



# Secondary Schools Resource Pack



**Website:**

[http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.html](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.html)

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## Introduction

The Barnardo's Positive Identities Service is funded from 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2019 to work with schools in Yorkshire & The Humber to tackle **homophobic, biphobic and transphobic (HBT) bullying**. A key aim of this work is to make schools a safer place for students, staff, families and visitors who identify as **Lesbian, Gay, Bisexual, Trans or Questioning (LGBTQ)**. This work is funded by the Government Equalities Office (GEO) and supported by the Department for Education (DfE).

We believe that a key element of tackling HBT bullying is to engender in students a respect for diversity from an early age, and an understanding of how their behaviour towards others can have an impact. If students have this understanding we would hope that HBT bullying would be encountered less, as diversity would be valued rather than ridiculed.

As such, our service has worked in both primary and secondary schools to deliver assemblies and lessons to young people, as well as training to staff teams. Our work with students focused on the following themes:

### Primary schools:

- **Diversity** – including different families, such as same-sex parents.
- **Respect** – for ourselves and other people.
- **Bullying** – including the use of HBT language, specifically “that’s so gay”.

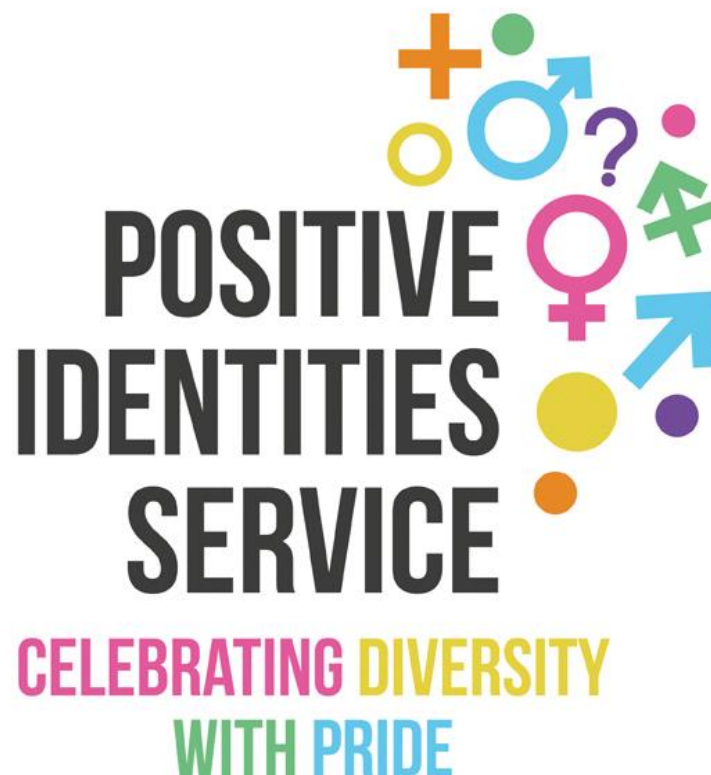
### Secondary schools:


- **Terminology** – relating to sexual and gender identities.
- **Coming out** – looking at experiences of people “coming out” i.e. telling people about their sexual or gender identity.
- **Discrimination** – what this is and the effect it can have.
- **Bullying** – including the use of HBT language, specifically “that’s so gay”.

HBT bullying is, unfortunately, still an issue in schools with 84% of students stating that they often hear the word 'gay' being used to mean something stupid\*. We hope that you will use the resources in this pack to support students to have respect for diversity, and empathy for others, so that HBT bullying can eventually be eradicated and LGBTQ students, staff, families and visitors will feel safe and respected in all of our schools.

We hope you find the resources useful; we welcome any feedback to [positive.identities@barnardos.org.uk](mailto:positive.identities@barnardos.org.uk)

\*taken from findings from our baseline survey, June 2015.





The following resources have been developed by Positive Identities and are intended for a Key Stage 3 audience.


The Assembly and Lesson Plan ideas in this resource pack are ways to get your school started on exploring Diversity and HBT Bullying. You may wish to adapt them to suit the needs of your setting or students, or simply use them for ideas. We recommend that they are included as part of a whole-school approach to teaching about diversity and anti-HBT bullying, sitting within a planned programme for PSHE education.

Each activity lists explicit learning outcomes meaning they can be included individually in lessons, or grouped to form a full session. Howsoever the activities are included, it is important to use a normal lesson structure to ensure learning outcomes are fully met.

We recommend thinking about where the assemblies will fit into a wider stream of work around the topic e.g. using them to introduce the topic before exploring in more depth in PSHE lessons.

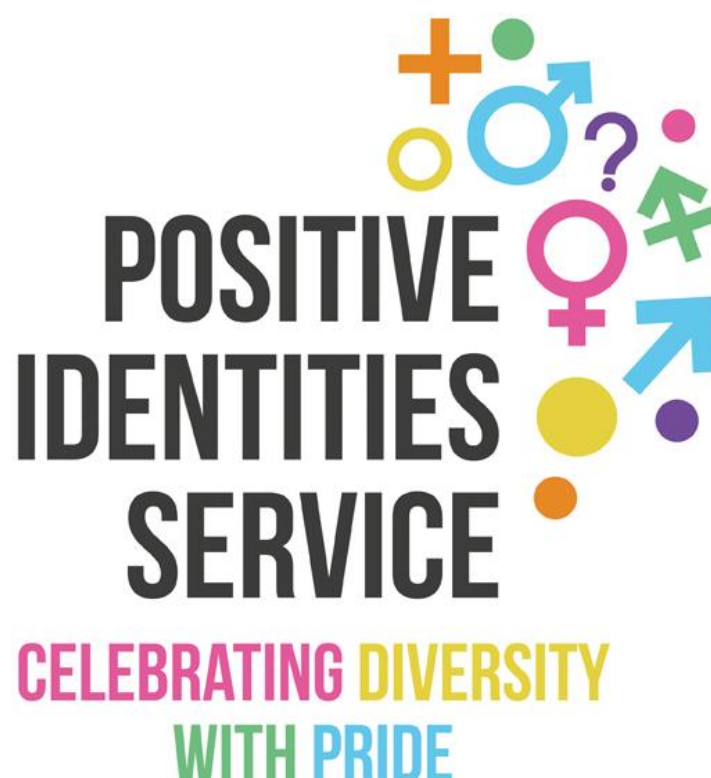
These resources cover sexual and gender identity topics with students. At the latter stage of KS3 it is likely that some students may have already self-identified to their peers and/or family. It is important to take this into consideration before using the activities as well as looking at data for the school, in particular HBT bullying incidents. If there has been a pattern of incidents whereby a pupil is clearly vulnerable to bullying incidents you may choose to discuss the activities with them beforehand to assess their comfort levels of being included in the activities.

