

# The Education Equality Curriculum Guide

Supporting teachers in tackling homophobia in school



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# The Education Equality Curriculum Guide

## Introduction & Guidance

### Why is there a need for this guide?

A unique aspect of homophobic bullying is that it can affect anyone perceived as being different. Using homophobic terms to insult someone is not necessarily linked with thinking that person is attracted to the same sex. It can be the result of thinking that anything gay equals rubbish, and so it becomes a catch-all term to be used for multi-purpose bullying. Homophobic bullying is thus uniquely difficult to disclose. Why? 'People will think I'm gay'; truly a vicious circle.

Research suggests that Northern Ireland has the highest rate of homophobic violence in the United Kingdom (Jarman & Tennant, 2003). Young LGBT (lesbian, gay, bisexual and trans) people are at a higher risk of school bullying than young people in general (Young Life and Times Survey, 2005).

The ramifications of this have been increased likelihood of mental health problems including clinical depression, self-harm and suicide for the young people targeted (Carolan & Redmond (2003).

McNamee's research (2006), which interviewed 200 Northern Irish young gay men between the ages of 16 – 25, found that over one quarter had attempted suicide; over two-thirds had suicidal ideation, and well over one quarter self-harmed. Homophobic experiences in school were found to have had a crucial impact on suicide and self-harm.

Homophobia from other pupils was a key factor in predicting whether the respondent had considered suicide. Loneliness and isolation were common themes in the interviews. It was found that there was an absence of people the interviewees felt they could talk to about the idea of being gay.

Academically, young LGBT people who were bullied attained less than expected and reported higher truancy levels as well as an earlier school-leaving age (Carolan & Redmond, 2003).

The impact of homophobic bullying is not limited to those who directly suffer it; young people who witness homophobic bullying going unchallenged perceive their school to be unsafe (Stonewall, 2007). Where homophobic bullying is stamped out, the school is perceived to be a safer place by all pupils, and sense of belonging is increased.

School staff who either are LGBT or who have LGBT loved ones can feel the hurt and humiliation caused by homophobic bullying, and may not feel confident enough to speak out against it, if their school is a place where 'gay' is something that is ridiculed and derided.

In research carried out by Save the Children (2008), over 60% of pupils heard homophobic terms used in their school at least once every school day. 27% of pupils were unsure or felt that it was okay to verbally abuse young LGB people. 23% indicated it was - or might be - acceptable to hit, punch, kick or spit on young gay people.

When asked about the safety of different groups of people in their school, post-primary pupils overwhelmingly indicated that LGB people were most likely to be unsafe. Ethnic minorities, Irish Travellers, members of the opposite religious/political community and disabled people were all perceived to be much safer than LGB people.

This guide focuses predominantly on issues of sexual orientation and homophobia. There are however, major issues of transphobia and negativity towards the trans community. Young people experiencing issues around gender identity in schools and educational establishments are very often isolated, and a level of uncertainty in how to support young trans people is expressed by teaching staff.

It is our hope that a further resource will be written in the near future, to provide support specifically in trans issues. Any educators who would like support in this area in the meantime are strongly encouraged to contact Cara-Friend, as help and training can be provided in advance of the new resource.

## How can educators help?

Success in reducing homophobic language and bullying has been achieved in schools where a zero-tolerance approach has been taken to homophobic language, and where LGBT issues and people are included in the every-day life of the school, through lessons, assemblies and displays. This counteracts the negative messages about being LGBT that most young people hear daily, not least with the ubiquitous phrase “that’s so gay” conveying that someone / something is stupid, unpopular, broken, or rubbish.

Racism in schools has been tackled for many years in Britain by the celebration of Black History Month, which seeks to highlight positive contributions to society made throughout history by people of black and ethnic minority origin. The same concept is applied with schools who celebrate LGBT History Month each February. <http://lgbthistorymonth.org.uk>

## Case Studies

*LGBT History Month helped **Stoke Newington School**, North London, to eradicate homophobia, and it has now become a diversity training centre for other schools. Elly Barnes, a teacher at the school, says “by exploring the definitions of LGBT and looking at famous LGBT people in history, we’ve managed to change opinions. We have also changed the language used in the school. I used to hear the word gay being used all the time, as a derogatory term. Now we hardly hear that.”*

*At **Perry Beeches School** in Great Barr, north of Birmingham, when Liam Nolan took on the role of head-teacher three years ago, it was common for pupils to call each other gay. Mr Nolan set about changing the school culture to one where homophobic comments, as well as any insults or bullying, were seriously penalised. Staff began to promote a broader ethos of mutual respect and cultural understanding. Mr. Nolan states “my job was to turn around a school which had poor behaviour and which was a national challenge school - the bottom of the league in Birmingham”. Over the past three years, GCSE results have risen from 21% A\* - C grades including English and maths, to 74% last year.*

Currently, LGBT people are invisible in the curriculum, except when mentioned as a joke or an insult. Efforts such as these are hugely beneficial in challenging stereotypes and homophobic attitudes.

Schools in Northern Ireland recognise the seriousness of this issue and want to increase their confidence in dealing with homophobic bullying and language.

As a result of teachers’ requests who have participated in training delivered by Cara-Friend, this Guide has been written to make it easier for teachers to acknowledge and show support for LGBT communities within school lessons, assemblies and school events.



## How should this guide be used?

These lessons are designed for use at Key Stage 3. They can be adapted and used to suit different year groups and abilities. Some lessons already provide ideas and resources for differentiation within the class. The majority of the lessons focus on sexual orientation or an investigation of homophobia; the same activities can be adapted and applied to other causes such as sectarianism / racism. There are also lessons however, which bring in LGBT issues and people as one of many other issues. This is also beneficial, in that it merges LGBT issues with mainstream school topics.

The lessons should ideally be implemented as part of overall school practice, rather than a standalone experience. Indeed, for young people in school who are or are perceived to be LGBT, the sudden and isolated mention of gay people in the classroom could prove more embarrassing than helpful.

It is vital therefore that the lessons are delivered against a backdrop of school culture and policies that reject homophobia and convey visible support for young LGBT pupils.

The lessons could be delivered as part of LGBT History Month (February); as a series of lessons leading up to the month, or indeed throughout the year wherever a certain lesson fits with prevailing lessons on that topic. Many of the lessons have prejudice as their broad theme and so would be relevant to any anti-bullying work the school is doing, for example during Northern Ireland Anti-Bullying Week (November 14<sup>th</sup> – 18<sup>th</sup> 2011).

For example, in advance of celebrating LGBT History Month, each class / subject could contribute a display showing all they have learned in relation to the topic. These displays could then be shown around the school / assembly hall, and used as a backdrop to a week of Assemblies that celebrate LGBT History.

Pupils could be invited to choose the display they like the most and the winning class could receive a reward - a fitting prize could perhaps be a trip to Belfast to visit the LGBT Centre!

It is vital that homophobia is challenged as widely and as generally as possible, so that all young people can benefit from messages of support for the LGBT community, and the knowledge that we live in a world where homophobic language / bullying is unacceptable.

Throughout the Guide opportunities are often given for debate, allowing for the airing of different views. Pupils can be reminded that while we are all entitled to our own opinions, we are not entitled to treat others badly if they do not share those opinions, nor are we entitled to exclude others because their lives are different from our own.

Teachers can also remind pupils that while we can talk openly, we should not reveal anything about others, and we should respect the confidentiality of the context in which these topics are spoken about.

## Who should deliver these lessons?

Teachers who are confident in their ability to deliver lessons that will include words that young people are not used to hearing teachers say. Being comfortable with terms such as lesbian, gay, bisexual, trans, coming out, gender, and homophobia, will help.

Many teachers will be eager to help reduce homophobia by delivering these lessons, but may feel that they lack confidence in the area. For this reason it is recommended that teachers contact Cara-Friend to avail of training that will clarify and support the confident and productive delivery of these lessons.

An hour in an after-school meeting can be enough, and we are always contactable for support via e-mail or by telephone. It is our hope that this Guide marks the beginning of a working relationship with schools, so that we can support educators to build on and sustain the progress they make.

Supporting diversity and challenging homophobia can be done using the same expertise that teachers already have, in dealing with issues such as prejudice, sectarianism and bullying.

It is useful to be equipped with the right language, but it is more important that homophobia is always challenged, and that the identity of young LGBT people is affirmed, regardless of having the right words to hand. The meaning, values and messages behind the words are what truly matter.

Most important is an understanding of and an empathy with the issues faced by young people who are, or are perceived to be lesbian, gay, bisexual or trans.

Training, which is available free of charge from Cara-Friend, will help increase confidence in challenging homophobic terms and talking with ease about sexual orientation diversity.

## What subjects are covered?

Although Learning for Life and Work feels like the ideal place for this topic, it is important that this is talked about throughout the school curriculum, to increase visibility and allow celebration of the diversity of LGBT people's achievements; thus being truly inclusive.

This Guide provides lessons and suggestions for LLW, but also for:

- Assemblies
- Art
- Drama
- English with Media Education
- Geography
- History
- Modern Languages
- Music
- R.E
- P.E (through a linked topic in LLW)
- Technology & Design (through a linked topic with History)

## Why should we talk about a person's sexual orientation – surely it's a private matter?

Indeed it is, yet many young people are not given the courtesy of having their sexual orientation treated with privacy and respect. Instead many of our pupils experience the pain and humiliation of having their actual or perceived sexual orientation being used to intimidate and demean them.

For this reason it is up to educators to challenge the negative messages about members of the LGBT community, so that pupils know they should expect to be treated with respect and dignity, regardless of their actual or perceived sexual orientation.

## How do the lessons support the Northern Ireland Curriculum?

Each lesson in the Guide is prefaced by the specific Statutory Requirements with which it corresponds. The Guidance Booklet that accompanies Learning for Life and Work in the Northern Ireland Curriculum outlines the importance of work that adheres to the values of the three main objectives:

- **Objective 1 – Developing the Pupil as an Individual**  
*In terms of developing the individual, good personal and interpersonal skills are vital. The individual's self-esteem, the ability to understand and manage emotions, and the ability to relate and interact effectively with others underpins success in all aspects of life.*
- **Objective 2 – Developing the Pupil as a Contributor to Society**  
*In becoming contributors to society, critical and creative thinking are also necessary competences. Lessons should help our pupils develop critical thinking skills and help them to be fair-minded, objective and committed to clarity and accuracy.*
- **Objective 3 – Developing Pupils as Contributors to the Economy and the Environment**  
*To become a contributor to the economy and the environment, pupils need to be both creative and flexible in responding to personal, social, local and global challenges in an increasingly complex world.*

The Education Equality Curriculum Guide provides lessons that chime with these objectives, and that also support other key components of the Revised Curriculum, like Thinking Skills and Personal Capabilities.

Opportunities are provided for pupils to be able to:

- prepare for adult life, independent living and work;
- meet the challenges and opportunities of contemporary society; and
- make informed decisions and take responsible action throughout their lives.

These lessons promote active learning by emphasising “group and collaborative strategies”; maximising “opportunities for pupils to take responsibility for their own learning”; increasing “pupil choice”; by encouraging pupils to “reflect on their learning; to learn from experience”; and by facilitating “decision-making and problem-solving”.

The lessons and activities in this Guide also provide opportunities for pupils to “identify and clarify their own values and attitudes and learn how to recognise, understand and manage their emotions and behaviour in a range of situations.” As the Northern Ireland Curriculum states, “today's employers expect school leavers to join the workforce with good levels of attainment in literacy, numeracy and information and communication technology. However, it's not enough to have these basic skills. Increasingly employers are looking for other personal qualities, competences and experiences including the ability to work in teams, and being able to display effective interpersonal skills.”

These lessons will help to equip pupils to work comfortably and successfully in today's increasingly diverse working environment. Furthermore, these lessons support the development of social emotional health, which Northern Ireland Curriculum Guidelines state are linked to “multiple positive outcomes. These range from increased attachment to school, to improved examination scores. Pupils who engage in positive relationships and social interactions tend to achieve above average academically.”

## Conclusion

In a school that celebrates diversity of all types, all young people can expect an enjoyable experience of education, and an equal opportunity to flourish and succeed academically and socially. They can expect their dignity and self-esteem to be protected and nurtured. Young people who make choices that do not fit narrow rules of gender stereotyping can expect to be supported rather than ridiculed.

A school that helps develop young people who respect themselves and others, and who have a sense of social responsibility as concerned and informed citizens, will be making an impressive contribution to the future of their community in terms of families, mental and physical well-being, social cohesion and inclusivity.

Young people who have attended a school where all types of diversity are celebrated will be better prepared for the changing world on which they are about to embark.

A school that has shown young people different types of families and relationships, different ways of being a man or a woman, and that has taught respect for these differences, will increase those young people's success in many walks of life; but chiefly in their personal relations as individuals, friends, family members and co-workers, who look back on their school years with feelings of fondness, belonging, and pride.

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## Further support resources

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| <ul style="list-style-type: none"><li>- Leave it Out - Developing Anti-homophobic Bullying Practice in Schools- An Anti Bullying Resource for School Managers, Teachers and Young People. Retrieved from <a href="http://www.savethechildren.org.uk/en/54_7054.htm">http://www.savethechildren.org.uk/en/54_7054.htm</a></li></ul> | <ul style="list-style-type: none"><li>- Safe to Learn - <a href="http://jotamac.typepad.com/jotamacs_weblog/files/safe_to_learn.pdf">http://jotamac.typepad.com/jotamacs_weblog/files/safe_to_learn.pdf</a></li><li>- <a href="http://www.lgbthistorymonth.org.uk">www.lgbthistorymonth.org.uk</a></li><li>- <a href="http://www.schools-out.org.uk">www.schools-out.org.uk</a></li></ul> |
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**ASSEMBLY**



# ASSEMBLY

When set in the context of assemblies discussing the wider world and current issues, promoting and celebrating diversity, it is a natural step to discuss issues of homophobia and sexual orientation. The following ideas could also be adapted to explore as part of Learning for Life and Work lessons. It is useful to use significant dates as starting points for assemblies.

**Black History Month** (October) is a good opportunity to celebrate the contribution to society made by people from ethnic minorities and of black origin. A tool in the battle against racism, it originated in America before becoming embedded in UK schools where there is much ethnic diversity.

Acknowledging and celebrating the month prepares pupils well for careers, for example, in teaching in England, where the month is routinely celebrated in cities.

