statement cards (Appendix 5).

Ask the group to place the cards on a continuum line, with 'About Sexuality' at one end & 'Not About Sexuality' at the other end (Appendix 6).

Once the group have agreed on the continuum ask them to decide on 'What makes up a person's sexuality?'. It may be helpful to suggest some headings under which the pupils can place their suggestions (Appendix 7).

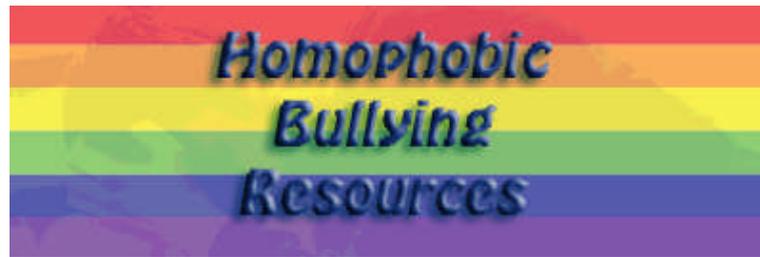
Ask the pupils to identify 'sexuality' in their own words and say why it is an important part of identity. They could refer to the World Health Organisation definition (Appendix 8).

Point to note: A common misinterpretation of 'sexuality' is 'homosexuality'. Make sure that pupils are clear about the difference, & give definitions if necessary. Try to make sure that they also know that sexual identity is part of sexuality.

"We were just taught to be accepting in our PSHE lessons & that is fine... We've also had some references in English, e.g. one of the writers was lesbian, & we all just accepted it & it was just a fact."

*Pru, 16, academy school
(Wales)*





GENDER ROLES

Ask the class to suggest words that describe different feelings & write them on the board. Try to make sure that the following words appear in the list: bored, sad, aggressive, hurt, upset, tired, excited, jealous, irritated, angry, confused, happy, frightened, insecure, disappointed, hopeless, worried, confident.

Divide the class into single-sex groups of 4-6 pupils. Ask each group to consider this question for their sex: Are there any feelings on the list that in British culture boys/girls are not meant to feel or show? Why? Take feedback from each group in turn. Discuss the results, identifying whether certain feelings are particularly hard for boys or girls to express or show, and why this might be. You could also explore which feelings are acceptable for boys or girls in different cultures.

Reorganise the class into small mixed-sex groups. Ask the groups to write down common statements about the roles and/or behaviour of men & women (Examples Appendix 9, you could use your own or others suggested by the pupils). Ask the groups to discuss the following in relation to the statements.

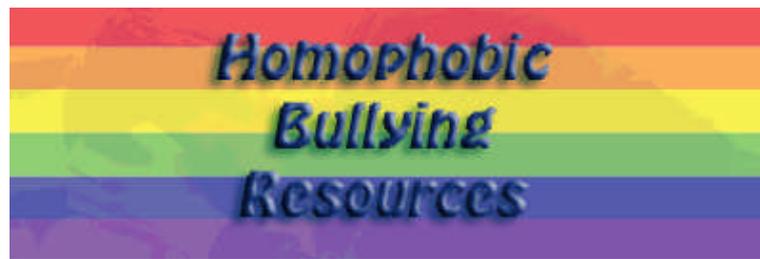
- ◆ Does the group agree with the statement?
- ◆ What evidence is there for saying the statement is true or false?
- ◆ If a young person believed this statement about their own sex how might it affect their confidence & behaviour?

Ask each group to read out their statements & responses to each question. Would they like to change any of these stereotypes? How could they minimise the impact of such stereotypes in school & on their lives?

"I have experienced bullying such as being verbally assaulted frequently, had scissors thrown at me, occasionally punched - sometimes directly in front of teachers."

*Kevin, 16, comprehensive school
(Greater London)*





THE LAW

Split the class into groups of 4-6 & using the 3 sheets from appendix 10 ask each group to write at least one thing on each sheet of paper.

Ask the groups to do the quiz in appendix 11. As a class work through the full answers. These are likely to raise a series of other questions that pupils can research later, if appropriate.

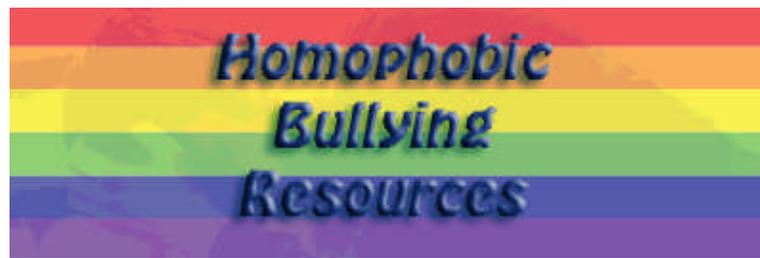
Return to the 3 large sheets of paper & circle any statements or questions that are left to which no one knows the answers. Ask the pupils to suggest how these remaining statements/questions can be answered, eg research in a library or on the internet, using leaflets from local or national services. If appropriate ask the pupils to carry out the research.