Please ensure that you read the relevant Teacher's notes at the start of each section before delivering the Assemblies and Lesson plan activities, to ensure a safe and effective teaching and learning environment for all students.



The Positive Identities Service is available to guide and assist you if you have any concerns using the enclosed resources in your session. Your school may have participated in a training event prior to receiving this pack and key staff members may be able to assist you in the interim. Should you need to signpost a student for additional services, a detailed list is available from Positive Identities. Additional resources, including book lists and documentaries and films have been made available to your school.

Contact details for the service can be located on the front page of this pack.







# Resources

## Assemblies & Activities



## Assemblies

The following pages show PowerPoint presentation slides that we have used in assemblies in secondary schools, to give you an idea of how you could deliver assemblies in your own schools. The assemblies are intended to be a starting point to be accompanied by further exploration and learning within the classroom environment. Later in this resource pack we provide suggested activities to build into lessons, and we are on hand to support you in exploring creative ways of challenging HBT bullying and educating around the diversity of gender and sexual identities. We advocate ensuring that students have opportunities to share their perspectives of bullying in schools in a safe and confidential platform (outside of PSHE education lessons), which allows the school to know what is happening for the student cohort – school staff cannot be everywhere all the time, and as such it's important to enable thorough reporting procedures and to listen to the experiences of students. Barnardo's are able to support with developing student surveys, focus group activities and guidance around developing robust reporting, recording and monitoring systems.



## Assembly 1: Gender & Sexual Identities (with HBT Bullying)



Introduce the theme of the assembly, discussing diverse identities and focusing on sexual and gender identities.

Here facilitators can introduce and briefly explain 'The Genderbread person'. (visit [genderbread.org](http://genderbread.org) for more information)

### Gender Identities

And.....we all have a gender identity.

Sometimes our gender matches the gender we were assigned at birth, and quite simply, sometimes it doesn't.

When our gender identity does NOT match this is what is called **Trans** or **Transgender**.

There are lots of different identities that people identify with. Some examples are:

- Trans
- Transgender
- Transman or Transwoman
- Non-Binary

**You should never feel pressured to label your gender identity.**

Facilitators can use this slide to explain the most commonly known 'sexual identities' and relate it to sexual orientation, reiterating that this can be fluid and not everybody has to make a decision or be labelled.

### Sexual Identities

First and foremost.....we all have a sexual identity!

This can differ from person to person. We don't all experience attraction in the same ways, so it is very personal to every individual person.

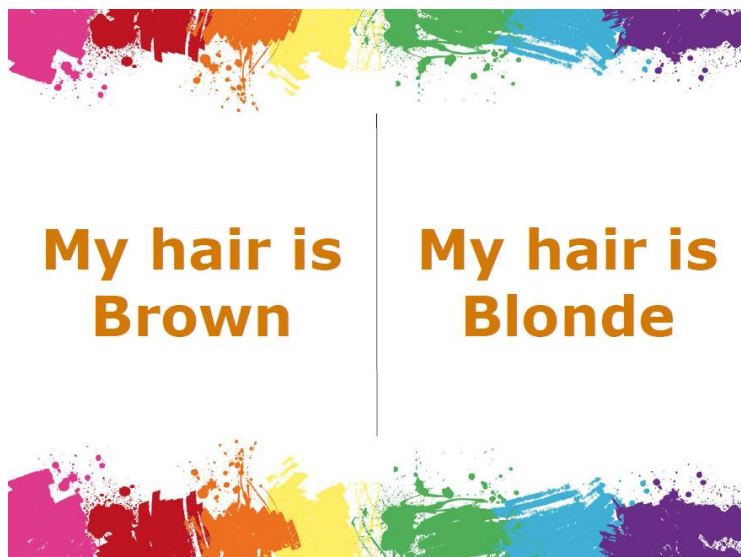
Some sexual identities you may have heard of could include:

- Lesbian – a woman who is attracted to women
- Gay – a man or woman attracted to the same gender
- Bisexual – a person who is attracted to more than one gender
- Heterosexual or Straight – a person who is attracted to the opposite gender

**You should never feel pressured to label your sexual identity and is it ok to question!**

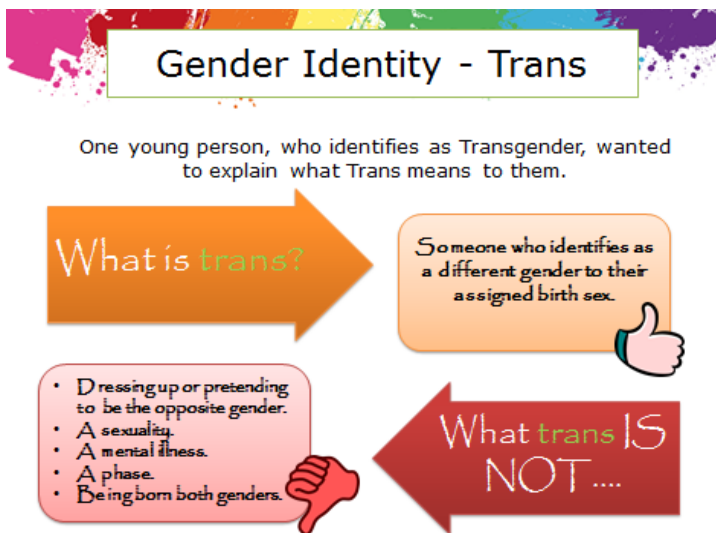
A brief introduction into Trans identities, a when how you feel inside doesn't match with your biological sex.