Find information at <http://www.blackhistorymonthuk.co.uk/teach/school.html>

This also introduces the idea of having a month where a particular theme is adopted and the school makes an effort to mark the occasion, preparing the students for LGBT History Month in February.

**Northern Ireland Anti-Bullying Week** (14<sup>th</sup> – 18<sup>th</sup> November, 2011) affords opportunities for an assembly which discusses types of bullying – as well as racist / sectarian, schools can discuss disablist, homophobic, and the increasingly prevalent cyber-bullying.

In schools that have implemented the useful practice of explicitly mentioning specific types of bullying in their anti-bullying policies, making this policy relevant to children through describing each type of bullying will ensure that pupils know not just that these forms of bullying are wrong, but how to recognise them and what to do when they occur.

**LGBT History Month** (February) follows the same ethos as Black History Month, in that it tackles homophobia by shedding light on positive LGBT lives and celebrating LGBT contributions to society. Quoting Archbishop Desmond Tutu can be very versatile and valuable. He has spoken many times in recent years on homophobia and has stated that he considers it as much an evil as apartheid.

Homophobia thrives where only negative messages about LGBT people are heard; therefore explicitly acknowledging examples of successful, impressive LGBT people redresses the balance. Useful websites: <http://www.lgbthistorymonth.org.uk/> and <http://www.schools-out.org.uk/>

**International Women's Day** (8<sup>th</sup> March) - Look at first female Irish president Mary Robinson who, among fighting many legal battles for women's rights, worked on the case to legalise homosexuality in Ireland. This is covered in more depth in KS3 History Lesson 3.

**International Day Against Homophobia** (IDAHO - 17<sup>th</sup> May) gives a platform on which teachers can talk about what homophobia is, and the effects on real lives of homophobia. Recent news events can be used, giving examples of discrimination from the world of work in UK and Europe, to killing and persecution in Uganda. Teachers could think about including, for example, Ugandan LGBT people in prayers. See website: <http://www.pinknews.co.uk/2010/10/20/ugandan-newspaper-publishes-list-of-gays-and-calls-for-executions/>  
<http://www.pinknews.co.uk/2011/01/27/ugandan-gay-rights-activist-beaten-to-death/>

## Resources

**Radio 1 presenter Scott Mills**, who will be familiar to many pupils, is openly gay and has made a BBC3 programme in which he travels to Uganda to find out about life for gay citizens. The programme advises parental guidance; it can be watched on BBC i-Player. A quick scan of [www.pinknews.co.uk](http://www.pinknews.co.uk) will generate

ideas for discussion; give inspiration for people to use as role models; groups of people being persecuted to mention in prayers.

[www.teacherstv.co.uk](http://www.teacherstv.co.uk) shows a video of comedian Steven K. Amos and his exploration of the homophobia within his own London community, as well as that in Jamaican society.

# KS3 ASSEMBLY RESOURCE SHEET 1

The quiz below could be projected on screen at beginning or end of an Assembly as a 'mental starter' or as a way to engage pupils after giving them some information about homophobia. Pupils raise their hand to give answers to the quiz; reasons pupils give for matching a quote with a person will be useful in terms of sparking off new discussions about politics, history, and further areas of life.

## MATCH THE QUOTE TO THE PERSON (there are some clues in the quotes....)

1. Homophobia is like racism and anti-Semitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood.
2. The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them; that's the essence of inhumanity.
3. To be afraid is to behave as if the truth were not true.
4. We struggled against apartheid in South Africa, supported by people the world over, because black people were being blamed and made to suffer for something we could do nothing about; our very skins. It is the same with sexual orientation. It is a given.
5. We need somebody who's got the heart, the empathy, to recognize what it's like to be a young teenage mom, the empathy to understand what it's like to be poor or African-American or gay or disabled or old - and that's the criterion by which I'll be selecting my judges.
6. It's only fair that stable gay relationships of long standing should have the same rights and responsibilities as married couples.

President of the USA: Barack Obama \_\_\_\_\_

Advisor to Dr. Martin Luther King: Bayard Rustin \_\_\_\_\_

Nobel Prize Winner: Archbishop Desmond Tutu \_\_\_\_\_

Wife of Dr. Martin Luther King: Coretta Scott-King \_\_\_\_\_

Award-winning Actor: Ian McKellen \_\_\_\_\_

Playwright and Essayist: George Bernard Shaw \_\_\_\_\_



# ART

# &

# ~~DESIGN~~

The subject of Art and Design is intertwined with LGBT issues and people. Many successful and well-known LGBT artists' work can be studied and used as inspiration for further work by pupils. The employability opportunities provided by the topic are explored through investigation into the artistic careers of LGBT people, and the economic aspects of city festivals like Pride are studied for their advertising and design opportunities. This all serves to provide positive messages about the contribution to society and the Art World made by people who identify as LGBT.



# KS3 ART LESSON 1 – Lesson Plan

## *Appreciating Difference*

### Northern Ireland Curriculum Statutory Requirements - KS3 Art & Design

#### Objective 1: Developing Pupils as Individuals

##### Key Element: Moral Character

Young people should have opportunities to demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints about Art and Design with appropriately sensitive, informed and balanced responses and take responsibility for choices and actions.

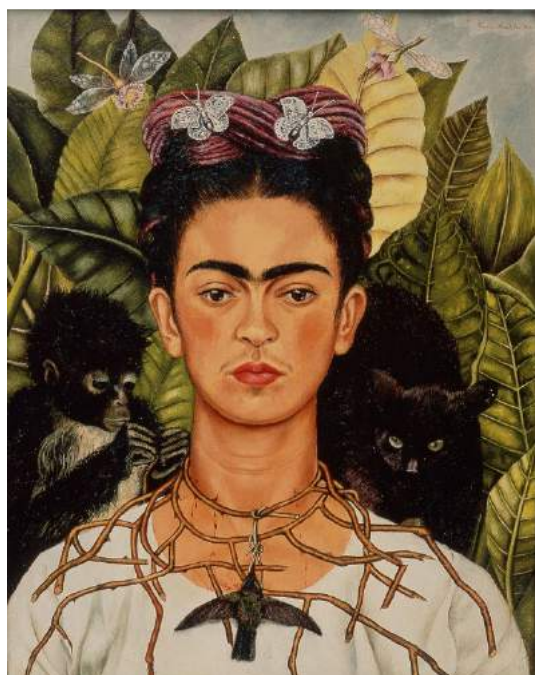
##### Key Element: Spiritual Awareness

Young people should have opportunities to investigate and respond to works of art that inspire and relate to their lives and experiences, for example, produce a painting to illustrate a significant personal event / belief / value.

#### Introduction

These key elements can be developed through viewing a range of works by LGBT artists, many of whom express their identity and experiences in their art. To give an example, the bisexual radical artist Frida Kahlo has been celebrated for her uncompromising depiction of the female form; portraying herself with facial hair, deviating from traditional expectations of female appearance.

This may resonate with young people who feel pressure to conform to a gender stereotype, or to society's expectations of their appearance, and could inspire a piece that celebrates and respects our different appearances / cultural dress-codes. This type of art work might express a belief in being true to one's core identity despite accepted and expected norms.



Frida Kahlo Self-Portrait with Thorn Necklace and Hummingbird

#### Activity:

Provide pupils with a range of self-portraits by well-known bisexual artist, Frida Kahlo. Teacher gives background and supports pupils to discuss the meanings and messages of each piece, choosing a piece that relates to their lives/experiences (works provided in Teachers' Resources cover issues of national identity, disability, family, being of mixed heritage, feelings of loss, love, devotion and pride). Pupils then create a piece responding to the piece they have enjoyed and responded to the most.

#### Questions for research

1. What factors in Frida Kahlo's life influenced her work?
2. Does the piece convey a particular event / belief / value?

# KS3 ART LESSON 1 – Resource Sheet 1

## *Appreciating Difference*

### Frida Kahlo

Frida Kahlo was born on July 6, 1907, in Coyoacan, a suburb of Mexico City. At six years old Frida contracted polio which resulted in a deteriorated right foot. She was cruelly mocked by other children because of it.

Her original ambition was to be a doctor. However, a serious street accident in 1925 resulted in her becoming disabled at the age of 18 and changed the path of her life. It was after this accident that Frida began to paint in order to relieve boredom during her convalescence.

Frida met the great Mexican artist Diego Rivera in 1928 and married him in 1929. Their relationship was always turbulent, and her works chronicle this. Rivera was frequently unfaithful to her, even starting an affair with her sister, Cristina. Kahlo retaliated with her own affairs, both with men and women. Kahlo is quoted as saying about "*there have been two great accidents in my life. One was the trolley, and the other was Diego. Diego was by far the worst.*"

Kahlo began to deny any European influences in her art, and started to wear traditional Mexican costumes, braiding her hair with ribbons and flowers to identify with Mexican culture.

After two unsuccessful pregnancies, Kahlo's paintings increasingly dealt with her feelings about loss, infertility, pain and alienation.

Frida underwent more than thirty operations in the course of her life, and many of her works are self-portraits that explicitly deal with her own physical and psychological suffering.

During her lifetime, she did not enjoy the same level of recognition as her husband, Diego Rivera, but today her intense and graphic work is as critically acclaimed as that of her male peers. In the summer of 1954, Frida Kahlo died from pneumonia in the house where she was born.

### Emotional Turmoil and European Influences



Self-Portrait in a Velvet Dress (1926)

One of Kahlo's early works, this suggests an influence and knowledge of European art. The turbulent waves in the background suggest the deep emotional turmoil that can be found in the ice blue self-portrait by Van Gogh in the Musée d'Orsay.

Kahlo later began to deny European influences as she, along with Rivera, became a driving force of the 'Mexicanidad' movement which sought to increase the status of Mexican culture. She started to wear traditional Mexican costumes and braided her hair with ribbons, flowers and jewellery to identify with indigenous Mexican culture. The imagery and colours in her paintings were also changed to reflect this national pride.



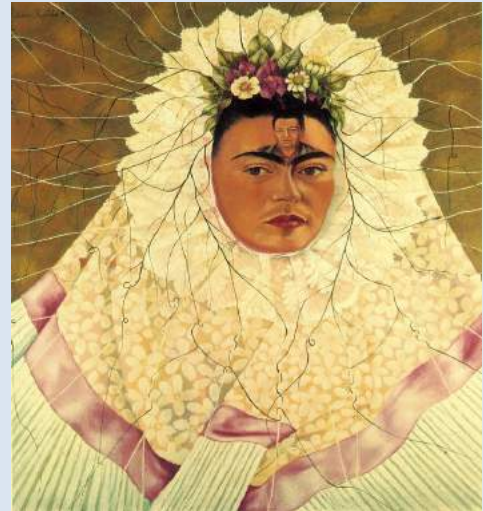
# KS3 ART LESSON 1 – Resource Sheet 1

## *Appreciating Difference*

### Love and Devotion



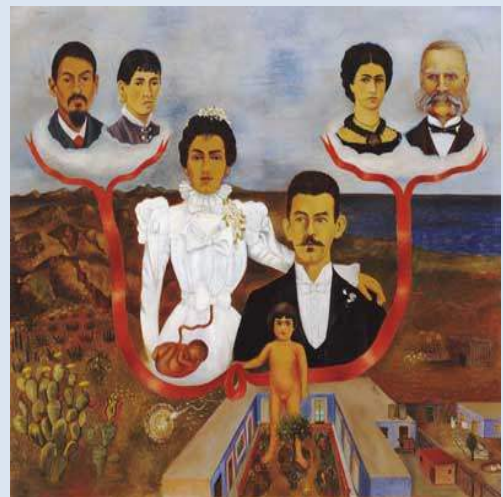
Despite being an artist in her own right, in the double portrait shown here (*Frida and Diego Rivera, 1931*) she depicts herself as a demure and devoted Mexican wife, while her husband takes the lead as the Great Artist, holding his palette and brushes. The piece is partly based on a well-known European precedent - Jan Van Eyck's fifteenth-century portrait of the *Arnolfini Marriage*, a reproduction of which Kahlo kept in her studio.



*Self Portrait as a Tehuana (Diego on My Mind) (1943)*

Here Frida is dressed as a traditional Mexican bride with intricate lace and flowers on her crown. The painting is another testimony of her love for Diego, and a celebration of traditional Mexican costume.

### Family, Roots and National Identity



*My Grandparents, My Parents and Me (Family Tree) (1936)*

Frida's mother was a Mexican *mestiza* (of European and Native American heritage) and her father a German immigrant. Her mixed heritage is at the root of her divided loyalties, on one hand to the indigenous culture of her native Mexico, and on the other to Europe. Kahlo's exploration of her mixed race heritage and its relationship to national identity often resurfaced throughout her career.

# KS3 ART LESSON 1 – Resource Sheet 1

## ***Appreciating Difference***



*Self-Portrait on the Borderline between Mexico and the United States (1932)*

Kahlo's sense of national identity was strengthened by her experience of living in the United States for the best part of four years. Travelling with her husband Diego Rivera as he painted murals in San Francisco, Detroit and New York, she found herself isolated in an alien culture. This piece shows Kahlo's sense of pride in being Mexican, and her rejection of American values. She appears on a pedestal poised between two conflicting worlds - the capitalist industry of the USA, and the farming lands of Mexico, dotted with ancient temples and artefacts. She is holding the Mexican flag in her hand, showing where her loyalties lie.

### **Pain and Suffering**

This fusion of Christian and Aztec imagery is common in Mexican culture.



*Self-Portrait with the Portrait of Doctor Farill (1951)*

In the 1950's, Kahlo's health seriously declined and the technical quality of her work suffered. Several spinal operations left her in severe pain and she needed to use a wheelchair. Frida said about this double portrait, where Kahlo sits in her wheelchair holding her brushes and palette beside her painting of her surgeon Dr. Farill, "My painting carries with it the message of pain ... Painting completed my life." A section of her heart replaces the palette on her lap, while her paintbrushes drip with blood, strongly conveying their importance to her existence.

### **Loss, Heartbreak**



*The Two Fridas (1939)*

Her best-known work, this was painted around the time she and Diego divorced. One Frida is the loved Frida, dark-skinned and wearing Mexican dress, holding a picture of Diego. She is holding hands with the other Frida, who is paler and in European dress and who has a broken, exposed heart. The loved Frida's heart remains whole. Her torn emotions are clearly displayed, and we see the reappearance of the stormy skies behind her, as in her 1926 self-portrait.