Ask the groups to discuss the laws that affect their lives & any responses they have to them. The groups should discuss the following sentence: 'If I could change any of these laws I would change... because...'

"We were told how inappropriate it is to discriminate against people because of their sexuality. Our school is pretty good for things like that. There is always someone you can talk to about it & they will take you seriously. If you are being bullied then it is taken seriously & action is immediately taken."

*Fergus, 17, comprehensive school
(Scotland)*





A PLANNED LIFE?

Before you can start this lesson you need to have collected a range of obituaries from newspapers, both local & national. You can also research on the internet to find specific obituaries if you know of somebody who is of interest. There are also examples on the following pages from www.independent.co.uk & www.timesonline.co.uk.

An obituary is a notification of somebody's death, however they can often include a brief account of their life & achievements. In pairs you need to read through a range of obituaries & consider the following:

- ◆ Do you think these people planned their lives or set goals?
- ◆ Did they achieve everything they wanted?
- ◆ Did they suffer set-backs?
- ◆ Did they seize opportunities?
- ◆ What motivated their life choices?

Using the ideas from the above you should write a brief obituary of your partner, you'll need to interview each other first.

You should limit the obituary to between 150-200 words.

There are opportunities for either a display of the work or even a class book including all obituaries.

Based on a task from Citizenship & Safety at Key Stage 4:
Northern Ireland Police Service

"Some people have posted things on their bebo blogs about people they think are gay or know are gay."

*Simon, 16, secondary school
(Scotland)*



Kermit Love: Designer of Big Bird

With a background in designing costumes and marionettes for ballet productions, Kermit Love created for television a towering, iconic character that would achieve worldwide fame in a programme acclaimed for its educational qualities. The 8ft 2in Big Bird, with bright-yellow feathers, orange legs and big feet, is one of the mainstays of the American series Sesame Street, aimed at pre-school children and set to celebrate its 40th anniversary next year.

The producer Jim Henson, who created the Muppets for Sesame Street before transferring them to their own show, originally drew sketches of Big Bird, who lives in a large nest on a rubbish heap. Love then turned Henson's brainchild into outside reality, giving Big Bird manhole-sized orange foam feet and adding feathers, some of which were designed to fall off - "not unlike a tree shedding leaves in the fall," he said - to make the character cuter. Viewers have watched Big Bird sing, draw and write poetry, as well as roller-skate, ice-skate and dance. In 1973, Love and Carroll Spinney - the puppeteer inside the costume - performed Big Bird children's shows around the world. The character, packed in a big, hooped sack, had his own plane seat - and, at a perennial six years old, travelled on half-price tickets.

Love also designed the costumes and puppets for other regular characters in Sesame Street, such as Mr Snuffleupagus (Big Bird's 7ft tall, woolly mammoth-like best friend), Oscar the Grouch and the Cookie Monster, and he appeared in front of the cameras himself as Willy, the neighbourhood's hot-dog vendor.

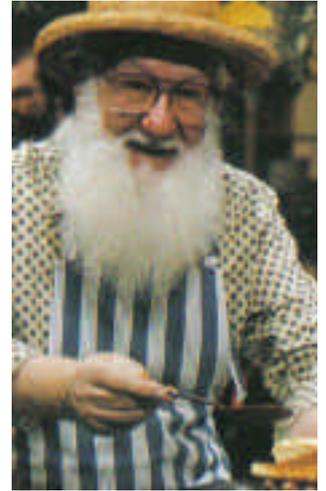
Born in Spring Lake, New Jersey, in 1916, on leaving school Love became a puppet-maker for a theatre company.

Switching to costume design, he worked for Orson Welles's Mercury Theatre in New York, before progressing to Broadway productions such as *The Fireman's Flame* (1937-38) and *One Touch of Venus* (starring Mary Martin, 1943-45).

Following his costume design for the New York City Ballet and Agnes de Mille's *Ballet Russe de Monte Carlo* production of *Rodeo* (1942), Love worked with Jerome Robbins on Broadway for the ballet *Fancy Free* (1946) and with other leading choreographers. With George Balanchine, his creations for *Don Quixote* (1965) included a 28ft-tall marionette giant.

Then came *Sesame Street*, with Love also designing characters for 22 foreign versions of the programme. His most famous character, Big Bird, also made a cameo appearance in *The Muppet Movie* (1979).

Jim Henson insisted that his Muppet Kermit the Frog's name was settled before he met Love, who went into semi-retirement in the 1990s, although he continued to work with the Joffrey Ballet. His partner of 50 years was Christopher Lyall.



Kermit Ernest Hollingshead Love, costume designer and puppeteer: born Spring Lake, New Jersey 7 August 1916; died Poughkeepsie, New York 21 June 2008.