This leads onto the next activity around choice and further slides follow.

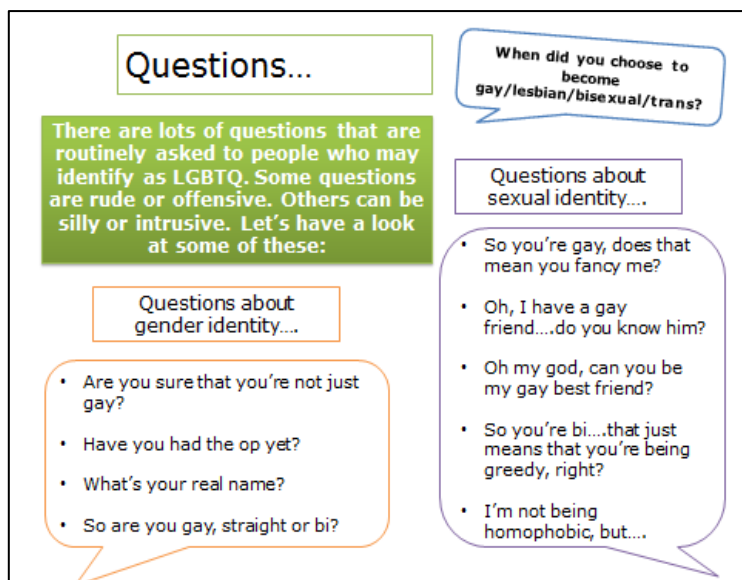


Game/activity about choice – blonde/brown , cats/dogs, TV/film. Be clear that they must pick one of the two.

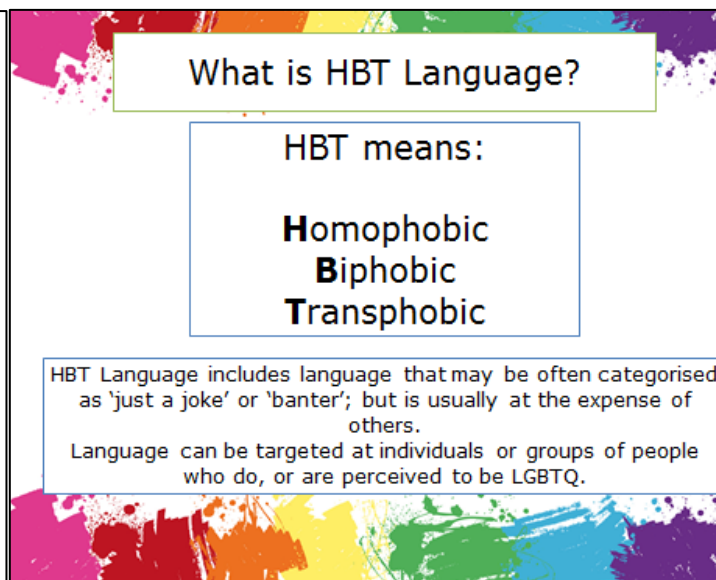
If it is this difficult to choose between two mundane things, imagine if this was a choice about who you are – male or female? What if you felt like neither, or both? Not everybody has to make a decision or be labelled.



Read from slide, using 'What is trans' and 'What Trans is not' – may encourage questions relating to drag culture and cross dressing



This is similar to the Heterosexual Questionnaire we use in training. Here are examples of questions LGBT people have been asked. What do you think of them? How would you feel if you were asked this? Are they intrusive?



Introduction to HBT language, explain that it can be seen as a joke or banter, but it can hurt people. You can ask for examples of HBT language here – see HBT assembly for examples and more detail.

### What can you do?

🌈 Be open-minded

🌈 Not use homophobic, biphobic or transphobic (HBT) language yourself.



🌈 Think about what you say!

🌈 Don't laugh along with others



Relay list of important things students can do on every day to make others feel safe and accepted for who they are. Reiterate that HBT bullying will not be tolerated.

### What can you do?

🌈 Don't judge or make assumptions about people's sexuality or gender because of what they like to do/how they look



🌈 Respect people's privacy



🌈 Report bullying!



Discuss gender expression – relate back to Genderbread person, everybody is different and they can express themselves in different ways.


### Possible classroom extensions:

The definitions game and the gender identity quiz in the activities section would support teachers in checking students' understanding of the terms and concepts discussed.



## Assembly 2: HBT Bullying

### Homophobic, Bi-phobic & Transphobic Bullying



### What is HBT Language?

HBT means:

**Homophobic**  
**Biphobic**  
**Transphobic**

HBT Language includes language that may be often categorised as 'just a joke' or 'banter'; but is usually at the expense of others.  
Language can be targeted at individuals or groups of people who do, or are perceived to be LGBTQ.

Title slide – Explain that this a specific type of bullying, has anybody heard of these words before?

Breaking down the acronym, use an example of this e.g. use of the phrase 'that's so gay.' Discuss labels of banter.

### What is HBT Bullying?

Homophobic, Biphobic and Transphobic (HBT) bullying is any form of bullying that is motivated by a prejudice against lesbian, gay, bisexual, trans or questioning (LGBTQ) people.

It is the targeting of:

Young people <i>known</i> to be LGBTQ.	Young people <i>perceived</i> to be LGBTQ.
Young people who have LGBTQ friends or family or their parents/carers are LGBTQ.	Teachers/school staff who are, or are perceived to be, LGBTQ.

As with all bullying, it can be carried out; physically, verbally, emotionally and online.

### Offensive Language

**Offensive Language**

- 'That's so gay'
- 'Why are you such a tomboy?'
- 'You throw like a girl'
- 'Girls can't play football'
- 'Boys don't cry'
- 'Man up!'
- 'Grow a pair'
- 'Can we join in?'
- 'So... are you a boy or a girl, you have to pick!'
- 'Who wears the trousers?'
- 'You're just greedy'
- 'When are you gonna choose?'