# KS3 ART LESSON 2 – Lesson Plan

## Campaigns

### Northern Ireland Curriculum Statutory Requirements - KS3 Art

#### Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Citizenship

Young people should have opportunities to make an informed and critical response to a social / environmental issue, for example, evaluate and respond to the work of war artists; design an advertising campaign to raise awareness about a school or community issue / event etc.

#### Objective 3: Developing Pupils as Contributors to the Economy and the Environment

##### Key Element: Employability

Young people should have opportunities to develop awareness of employment opportunities within the creative industries in Northern Ireland and beyond, for example, work in advertising, animation, design, education, fashion, film, hairdressing and beauty, multimedia etc.

### Introduction

This lesson would be especially relevant during Northern Ireland Anti-Bullying Week (14<sup>th</sup> – 18<sup>th</sup> November, 2011). Pupils look at graphic design and photography used in government campaigns for healthy-eating / anti-bullying posters / celebrating diversity posters developed by, for example, the Public Health Agency. Posters that have been - or will be - displayed in the school should be used as examples. Include in these examples the BelongTo poster, which raises awareness of homophobic bullying (enclosed).

The students in this poster are in a school corridor, and look relaxed and confident. The slogan reads “She’s / He’s Gay And We’re Cool With That.” Pupils who see this for the first time sometimes ask “which one of them is gay?”

This is a good opportunity for the teacher to help pupils explore the fact that we don’t know, and that this is a deliberate tactic on behalf of the poster’s designer. Teacher can use this poster to tease out other messages that are being conveyed besides the one that is explicitly written.

### Activity:

Distribute selection of posters to pupils. Pupils should notice and comment on the graphic design and photography used, and the effectiveness of these. Pupils then pick a theme that is important to them and design a poster for schools to use. Pupils should think about how they could try to convey a number of messages within one poster.

### Question for Discussion:

Q. What messages are the BelongTo posters conveying?

(Messages of solidarity; that we should not assume that everyone is heterosexual; that gay pupils have straight friends and allies, and are supported and valued in this school)

### Additional Activity:

- Where the school has agreed that there will be a Gay-Straight Alliance as a new club for pupils, posters can be created to raise awareness and give information on how / why to join.
- Read about Northern Ireland’s first GSA (Gay-Straight Alliance) at <http://www.bbc.co.uk/news/uk-northern-ireland-12860858>

**HE'S GAY  
AND WE'RE  
COOL WITH THAT**



**HOMOPHOBIC BULLYING  
IS NOT ACCEPTABLE  
IN OUR SCHOOL**



**SHE'S GAY  
AND WE'RE  
COOL WITH THAT**



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# KS3 ART LESSON 3 – Lesson Plan

## *Advertising with Pride*

### Northern Ireland Curriculum Statutory Requirements - KS3 Art

#### Objective 3: Developing Pupils as Contributors to the Economy and the Environment

##### Key Element: Employability

Young people should have opportunities to develop awareness of employment opportunities within the creative industries in Northern Ireland and beyond, for example, work in advertising, animation, design, education, fashion, film, hairdressing and beauty, multimedia etc.

#### Introduction

Making pupils aware of the diversity of the attendees at Pride encourages entrepreneurial ideas about how best to market products and where best to advertise in order to benefit from the range of people who come to the centre of Belfast for one event.

This also conveys the concept of the power of people when they group together, as isolation can be a common theme for young LGBT people. It can be comforting and reassuring to know that they are part of a bigger movement, which wields significant influence.

#### Activity

*Pupil Challenge:* You work in marketing for a company that will be advertising throughout the Belfast's Pride Festival.

This could be a fashion label / outlet, restaurant, hair / beauty salon, cinema / theatre (pupils should choose a company that matches their interests).

The company you work for are aware of the vast range of people who attend Pride and therefore of the potential for publicity (cross-generational, LGBT people, families / friends; supporters who identify as straight but attend to show solidarity; tourists; politicians; clergy; union reps; local business people).

Design an effective advertising campaign to make your product appeal to as many people as possible.

#### Additional Activity

- Work in groups as a design team to create a range of costumes to be worn during Pride, to contribute to the 'mardi gras' feel of the day, using famous LGBT people or 'gay icons' (Lady Gaga; Elton John; Liberace; Alexander McQueen) as inspiration.

# KS3 ART LESSON 4 – Lesson Plan

## *Symbols and Artefacts*

### Northern Ireland Curriculum Statutory Requirements - KS3 Art

#### Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Cultural Understanding

Young people should have the opportunities to explore the diversity of various cultures that are expressed through Art & Design, for example, explore images, symbols and artefacts that express the range of cultural traditions in Northern Ireland; explore styles of painting, design and sculpture that reflect other cultures etc.

#### Objective 3: Developing pupils as Contributors to the Economy and the Environment

##### Key Element: Employability

Young people should have opportunities to develop awareness of employment opportunities within the creative industries in N. Ireland and beyond, for example, work in advertising, animation, design, education, fashion, film, hairdressing and beauty, multimedia etc.

### Introduction

Exploring the diversity of cultures that are expressed through Art & Design, teachers can link this with the work done in KS3 History Lesson 1 on the Holocaust's Forgotten Victims.



Alan Turing's Memorial in Manchester, beside The Alan Turing Building in the University of Manchester where he was a Reader in Mathematics in 1948. Written along the planks of the bench are symbols from cryptology.

Pink triangles, which LGBT people were forced to wear in concentration camps, are now re-claimed and used as a symbol for IDAHO (International Day Against Homophobia) and Pride. The pink triangle is also the main symbol used in the Monument commemorating LGBT Holocaust victims in Amsterdam.

### Activity

*Pupil Challenge:* "You are a sculptor putting in a bid to design a memorial to an LGBT figure, using The Amsterdam 'Homomonument' and Alan Turing's Memorial in Manchester as inspiration."

This could evolve into a real competition, with school staff and pupils voting and the winner making their design a reality. The bid should incorporate environment / sustainability considerations.

Pupils can use Mathematics and ICT to represent Alan Turing using the crypt iconography that was used as inspiration for the Alan Turing Memorial in Manchester

## KS3 ART – LGBT History Month Pointer

### Activity

Pupils to produce a piece of work on the theme “In Good Company” using the successes and achievements of LGBT people as their inspiration.

For example

- the Facebook logo (co-founder is out gay man Chris Hughes)
- computers (Alan Turing – see KS3 History Lesson 2)
- cans of Campbells soup (Andy Warhol)
- an OBE medal (Jeanette Winterston – author of Oranges Are Not The Only Fruit)
- a nutcracker (Pyotr Tchaikovsky).

Pupils should also have option of singling out one of these examples and using it as inspiration if they particularly relate to it.

Other LGBT artists to celebrate include: Andy Warhol; Francis Bacon; David Hockney; photographer Annie Leibovitz





Role-playing, hot-seating and script-writing are all excellent ways of supporting young people in exploring attitudes, prejudices and behaviour. In this activity, pupils watch a film that was created and produced specifically for Key Stage 3. The film looks at homophobic bullying, showing how a homophobic environment affects not only people who identify as LGBT, but also anyone who is seen as different.



# KS3 DRAMA – Lesson Plan

## *‘Fit’ by Rikki Beadle-Blair*

### Northern Ireland Curriculum Statutory Requirements - KS3 Art

#### Objective 1: Developing Pupils as Individuals

##### Key Element: Mutual Understanding

Young people should have opportunities to explore and respond to the views and feelings of others, for example, *act out scenarios involving multiple viewpoints, differences of opinion, sensitive issues etc*

##### Key Element: Moral Character

Young people should have opportunities to demonstrate the ability and willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses and take responsibility for choices and actions etc.

#### Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Citizenship

Young people should have opportunities to explore how drama is used to educate about and resolve issues of social concern, for example, *compose an anti-racist rap for a football club; use appropriate strategies to challenge stereotypical views about diverse local/global groups etc.*

#### Objective 3: Developing pupils as Contributors to the Economy and Environment

##### Key Element: Employability

Young people should have opportunities to investigate how skills developed through drama such as empathy, confidence, communication skills are vital to life / work situations and a range of careers, for example, jobs within the creative industries, or involving design, education, management of people and resources, media and technology, performing arts, healthcare, therapy, writing, politics, law, etc.

##### Cross-Curricular links with Learning for Life and Work:

Key Concept – Self awareness  
Key Concept – Personal Health  
Key Concept – Relationships

# KS3 DRAMA – Lesson Plan

## *'Fit' by Rikki Beadle-Blair*

### Introduction

For this lesson, schools request a number of copies of the DVD 'Fit' from UK-based LGBT charity Stonewall. Stonewall offers a reduced rate for teachers at £5 per copy including post and packaging. The order form can be found at [http://www.stonewall.org.uk/at\\_school/education\\_for\\_all/quick\\_links/education\\_resources/fit/4039.asp#UK\\_Teacher](http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/fit/4039.asp#UK_Teacher)

Originally a play, it has been produced as a film and is aimed at tackling homophobic bullying in schools. It has been designed specifically for KS3.

'Fit' tells the story of a group of young people, all of whom attend a dance class in their college assembly hall. Some attend because they are good at dance and enjoy it, others attend because they have to, and spend much of their time messing about and wasting the teacher's time.

The dance teacher is an openly gay man played by the film's writer, Rikki Beadle-Blair. The story challenges stereotypes and questions our prejudices as it follows six characters, all discovering their own identities and learning to accept themselves as well as each other.

'Drill Hall Productions', which is the production company which toured this play throughout secondary schools in London, Edinburgh and Liverpool in 2008, has produced a Teachers' Resource Pack which is available from [www.drillhall.co.uk/fit](http://www.drillhall.co.uk/fit)

There are many activities and discussion opportunities about identity and respect provided through the pack.

The pack begins with an exploration of 'what is homophobic bullying?' and moves on to provide pre and post-performance activities.

### Activity:

The film is in segments, one focusing on each character, giving us information about their families, their backgrounds, and what makes them behave the way they do. Teacher can play each segment separately and after each discuss:

1. Did the character surprise you in the end?
2. What had you expected and what was it about them that lead you to this expectation?
3. What can we learn from this in terms of being a good friend?
4. What about what we can learn in terms of being confident in ourselves?
5. What things help make us feel confident?

Alternatively, all six segments could be watched consecutively - the entire film lasts roughly 45 minutes.

In order to further explore the possible motives and feelings behind the characters, a hot-seating exercise could be carried out with six (confident!) pupils assuming the role of each protagonist, answering their classmates' questions in character.

When the entire film has been watched and its meanings discussed, split class into six groups (one for each character / segment of the film) and set them the task of re-writing the script in their own dialect. Each group will need a separate DVD and laptop to take brief notes of the characters' dialogue in order to re-write it in our own dialects. Over the course of perhaps two lessons, pupils re-write, rehearse, and then perform their segment.

The contexts, places, names and events can all be adapted as the pupils deem necessary to make the film as relevant as possible to their local area and peers.



## KS3 DRAMA – LGBT History Month Pointer

### Activity

Once all groups have finished their production, each group could perform for the school during consecutive Assemblies in one week (with two performances on the Friday) as a way of communicating the lessons and messages they have learned through study of the play.

The final Assembly might see the six groups coming together again to present the ways of making their school more inclusive of young LGBT people.





# ENGLISH

English with Media Education incorporates LGBT themes easily and naturally. The Statutory Requirement guidance for developing Key Elements- Moral Character, Spiritual Awareness, and Media Awareness include suggestions on challenging stereotypical and biased viewpoints; exploring language and imagery; and exploring the power of communication techniques to inform, influence and persuade.

In this unit of work, pupils will have opportunities to become “critical, creative and effective communicators” through “engagement with peers, poetry, drama, non-fiction, media and multimedia” by listening actively and reporting back, examining the role of television media in perpetuating stereotypes, as well as role-playing, hot-seating, reading and writing poetry.

In addition, these lessons meet with the aims of the Revised Curriculum by providing opportunities to promote active learning. The activities emphasise group and collaborative strategies; maximise opportunities for pupils to take responsibility for their own learning; increase pupil choice; encourage pupils to reflect on their learning; and provide opportunities to facilitate decision-making and problem-solving.



# KS3 ENGLISH with MEDIA EDUCATION LESSON 1 – Lesson Plan

## *Unseen on Screen*

### Northern Ireland Curriculum Statutory Requirements - KS3 English with Media Education

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Moral Character

Pupils should have opportunities to demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters. Take responsibility for choices and actions.

##### Key Element: Spiritual Awareness

Pupils should have opportunities to explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, comment on a film, novel, performance or poem which has stimulated a personal insight.

#### Learning Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Media Awareness

Pupils should have opportunities to explore the power of a range of communication techniques to inform, entertain, influence and persuade, for example, compile and justify a list of top ten television advertisements/web sites for young people; create an innovative lifestyle article or feature for young people.

##### Cross Curricular Links

Learning for Life and Work - Personal Development

Maths – knowledge and understanding of chart designing, data handling

Science – develop skills in scientific methods of enquiry to further scientific knowledge and understanding: planning for investigations, obtaining evidence, presenting and interpreting results.

#### Introduction

In Lesson 1, pupils conduct research by noting positive and negative portrayals of LGBT people in their favourite programmes. This lesson provides options to suit different students' needs / teacher's preferences.

Teacher explains it is sometimes cited as progress that soap operas and popular TV shows now have gay characters.

While this is helpful in increasing the visibility of LGBT (lesbian, gay, bisexual and trans) people, the characters are very often presented as having major problems to do with their sexual orientation – having families / friends who disown them, or being conflicted characters who are promiscuous and self-destructive.

This reinforces the mistaken belief that being LGBT is a problem and can only lead to unhappiness.

# KS3 ENGLISH with MEDIA EDUCATION LESSON 1 - Lesson Plan

## *Unseen on Screen*

Stonewall (a U.K-based LGBT charity) have carried out research on how LGBT people are shown in the 20 television programmes most commonly watched by young people (these include I'm a Celebrity..., Hollyoaks, Emmerdale and How to Look Good Naked).