Alan Turing

Most corporate logos are bland, emotionless affairs. They are designed by committee, intended to do little more than identify the company and project a positive image to prospective consumers. A few carry a little more historical weight, but even the majority of these go unnoticed, dulled by familiarity and ignored by busy, unobservant users. One such image belongs to Apple computers, whose logo is a multicoloured apple with one bite missing.



Always a potent symbol, the apple speaks of Newton's discovery as well as biblical knowledge, prohibition and punishment. But Apple had a more specific mythology in mind. The key is the missing bite, a tribute to the death of Alan Turing, the man whose genius laid the foundations for the modern-day computer, pioneered research into artificial intelligence and, most famously, unlocked the German Enigma codes during the Second World War.

That fame, however, is relatively recent. Turing never lived to appreciate it – at a time when other war heroes were enjoying a comfortable and glorious retirement, he chose to take a bite from an apple he had laced with cyanide. He died on June 7, 1954, ten years and one day after D-Day, which many military analysts believe would not have happened were it not for Turing's work.

There are two main reasons that history passed him by. The first is that his code-breaking techniques were central to the new intelligence war with the Soviet Union and so the documents that would reveal his wartime record remained classified. The second was that Turing did not quite fit the mould of the regular hero. His homosexuality sat uncomfortably with the social atmosphere of the Fifties and his country did not want to acknowledge its debt to such a man. At the time of his suicide his security clearance had been revoked and he had been forced to submit to oestrogen injections, which caused him to grow breasts.

It was a sad end for a man whose ideas shaped our world to such a great extent. Beyond the military sphere, in which his work presaged the crucial role of intelligence within modern conflict, the principles of Turing's work underpinned the most significant development of the post-war era – the computer.

Turing's great idea was that any mathematical problem, no matter how vast and esoteric, could be reduced to a long series of simple operations. The longer the series, the simpler the operations. The problem was that once the series grew to be hundreds or thousands of operations long, it would take too long to work through them, however simple they were. Thus, although it was not difficult to unlock the Enigma code by trying every possible solution, by the time any human had found the key amid the ten trillion wrong combinations, the encrypted message would be months or years out of date and the information it contained useless. Turing's machine automated and accelerated the process, trying combinations at such a rate that at its peak it was decoding 18,000 messages per day.

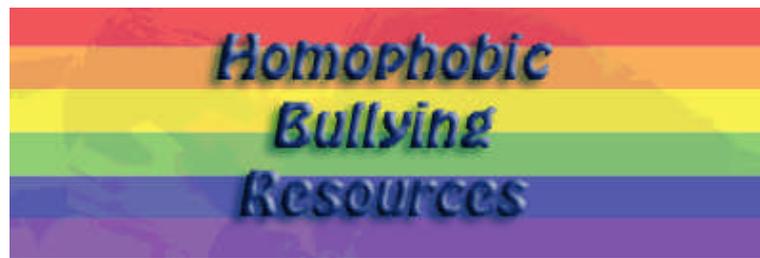
Today's computers work on the same principle, reducing complex tasks to a series of simple operations that can be represented as the long string of ones and zeros that makes up binary code. In the Enigma machine, the binary digits, or 'bits' for short, were stored as holes punched into a paper tape that ran through the computer at 30 mph. Now they have been liberated from their punch cards and live instead in hard disks, CDs, MP3 players, hard disks, mobile phones, bank cards and so on. One CD contains about 8 million bits.

However, despite their vastly increased power and speed, modern computers have yet to escape the limitations of their core, binary operations - they remain calculating machines rather than thinking machines. Turing was fascinated by the idea of artificial intelligence and in 1950 set what has come to be known as the Turing Test, which takes the form of a written conversation between a human being and a computer, on no fixed topic and with no guidance from the computer's operator. For the computer to pass, the human participant should be unaware that he or she is talking to a machine.

It sounds straightforward, but conversations follow complex rules not easily reduced to binary code, and anyone who has battled with a bank's automated telephone exchange will appreciate that interaction between man and machine is fraught with difficulty. The \$100,000 prize for passing the Turing Test remains uncollected, although some computers are getting close.

Turing acknowledged that even a successful candidate would not truly be intelligent, merely an excellent mimic. To achieve intelligence in its broadest sense, a computer would not only have to depart from its programmers' instructions and think for itself, but would also have to engage with human emotions and desires. It would want to understand the thoughts that passed through Turing's mind that day in June 1954 as he looked back on his life and picked up the piece of poisoned apple. Perhaps one day a distant descendant of the iPod or iMac will appreciate the symbolism of the badge it wears, and perhaps it will feel proud.





NOT JUST PUPILS

Over half (52%) of respondents to a recent survey said that they had heard homophobic remarks from teachers or other school staff. Thirty per cent of lesbian & gay pupils report that adults have been responsible for incidents of homophobic bullying in their schools.

“The teacher was laughing at the fact that there are homosexual people & all the other pupils were taking the mick & my twitch started up & I had to leave.”

Sue 14, city technology college (South West)

“The teachers join in on the joke.”