People who are openly LGBTQ aren't the only victims of this, but people who are perceived to be if they don't conform to certain stereotypes. This can be motivated by a dislike/fear of sexual identities different from 'the norm'

Offensive language doesn't always manifest itself as direct insults, but can be just as hurtful and damaging for the target. Emphasise the fact that people don't always mean to offend by saying these often flippant remarks, but to think about how it may affect the individual. Highlight that sexism and gender expectations are part of the discriminatory landscape which harms all sections of our communities.



This is the amount of times HBT words had been used on twitter by only 10.30am on 26<sup>th</sup> July 2018.

This is a website that tracks how often HBT related words are used on twitter. This was captured on 26<sup>th</sup> July from midnight until 10.30am and already this many words had been used.

Homophobic, Biphobic or Transphobic language is **NEVER** acceptable and will not be tolerated in this school.

There is never a situation where you should use HBT language.

All reports of HBT bullying will be dealt with immediately.

Don't be afraid to tell teachers if you hear any of this language being used.

Read aloud and make students aware of the different options that are available to report bullying confidentially or anonymously in your school, and how bullying will be dealt with - emphasising support for the victim.



Anti-Bullying slogan. See it/record it/don't support it.

### Possible classroom extensions:

Learning on supporting young people to develop the skills to challenge HBT comments safely and effectively would help to extend this learning. The 'What is HBT bullying' activity in the activity section provides opportunities to explore this.

## Assembly 3: LGBT History Month

## LGBT History Month

LGBTQ History Month is celebrated every year in February. It's purpose is to promote equality & diversity throughout the UK and help to educate people on Sexual and Gender Identities.

## What does LGBTQ mean?

- Lesbian
- Gay
- Bisexual
- Trans
- History
- Month

The 'Q' in LGBTQ represents the identity Questioning. Anybody can question their gender or sexual identity.

## Sexual Identities

First and foremost.....we all have a sexual identity!

This can differ from person to person. We don't all experience attraction in the same ways, so it is very personal to every individual person.

Some sexual identities you may have heard of could include:

- Lesbian
- Gay
- Bisexual
- Heterosexual or Straight

**You should never feel pressured to label your sexual identity and is it ok to question!**

Introduce LGBT history month, acronym is discussed more in later slides. You could note that Q is sometimes used for Queer but we use Questioning to include young people who are exploring.

See useful terminology in primary resource pack for definitions of each identity if needed. You can ask the students if they can offer definitions.

## Gender Identities

And.....we all have a gender identity.

Sometimes our gender matches the gender we were assigned at birth, and quite simply, sometimes it doesn't.

When our gender identity does NOT match this is what is called **Trans** or **Transgender**.

There are lots of different identities that people identify with. Some examples are:

- Trans
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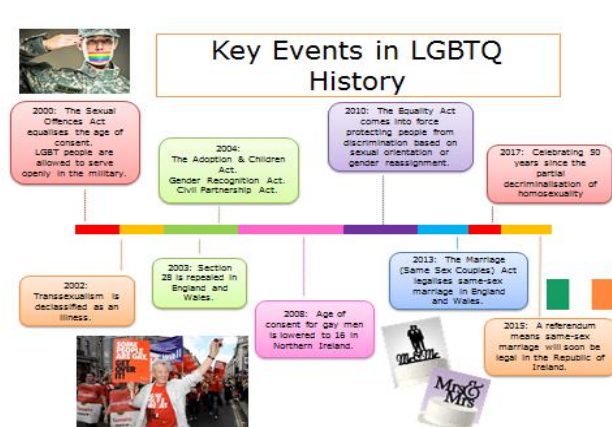
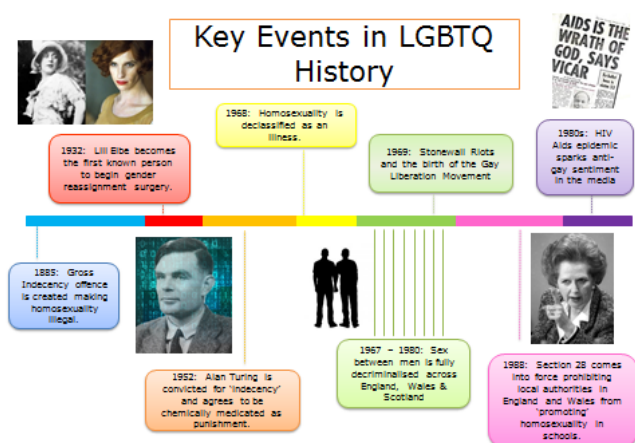
There are **many** different ways people can identify, and some people may prefer not to have a label at all.

People may choose to tell you how they identify, others may prefer not to. It is important to be respectful of this.

See useful terminology in primary resource pack for definitions of each identity if needed. You can ask the students if they can offer definitions.

Emphasise the fact that not everybody may want to label themselves or don't feel they know what label their identity falls under. For others being part of the LGBT community is really beneficial. Here are some of the terms others use to define themselves.





A timeline of LGBT events in history. Please note this is a snapshot into LGBT history and there are many dates not included. Provide a brief summary of each. Continued on following slide.

Assembly leads may wish to comment on the impact of such negative legislation on public perceptions. It may also be interesting to note that many cultures in history had a very open attitude to LGBT relationships so the shift towards respect and inclusion is a way of re-establishing an inclusive society.



Here are some LGBT role models who have self-identified as being a part of the LGBTQ community. Does anybody recognise any of these faces?

**LGBTQ History Month**

LGBTQ History Month is a CELEBRATION of LGBTQ lives. There are many examples of how you can support & celebrate people's identity.

Think of your class/form, year group and whole school.

**We are all a team.**

An example of how we can all come together is the story of Gareth Thomas.

Lets look at his story:

<https://www.youtube.com/watch?v=EFeo2epi-Lw>

Play the Gareth Thomas video and emphasise the fact that as a school, we are a team and how important unity is, coming together to celebrate something.

## Why are we celebrating?

'Gareth's greatest fear wasn't the opposition on the pitch, it was the fear of rejection from the game he loved'

We want OUR school to be inclusive.

We will NOT tolerate bullying or discriminatory language.

For LGBTQ History month we want to be a visible ally to all identities.