The research found that the majority of portrayals of LGBT people are negative. It is important that pupils are aware that although gay characters are being included in their favourite shows, they are not being portrayed as equal to their straight

counterparts, in that the vast majority of straight people are portrayed as having a diverse set of characteristics and influences, whereas LGBT characters are still relatively one-dimensional, with their sexual orientation dictating their life, rather than being just one facet of it.

The research interviewed young people across Britain who said that gay people on TV are largely stereotyped, leading unhappy lives, are bullied and rejected by their families. **They also said they rely on TV to learn about gay people.**

Option 1: This activity could be used if the class has just finished up one topic and has some time at the end of the period to discuss new information. Teacher would introduce the topic, allow some discussion, then give the class the homework task that forms the basis of the next lesson. Depending on abilities / time available, the differentiated template chart (Worksheet 2) could be distributed.

Option 2: If teacher prefers to allow more time for discussion, and to make cross-curricular links with Maths and Science, then teacher can ask pupils to design their own chart for collating information. The latter option, including time for discussion of the topic, would require the whole English lesson. Template charts can of course also be used where teacher deems appropriate, as support for pupils with different needs in the class.

### Activity

- Pupils are given worksheet (Worksheet 1; KS3 English Lesson1) to read and discuss. Pupils should understand the idea of recording and monitoring minutes and seconds of T.V coverage – talk about how the researchers carried out this research, what technologies may have been used?
- Teacher then leads discussion on whether these research findings fit with their own experience of LGBT people on television. There may be conflicting opinions; this gives teacher a chance to question deeply held beliefs which may be aired.
- In order to verify the Stonewall research findings, pupils organise how they will carry out their own microcosm of this research.
- Pupils discuss in groups and pick the three programmes that they most regularly watch, agreeing which they will be responsible for researching
- Teacher gathers the list of programmes and creates a large chart for next lesson to collate findings for whole class to see.
- (OPTION 2) Pupils discuss how they should record findings, using the ideas generated by the earlier discussion of how Stonewall's research was carried out
- For purposes of differentiation, pupils can use technology to design their own record-keeping chart, (give chance to decorate with images from ClipArt) or teacher can distribute ready-made template charts (Worksheet 2).

Working at home, pupils collate the instances of positive / realistic portrayals of LGBT people on the programmes they have chosen to research.

## KS3 ENGLISH with MEDIA EDUCATION LESSON 1 – Lesson Plan

### *Unseen on Screen*

| Discussion Points for when Results are in...   | Further Learning Opportunities – Debate!   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Are their findings similar to that of the original research?</li> <li>2. Why are LGBT people being portrayed negatively in our most popular TV shows?</li> <li>3. What does this mean for the young people who watch these programmes, gay and straight? (bearing in mind the original research found that young people rely on TV to learn about gay people)</li> <li>4. Is there anything that could be done to persuade programme-makers to include portrayals of LGBT people in ways that do not rely on and reinforce stereotypes?</li> </ol> | <p>Should we pay our license fee to fund a station – the BBC - that ignores LGBT people or portrays them negatively?</p> <p>(If the pupils’ findings replicate that of Stonewalls’ in that BBC1 performs poorest in fair and accurate portrayals of LGBT people)</p> <p><b>Celebrate!</b></p> <p>There is also an opportunity for the class to create an award to give to the show which presents the most positive portrayals of life as a person who identifies as LGBT. Pupils who write to the show’s producers could get a letter in reply and the possibility of some publicity on the findings.</p> |

# KS3 ENGLISH with MEDIA EDUCATION LESSON 1 – Worksheet 1

## *Unseen on Screen*

“Gay people are stereotypes, jokes or almost invisible on youth TV - Lesbian and gay people appear realistically & positively in just 0.6% of most watched shows, finds new research” Unseen on Screen

### Introduction

Stonewall (a U.K-based LGB charity) have published research on how LGB people are shown in the 20 television programmes most commonly watched by young people (these include I’m a Celebrity..., Hollyoaks, Emmerdale and How to Look Good Naked). “Unseen on Screen” found that the majority of portrayals of LGB people are negative.

They are portrayed as either camp and promiscuous, or wracked with guilt and misery, being treated badly by their families and friends. Ordinary gay people are almost invisible on the 20 TV programmes most watched by young people. Out of 126 hours, only 46 minutes of output showed gay people positively and realistically.

### Winners

Those 46minutes of positive and realistic presentation of gay people happened on four programmes on Channel 4 and ITV1.



### Losers


BBC1 performed poorest; out of 39 hours of output, they showed just 44 seconds of positive and realistic portrayal of gay people.



“Those 46minutes of positive and realistic presentation of gay people, happened on four programmes on Channel 4 and ITV1.”

– What do you think those programmes might have been? Go to the research to find out what they were. [http://www.stonewall.org.uk/media/current\\_releases/4510.asp](http://www.stonewall.org.uk/media/current_releases/4510.asp)

### Activity

We are going to check out these research findings and see if they match up with what we find. See? Homework you can do while watching TV! 

- Pick the three programmes you most regularly watch
- For the next week, make a record each time LGBT people are shown on your programme, with a happy face for the instances of positive / realistic portrayals of LGBT people on these programmes.
- At the end of the week, we can put all the information on a chart provided – Worksheet 2

1. Which programme is the best at portraying LGBT people positively and realistically?
2. Which channel is the best at portraying LGBT people positively and realistically?
3. Whether BBC1 is still the loser!!



## KS3 ENGLISH with MEDIA EDUCATION LESSON 1 – Worksheet 2

### *Unseen on Screen*

|         | Title | Date | Time | LGBT<br>Character(s) | Portrayal<br>😊 or 😞 | What happened? |
|---------|-------|------|------|----------------------|---------------------|----------------|
| Prog. 1 |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
| Prog. 2 |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
| Prog. 3 |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |
|         |       |      |      |                      |                     |                |

# KS3 ENGLISH with MEDIA EDUCATION LESSON 2 – Lesson Plan

## *A Spy for a Week*

### Northern Ireland Curriculum Statutory Requirements - KS3 English with Media Education

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Mutual Understanding

Young people should have opportunities to develop the ability to use language (including body language) effectively in communicating with and relating to others, for example, explore situations in which tone, choice of words, gesture, facial expression can alter meaning/impact.

##### Key Element: Moral Character

Young people should have opportunities to demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses

#### Learning Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Cultural Understanding

Young people should have opportunities to explore how different cultures and beliefs are reflected in a range of communication methods, for example, investigate local oral traditions and dialects etc; compare and contrast how the culture and lifestyle of different countries are represented in stories/poems/images etc.

##### Key Element: Ethical Awareness

Young people should have opportunities to investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for a young audience

### Introduction

Teacher explains to class that they are going to conduct a Language Survey and discusses reasons why we would do this.

Discuss what sexual orientation means (whether a person identifies as lesbian, gay bisexual or straight) and how sometimes gender is confused with this.

Discuss whether we usually hear these words in contexts other than sexual orientation?

How about-

“that’s so gay” (meaning bad / boring / rubbish)

“you’re a big girl!” (when a boy / man acts in a way that someone else feels does not match up with masculine characteristics)

“I play football, but that doesn’t mean I’m a lesbian or anything..” (when a girl plays a male-dominated sport / acts in a way that does not fit with traditional expectations of femininity)

How often do we hear positive references to sexual orientation / gender identity?

## KS3 ENGLISH with MEDIA EDUCATION LESSON 2 – Lesson Plan

### *A Spy for a Week*

#### ACTIVITY:

Distribute KS3 English Lesson 2; Worksheet 1

Students investigate the power of words by carrying out their own research, and critically evaluating the language that is used, from different perspectives.

The point of the activity is to look at how often minority sexual orientation / gender identity words are used in general conversation and to assess whether the messages we receive from these usages gives us positive / negative messages about being LGBT.

Pupils' data should record the situation, the apparent intention of the speaker and the context in which the words were used. A differentiation opportunity would see more able pupils also noting body language at the time of speech.

The speaker should remain anonymous – nobody's names should be used – but the approximate age and position (if adults) of those involved could be noted i.e "parent" / "teacher" / "shopkeeper" / "parents' friend".

Pupils should aim for accurate reporting, so notes should be made as soon after the conversation as possible.

At the end of the week students pool their data and analyse it.

#### QUESTIONS FOR DISCUSSION WHEN THE FINDINGS ARE IN:

1. What words and phrases were most commonly used?
2. Were the words used in a positive way to praise or celebrate someone or something; used neutrally without placing any value; or in a negative way aiming to insult or hurt someone / something?
3. Were the words used about a person, or about a thing or an abstract idea?
4. What was the probable intention of the speaker?
5. What reactions, if any, did the remarks produce in those listening? What about reactions from the person recording?
6. Was the language used accurate?

#### Optional Activity to Clarify Meaning

Photocopy and cut up Resource Sheet 1.

Distribute words among groups of students.

Ask students to find out the meanings of the terms and to write definitions of their word/s.

When they have finished ask them to compare their definitions with the glossary on Resource Sheet 2.

#### Questions for Discussion

How accurate were their definitions?

Did any of the phrases or words they heard in the week support the idea that we live in a heterosexist society?

## KS3 ENGLISH with MEDIA EDUCATION LESSON 2 – Resource Sheet 1

### *A Spy for a Week*

|            |              |              |                    |
|------------|--------------|--------------|--------------------|
| Gay        | Transvestite | Bisexual     | Sexual Orientation |
| Homophobic | Prejudice    | Heterosexist | Questioning        |
| Lesbian    | Queer        | Homosexual   | Heterosexual       |

#### Glossary

**Gay** – being attracted to people who are the same sex as you

**Homophobic** – having a negative attitude towards LGBT people

**Lesbian** – a woman who is attracted to other women

**Sexual orientation** – whether someone identifies as lesbian, gay, bisexual or heterosexual

**Homosexual** – old-fashioned word for someone who is lesbian / gay. Comes from a time when being lesbian or gay was thought to be a medical problem

**Transvestite** – someone who sometimes dresses in the clothes traditionally worn by the opposite sex

**Prejudice** – Judging someone / something before you know the facts; most commonly used to refer to preconceived judgments toward people because of race, social class, gender, ethnicity, homelessness, age, disability, obesity, religion, sexual orientation, or other personal characteristics.

**Queer** – often used as a homophobic term, a minority of LGBT people use this word proudly to describe their identity

**Questioning** – people who are in the process of questioning their sexual orientation; figuring out who they are

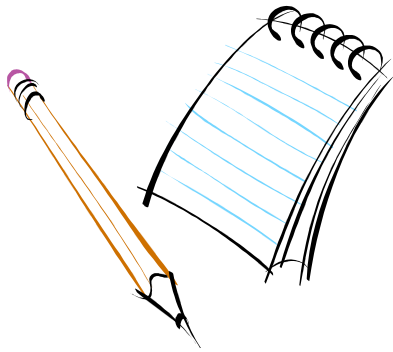
**Bisexual** – being attracted to both the same and the opposite sex

**Heterosexist** – the presumption that everyone is heterosexual, and that being heterosexual is better than being LGBT

**Homophobic** - having negative attitudes or feelings towards people who identify as lesbian, gay, bisexual, or transgender

## KS3 ENGLISH with MEDIA EDUCATION LESSON 2 – Worksheet 1

### *A Spy for a Week*



#### **A Spy for a Week – Your Instructions**

- Over a period of one week, keep a diary in your jotter
- Note words, phrases and conversations you hear/encounter about sexual orientation / gender identity.
- Note things that you're not sure about too! It can be tricky to figure out what people mean sometimes!
- Record the situation, what you think the speaker means, and the context in which the words were used.
- Nobody's names should be used – but the approximate age and occupation (if adults) of those involved could be noted.
- Try to make notes as soon after the conversation as possible (they will be more accurate this way).
- At the end of the week we will pool our data and analyse it. What will the results reveal?

# KS3 ENGLISH with MEDIA EDUCATION LESSON 3 – Lesson Plan

## *First they came for.....*

### Northern Ireland Curriculum Statutory Requirements - KS3 English with Media Education

#### Objective 1 - Developing Pupils as Individuals

##### Key Element: Moral Character

Young people should have opportunities to explore issues related to Moral character:  
Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters. Take responsibility for choices and actions.

#### Objective 2 - Developing Pupils as Contributors to Society

##### Key Element: Citizenship

Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, consider the needs of a fictional character; participate in a role play involving conflicting rights etc.

##### Element: Media Awareness

Explore the power of a range of communication techniques to inform, entertain, influence and persuade, for example, compile and justify a list of top ten television advertisements/web sites for young people; create an innovative lifestyle article or feature for young people. Consider how meanings are changed when texts are adapted to different media, for example, compare and contrast a film and book version of the same story etc.

##### Cross Curricular Links

KS3 History Lesson 1  
KS3 LLW Lesson 3  
Further Learning Opportunity links with KS3 Music Lesson 1

#### Introduction

This lesson links with KS3 History Lesson 1 on the forgotten victims of the Holocaust.

Teacher explains to pupils that the following poem was originally a statement made by a German Pastor, and, because of its repetition and rhythm, is now used as a poem to explain the concept of standing up for others even when their persecution doesn't impinge on you.

Teacher distributes copies of the poem (Worksheet 1) and reads aloud.

#### ACTIVITY:

Teacher distributes KS3 English with Media Education Lesson 3; Worksheet 1 and asks pupils to "think about a society or school issue you care about (for example: bullying; homophobia; mental health; government cutbacks to school resources / pollution / the environment)"

Pupils' task is to re-write Niemöller's poem using his structure, but their own verbs and protagonists.