May, 16, secondary school (South West)

If this was to happen at your school who would the victim be able to go to to ensure a safe & sympathetic response?

One possible avenue would be to contact the governor responsible for PSHE.

Imagine that you are gay or lesbian in the class where the first incident above happened. As a result you feel that you cannot speak to a member of staff because of who was involved. Draft a letter to the governor explaining what happened, including the circumstances, where it happened and what was said/done. Keep the letter formal & calm, try not to get emotional. You want to get their attention firstly, it can be followed up with a more personal response later.

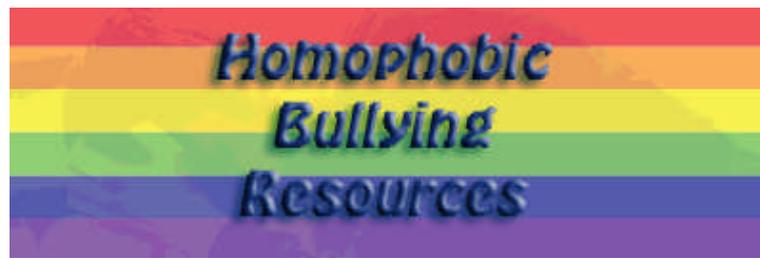
- ◆ Are you going to ask to remain anonymous?
- ◆ Will you name the teacher & class?
- ◆ Are you going to state whether you are lesbian/gay or not?
- ◆ How are you going to want to receive a reply?
- ◆ Will you want the Headteacher informed initially?

Source: The School Report, www.stonewall.org.uk/educationforall

“I knew four really great teachers that helped me... the school librarian was amazing & I owe her a lot.”

*Roy, 16, secondary school
(West Midlands)*





PAT ON THE BACK

This session is to build feelings of self worth. It can be as short or as long as you want, depending on time available & overall aims of the lesson. It can easily be incorporated into another lesson if valid. It can only work in a group where the members are comfortable about sharing feelings & where they know each other quite well.

Ask the students to focus on one person at a time. One other student or an adult acts as recorder & takes down everything that is said. The remaining students say positive & only positive statements about the young person in focus, such as: Kind to others, Fun, Smiles a lot, Is open about their sexuality, Good at maths etc. On completion the recorder gives the list to the person to keep. Then another student is the focus & a different student acts as recorder. This can act as a salve for emotionally wounded students who feel they are no good - to hear others saying nice things is quite wonderful even if they don't really believe it... yet!

FOLLOW-UP EXERCISES

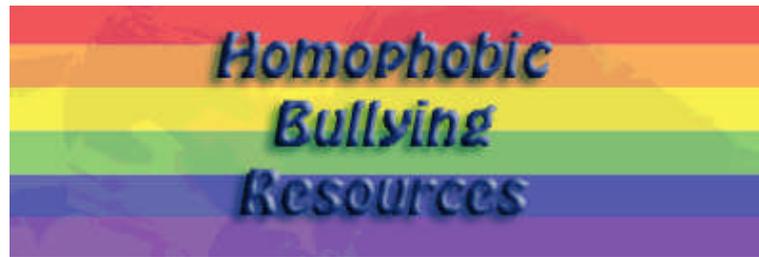
- ◆ Put up a picture of each student & ask everybody to write something positive about each person (this is obviously open to abuse & will need supervision or a group with absolute trust in each other).
- ◆ Cut out silhouettes of each student, for simplicity use an Overhead Projector & a large sheet of paper. Write a positive thing about each student on their silhouette, display it in the room & ask each student to add their own positive comments. This can be done using one silhouette a day or using them all for one lesson. The advantage of putting one up a day is that the student becomes the single focus of lots of positive feelings.

Allow the students to keep their photo-compliments & silhouettes after they have been displayed & taken down.

"I have experienced bullying because of the way I look - other pupils asking if I'm a boy or girl. This bullying occurred more than once a week & was verbal & intimidating looks."

*Helen, 17, comprehensive school
(North West)*





SEXUAL ORIENTATION

Divide the class into small groups & ask each to create a character, giving them a name, age & occupation (see examples in appendix 9). Tell the group that their character is approached by somebody close to them, eg friend, son, sister, who tells them, 'I think I'm gay. I'm in love with another boy/girl. It's important to me that people know'.

Ask the group to discuss the following:

- ◆ If somebody close to your character said this how would your character feel?
- ◆ What might your character say to this person?
- ◆ Would your character be supportive or not? How would they show this?

Ask each group to tell the class their character's responses & discuss the differences between all the characters.

Group the pupils in pairs & ask them to script a short scene or write a storyboard of a conversation between their character & the other person.

