

A large, stylized rainbow graphic composed of multiple overlapping, curved bands of color (purple, blue, green, orange, red, yellow, green, blue, purple) that curves from the top right towards the bottom left, framing the text.

*Classroom*  
V I D E O

# Additional Teacher Resource Pack

## Homophobia

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## ***For Teachers***

### **Brief Summary of Programme**

Today pupils' are faced with decisions about a wide range of issues in which people have differing and contradicting views. If your students are to develop as global citizens then they need to have the opportunity to engage with controversial issues. This DVD aims to encourage pupils to explore, develop and express their personal views, whilst also encouraging tolerance and respect for others values.

Homophobic abuse is endemic in schools, with "gay" becoming used as a common put-down by pupils in the classroom. Homophobia comes in many forms: malicious gossip, name-calling, intimidating looks, internet bullying, vandalism and theft of property, discrimination at work, isolation and rejection, death threats or even sexual assault.

When accompanied by classroom based activities, this DVD should help develop a more tolerant attitude towards homosexuality in your student.

### **DVD Timeline**

00.01.20	Introduction
01.20-01.35	Chapter headings
01.35-05.49	Chapter 1- <i>What is homophobia</i>
05.50-10.02	Chapter 2- <i>Homophobia in the news and media</i>
10.03-18.33	Chapter 3- <i>History of homosexuality and homophobia</i>
18.34-23.41	Chapter 4- <i>Effects of homophobia</i>
23.42-28.17	Chapter 5- <i>Tackling homophobia in schools</i>
28.18-30.21	Conclusion

### **Other Background Information for Teachers**

Working to address homophobia and tackle homophobic bullying will also help schools to meet further obligations related to the five outcomes described in *Every Child Matters* (DfES, 2004).

The following information is taken from Jennett, M (2004) *Stand up for us: Challenging Homophobia in Schools*. Department for Education and Skills P6 (Copies are available to download from [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk))

**Homophobia** is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour.

**Homophobic bullying** is often present in an environment that fails to challenge and respond to homophobia. It can take the form of rumourmongering, social isolation, text messaging and frightening looks, as well as more obvious forms of bullying. It does not just affect young people who identify as LGB. In schools, homophobic bullying can directly affect any young person whose life

choices, interests or needs do not conform to accepted gender norms, as well as adult members of the school community who are LGB, and anyone who may have friends or relatives who are LGB. This can, in turn, affect the whole school community by giving out the message that bullying is tolerated, and that the school environment is unsafe.

### Teaching Controversial Issues

Controversial issues are in the curriculum and young people need to explore their values and develop their skills like enquiry and critical thinking. Addressing issues of homophobia enables young people to learn to make reasoned judgements, respect opinions of others, weigh up different viewpoints and participate in debate as well as resolve conflicts.

Before beginning this lesson it is suggested the teacher explain ground rules, these should encourage a positive and calm atmosphere within the classroom. Students must be aware of the consequences to any negative behaviour and this could be helped by sharing the schools diversity policy. It is suggested the teacher be prepared for many questions or negative remarks and have a plan of action if debate gets out of hand.

### Curriculum Links

#### PSHE

##### KEY STAGE 3 Personal Wellbeing

##### **1.1 Personal identities**

- a) Understanding that identity is affected by a range of factors, including a positive sense of self
- b) Understanding that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem
- c) Understanding that self esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

##### **1.2 Healthy lifestyles**

- b) Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened
- c) Dealing with growth and change as normal parts of growing up

##### **1.3 Risk**

- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk

##### **1.5 Diversity**

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

##### **2.1 Critical reflection**

- a) Reflect critically on their own and others' values
- e) Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour

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## 2.2 Decision-making and managing risk

- d) Use strategies for resisting unhelpful peer influence and pressure
- e) Know when and how to get help
- f) Identify how managing feelings and emotions effectively supports decision-making and risk management

## 2.3 Developing relationships and working with others

- d) Value differences between people and demonstrate empathy and willingness to learn about people different from themselves
- e) Challenge prejudice and discrimination assertively

### KEY STAGE 4 Personal Wellbeing

#### 1.1 Personal Identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.

#### 1.2 Healthy lifestyles

- c) Dealing with growth and change as normal parts of growing up.

#### 1.3 Risk

- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

#### 1.5 Diversity

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives

## Citizenship

### KEY STAGE 3

#### 1.1 Democracy and justice

- c) Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.

#### 1.3 Identities and diversity: Living together in the UK

- b) Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
- d) Exploring community cohesion and the different forces that bring about change in communities over time.

#### 2.1 Critical thinking and enquiry

- a) Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
- c) analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognizing bias.

#### 2.3 Taking informed and responsible action

- c) Analyse the impact of their actions on communities and the wider world, now and in the future

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KEY STAGE 4

## 1.1 Democracy and justice

c) Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.

## 1.3 Identities and diversity: Living together in the UK

b) Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.

d) Exploring community cohesion and the different forces that bring about change in communities over time.

## 2.1 Critical thinking and enquiry

a) question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems.

## 2.3 taking informed and responsible action

a) explore creative approaches to taking action on problems and issues to achieve intended purposes.