## KS3 ENGLISH with MEDIA EDUCATION LESSON 3 – Lesson Plan

### *First they came for.....*

|   |   |
|---|---|
| <p><b>Questions for Discussion</b></p> <ol style="list-style-type: none"> <li>1. Who are the 'they' in the poem?</li> <li>2. What does Pastor Niemöller mean when he uses the phrase "came for"?</li> <li>3. What is the effect of the repetition of the phrase "then they came for..."?</li> <li>4. From your knowledge of the groups who were persecuted in the Nazi regime, what other groups could be inserted along with communist, Socialist, Trade Unionist, Jew, Catholic?</li> </ol> <p>(Pupils may recall that History Lesson 1 mentions other victims such as: people with disabilities; people with mental health problems, people from the Travelling / Roma Community; people who identified as LGBT; intellectuals and Jehovah's Witnesses.)</p> | <ol style="list-style-type: none"> <li>5. "I didn't speak up" – what does this line mean? What are some of the ways he could have 'spoken up'?</li> <li>6. What meaning does Niemöller's poem hold for us in our society?</li> </ol> <p>Pupils should understand that the poem stands as an encouragement to show solidarity with and support people who are suffering, even though our lives may not be affected by their problems.</p> <ol style="list-style-type: none"> <li>7. How would this apply in our school / community?</li> </ol> <p>Teacher generates discussion of minority groups who are discriminated against in our society, including people who identify as LGBT.</p> |
| <p><b>Plenary:</b> Incorporating LLW Key Element Employability, give pupils the opportunity to hone their communication skills through presenting their ideas to an audience, giving them useful experience of interview scenarios for the future. Pupils present their work and see if they can persuade their classmates to agree to take action:</p>   | <p>(for example, to set-up a buddy system for younger pupils; to create a Gay-Straight Alliance to show support for LGBT students and opposition to homophobia; to start a letter-writing campaign to local councillors; to lobby school management to introduce recycling bins for every classroom)</p>  |



## KS3 ENGLISH with MEDIA EDUCATION LESSON 3 – Worksheet 1

### *First they came for.....*

#### **First They Came For - Attributed to Pastor Martin Niemöller (1892–1984)**

First they came for the Socialists, and I did not speak out – Because I was not a Socialist.

Then they came for the Trade Unionists, and I did not speak out -- Because I was not a Trade Unionist.

Then they came for the Jews, and I did not speak out -- Because I was not a Jew.

Then they came for me -- And there was no one left to speak for me.

*As Pastor Niemöller spoke many times on this subject, many versions of this poem have been published, with variations on the groups involved.*

*Another version reads:*

First they came for the Communists, and I did not speak out -- Because I was not a Communist.

Then they came for the Catholics, and I did not speak out -- Because I was not a Catholic.

Then they came for the Jews, and I did not speak out -- Because I was not a Jew.

Then they came for me -- and there was no one left to speak for me.

#### **Task:**

Think about a society or school issue you care about. For example: bullying; homophobia; mental health; government cutbacks to school resources / pollution / the environment. Think about ways people could speak up for people experiencing these problems and re-write the poem to persuade your class-mates to support your plan to do something to show solidarity with your chosen group.

Your task is to re-write Niemöller's poem using his structure, but your own verbs (came for) and protagonists (Socialists, Communists, etc).

## KS3 ENGLISH with MEDIA EDUCATION LESSON 3 – Resource Sheet 2

### *First they came for.....*

#### Introduction

For groups who have strong reading skills, examine the poem 'Hangman' by Maurice Ogden.

Written for young people as an echo of Niemöller's poem, this poem sees a Hangman come to a small town. Each time he executes one person, no-one speaks up for fear that they will be next. Eventually there is no-one left but the Hangman and the Narrator.

A 4 stanza poem, it is very long but easily understood as it is quite simplistic. The Hangman starts by killing a foreigner and continues until there is no-one left to speak out against the killing.

The poem directs responsibility to the townspeople who did not speak out in the first instance a man was killed. One of the Hangman's final lines reflects this –

*"First the foreigner, then the Jew...  
I did no more than you let me do."*

The poem was read aloud to a moving picture animation for television in 1963. The video clip is available on YouTube:

[http://www.youtube.com/watch?v=\\_ZSS3yxpnFU](http://www.youtube.com/watch?v=_ZSS3yxpnFU)  
(See website [www.flvto.com](http://www.flvto.com) for converting and downloading YouTube videos)

Although the clip is dated, and the animation is basic by today's standards, it is still effective in evoking an atmosphere of a happy town gradually being overshadowed by fear and persecution.

Watching the animation as a way of studying the poem gives opportunities to explore Key Element: Personal Health "the use of imagery and emotive language in television".

The video's background music is also effective in echoing the mood of the poem, and provides a cross-curricular link with KS3 Music Key Element: Media Awareness ~ listen to and discuss how music adds to the emotional impact in films; compose and perform music to accompany a video clip or advertisement etc.

**Caution is advised when studying this poem and watching the video clip. Staff or pupils who have been affected by suicide may find the images in the poem and / or video upsetting.**

#### Questions for Discussion

- |  |  |
|--|--|
| 1. How is the first victim described? Why do you think this victim was chosen?                                       | 6. Who or what could have stopped the Hangman and therefore could stop the bullying and persecution of gay people? |
| 2. Why do the townspeople remain silent as the first victim is killed?   | 7. What events throughout history can you connect to the themes in this poem?                                      |
| 3. Why are the townspeople surprised in part 2 of the poem?  | 8. What examples of the Hangman exist in society today? In our school?   |
| 4. How do the townspeople react when one townspeople speaks out against the Hangman?                                 | 9. Who or what could the Hangman represent or symbolize? (homophobia; racism; sexism; sectarianism etc)            |
| 5. How could this be related to events in Uganda that have been studied in R.E and LLW? (persecution of LGBT people) |  |

## KS3 ENGLISH with MEDIA EDUCATION LESSON 3 – Resource Sheet 3

### *First they came for.....*

Hangman

by Maurice Ogden

1.  
Into our town the Hangman came,  
Smelling of gold and blood and flame.  
And he paced our bricks with a diffident air,  
And built his frame in the courthouse square.

The scaffold stood by the courthouse side,  
Only as wide as the door was wide;  
A frame as tall, or little more,  
Than the capping sill of the courthouse door.

And we wondered, whenever we had the time,  
Who the criminal, what the crime  
That the Hangman judged with the yellow twist  
of knotted hemp in his busy fist.

And innocent though we were, with dread,  
We passed those eyes of buckshot lead --  
Till one cried: "Hangman, who is he  
For whom you raised the gallows-tree?"

Then a twinkle grew in the buckshot eye,  
And he gave us a riddle instead of reply:  
"He who serves me best," said he,  
"Shall earn the rope of the gallows-tree."

And he stepped down, and laid his hand  
On a man who came from another land.  
And we breathed again, for another's grief  
At the Hangman's hand was our relief

And the gallows-frame on the courthouse lawn  
By tomorrow's sun would be struck and gone.  
So we gave him way, and no one spoke,  
Out of respect for his Hangman's cloak.

2.  
The next day's sun looked mildly down  
On roof and street in our quiet town,  
And stark and black in the morning air  
Was the gallows-tree in the courthouse square.

And the Hangman stood at his usual stand  
With the yellow hemp in his busy hand;  
With his buckshot eye and his jaw like a pike  
And his air so knowing and business-like.

And we cried, "Hangman, have you not done  
Yesterday, with the foreign one?"  
Then we fell silent, and stood amazed,  
"Oh, not for him was the gallows raised."

He laughed a laugh as he looked at us:  
"Did you think I'd gone to all this fuss  
To hang one man? That's a thing I do  
To stretch a rope when the rope is new."

Then one cried "Murder!" and one cried "Shame!"  
And into our midst the Hangman came  
To that man's place. "Do you hold," said he,  
"with him that was meant for the gallows-tree?"

And he laid his hand on that one's arm.  
And we shrank back in quick alarm!  
And we gave him way, and no one spoke  
Out of fear of his Hangman's cloak.

That night we saw with dread surprise  
The Hangman's scaffold had grown in size.  
Fed by the blood beneath the chute,  
The gallows-tree had taken root;

Now as wide, or a little more,  
Than the steps that led to the courthouse door,  
As tall as the writing, or nearly as tall,  
Halfway up on the courthouse wall.

## KS3 ENGLISH with MEDIA EDUCATION LESSON 3 – Resource Sheet 3

### *First they came for.....*

3.

The third he took -- we had all heard tell --  
Was a usurer, and an infidel.  
"What," said the Hangman "have you to do  
With the gallows-bound, and he a Jew?"

And we cried out, "Is this one he  
Who has served you well and faithfully?"  
The Hangman smiled: "It's a clever scheme  
to try the strength of the gallows-beam."

The fourth man's dark, accusing song  
Had scratched our comfort hard and long;  
"And what concern," he gave us back.  
"Have you for the doomed -- the doomed and  
Black?"

The fifth. The sixth. And we cried again,  
"Hangman, Hangman, is this the man?"  
"It's a trick," he said. "that we hangmen know  
For easing the trap when the trap springs slow."

And so we ceased, and asked no more,  
As the Hangman tallied his bloody score.  
And sun by sun, and night by night,  
The gallows grew to monstrous height.

The wings of the scaffold opened wide  
Till they covered the square from side to side;  
And the monster cross-beam, looking down,  
Cast its shadow across the town.

4.

Then through the town the Hangman came,  
Through the empty streets, and called my name --  
And I looked at the gallows soaring tall,  
And thought, "There is no one left at all

For hanging, and so he calls to me  
To help pull down the gallows-tree."  
So I went out with right good hope  
To the Hangman's tree and the Hangman's rope.

He smiled at me as I came down  
To the courthouse square through the silent town.  
And supple and stretched in his busy hand  
Was the yellow twist of the hempen strand.

And he whistled his tune as he tried the trap,  
And it sprang down with a ready snap --  
And then with a smile of awful command  
He laid his hand upon my hand.

"You tricked me. Hangman!," I shouted then,  
"That your scaffold was built for other men...  
And I no henchman of yours," I cried,  
"You lied to me, Hangman. Foully lied!"

Then a twinkle grew in the buckshot eye,  
"Lied to you? Tricked you?" he said. "Not I.  
For I answered straight and I told you true --  
The scaffold was raised for none but you.

For who has served me more faithfully  
Then you with your coward's hope?" said he,  
"And where are the others who might have stood  
Side by your side in the common good?"

"Dead," I whispered. And amiably  
"Murdered," the Hangman corrected me:  
"First the foreigner, then the Jew...  
I did no more than you let me do."

Beneath the beam that blocked the sky  
None had stood so alone as I.  
The Hangman noosed me, and no voice there  
Cried "Stop!" for me in the empty square.

## KS3 ENGLISH with MEDIA EDUCATION LESSON 3 – LGBT History Month

*First they came for.....*

### **LGBT History Month POINTER:**

Generate a collection of LGBT writers / poets – pupils might enjoy putting together a display for LGBT History Month celebrating LGBT contributions to English Literature and Language.

Starting points: Colm Toibín, Jeanette Winterson, Oscar Wilde. Alice Walker, James Baldwin



# GEOGRAPHY

Geography is a great opportunity for pupils to look at society from the perspectives of different communities. Pupils have the chance to explore the value of areas in a city where minorities can feel safe and of the business incentives of having a diverse range of tourist attractions. Through incorporating LGBT themes in the teaching of human geography, pupils can learn about the relationship they have with their own environment, relationships others have, and ways of reducing the need for migration due to prejudiced attitudes.

Also included is an activity for IDAHO (International Day Against Homophobia, May 17th) and for LGBT History Month (February).





## KS3 GEOGRAPHY LESSON 1 – Lesson Plan

### *Belfast's Cathedral Quarter*



#### **Northern Ireland Curriculum Statutory Requirements KS3 Geography**

##### **Learning Objective 1: Developing Pupils as Individuals**

###### **Key Element: Mutual Understanding**

Young people should have opportunities to investigate the impact of diversity on a local settlement, for example, segregation; conflict; multiculturalism

##### **Learning Objective 3: Developing Pupils as Contributors to the Economy and the Environment**

###### **Key Element: Employability**

Young people should have opportunities to explore how the skills developed through geography will be useful to a range of careers, for example, marketing, planning, resource management and tourism etc.

This lesson provides cross-curricular links with Learning for Life and Work Key Theme: Enterprise and Entrepreneurship ~ Young pupils should have opportunities to examine the importance of small businesses in an economy and the impact on career choices.

# KS3 GEOGRAPHY LESSON 1 – Lesson Plan

## *Belfast's Cathedral Quarter*

### Introduction

The following unit of work incorporates the above objectives and key elements by helping young people in breaking down negative stereotypes. Students sift through information (planning reports, newspaper cuttings) on the Cathedral Quarter, then look at how the development of other run-down areas throughout the UK have involved investing in a Gay Village or Gay Quarter. Students then have the opportunity to take on the role of town planner, to show what they have learned about the factors involved in marketing, planning, resource management and tourism.

The frequent use of the word 'gay' for anything undesirable / unpopular among many young people will be challenged by researching this topic.

On investigating the topic, pupils will find that a gay quarter in a city is often a thriving business environment, scene of regeneration and new apartment buildings. Pupils will discover that Belfast's gay clubs are among the most famous in Europe, bringing tourists and prosperity to the "once run-down 18th century heart of the city".<sup>(8)</sup>

### Activity

Students investigate the regeneration of Belfast's 'Cathedral Quarter', which includes the Indian Community Centre, the burgeoning 'Arts and Crafts' scene and the Gay Quarter. Teacher introduces the topic and explains that Belfast's Cathedral Quarter is an example of an area in a town / city that was once without businesses, which had neglected buildings, and was improved through investment and planning. 'Then' and 'Now' images will support understanding of this.

### Display Idea

Asking students to include some images from the internet to illustrate their answers and then positioning them on a wall in the form of a timeline or 'Then & Now' would make an informative and colourful display (images overleaf).

Pupils work in groups to read information given in Factsheet 1 and then discuss:

- How old is the Cathedral Quarter? What was it once used for?
- What was the Cathedral Quarter like in the 1980s / 1990s?
- What was the reason for improving and investing in this area?
- What factors were important in increasing prosperity in the area?
- What, from your understanding of the information given, is 'evening economy' or 'night-time economy'?
- What examples of diversity can you find in the information?
- What has been the impact of diversity on this area? (Economic success; regeneration; tourism; advertising; investment)
- What, from your understanding of the information given is The Pink Pound?

Pupils then feedback to class and make notes on the new information

# KS3 GEOGRAPHY LESSON 1 – Lesson Plan

## *Belfast's Cathedral Quarter*

Now that students have examined the factors involved in regenerating an area, their task is-

- Pupils are given the job of regenerating a run-down area of their town / nearest city. Where would they choose, and what factors would they consider?
- Are there any special aspects of the area that they could capitalise on? (near a river / landmark / historical importance?)
- Can they think of a name (i.e Riverside / Quayside / Linen Quarter) under which they could rebrand and advertise this new area and seek investment?