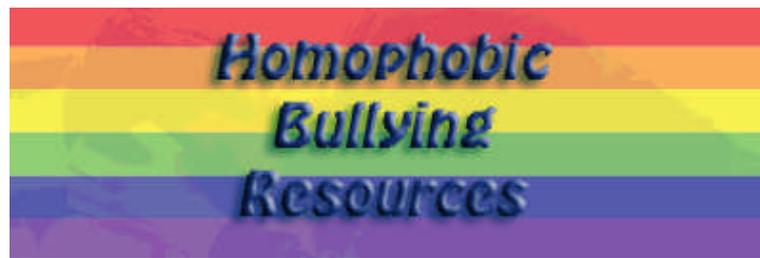
Depending on the outcomes of the conversations produced discuss:

- ◆ How the character might have felt
- ◆ Whether their character's feelings were different from their behaviour towards the other person
- ◆ How the person who said they were gay/lesbian/bisexual might have felt if the response was supportive
- ◆ How the person might have felt if the response was not supportive
- ◆ Why gay/lesbian/bisexual people are sometimes rejected when others find out that they are not straight (heterosexual)

"We were told by a teacher that if a boy came out as gay, it would have to be reported. Hence, I was scared to actually admit anything."

*Tom, 18, beacon secondary school
(Yorkshire & Humberside)*





BULLYING - A WHOLE SCHOOL APPROACH?

“ Bullying makes life more difficult for teachers. Dealing with the aftermath of a bullying case means seeing the bully, the victim, perhaps the parents & then having to be on the alert for the revenge that will surely follow” . (Michelle Elliott, 1992)

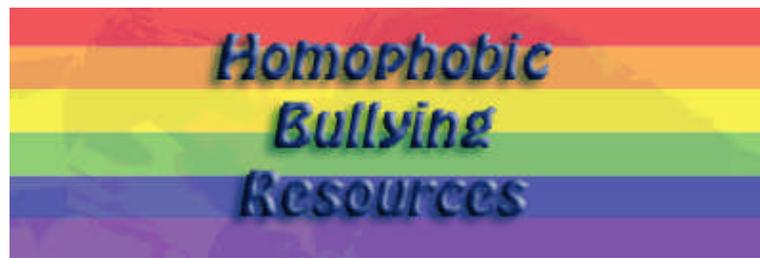
If actual bullying incidents take up so much time what could the school do to prevent them happening in the first place? The title of this page suggests a whole school approach, getting everybody involved & understanding both the impact & consequences of bullying.

In your groups discuss:

- ◆ Whether you think your school has a workable anti-bullying process, listing the good & bad things.
- ◆ Does it cover all forms of bullying, either implied or explicitly? If not list which are missed.
- ◆ Are sanctions strictly followed?
- ◆ How does the victim feel once an incident has been dealt with?
- ◆ Do all of the staff understand bullying in its many forms? Are there specific groups that need more information?
- ◆ Are there processes in place to educate the bully, rather than just punish them?
- ◆ Are there any other issues that you feel need considering?
- ◆ What could the school do to improve matters?
- ◆ What could the pupils do to improve matters?

On completion of the above questions you need to produce a presentation for the whole class. You must be prepared to answer any questions & justify your answers. If you need to give examples you must not name individuals, even if they've been mentioned in your discussions. The purpose is to generalise about the problems & look for solutions. Your conclusion should be the way forward for everybody to have a safer & happier school where time is spent on positive activities.

Could a whole class presentation be prepared that could be shown to the school, maybe in an assembly?



THE MEDIA & YOUNG PEOPLE (I)

Divide the class into small groups & distribute a variety of stimuli, eg magazines, newspapers, website addresses, television advertisements, short clips of television programmes. Ask the pupils to identify ways that teenagers are presented by the media.

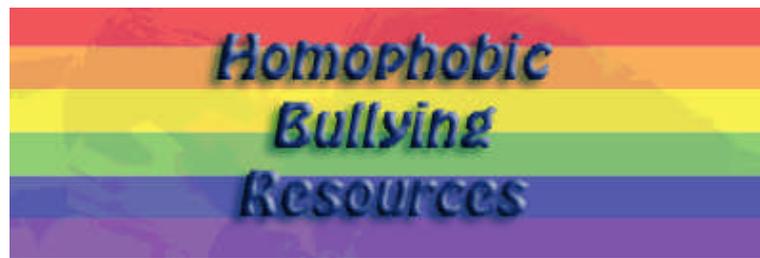
Areas for investigation could be:

- ◆ Perceived interests & concerns
- ◆ What are most important in their lives
- ◆ Physical appearance
- ◆ Perceived attitudes towards friendships & relationships
- ◆ Perceived attitudes towards sex & sexuality

Ask each group to produce a collage combining images & text to show how they think the media represents young people & their relationships. Explore the ideas in the collages with the groups & ask them whether the media accurately reflects the pupils' own beliefs & experiences.