## Related DVDs available from Classroom Video Ltd

*Being British*

*Unplanned Pregnancy – The Choices*

*Building Resilience*

*Cut up Kids*

## Useful Web Resources

<http://en.wikipedia.org/wiki/Homophobia>

[http://www.stonewall.org.uk/education\\_for\\_all/news/current\\_news/2043.asp](http://www.stonewall.org.uk/education_for_all/news/current_news/2043.asp)

<http://www.avert.org/homophobia.htm>

<http://www.guardian.co.uk/society/2008/apr/01/equality.gayrights>

<http://www.guardian.co.uk/education/2008/mar/11/schools.uk6>

<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/>

<http://www.independent.co.uk/news/uk/crime/homophobia-the-forgotten-hate-crime-1651326.html>

[www.endhomophobia.org/](http://www.endhomophobia.org/)

[www.teachers.tv/video/44](http://www.teachers.tv/video/44)

<http://www.encyclopedia.com/doc/1G1-18049697.html>

[http://news.bbc.co.uk/1/hi/uk\\_politics/7493863.stm](http://news.bbc.co.uk/1/hi/uk_politics/7493863.stm)

<http://www.citizenship->

[pieces.org.uk/News/Media/File/no%20outsiders/no%20outsidersAdditional%20materials%20edit%20May%202009.pdf](http://www.citizenship-pieces.org.uk/News/Media/File/no%20outsiders/no%20outsidersAdditional%20materials%20edit%20May%202009.pdf) (Guidance, support and training materials)

# Before the DVD (or after the what is homophobia section)

- Make up YES and NO cards (reversible)
  - Get pupils to stand in a circle with their backs to each other. For each of the following questions get students to decide if they think it is true or false. This will give you a quick assessment of their thoughts and knowledge before you carry out the lesson.
1. Homophobia is based on fear
  2. Homophobia is not always deliberate or meant to be hurtful
  3. You cannot change peoples opinions about homosexuality
  4. Boys are more offended by homosexuals (they find it a threat to their manhood)
  5. Homophobia is not as important as racism or sexism
  6. Homosexuals can not kiss in public
  7. Homosexuals will feel safe to walk the streets after dark
  8. Homosexuals should expect to be treated fairly by the police
  9. Homosexuals have a disease that you can catch too

## EXIT CARD (Final activity)

**I believe homophobia is unacceptable in our school because:**

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**Student name:**

**Students class:**

**Students signature:** \_\_\_\_\_

## Definitions of Key Terms

Language and terms of reference are changing & developing all the time, but here are some basic definitions:

<b>Bisexual</b>	Someone who is sexually attracted to people of the opposite gender and to people of his or her own gender.
<b>Celibate</b>	Someone who has chosen not to be in a sexual relationship.
<b>Coming Out</b>	When someone accepts that they are lesbian, bisexual or gay and chooses to be open to others about it.
<b>Gay</b>	A man who finds other men sexually attractive. (Some lesbians also use this term to describe themselves.)
<b>Heterosexual</b>	Someone who is sexually attracted to people of the opposite gender.
<b>Heterosexism</b>	When a set of beliefs, attitudes or practices exclusively promotes heterosexuality & ignores lesbian, bisexual and gay beliefs, attitudes or practices.
<b>Homophobia</b>	The irrational fear of lesbians, bisexuals and gay men.
<b>Homosexual</b>	A medical term to describe lesbians, bisexuals and gay men, which a lot of people now find inappropriate.
<b>Lesbian</b>	A woman who finds other women sexually attractive.
<b>Queer</b>	An old derogatory slang word for describing lesbians, bisexuals & gay men that has recently been reclaimed and is now used by members of the 'queer' community, often for a political purpose.
<b>Sexuality</b>	An individual's feelings, imagination, values, beliefs and practices regarding sex.
<b>Sexual Orientation</b>	How some choose to define their sexuality, commonly; lesbian, bisexual, gay or heterosexual.
<b>Transsexual</b>	Someone who feels that they were born in the wrong gender.
<b>Transvestite</b>	A person who likes to wear the opposite gender's clothing.

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Think about what you have learnt today. How would YOU respond to Joanne?  
What advice would you give her? What support would you give her?



Thinking about what you have learnt in this lesson fill in Marks speech bubble with his response to Dave.

### Extended Research

The following web link takes you to a resource that gets students to name famous gay, lesbian, bisexual or trans-gender celebrities from their pictures with answers at the end. If you want to use this as I starter I would try to make it easier by designing your own with most popular celebrities on it.

[http://www.lgbtyouthnorthwest.org.uk/downloads/LGBT\\_Picture\\_Quiz.pdf](http://www.lgbtyouthnorthwest.org.uk/downloads/LGBT_Picture_Quiz.pdf) **Produced by LGBT**

Gay history factsheet – interesting for more in depth teaching:

[http://www.lgbtyouthnorthwest.org.uk/downloads/GAY\\_HISTORY\\_Flag\\_Poster.pdf](http://www.lgbtyouthnorthwest.org.uk/downloads/GAY_HISTORY_Flag_Poster.pdf) **Produced by LGBT**