Being an ally means that we will be:

**VISIBLE, SUPPORTIVE & CHALLENGE**

Think about...

How can we do this?

Can you think of any allies in school? E.g. teachers, friends

Are there any celebrity allies you can think of?



Summarise from Gareth Thomas clip – read aloud

Continues on from previous slide re allies, how do demonstrate to others that we are allies? Ask the group to think of some celebrity allies.



## How can we celebrate?

**Celebration Events?**

**Displays?  
Posters?**



**Host our own  
Pride event?**

Here are some examples of allies – see if any of the ideas students were the same. Read aloud some of the quotes.

Encourage discussion of ideas, what can we do as a school? Ask to go away and think about it, reintroduce in a lesson or ask for volunteers to make displays/organise a committee.

## Possible classroom extensions:

Further investigations into LGBTQ history, for example the Stonewall riots, would support young people's understanding of the power of individuals to work together to bring about a change in attitudes.



## Lessons

All the activities below can be used in a lesson either individually or combined to form a full lesson. Each activity has individual learning outcomes.

When using these activities in planning your lessons, please ensure that you consider the following safe and effective learning practices:

### **Create a safe and inclusive environment**

#### **Ground rules**

It is important that you set ground rules before each activity/full session to create a safe learning space where students feel comfortable to contribute, answer questions and comment.

Ground rules can be prepared and explained/talked through with the group when commencing delivery. However, it is important for the group to feel that they can add to these ground rules and establish ownership of them, providing that any additional ground rules are negotiated, agreed upon mutually by the group, are realistic, beneficial to the learning process, and create a cohesive empowering sharing space.

Examples of ground rules to consider and include are:

1. Respect – Encourage the group to respect everyone's contribution and opinions; if opinions are to be challenge then the statement should be challenged rather than the person whilst considering the impact of the challenge upon other young people who may identify as LGBTQ + or may have family/friends who identify.
2. Confidentiality – Explain that what people say in the lesson is not to be shared outside of the lesson as we want to create a safe comfortable space where all students feel confident exploring their misconceptions and questions, unless someone is at risk of harm or danger, in which case the teacher may need to tell a safeguarding member of staff. (Although confidentiality cannot be guaranteed, we want the class to create an environment where we feel it's safe to share, learn and grow) Various forms of support are available within and external to school on a 1 to 1 basis and if any student feels that they need further support please encourage them to speak to you after the lesson and signpost/bridge them to the appropriate support suited to their needs. A list of local and national support services is available in the accompanying information pack provided after your Anti-HBT training.



3. Listen – to the facilitator, as well as anyone else when they are speaking and try not to talk over each other.
4. Ask questions throughout- there's no such thing as a stupid question and we want this to be a space where we all learn from each other.

### **Distancing**

Ensure the activities do not encourage young people to share their direct experiences of things like bullying as this can make a person feel uncomfortable in the lesson and lead a young person to be more vulnerable.


Using third person language is also important to avoid encouraging young people to relive negative experiences. It is best to use phrases such as 'someone of about your age, who goes to a school like ours' rather than asking young people to imagine they themselves are being bullied, for example, as this can be triggering for young people who have experienced bullying in the past.

### **Opportunity for Questions**

It is best practice to have a way for young people to be able to ask questions anonymously such as using a question box, available both in and outside of your sessions. Try to find ways for young people to use this anonymously in lessons, for example by asking everyone to write a question or comment for the question box

### **Personal views and assumptions**

Remember that students will have a range of different backgrounds, cultures, faiths and experiences. Some may be told by parents or carers that a group of people or behaviours are 'bad' or 'wrong'; others may be exploring their own identity. It is important not to make assumptions about any of this. Always encourage young people to listen to each other and do not single out individual students to volunteer suggestions as they may not feel comfortable doing so.

-  Take the time to check the understanding and preconceptions of the group where possible, challenging negative language or behaviours. If dissenting or intolerant views are shared, it is important to challenge the viewpoints in a constructive way. If it is clear that the views were shared in a way which is intended to be hurtful, these comments would be covered by the school's policies on use of discriminatory language and/or bullying and it would be necessary to sanction students accordingly in order to reinforce school boundaries around HBT language. Further guidance on managing HBT language in the classroom is available in the information pack provided after the training.

## **Signposting support**

Explain to students that there are lots of organisations that offer further information and/or support around the topics covered in the activities. These places are listed in our contacts list which is supplied with this document. Encourage students to speak to the lesson leader or a member of the pastoral team individually if they need any further information or support. Further support services and contacts are listed in the information pack, which was provided after the training session.

Whilst it is always important for a teacher to be aware of the safeguarding policies and procedures in their school, it is important to recognise that being out as an LGBT+ young person is not, in itself, a safeguarding issue.



## **Set clear and measurable learning objectives and outcomes**

We have listed some intended outcomes for each activity in relation to the different aspects of learning. There may be others that are appropriate for your lesson as a whole. These outcomes can be used as a way to measure progression in students' learning.

## **Make a baseline assessment**

We recommend you build in a way to assess the group's prior knowledge, understanding, beliefs and attitudes about the topic at the start of any lesson, so you can adapt teaching and gauge progress.

Examples of baseline assessment might be:


-  Ask smaller groups to come up with definitions for a word or concept and share these with the class.
-  Mind-maps, graffiti wall, or other brainstorming activities

## **Assess progression of learning**

At the end of the activity, leave an appropriate amount of time for students to ask any questions they might have.

It is important to assess students' learning against your intended learning outcomes for the lesson. This can be used as evidence of progress, and help you plan for next steps.

Examples of ways to assess progression could be:

-  Leave up group definitions of concepts and ask them to add to/change them at the end of the lesson.

- ✿ Revisit their mind-map/other brainstorming activity and ask students to add to it using a different coloured pen.
- ✿ Reflection on learning at the end of a lesson.

### ✿ **Differentiate**

Make sure that where relevant, activities are differentiated to give support to those who might need it, or challenge those who have a better understanding of the concepts being taught.