*"The last person I told about homophobic behaviour was my drama teacher who was as much help as a chocolate fireguard."
Stuart, 18, FE college
(Yorkshire & Humber)*





THE MEDIA & YOUNG PEOPLE (II)

Using the collages from the previous session & the results of the subsequent discussions, explore the following issues:

- ◆ Do the young people portrayed have 'perfect' bodies or looks?
- ◆ What might be the effects of showing such 'perfection' in terms of self-esteem, relationships, sexuality etc.
- ◆ Is there a variety of different sexes & ethnic/cultural groups?
- ◆ Are people with physical disabilities portrayed?
- ◆ Are lesbian, gay, bisexual & transgendered (LGBT) relationships portrayed?
- ◆ Does the portrayal of sex affect people's beliefs about its value & about the importance of being 'ready' for a sexual relationship?

Either in groups or individually get the pupils to produce media advertisements that portray a more normal image of young people. An alternative could be for pupils to produce a written report or presentation comparing the media's portrayal of young people's relationships with their own reality.

"Nasty notes passed in class. The other girls wouldn't let me change for PE in the same room as them."

*Kirsty, 17, single sex independent school
(Greater London)*



Appendix 1a

Example scenarios for 'What Is Bullying?' resource

Kelly has told a friend that her father gets drunk and shouts at her mother every evening and that she's afraid to go home.

Majid is called a 'spastic' by some other people because he has a minor deformity of his foot.

Sam keeps getting a text message saying 'We hate you - get lost', it comes from a different number each time.

Matthew has told a school mentor in confidence that he's gay and now teachers appear to be treating him differently.

Some boys are making decisions about who is allowed to play football on the recreation ground, they will not let girls play.

Robert, Shamah and Asif demand 50p each day from a group of year 7 boys with the threat of a 'kicking' if they don't pay.

Appendix 1b

Imtiaz's bag is thrown down the stairs by a group of older boys, this happens at least three times a week.

Liam has a very quiet voice. The others always shout 'Speak up' whenever he answers a question in class.

A group of year 7 boys are playing football in the playground. Tyrone misses an easy goal and two other boys call him 'Gay'.

Emily receives an e-mail every day saying 'Your mum is a prossie', she doesn't know who it's from.

Kevin is called a 'poof' in front of the P.E. class because of the t-shirt he's wearing.

John has the nickname 'Jug Ears', his teacher joins in with the joke on a residential field trip.

Every time Monisha walks past a group of older girls they shout 'Paki' and hold their noses, saying she smells of curry.

Appendix 2a

What are the areas within the grounds that are most likely to need monitoring?

What are the crucial times when bullying might occur?

Appendix 2b

Which young people are most likely to be involved in bullying others?

Which young people are most likely to be influenced by the bullies into bullying behaviour?

Appendix 2c

Which children are most likely to be or become victims?

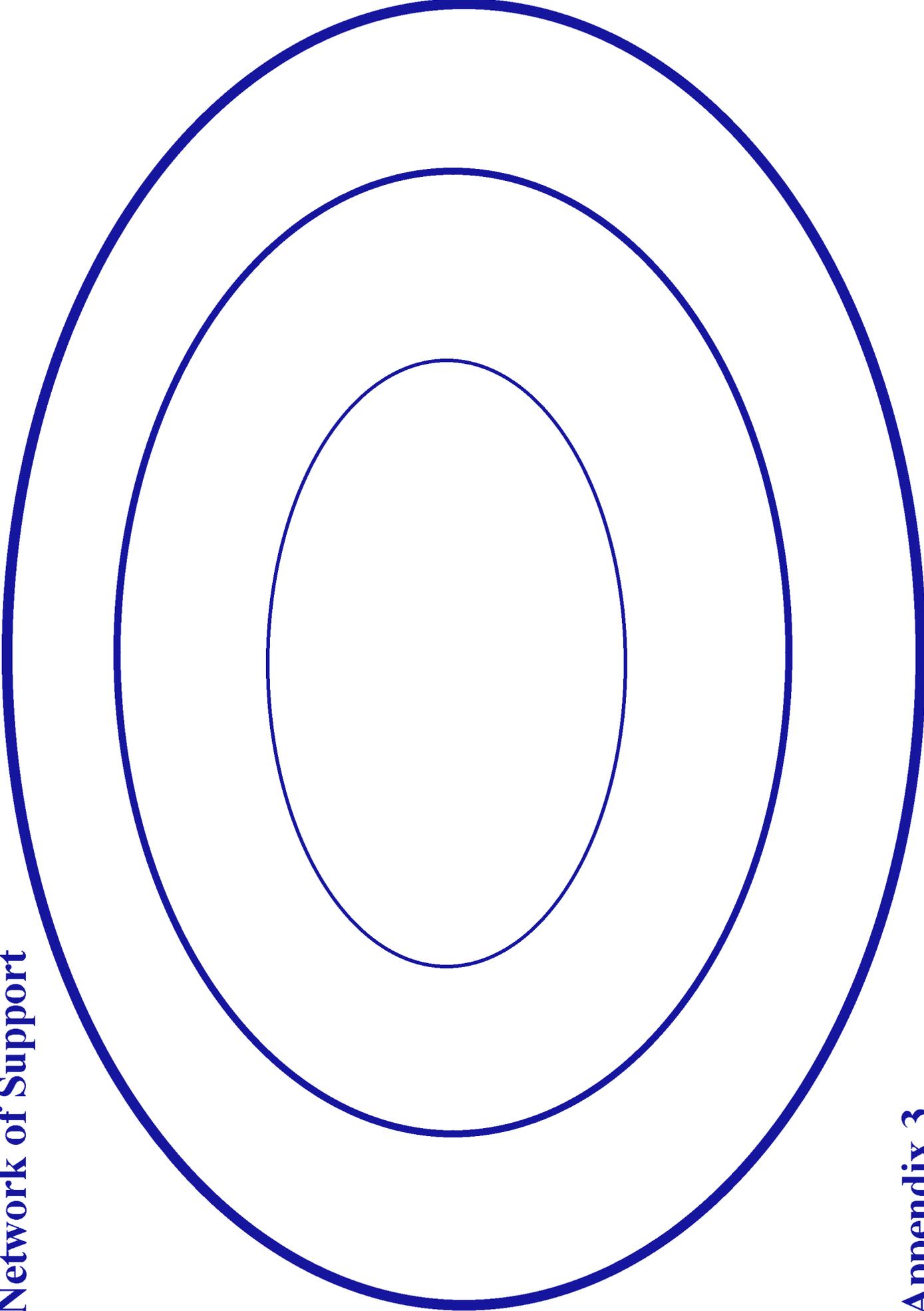
Are racial, gender or sexuality issues likely to be part of the bullying pattern in our school? If so please list how they have been or might be involved.