- Is there already a thriving Gay Quarter?
- Would the development of a Gay Quarter increase visitors from other towns, areas & would it enhance tourism?
- What might encourage people from these places travel to a Gay Quarter other than Belfast? (Attracting the 'Pink Pound')

**Extension:** use Resource Sheet 2 to support investigation of other Gay Quarters in Liverpool, Leicester, Manchester, Brighton, Birmingham, and London – see if the same pattern of regeneration emerges.



Cathedral Quarter Slum



Belfast's High St. (1839)



Derelict Waring St. mid-1990's



Albert Clock with sprinklers



St. Anne's Square apartments



Present-day Waring St.

# KS3 GEOGRAPHY LESSON 1 – Resource Sheet 1

## *Belfast's Cathedral Quarter*

The Indian Community Centre is a voluntary organisation which was established in 1981 in the Carlisle Methodist Memorial Church Hall.

The centre works towards the promotion and greater understanding of Indian Culture and Traditions in Northern Ireland. We also seek to create and build upon relationships with the wider Northern Ireland community, and reflect upon the changing diversity of our society. (1)

The investment in the public realm including paving, lighting, street furniture and public art has created investor confidence in the Quarter, which has led to a growing momentum in new developments and importantly the sensitive redevelopment of historically important buildings.(5)

Parts of Union St and Donegall St. have seen new small scale development which shows that the area's potential for regeneration is intact. The gay community has injected considerable quality development; mostly night-time. The Indian Community has a centre further up Clifton St in a former church hall and actively involves itself in the wider north Belfast community with activities such as the festival of light.

The day time and night time specialist and gay/ethnic presence and promotion of other small scale specialist, craft etc. outlets could point to a branding of the area as Bohemian / cosmopolitan / niche.

### **Night-Time & Tourism Economy**

The existing night-time economy should be recognised as an important characteristic of the area - Kremlin, Union St Bar, Front Page etc. It is neutral and attracts all sections of the community. (4)

Traditionally, the Cathedral Quarter was the centre of Belfast's trade and warehousing district, which arose from the prosperous linen and shipbuilding industries. The quarter still retains some of Belfast's oldest buildings and thoroughfares, including Waring Street and Hill Street. (2)

The area fell into decline in the last century, North Street for example, was an overcrowded slum where families slept in one-roomed houses and unemployed fathers drowned their sorrows in the local tavern. (3)

“The Cathedral Quarter in Belfast is without doubt, the area of the city that has changed the most since 2000. It has a number of new bars/nightspots opening and also some of the older watering holes becoming busier. What was once a desolate area of Belfast is now hiving” (6)

The Cathedral Quarter area of Belfast is typified by brick-built warehouse style premises dating back to the 17th century, with relatively narrow streets and lanes. The Quarter takes its name from the Cathedral Church of St. Anne, which was constructed approximately one hundred years ago.

Throughout its history, the area hosted a varied range of activities, from a regular meeting place of The United Irishmen, the birth of the Trade Union Movement in Belfast, the base for Northern Ireland's newspaper industry, textile manufacturing and a wide variety of port-related mercantile banking activities.

Following the building of High Street in the 19th century (requiring the culverting of the Farset River) where the busy quays had once supported a thriving portside economy, Cathedral Quarter fell into a spiral of decay and neglect. After years of significant decline and lack of investment, Laganside Corporation was given the mandate in 1997 to include the Quarter within its overall area of responsibility.

The area, totalling approximately 12 Hectares was designated a Conservation Area and is identified as the Cultural Quarter for the City of Belfast. (5)



# KS3 GEOGRAPHY LESSON 1 – Resource Sheet 1

## *Belfast's Cathedral Quarter*

Cathedral Quarter has become one of the most vibrant areas in Belfast, noticeably in terms of the evening economy. Its proven success is a catalyst to the wider regeneration of Belfast and its rising reputation as a leisure destination. There are more than twenty bars, restaurants and cafés within a five minute walk, and the area hosts several arts festivals, including the annual Cathedral Quarter Arts Festival, the Out To Lunch Festival, Belfast Film Festival and Belfast Pride. There are more than fifty arts organisations and many creative businesses in the Quarter, and it is home to the University of Ulster's Faculty of Art. (5)

Belfast Cathedral Quarter Boost by Michael Donnelly  
Tuesday, 03 February 2009

Belfast's Cathedral Quarter regeneration has received a boost with the news that the University of Ulster is to extend its existing Belfast campus.

Under the plans, the University proposes to invest a total of £250m in its Greater Belfast campuses.

Professor Richard Barnett, vice-chancellor of the University of Ulster, said: "Through this development the University is making a major contribution to the economic and cultural regeneration of the city's north side, including the Cathedral Quarter, injecting vitality, energy and creativity into the once run-down 18th century heart of the city.

This plan will help transform the Cathedral Quarter and surrounding areas into a dynamic cultural, creative and educational destination." (8)

### **Hill Street**

Originally called Pot-house Lane, after a pottery works that was once situated here. The area behind Donegall Street and Waring Street was a warren of crooked alleyways, courts and lanes, containing the oldest and poorest residential quarter of town. Much of the housing was cleared and the area was given over to stores and, in particular, bonded warehouses. The stucco warehouse was converted into a performance venue in 2006 – the Black Box. (6)

PLANNING MAGAZINE: Plans mooted to expand Belfast gay village Wednesday, 20 October 2004  
Belfast's gay quarter is set to expand, according to night club bosses in the area. The Kremlin night club will be expanded in size by more than 50%, Seamus Sweeney, director of Kremlin Associates, revealed. The club, which acts as a centrepiece to the gay district, will grow in size from its current 800 capacity to 1,500 after a £1.2 million capital investment, he said.

Kremlin Associates also revealed plans to expand the Union Street bar, which hosts a popular dance night on Sundays.

The Belfast authorities have been accused of failing to exploit the pink pound.

Earlier this year, Kremlin nightclub boss Andre Graham hit out at the City Council after it failed to include the city's gay facilities in official tourist literature.

Seamus Sweeney added that the pink pound still "had more potential" to contribute to the economic development of a city that has come through years of political violence and where homosexuality was illegal as recently as 22 years ago.

He said: "If we build it, they will come. People [across Ireland] are travelling a lot further to come out and enjoy themselves at the weekend. People are driving to Belfast, rather than Dublin."

The Union Street bar was this year voted best new bar in Ireland at the AM: PM awards in Dublin. (7) (

# KS3 GEOGRAPHY LESSON 1 – Resource Sheet 2

## *Belfast's Cathedral Quarter*

### **Liverpool Appoints Planners for Gay Quarter**

The council said it wants to gather views on how the quarter can be developed "to put it on a par with similar areas both in the UK and internationally".

Employment and Skills minister Nick Small said: "We want Liverpool to be known as an inclusive city. We have made strides in this in recent years and are being seen as a more gay-friendly city than was the case a few years ago. The success of the Pride festival last year was evidence of that.

"We now need to look at how we can develop and promote the quarter. At a time of austerity that presents a real challenge, but if we can have a quarter which is inclusive, dynamic and welcoming it can be a key economic driver for the city centre."<sup>(10)</sup>

### **Plans for Leicester Gay Village**

Mr Giles said: "It would be fantastic to have a gay district in Leicester. Most other cities have one and it's about time we did, too. It brings in people from out of town and is great for the city's economy. It also promotes safety if there's an area of city which is completely gay-friendly." The director of the Leicester Lesbian, Gay, Bisexual and Transgender Centre, Ian Robson, said it would increase tourism and boost business.

He said: "If we look at cities like Manchester, Brighton, Birmingham and London, we see that the city as a whole has greatly benefited by these gay villages with a huge increase in tourism which benefits all business in that area."

City councillor Patrick Kitterick said: "The key to any area being successful is a good mix of gay and straight people using the area and adding to the diversity of the city."<sup>(9)</sup>

### **References**

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4. <http://www.dsdni.gov.uk/urban-rural-planning-associates.pdf>
5. <http://www.uklandscapeaward.org/Entryfiles/1282901154Cotton-Court.pdf>
6. <http://www.belfastbar.co.uk/cathedral-quarter-article.htm>
7. [http://www.gotobelfast.com/explore\\_belfast/the\\_quarters/cathedral\\_quarter.aspx](http://www.gotobelfast.com/explore_belfast/the_quarters/cathedral_quarter.aspx)
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9. <http://www.thisisleicestershire.co.uk/Gay-village-plans-city/story-12045045-detail/story.html>
10. <http://www.planningresource.co.uk//news/1056219/Liverpool-appoints-planners-gay-quarter-consultation/>

### **Resources**

Websites young people can use to help create their timeline:

1. [www.thecathedralquarter.com/](http://www.thecathedralquarter.com/)  
(this site even has its own list of historical buildings in chronological order)
2. [www.gotobelfast.com/explore\\_belfast/the\\_quarters/cathedral\\_quarter](http://www.gotobelfast.com/explore_belfast/the_quarters/cathedral_quarter)
3. <http://www.libraryireland.com/Belfast-History/Contents.php>
4. Useful web pages for researching British Cities' Gay Quarters:
5. <http://www.bbc.co.uk/news/uk-england-merseyside-12522193>
6. <http://news.bbc.co.uk/1/hi/england/leicestershire/8618041.stm>

# KS3 GEOGRAPHY LESSON 2 – Lesson Plan

## *A Sense of Place*

### Northern Ireland Curriculum Statutory Requirements KS3 Geography

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Personal Understanding

Young people should have opportunities to develop or demonstrate a sense of place and belonging at a local level for example, mapping journey to school, local boundaries, friendship patterns; investigating local place names etc.

##### Key Element: Personal Understanding

Young people should have opportunities to demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global, for example, through travel, retail, sport; e-mail links to other schools comparing weather data, lifestyle etc.

#### Introduction

This activity supports the celebration of diversity and contributes to the idea that a sense of belonging is important for everyone.

Including places of LGBT interest in exploring the resources and amenities an environment has to offer is a simple way of promoting inclusion. It provides a natural link with KS3 Geography Lesson 3, which looks at reasons for migration.

#### Activity

Pupils to create a diversity map for the local area or nearest town showing places that support or celebrate the identities and cultures of

- Ethnic minority communities (for example, Islamic centre; local Chinese Community Centre)
- people who identify as LGBT
- Irish / Catholic communities
- British / Protestant communities
- Community centres / events for the elderly
- Young Mums / SureStart Centre

Pupils could include, for example, their football coaching pitch/youth club as a way of showing 'places that are important to my identity', along with places that are important to others' sense of identity.



# KS3 GEOGRAPHY LESSON 3 – Lesson Plan

## *Town and Country*

### Northern Ireland Curriculum Statutory Requirements KS3 Geography

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Mutual Understanding

Young people should have opportunities to investigate the physical and human factors that result in people having to make life-changing decisions, *for example family planning, economic migration etc.*

#### Introduction

Pupils investigate why LGBT people sometimes move to a large city / a specific area within a city. The following activity enables pupils to appreciate the pros and cons of city and country living and not assume every young gay person wants to move away from home to the city.

Teacher explains the idea that in the past it has been easier to live openly as an LGBT person in bigger areas with more anonymity, but that attitudes are changing and that no-one should have to move away from home due to fear.

#### ACTIVITY

Split class into 2 groups ~ City and Rural (define each)

The purpose of this exercise is to enable students to identify positives and negatives of living in a town/city versus a rural area, specifically from the viewpoint of someone who identifies as LGBT.

Each group will need a flipchart paper and pens. Teacher asks, in light of what we've learned about Gay Quarters and LGBT Youth Groups, to list positives and negatives of city or country living depending on the group they are in, and bring back to class. Students come up with ideas in their groups, returning to the class to report back after 15minutes.

Examples that Teacher could give pupils to start off are provided in Resource Sheet 1

#### Questions for Discussion

1. How much of these lists hold true for the class (Is it any different for heterosexual people living in the country?)
2. Should LGBT people miss out on the perks of country living, because of their sexual orientation?
3. What could be done to make country living more inclusive for all minority groups?

# KS3 GEOGRAPHY LESSON 3 – Resource Sheet 1

## *Town and Country*

Examples that Teacher could give pupils to start off, and that pupils may come up with, include:

### **Positives of City Living**

- Anonymity
- Freedom to be self
- More friends from other places
- Can make contact with and gain support from gay community
- Can attend support groups
- Better book shops and libraries with information for LGBT people.
- Better access to safer sex information
- Wear what you want to wear
- Feel less isolated

### **Positives of Country Living**

- Near old friends
- Close to family
- Around for significant family / friends' occasions
- Able to get out into nature, ride horse, access to family car
- Known by everyone
- Sense of community
- More peaceful
- More affordable

### **Negatives of City Living**

- Could be lonely
- Might not feel like you fit in with people from the city
- More expensive
- Might have to live with people you don't know for affordable accommodation
- May be fearful of accessing services
- Miss family and old friends
- Lack of space and nature
- Lots more noise and possibly violence

### **Negatives of Country Living**

- Risk in being openly gay, may lose old friends if 'out'
- May lose family if 'out'
- Nowhere to meet other young LGBT people
- Can't get books about being gay out of library because librarian knows Mum
- Feel isolated / alone
- May be afraid to get sexual health information from local doctor who knows your family
- Fewer opportunities to meet someone and have a relationship

# KS3 GEOGRAPHY LESSON 4 – Lesson Plan

## *International Aid*

### Northern Ireland Curriculum Statutory Requirements KS3 Geography

#### Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Citizenship

Young people should have opportunities to explore how we can play a role in helping promote a fairer world for all, for example, *evaluate different types of aid*.

#### Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Ethical Awareness

Young people should have opportunities to research and debate ethical issues on geography such as world debt.

### Introduction

The following resources give pupils the chance to discuss ethics around aid, while raising awareness of the violent results of homophobia in Uganda.

#### Activity

Pupils read the resources (KS3 Geography Lesson 4: Resource Sheet 1)

Pupils explore how they feel about the UK giving aid to Uganda in light of government-backed homophobia (see resource).

#### Questions for Discussion

1. Do we have the right to withhold aid?
2. What effect do you think this would have on Uganda's people?
3. Do you think it would change the Ugandan government's actions?

Pupils could research aid given to other African countries and their record on LGBT rights. Website for IDAHO (International day Against Homophobia, May 17<sup>th</sup>) <http://www.idaho.org.uk/> can support this work.