**\*\*You must be mindful that some activities may directly affect students in the class. If this is the case, you can invite the student/s to step out of class or 'opt-out' of completing an activity. If you are aware of young people who openly identify as LGBTQ, speak to these young people in good time prior to delivery of the session about the subject matter that you may be covering whilst also getting some input from them in creating a safe, comfortable space.\*\***



### **Suggested Warm up Games:**

Game play can create a positive learning environment, create focus and encourage positive attitudes in the group. It can also be lots of fun.

#### **Curriculum Resource- Warm up game- Acrostic/Name Game**

**Resources:** Pens/Paper

**Timing:** 10mins

#### **Learning Outcomes**

Students will be able to:

- ✿ Contribute to creating a positive learning environment.
- ✿ Explore and appreciate what makes us similar or different in society

#### **What to do:**

An acrostic is an arrangement of words in which certain letters in each line, when taken in order, spell out a word or motto.

- ✿ Give each young person a piece of paper and a pen. Ask them to write their name or nickname vertically on the left side of the piece of paper. Using each letter in their name, ask them to come up with some words to describe themselves, e.g.

Andrew: Ace, Nice, Dynamic, Reliable, Energetic, Wonderful

- ✿ Bring the young people back together as a group and ask everyone to introduce themselves to the rest of the group, using their acrostics of their own names (or nicknames).

#### **Variations:**

Use an Acrostic with other words like equality, volunteering or youth. You can expand on the presentation of an Acrostic to create a poster.

Other uses:

This game would be ideal in a Personal and Social Development programme.

## **Curriculum Resource – Warm up Game Common Ground**

**Resources:** Pens/Paper

**Timing:** 15-20mins

### **Learning Outcomes**

Students will be able to:

- ✿ Demonstrate their interaction and communication skills in a non-competitive way
- ✿ Explore and appreciate what makes us similar or different within society

### **What to do:**

- ✿ Divide the group into equal teams of up to 6 and give them one sheet of paper and a pen. Tell the teams the challenge is to list everything they can think of that all team members have in common. For example, team members might all attend the same school, like the same band or the same sport. The only rule is that they can't list similar body parts, such as "we all have a brain and a nose".
- ✿ Allow the teams 3 minutes to create their lists, encouraging them to discuss and work quickly. To add to the urgency and excitement of the game, inform the teams when there is 1 minute left and thirty seconds.
- ✿ When time is up, find out which team has the longest list and ask the team members to read out similarities. Then ask teams who had similarities not already listed, to share them with the group.
- ✿ To conclude, start a discussion that considers the following easy questions:
  - ✿ How easy was it to discover something in common with every team member?
  - ✿ To what extent were you alike?
  - ✿ What are the ways in which we are all different?
  - ✿ How can differences and similarities bring us together?

## **Curriculum Resource- Warm up Game – The sun shines on**

**Resources:** n/a

**Timing:** 15-20mins

### **Learning Outcomes**

Students will be able to:

- ✿ Demonstrate their interaction and communication skills in a non-competitive way.
- ✿ Explore and appreciate what makes us similar and different in society.

### **What to do:**

- ✿ Sit on seats or the floor in a circle (seats work better). Someone (suggest a leader) starts in the middle and says "the sun shines on people who..." To complete the sentence, choose an attribute that more than one person in the room, including the person saying it, has, e.g. "the sun shines on people who... have blue eyes/ are wearing red/ have a sibling".
- ✿ All the people who share that attribute must swap places and the person from the middle must try to take one of their places. This should leave a new person in the middle to say the next "the sun shines on people who..." sentence. Continue until everyone is exhausted (or has had a go!). It is also a good idea to use the 'true to you' rule. So you can only say "the sun shines on, people who watched Eastenders last night" if you watched Eastenders last night.



## **Group Work Activities**

### **Definitions Game:**

**Resources:** Definitions game cards (**pages 28-47**)

#### **Learning Outcomes**

- ✿ Students will be able to:
- ✿ Be aware of relevant terminology and around LGBTQ identities

#### **What to do:**

Using pre-prepared cards, ask students to work together to match the terms with the definitions (the cards cover: *Lesbian, Gay, Bisexual, Trans, Questioning, Heterosexual, Coming Out, Being Outed, Sexual Orientation and Gender Identity*).

**Alternative to get students moving** – Half of the group to be given cards with terms and the other half cards with the definitions, then to find the person with the card that matches the one they are holding.

Go through the answers as a group. You can ask the students if they have any alternative answers or understand different definitions for the terms.

As a recap go through each term and ask the students to read out the definitions.

### **Gender Identity Quiz:**

**Resources:** Gender Identity (**page 48-49**)

#### **Learning Outcomes**

Students will be able to:

- ✿ Define relevant terminology and around LGBTQ identities
- ✿ Explain trans rights in relation to UK law.

#### **What to do:**

Using a copy of the Genderbread Person for reference, explain the differences in 'Identity' to the young people. (Using notes as a reference)

Reiterate to students that 'sexual orientation' and 'gender identity' are two different things. Explain that you are now going to read out some statements in relation to 'gender identity'. Read out questions one by one to young people and ask them to stand up if they think the answer is 'true' and remain seated if they think the answer is 'false'. Discuss, and expand upon, all of the answers in turn (accompanying notes to each answer are on the quiz sheet).

## **Discrimination:**

**Resources:** n/a

### **Learning Outcomes:**

Students will be able to:

- ✿ Demonstrate understanding of how people can be treated differently
- ✿ Describe discrimination and explain how it happens.

### **What to do:**

Explain that you are going to look at how people can sometimes be treated because of different parts of their identity.

Tell all students in the room who have blue eyes to stand up and move to the back of the classroom, facing the wall. Explain that it's a new Government seating strategy, and aim to provoke a reaction. How does it feel to be treated this way? Was it fair? What's the word that describes this kind of treatment? (Looking for the answer DISCRIMINATION). Explain that the definition of discrimination is:

***"The unfair or prejudicial treatment of someone based on a characteristic that they cannot change".***

Ask students if they are able to identify any possible ways in why some people may discriminate against others based upon a characteristic that they cannot change. The students can raise their hands to offer suggestions or write these down. If the students do write their answers down it is important for you to walk around the class and gather answers as some students may feel uncomfortable sharing these answers.