Appendix 2d

Which young people do you think are the most positive influence within the school?
How could you use their influence to help the victims/bullies?

Are there adults within the school that you'd feel safe telling about bullying incidents?

Network of Support



Appendix 3

Appendix 4

SELF- ASSERTIVENESS

If you are a victim of bullying practising some self-assertiveness skills can help you feel better about yourself. It can also teach you different ways of responding to difficult or upsetting situations.

There are three response styles:

- ◆ **Passive:** Passive people behave as if other people's rights matter more than theirs
- ◆ **Aggressive:** Aggressive people behave as if their rights matter more than those of others
- ◆ **Assertive:** Assertive people respect themselves & others equally

Generally, victims tend to be passive & bullies tend to be aggressive. The following tips are written to help you change your behaviour and become more assertive.

Making requests: Be clear about what you want, plan ahead & practise. Make your request short & precise, "That is my pencil & I want it back". Decide what you want to say & stick to it, you don't have to be rude but don't get side-tracked, "I would like my pencil back".

Saying NO: When you say NO say it firmly. Listen to your body & to your feelings: what do you really want to say? What do you really want to do? Try not to get caught up in arguments & don't become upset or angry if you don't get your own way. If you don't want to do something, don't give in to pressure, BE FIRM. Remember, you have the right to say NO. Keep your body posture assertive (don't stand all hunched up in victim-mode) & look the person in the eye. The other person will know from the decisive way you are speaking & standing that you mean business. If you find it hard to look people in the eye practise keeping eye contact with your family.

When we say NO to somebody we are only refusing the request, we are not rejecting the person

Dealing with taunts & insults: If you respond to insults with more insults they can build up until they become unbearable; try 'fogging'.
How fogging works: When other people make hurtful remarks, don't argue & try not to become upset. Imagine you are inside a huge, white fog-bank, the insults are swallowed up by the fog long before they reach you. Nothing touches you. Reply to taunts with something short & bland: 'That's what you think' 'Maybe', then walk away. This may seem strange at first & very hard to do but it does work & can help you blot out insults.

For all of the above you may need to pretend a lot at first & act in a way you don't really feel. But eventually the 'acting' will cease & you will be more assertive than you thought possible! Remember all of these techniques have been used successfully by people being bullied.

Adapted from You Can Beat Bullying: Kidscape

Appendix 5(a)

Example statements for 'What Is sexuality?' resource

Fancying someone

Feeling good about yourself

Belonging to a particular faith

Choosing to be celibate

Having a sexual relationship

Having an argument

Being pregnant

Buying a CD

Watching a film

Getting drunk

Getting married

Putting on make-up

Washing your hair

Driving a car

Choosing a pair of jeans

Appendix 5(b)

Example statements for 'What Is sexuality?' resource

Mending cars

Squeezing a spot

Going to a sexual health clinic for a check-up

Being friends with somebody of the opposite sex

Having or giving a massage

Going out with somebody of the opposite sex

Lying on a beach in the sun

Watching TV

Eating chocolate

Dancing

Having a bath

Kissing

Having a ride on a big dipper

Going out with somebody of the same sex

Appendix 6



Appendix 7

Bodies	Relationships	Self-esteem	Feelings	Culture

Appendix 8

World Health Organisation (WHO) working definition of sexuality, 2002

Sexuality is a central aspect of being human throughout life & encompasses sex, gender identities & roles, sexual orientation, eroticism, pleasure, intimacy & reproduction. Sexuality is experienced & expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles & relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical & religious & spiritual factors.