# KS3 GEOGRAPHY LESSON 4 – Resource Sheet 1

## *International Aid*

From PinkNews.co.uk 23<sup>rd</sup> February 2011 By Jessica Green

A Conservative MEP has said that EU financial aid to African countries should depend on their commitment to gay and human rights. Dr Charles Tannock, the foreign affairs and human rights spokesman for the Tories in Europe, said he raised the issue in the European Parliament in Strasbourg last week. He said he mentioned Ugandan gay rights campaigner David Kato, who was murdered last month. The campaigner had received threats after being outed in a local newspaper.

In 2009 Labour MP and former Foreign Office minister Denis MacShane, Labour MP for Rotherham, questioned the £72.1 million given to Uganda by the UK last year.

A bill which would execute or imprison gays is currently passing through the country's parliament. Speaking today in the House of Commons, MacShane said: "Why is DFID [the Department for International Development] sending so much money to countries that promote anti-gay politics?"

In 2009 Swedish Development Assistance Minister Gunilla Carlsson suggested that her country could cut aid funding in Uganda over the controversial bill proposing prison and execution for gay people. Carlsson reportedly called the bill 'appalling' and suggested that the \$50 million given by Sweden and Uganda each year in aid could be jeopardised.

**The Guardian 14 January 2010**

### **Uganda rows back on draconian anti-gay law after western outrage**

Uganda has indicated it will bow to international pressure and amend draconian anti-homosexual legislation that includes the death penalty for HIV-positive people convicted of having gay sex.

Breaking his silence on the controversial bill – which was put forward by a member of the ruling party – Uganda's president, Yoweri Museveni, said it had become a "foreign policy issue" and needed further consultation before being voted on in parliament.

The proposed law also threatens life imprisonment for anyone convicted of gay sex. While broadly supported domestically, the legislation has caused a storm of protest abroad and consternation from western donors who fund a large chunk of Uganda's budget.

### **ACTIVITY for IDAHO (International Day Against Homophobia, 17 May)**

1. Find the countries that celebrate IDAHO on a map
2. Create a key to show which countries have poor / medium / good record on human and civil rights for LGBT people – this links with Learning for Life and Work Key Theme *Human Rights*
3. L.G.B.T History Month (February) Use the information studied throughout this unit to celebrate the contribution of the LGBT community to regeneration and diversity in cities.



# History

*The Northern Ireland Curriculum affords many instances where covering lgbt-related themes is not only relevant, but entirely appropriate to the subject's learning objectives. Discussing the struggle for equality for Black Americans, women, and lgbt people threads a common strand throughout the topic, allowing pupils to see gay people's fight against prejudice and discrimination against a backdrop of similar struggles with similar themes.*

*Pupils are provided with primary and secondary sources to examine and are invited to think about the way history is selectively written, highlighting some aspects, while down-playing or even silencing other aspects that may not fit with cultural values of the time.*

*Discussion of modern equality movements like the end of apartheid, and work done in Northern Ireland to end sectarian discrimination are entirely compatible with discussing developments in equality in areas such as gender and lgbt issues.*





# KS3 History Lesson1 – Lesson Plan

## *The Holocaust's Forgotten Victims*

### Northern Ireland Curriculum Statutory Requirements - KS3 History

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Mutual Understanding

Young people should have opportunities to investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions, for example, the Troubles, slavery, apartheid, Arab/Israeli conflict etc.

#### Learning Objective 2 - Developing pupils as Contributors to Society

##### Key Element: Ethical Awareness

Young people should have the opportunities to investigate critical issues in history for example, Slavery, use of the atom bomb, decision to declare war; the Holocaust.

##### Key Element: Cultural Understanding

Young people should have the opportunities to investigate the impact of significant events / ideas of the 20<sup>th</sup> century on the world, for example, war, women's rights, international terrorism, developments in transport and travel, technology, medicine, the arts etc.

## KS3 History Lesson1 - Lesson Plan

### *The Holocaust's Forgotten Victims*

#### Activity:

Teacher to explain to pupils that there were groups of people as well as Jewish people who were targeted by Nazism and held in concentration camps, for example, Intellectuals, Communists, LGBT people, People from the travelling community, People who were mentally ill, People with a disability and Catholics.

Pupils to be given **KS3 History Lesson 1; Factsheet 1 & Worksheet 1**. This comprehension exercise will form the basis of knowledge of LGBT experiences of the Holocaust.

Pupils read the factsheet on LGBT experiences of the Holocaust, and use the information provided to find the answers for these research questions.

1. To suit different abilities within the class, teacher may want to:
2. Split the class into groups, with each group member taking a question and skimming the information for the answer

Split the class into groups with each group working together to find the answer for each different question.

The factsheet gives facts that correspond with each answer; teacher may want to cut factsheet into the relevant sections and distribute each section along with the question, to support pupils who find literacy challenging.

To make the task slightly more challenging, teachers may want to adapt the fact sheet so that the facts are not given in the same order as the questions.

Class comes back together afterwards to share what they have found out. Teacher then uses plenary session to tease out discussion points.

Pupils should also be able to describe how modern advancements, such as human and civil rights for people who identify as LGBT, are crucial for preventing the conditions in which prejudice flourished and allowed to the Holocaust to take place.

Pupils can then be invited to research the experiences of another of the groups as a homework task.

# KS3 History Lesson1 – Factsheet 1

## *The Holocaust's Forgotten Victims*

### PERSECUTION OF LGBT PEOPLE IN HOLOCAUST

- The number of LGBT people who died in the Holocaust is hard to ascertain. Official records were not kept, and post-war secrecy and stigma about identifying as gay prevented openly talking about experiences. Estimates vary from 5,000 to 15,000. Larger numbers include those who were Jewish and gay; or even Jewish, gay and Communist.
- In Nazi Germany, because of the intensely homophobic climate, very few people identified openly as LGBT. Police kept lists of people who they suspected of being gay.

Holocaust Survivor and author Pierre Seel, tells in his book how he came to the attention of the police.

He had reported the theft of his watch while in a park known as a place where gay men socialised, a small area of the town in France where he lived. Consequently, police added his name to a list of people thought to be gay. Nazis then rounded up all people on this list.

Another Holocaust Survivor to tell his story after WWII was Josef Kohout - pen name Heinz Heger (author of *The Men with the Pink Triangle*). He was arrested in March 1939 when a Christmas card he had sent his boyfriend was intercepted. He was then interned in the Sachsenhausen concentration camp.

- From the writings of Heinz Heger and Pierre Seel, we know that gay men were seen as the lowest of all groups in the camps, facing persecution not only from guards but also from other prisoners. Many gay men were beaten to death. The marginalisation of gay men in Germany was reflected the hierarchy of the camps.

- The title of Pierre Seel's second book, *"Liberation was for others: Memoirs of a Gay Survivor of the Holocaust"* gives a big clue as to how people's lives were once they were freed from the concentration camps.

LGBT people in the camps were transferred from the concentration camps into prison in their home countries, as being gay was still illegal in many countries.

Their sentences were given without consideration of the time they had already spent in camps. Gay people were also denied the compensation that was made available to many other groups.

One reason why this was allowed to happen is that, due to remaining anti-gay laws in European countries, many gay men did not feel safe to come forward with their stories until the 1970s when many anti-gay laws had been repealed.

The most vocal people in telling the stories of LGBT experiences in the Holocaust, Heinz Heger and Pierre Seel, did not feel they could write or have their books published until many years after the events.

- Other factors making it difficult for survivors to speak out were hostility from family / society. Post-war Europe was still intensely homophobic. Gay and Lesbian groups throughout the West followed the civil rights movements of black people in the USA and women's movements in the 1960s and 70s.
- Monuments to commemorate the LGBT victims of the Holocaust have been created in public places in Berlin and Amsterdam.

# KS3 History Lesson1 – Factsheet 1

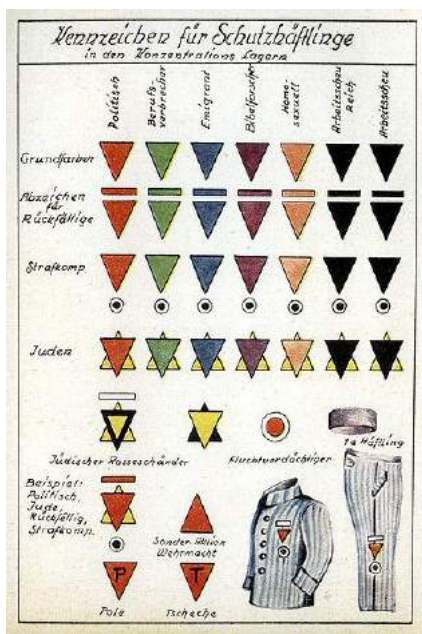
## The Holocaust's Forgotten Victims



The Memorial to Gay Victims of the Holocaust stands in a city park in Berlin. Its inscription reads "Totgeschlagen – Totgeschwiegen" which translates as "Struck Dead – Hushed-Up".



The Monument in Amsterdam to LGBT victims of persecution is formed of three large pink triangles made of granite. The reason for this is, as the title of Heinz Heger's book references, men in the concentration camps for the 'crime' of being gay were made to wear a Pink Triangle. This symbol has now been reclaimed by the gay community as a symbol of pride and survival.



Concentration Camp Chart

In Belfast each November, LGBT groups meet to lay a pink triangle wreath at the Cenotaph in memory of LGBT victims of the Holocaust.

They feel it is important to remember these victims so that their memory is honoured, as they have been written out of history for many years. In laying the wreath, it is remembered that in other countries in the world, such as Uganda, LGBT people are still being persecuted because of homophobia.

# KS3 History Lesson1 – Worksheet 1

## *The Holocaust's Forgotten Victims*

*This worksheet should be coupled with Factsheet 1 &2*

1. How many of this group are estimated to have died in the Holocaust?

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2. How were the people in this group first recognised and then identified?

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3. What were the experiences of this group in the concentration camps?

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4. What happened to victims after liberation of the camps? Did their lives improve?

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5. Who are the main voices telling the stories of the group? Was it difficult for these people to speak out?

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6. How are these people remembered / honoured now? Why is it important to remember what happened?

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# KS3 History Lesson 2 – Lesson Plan

## Alan Turing & ‘The Bombe’

### Northern Ireland Curriculum Statutory Requirements - KS3 History

#### Learning Objective 2: Developing pupils as Contributors to Society

##### Key Element: Cultural Understanding

Young people should have the opportunities to investigate the impact of significant events / ideas of the 20<sup>th</sup> century on the world, for example, war, women’s rights, international terrorism, developments in transport and travel, technology, medicine, the arts etc

##### Cross-curricular links KS3:

Technology & Design Learning Objective 1: Opportunities must also be provided to explore issues related to mutual understanding and moral character

### Introduction

Pupils will have the chance to learn about Turing’s varied interests and talent for science, maths and technology. Studying this topic gives pupils the chance to explore a fascinating development in the war effort, as well as the attitudes of the time and how they discriminated against a man who was crucial in overcoming the spread of Nazism.

Teacher explains “A significant technological idea of the 20<sup>th</sup> century” was the invention by Alan Turing of ‘The Bombe’ and its influence on the outcome of WWII.

The invention was a turning point for the war, as it allowed encrypted codes from the German message machine – ‘The Enigma Machine’ – to be deciphered.

Known as the ‘Father of Modern Technology’, Turing completed suicide in 1954 following conviction on charges of homosexuality. Turing received a posthumous apology from Gordon Brown in 2009 and is now recognised as one of Britain’s war heroes.

Teacher to show class two BBC video clips on how the Bombe worked, and the role Turing played.

They are available at:  
[http://www.bbc.co.uk/history/people/alan\\_turing#p00chn46](http://www.bbc.co.uk/history/people/alan_turing#p00chn46)

***Teachers answers’ are provided on KS3 History Lesson 2: Resource Sheet 1***

### Activity

Pupils are then given **KS3 History Lesson 2: Factsheet 1**, and the Cryptogram & Clues sheets (**KS3 History Lesson 2; Worksheets 1a and 1b**) that accompany it.

Having watched the video clip, pupils will have gained a sense of how intensely complex the Alan Turing’s work was.

The cryptogram is deliberately complicated to mirror this! However, if pupils are supported and work in groups, the puzzle can be solved.

For pupils with different needs, key words (enigma / computer / mathematics etc.) could be taken from the information sheet, and pupils could work in pairs to scramble and then un-scramble the letters in the words.



## KS3 History Lesson 2 – Factsheet 1

### *Alan Turing & 'The Bombe'*

#### Alan Turing Factsheet



Alan Turing was born on 23 June, 1912, in London. Turing studied mathematics at Cambridge University, and then taught there. It was at Cambridge that he developed the concept of the Turing Machine.

The Turing Machine anticipated many computer-related concepts, like input, output, memory, coded programs, algorithms, compilers/interpreters, and the finite-state machine. It is considered the basis for the modern computer.

In 1936, Turing went to Princeton University in America, returning to England in 1938. He began to work secretly for the British cryptanalytic department, as a cryptanalyst at the Government Code and Cypher School. On the outbreak of war he took up full-time work at its headquarters, Bletchley Park.

Here he played a vital role in deciphering the messages encrypted by the German Enigma machine, which provided vital intelligence for the Allies. He took the lead in a team that designed a machine known as The Bombe that successfully decoded German messages.

After the war, Turing added to his talents by becoming a logician, turning his thoughts to the development of a machine that would logically process information.

In 1949, he went to Manchester University where he directed the computing laboratory and developed a body of work that helped to form the basis for the field of artificial intelligence. In 1951 he was elected a fellow of the Royal Society.

In 1952, Turing was arrested and tried for homosexuality, then a criminal offence. Turing's security clearance was withdrawn, meaning he could no longer work for GCHQ, the post-war successor to Bletchley Park.

He died from suicide on 7 June, 1954. Alan Turing received a posthumous apology from Prime Minister Gordon Brown in 2009.



## KS3 History Lesson 2 – Worksheet 1a

### Alan Turing & 'The Bombe'

# CRYPTOGRAM

Below are words associated with Alan Turing - but they are *encrypted*!