You can then ask the group if anybody is comfortable to share their answers to the rest of the class. If not shared or written down, you must ensure you inform the class of the characteristics, including: Sexual Identity, Gender Identity, Race, Religion or Belief, Disability, Sex & Age.

You must inform the students that discrimination is wrong in all forms and can manifest in many different ways including bullying & isolation of others. It can also take place directly or indirectly, verbally, physically, emotionally or on-line.

## **What is HBT Bullying?**

**Resources needed:** Definition game (cut up into individual words) (**pages 28-47**), HBT bullying scenarios and 'true'/'false' cards (**pages 50-59**)

### **Learning Outcomes**

Students will be able to:

- ✿ Explain what HBT Bullying is and the effects this can have on people.

### **What to do:**

Young people to work in groups to rearrange words in to definition of HBT bullying.

Read scenarios, young people to show true or false card as to whether the scenario is HBT bullying.

### **HBT Bullying and Language:**

Linked to discrimination is bullying. When people are bullied because of their sexual orientation or gender identity, this is called HBT bullying. Ask students if they know what HBT stands for. The answers are:

H = Homophobic

B = Biphobic

T = Transphobic

Discuss this with students the use of the word "gay" as a negative. Key discussion points could include:

- ✿ Is this a word that they hear being used as a negative around school or in their communities?
- ✿ If they heard it, would they challenge it? If so, how? If not, why not?
- ✿ What impact could the use of "gay" as a negative have on students or staff who identify as LGBTQ?

Talk to the students about how HBT bullying can be ignored and often classified as 'banter'. Re-assure all students that any form of bullying is not tolerated within the school and all incidents will be taken seriously. If you are able, refer to the schools anti-bullying policy. To highlight the effects on what can happen if we choose to ignore bullying you can play a short video clip from LGBT Youth Scotland. The link to the clip is here: <https://www.youtube.com/watch?v=XQKGigb5l28>

Taking into account the guidance at the beginning of this pack, you must be aware that the video could upset some students. It is important that you highlight this and invite students to step out if they feel they need to do so.



## **HBT Bullying acrostic poem and pledge:**

**Resources needed:** Acrostic poem sheet (**page 60**)

### **Learning Outcomes**

Students will be able to:

- ✿ Explain that HBT bullying is not acceptable.
- ✿ Increase confidence in assisting the school in taking steps to combat HBT bullying.

### **What to do:**

Students to think about the impact of HBT bullying and come up with acrostic poem using letters of HBT bullying to think about the feelings of the target of bullying. As the activity could be quite emotive, it is important to ensure students 'de-role' after writing this poem – perhaps by explaining how they are different to the person in the poem or through completing a fun end-of-lesson game.

This could be a potentially triggering activity for those who have experienced bullying so if students prefer, they should be given the opportunity to write about how it feels to feel supported and encouraged to be who you are by others.

### **Class Pledge:**

Ask students to work together to make a class pledge (to be written on a piece of card) stating how they intend to make school a safer/better place for LGBTQ young people, staff, etc e.g. *"We won't assume that everyone is heterosexual", "We will challenge the use of homophobic language every time we hear it"*.


### **At the end of the lesson:**

Ensure sufficient time for young people to ask questions – perhaps using the question box suggested in the teacher notes section.

It is important to allow time for personal reflection and to assess learning effectively (see the teacher notes section).

A decorative header featuring horizontal streaks and splatters of rainbow colors: red, orange, yellow, green, blue, and purple, set against a white background.

Lesbian, or  
gay woman


A decorative header featuring vibrant, overlapping paint splashes in shades of pink, red, orange, yellow, green, blue, and purple, with smaller droplets scattered below.

A female who is  
attracted to  
other females.



A decorative header featuring horizontal streaks and splatters of rainbow colors: red, orange, yellow, green, blue, and purple, set against a white background.


# Gay man

A decorative header featuring vibrant, overlapping paint splashes in shades of red, orange, yellow, green, blue, and purple, with smaller droplets scattered below the main strokes.

A male who is  
attracted to  
other males.



# Bisexual


A decorative header featuring vibrant, overlapping paint splashes in shades of red, orange, yellow, green, blue, and purple, with smaller droplets scattered below.

A person who is  
attracted to men  
and women.






# Heterosexual



A person who is  
attracted to  
people of the  
opposite gender.



# Trans




An umbrella term for  
anyone whose gender  
isn't the same as the  
one they were  
assigned at birth.






# Questioning

A decorative header featuring vibrant, overlapping paint splashes in shades of red, orange, yellow, green, blue, and purple, with smaller droplets scattered below.

A person who is  
questioning  
their identity.



# Coming Out


A decorative header featuring vibrant, overlapping paint splashes in shades of pink, red, orange, yellow, green, blue, and purple, creating a rainbow effect.

Acknowledging to  
yourself, or to  
others, that you are  
lesbian, gay,  
bisexual or trans.





# Being Outed

A decorative header featuring horizontal streaks and splatters of vibrant colors: red, orange, yellow, green, blue, and purple, set against a white background.

Your sexual or  
gender identity is  
shared without  
your permission.



# Sexual Identity




A term used to  
describe who people  
are attracted to.