Appendix 9

Gender roles, example statements

Girls do better in exams than boys

Boys who cry are gay

All men & boys think about is sex

Boys behave worse at school than girls

Men are more rational than women

Women are too emotional

It is more acceptable for women to be
gay than men

Women are better at expressing their
feelings than men

Women are better at managing their
anger



Appendix 10a

Something I know about sex & the
law

Appendix 10b

Something I'm not sure about sex &
the law

Appendix 10c

A question I would like to ask about
sex & the law

Appendix 11

Young People & the Law

TRUE FALSE

Mark each statement true or false

- 1 Parents have the legal right to withdraw a pupil at secondary school from any sex education that is not part of the science national curriculum
- 2 It is illegal for a school to teach about homosexuality
- 3 A 16-year-old can get married with the permission of their parent(s)/carer(s)
- 4 A pharmacist/chemist is allowed to refuse to sell emergency contraception to a pupil under 16
- 5 A girl under the age of 16 cannot legally have an abortion
- 6 People of all ages can buy condoms
- 7 If a 14-year-old goes to a family planning clinic or their GP for contraceptive services their parent(s)/carer(s) have to be told
- 8 Schools may display information about local & national contraceptive services
- 9 The age of consent for gay men is 18
- 10 If a 15-year-old tells a teacher in confidence that they are gay/lesbian/bisexual that teacher is legally bound to keep what has been said confidential

Appendix 11 (answers)

Young People & the Law

Answer Sheet

- 1 TRUE - Under the Education Act parents may withdraw their child from any sex education lessons that do not form part of the national curriculum. Less than 1 per cent do.
- 2 FALSE - Teachers & pupils can openly discuss issues affecting lesbian & gay people. Sex & relationship education guidance (DfES, 2000) states that 'Young people, whatever their sexuality, need to feel that sex & relationship education is relevant to them & sensitive to their needs. ...Teachers should be able to deal honestly & sensitively with (questions about) sexual orientation, answer appropriate questions & offer support.
- 3 TRUE - Even though at 16 young people are not allowed to vote, see 18-certificate films or legally buy drinks in pubs, they may, with parental permission, get married.
- 4 TRUE - A pharmacist/chemist may refuse to sell emergency contraception to anybody under the age of 16. However, many pharmacies have joined local schemes where they are able to provide emergency contraception to any young person free of charge, including those under 16. It is important that the pharmacist talks with the young person to make sure they understand what they are doing.
- 5 FALSE - Under-16s can legally have an abortion, as long as the doctor thinks they are mature enough to make the decision. Doctors have to encourage the young woman to talk to her parent(s) or a trusted adult because having an abortion is something that a person will need support for as well as time to consider.
- 6 TRUE - There is no legal restriction on buying condoms at any time. However, you can also obtain them free of charge from a family planning clinic or GP. You can seek help from a family planning clinic at any age.
- 7 False - The pill may be prescribed to a girl under 16 as long as the health professional believes the girl is mature enough to make her own decisions (using the 'Gillick competencies') & understands how to use it. The health professional may try to persuade the girl to tell her parents herself.
- 8 TRUE - Schools may display information about local & national contraceptive services to their pupils. Sex & relationship education guidance (DfES, 2000) states that school be a source of information about sexual health services.
- 9 FALSE - The age of consent is the same for everyone. Whether people are heterosexual or homosexual, it is 16.
- 10 TRUE - The disclosure of sexual orientation is not an issue. The only issue would be if the teacher felt that the young person was in a risky or harmful situation. Being gay does not pose a risk, however disclosure of any sexual activity may lead the teacher to consider whether they need to pass the information on.

Recommended Resources & Contacts

Resources:

Faith, Values & Sex & Relationships Education by Simon Blake & Zarine Katrak (National Children's Bureau, 2002)

www.teachers.tv: Gay to Z, episode 3

www.teachers.tv: School Matters - Challenging Homophobia

www.anti-bullyingalliance.org.uk

Contacts:

The Fruitbowl: Wakefield 01924 211116 s.kitson@mesmac.co.uk

Bradford Lesbian & Gay Youth (BLAGY): 01274 744224
blagy@mesmac.co.uk

Gay & Lesbian Youth in Calderdale (GALYIC): 07765361590
getintouch@galyic.org.uk

Out To 25: Leeds 0113 2453588

Kirklees LGBT Youth: 01484 223374 or 07900 890259
claire.townend@kirklees.gov.uk

Equal & Human Rights Commission: www.equalityhumanrights.com

Stonewall: www.stonewall.org.uk

Lesbian & Gay Christian Movement: www.lgcm.org.uk

Childline: www.childline.org.uk 08001111

Don't Suffer in Silence: www.dcsf.gov.uk/bullying/





This resource has been produced
by:

West Yorkshire Police,
Youth & Schools dept. with
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