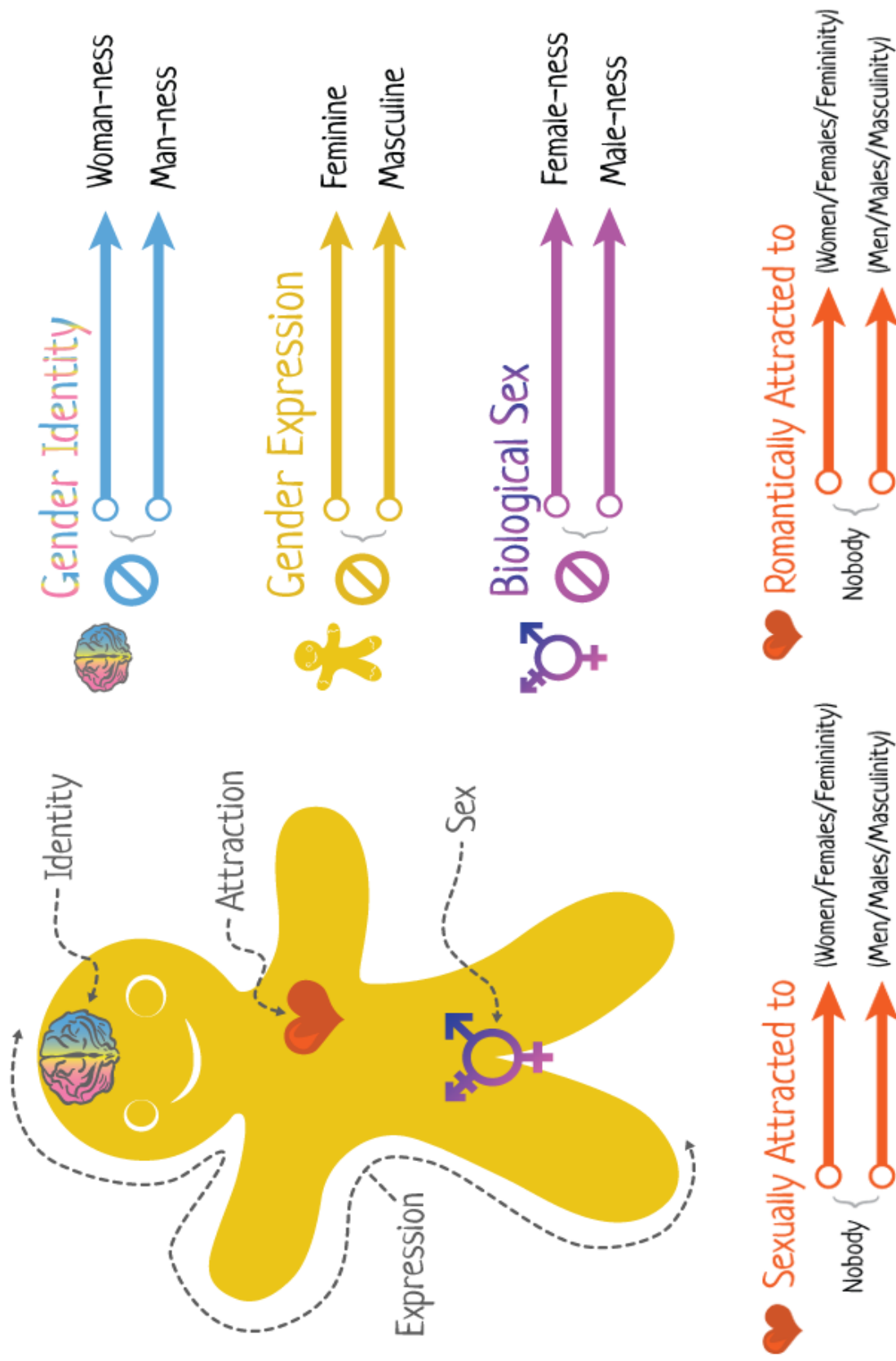


# Gender Identity



A person's internal,  
self-perception of  
their own gender

# The Genderbread Person v3.2 by its pronounced [METRQsexual.com](http://metrosexual.com)



## **Gender Identity Quiz**

- ✿ **Gender is assigned at birth, depending on biological characteristics.**

**True:** However, some people do not feel that they identify with their biological gender. This links to the next question....

- ✿ **Trans is a term to describe someone's sexual orientation.**

**False:** Trans is an umbrella term used to describe how someone may identify in terms of their gender.

- ✿ **Being Trans is a choice?**

**False:** It is not a choice. The gender that someone feels that they are inside does not always match their body and this is very real.

- ✿ **Some people identify as being more than one gender and move between them.**

**True:** This is called being 'gender fluid'.

- ✿ **All trans people want to physically change their bodies.**

**False:** Some trans people do go through extensive, and painful, surgery to change their bodies to reflect the gender in which they identify. However, many trans people choose not to do this and instead choose to present themselves in their identified gender in other, non-permanent ways, such as clothing, hairstyles, etc.

- ✿ **Trans young people are not allowed to use the toilets or changing rooms of the gender with which they identify?**

**False:** There is nothing that should prohibit a trans young person from using the changing room or toilet of their gender identity. It is in fact their right that if the Trans young person wants to use the facilities of their new gender, they should be able to do so.




# **HBT bullying:**






# **behaviour or language**




**which makes a  
person feel  
unwelcome or  
targeted**



**because of their**


A decorative header featuring horizontal streaks and splatters of rainbow colors: red, orange, yellow, green, blue, and purple, set against a white background.

**sexual  
orientation or  
gender identity,**


A decorative header featuring vibrant, overlapping paint splashes in shades of red, orange, yellow, green, blue, and purple, with smaller droplets scattered below.

**whether this is  
their actual  
identity or  
thought to be,**



A decorative header at the top of the slide featuring horizontal streaks and splatters of vibrant colors: red, orange, yellow, green, blue, and purple. The paint appears to be dripping and splashing onto a white background.

**or because of  
their friendship  
or relationship  
with people**

A decorative header at the top of the slide featuring horizontal streaks and splatters of vibrant colors: red, orange, yellow, green, blue, and purple.

**who are, or  
thought to be  
gay, bisexual, or  
transgender.**

## **HBT Scenarios**

- ✿ A friend asks you to their house for tea, your other friend says they aren't going because the friend's parents are gay.
- ✿ Someone says that they like a certain band, other people comment that this band is 'so gay'.
- ✿ A girl at school has said that she identifies as lesbian, other girls say that they don't want to get changed near her in PE.
- ✿ A male young person says they want to transition to female, be known as a different name and use the female pronouns. Their teacher says they keep forgetting and it's just easier to use the name they have always used.
- ✿ A boy is part of the school dance class. When they perform at a school concert other boys laugh and call him gay.

# True



# False

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**POSITIVE  
IDENTITIES  
SERVICE**

**CELEBRATING DIVERSITY  
WITH PRIDE**