Read the information (Factsheet 1) to find the solutions to the clues and unscramble the words. Then use the numbers to decipher the answer to this question:

Q. Where is the Alan Turing Building? \_ \_ \_ \_ \_

1 2 3 4 5 6 7 8 9 10

NAMIEG RNSCLTYYPAT SMUOTHSPUO

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

1

2

8

GINURT CAMNEIH CEAMHIATTMS

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_

3

9

6

CIGANILO PRHECY LAORY TOYCSIE

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_

4

5

7

TCLBLEHYE KAPR

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_

10

## KS3 History Lesson 2 – Worksheet 1b

### *Alan Turing & 'The Bombe'*

CLUES TO CRYPTOGRAM (find the answers in the Factsheet 1)

Clue 1 - The German war-time messaging machine

Clue 2 - Alan Turing's main role at Bletchley Park

Clue 3 - concept that formed the basis of the modern computer

Clue 4 - another of Turing's roles. To do with *logic*

Clue 5 - an algorithm for figuring out a coded message.

Clue 6 - Turing studied this at Cambridge

Clue 7 - In 1951 Turing was elected to this fellowship of the world's most eminent scientists; the oldest scientific academy in continuous existence.

Clue 8 - Given after death

Clue 9 - see Clue 3

Clue 10 - Headquarters of the British cryptanalytic department, the Government Code and Cypher School

# KS3 History Lesson 2 – Resource Sheet 1

## Alan Turing & 'The Bombe'

### ANSWERS FOR TEACHERS

| Answers to Cryptology Quiz |                      |
|----------------------------|----------------------|
| 1. Enigma                  | 6. Mathematics       |
| 2. Cryptanalyst            | 7. Royal Society     |
| 3. & 9 Turing Machine      | 8. Posthumous        |
| 4. Logician                | 9. &3 Turing Machine |
| 5. Cypher                  | 10. Bletchley Park   |

ANSWER TO QUESTION "Where is the Alan Turing Building?": Manchester

Alan Turing was born on 23 June, 1912, in London. Turing studied {CLUE 6} mathematics at Cambridge University, and subsequently taught there, in the burgeoning world of quantum mechanics. It was at Cambridge that he developed the concept of the {CLUE 3 & 9} Turing Machine.

His concept anticipated many computer-related concepts, like input, output, memory, coded programs, algorithms, compilers/interpreters, and the finite-state machine. It is considered the basis for the modern computer. In 1936, Turing went to Princeton University in America, returning to England in 1938. He began to work secretly part-time for the British cryptanalytic department, as a {CLUE 2} cryptanalyst at the Government Code and {CLUE 5} Cipher School. On the outbreak of war he took up full-time work at its headquarters, {CLUE 10} Bletchley Park.

Here he played a vital role in deciphering the messages encrypted by the German {CLUE 1} Enigma machine, which provided vital intelligence for the Allies. He took the lead in a team that designed a machine known as The Bombe that successfully decoded German messages.

After the war, Turing added to his talents by becoming a {CLUE 4} logician, turning his thoughts to the development of a machine that would logically process information.

In 1949, he went to Manchester University where he directed the computing laboratory and developed a body of work that helped to form the basis for the field of artificial intelligence. In 1951 he was elected a fellow of the {CLUE 7} Royal Society.

In 1952, Turing was arrested and tried for homosexuality, then a criminal offence. To avoid prison, he accepted injections of oestrogen for a year, which were intended to neutralise his libido. Turing's security clearance was withdrawn, meaning he could no longer work for GCHQ, the post-war successor to Bletchley Park.

He died from suicide on 7 June, 1954. Turing received a {CLUE 8} posthumous apology from Prime Minister Gordon Brown in 2009.

# KS3 History Lesson 3 – Lesson Plan

## *Moral Character – Study of Mary Robinson*

### Northern Ireland Curriculum Statutory Requirements - KS3 History

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Moral Character

Young people should have opportunities to investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy, for example, Galileo, Gandhi, Mandela, Martin Luther King, Rosa Parks, Oskar Schindler

#### Learning Objective 2 - Developing pupils as Contributors to Society

##### Key Element: Cultural Understanding

Young people should have the opportunities to investigate the impact of significant events / ideas of the 20<sup>th</sup> century on the world, for example, war, women's rights, international terrorism, developments in transport and travel, technology, medicine, the arts etc.

#### Cross-curricular links:

Learning for Life and Work - U.N Human Rights & Employability in terms of looking at adaptability and change in one's career.

### Introduction

In providing Mary Robinson as a person who took a moral stand, a wide variety of topics can be researched, including women's rights and the legal battle to legalise homosexuality in Ireland.

Studying this former Irish President provides an opportunity to learn about the achievements of a woman who was motivated by individual freedom and has left a legacy that directly affects people today, while incorporating LGBT rights as one of many issues on which she has worked.

Pupils are given a brief description and are asked to use their own research to write a short biography of Mary Robinson.

Useful websites: [www.theelders.org](http://www.theelders.org)  
[www.reallizingrights.org](http://www.reallizingrights.org) [www.mrfcj.org](http://www.mrfcj.org)

This should include details of

- Childhood – parents / place / grandparents. In what way does Robinson say that her background influenced her decisions?
- Education
- Qualification as Barrister
- Campaigns on which she worked: landmark legal cases
- Personal life
- Recent history – (Left her post as U.N High Commissioner for Human Rights early as she did not agree with how the U.N was making decisions.)

### Questions

1. What, in your opinion, out of all the changes she helped make in Ireland, was the most important one and why?
2. Which other Irish President also worked on the campaign for Law Reform on the Decriminalisation of Homosexuality?

# KS3 History Lesson 3 – Factsheet 1

## *Moral Character – Study of Mary Robinson*

### Biography

Mary Therese Winifred Robinson (née Bourke) was born in Ballina, Co. Mayo on the 21st May 1944. She had a privileged upbringing and has spoken of the sense of obligation that was instilled alongside that privilege.

At 25, Mary Robinson became Ireland's youngest professor of law when she was appointed Reid Professor of Constitutional and Criminal Law at Trinity College, where she also served as lecturer in European Community Law.

From 1969 to 1989, Mary Robinson was a member of Seanad Éireann.

Robinson worked tirelessly on a wide range of women's rights issues, advocating for — and finally winning — the right of women to sit on juries; abolishing the requirement that all women upon marriage resign from the civil service; and winning the rights to family planning and the legal availability of contraception, equal economic rights, the right to live independently and to divorce.

She also worked as a legal advisor in the campaign for reform of homosexuality laws. Coincidentally, the task of signing the Bill decriminalising homosexual acts fell to her as President of Ireland some years later.

In 1990, she was the first woman to be elected President of Ireland. While in office, she used her influence to draw attention to global humanitarian issues.

Robinson was the first head of state to travel to Somalia after its civil war and resulting famine in 1992, as well as the first to travel to Rwanda after its civil war and genocidal campaign in 1997. When she visited Queen Elizabeth in London, it was the first such meeting between the heads of state of the two countries.

She famously put a symbolic light in the kitchen window in Áras an Uachtaráin, (*the candle in the window*) to remember the Irish Diaspora. In 1997, she became United Nations High Commissioner for Human Rights, a post she held until 2002. In July 2009 she was awarded the Presidential Medal of Freedom, the highest civilian honour bestowed by the United States.

# KS3 History Lesson 4 – Lesson Plan

## *Bayard Rustin and the Civil Rights Movement*

### Northern Ireland Curriculum Statutory Requirements - KS3 History

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Mutual Understanding

Young people should have opportunities to investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions, for example, *the Troubles, slavery, apartheid, Arab/Israeli conflict etc.*

#### Learning Objective 2 - Developing pupils as Contributors to Society

##### Key Element: Media Awareness

Young people should have opportunities to critically investigate and evaluate the power of the media in their representation of a significant historical event or individual, for example, *through powers, film, docudrama, novel, internet, newspaper, cartoon etc.*

### Introduction

In this lesson, pupils are required to critically investigate and evaluate the power of the media regarding a significant historical event. Using the 1963 March on Washington -scene of Martin Luther King's "I Have a Dream" speech- affords opportunities for links with English and many chances to discuss the media representation now and then of the March and its organisers.

These include Bayard Rustin, a gay man whose role in organising the march was crucial but which until now, has not been taught as part of the history of the struggle, thus reinforcing the stereotypical perception that only straight people have played a part in history's most important changes.

- Teacher explains that although Dr. Martin Luther King Jnr. is the person usually associated with the struggle for Civil Rights for Black Americans, we are going to study the contribution of an openly gay man, Bayard Rustin, who was instrumental in the success of the movement. His story is only now coming to light, having previously been written out of history due to homophobic attitudes.
- Teacher may want to show an image of Martin Luther King, and ask who in the class recognises him, and then do the same with an image of Bayard Rustin, which will highlight the fact that he is not widely known currently.
- Show pupils the YouTube video: Bayard Rustin; Gay Man in the Civil Rights Movement  
<http://www.youtube.com/watch?v=Hi4AWjt9Bv0>

Teachers will have to download this at home as YouTube is blocked in most schools. See website [www.flvto.com](http://www.flvto.com) for converting and downloading YouTube videos

## KS3 History Lesson 4 – Lesson Plan

### *Bayard Rustin and the Civil Rights Movement*

#### Discussion points after watching:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>- What did Rustin do to help organise the March?</li><li>- Why is he not as well-known as Dr. Martin Luther King?</li><li>- Why was Martin Luther King's opponent able to intimidate the movement by threatening to spread a rumour about him having a relationship with Bayard Rustin?</li></ul> | <ul style="list-style-type: none"><li>- How would this rumour have been spread?</li><li>- Would the same tactics work in politics now?</li><li>- How could a politician or well-known person react to such a threat now?</li><li>- Is it still the case that nobody will help fight for LGBT equality other than gay people?</li></ul> |
|---|--|

#### ACTIVITY:

Give pupils KS3 History Lesson 4 Worksheet 1; they look at the picture and programme, then answer the questions.

#### PLENARY DISCUSSION

Discussion should comprise feedback from pupils on their answers to the worksheet questions.

Teacher can follow on by asking;

1. What does Bayard Rustin mean when he says "continue the fight"?
2. On what issues could it be said that the fight has been won?

#### Ideas include:

1. Repealing laws against same-sex relationships throughout Europe
2. Lifting of the ban on gay people in the military (1978) and subsequent repeal of DADT (Don't Ask Don't Tell)
3. Civil partnerships
4. The Adoption and Children Act (allowing gay couples to adopt)



# KS3 History Lesson 4 – Resource Sheet 1

## *Bayard Rustin and the Civil Rights Movement*

Transcript of YouTube Video :

### **'Gay Man in the Civil Rights Movement'**

'Lost Prophet' (this title appears on screen followed by images matching the script) Bayard Rustin arrived in Montgomery Alabama in February 1956; in the midst of Martin Luther King's campaign to end segregation on the city's buses. At 44 years of age, Rustin had organised numerous civil rights demonstrations in the South, and had spent much of the last decade publicly advocating non-violent protest.

Now, he would help King make these techniques the centrepiece of his movement's strategy. (Voice of MLK is heard) - "It is my firm conviction that God is working in Montgomery." Voiceover – By the time the United States Supreme Court ruled segregation on the Montgomery buses unconstitutional, Rustin had become one of MLK's most trusted advisors, and a highly influential strategist for the movement.

(Voice of John d'Emilio, Historian) In the course of the (bus) boycott, Rustin and King developed a very close working relationship, and it's Bayard Rustin who draws up the original plans for what becomes the Southern Christian Leadership Conference. Between 1956 and 1960, Rustin very consciously strategises how to give MLK a national profile as a leader and King has the opportunity to address a national audience and be catapulted into the media.

King owed much to his alliance with Rustin; but because Rustin was gay, it was an alliance that would also make his leadership vulnerable to attack. In 1960, Adam Clayton Powell, who was a Congressman representing Harlem, gives a speech in upstate New York in which he says that the Civil Rights Movement is in danger of being captured by subversives and by insidious secret influences. He was referring to Bayard Rustin.

Powell lets it be known to MLK that unless he dismisses Rustin, Powell threatens to 'reveal' that King and Rustin are having a sexual affair. There is not a shred of truth to that. There was no sexual affair; there was nothing being done that could have discredited the Civil Rights Movement. The only thing that was (happening) was the threat of a lie by a rival Black leader.

Rustin offers King his resignation, and King accepts it. Rustin was devastated and flabbergasted; he fully expected that King would stand by him; that King would call Powell's bluff. Instead King, in this particular instance, panicked, and Rustin was pulled out of the loop of the Civil Rights Movement for a number of years.

It was one of the most difficult moments in Bayard Rustin's life. (Voice of Bayard Rustin as if reading from a diary excerpt) "I know now that for me, sex must be sublimated if I am to live with myself, and in this world, longer." (Voiceover) For the next 3 years, Rustin kept his distance from King. During that time, white opposition to the Civil Rights Movement intensified, and the South erupted in violence.

Finally in June 1963, Black leaders began planning a march in Washington, to urge the Federal government to intervene. Movement veterans once again turned to Rustin for help. (Voice of John Lewis, Congressman and contemporary of MLK and Rustin) "In June of 1963 we had a closed-door serious meeting about who was going to lead the march; who was going to be head of the march on Washington.

# KS3 History Lesson 4 – Resource Sheet 1

## *Bayard Rustin and the Civil Rights Movement*

A. Phillip Randolph, wanted Bayard to be the leader, and in the minds of MLK Jnr. and myself, there was no one better prepared to lead, and give direction, and mobilise. Rustin was the person. But, Roy Wilkin, as head of NAACP, felt that Rustin couldn't be the person, because it would be embarrassing to the March, embarrassing to the Movement, because he was gay.

But we knew that if we selected A. Phillip Randolph, and gave him the power to select his deputy, to select the person who would put the march on Washington together, that he would select Rustin, and that's exactly what happened."

(Voiceover) Rustin had less than two months to organise what was expected to be the largest peaceful demonstration in American history. He took over a run-down office in Harlem and with a small staff, set to work.

Within days, he had raised over \$15,000 to bring the poor to Washington, drafted a mission statement for the march, and designed a plan for security. He contracted with bus companies to transport the marchers, arranged for 1000 beds to be made available to those arriving the night before, and even enlisted hundreds of volunteers to prepare bagged lunches for those who had not brought their own food.

(Voice of John d'Emilio, historian) "Whenever Bayard was working on a major civil rights initiative, to some degree, he must have felt like a walking time-bomb, wondering when something was going to happen. And, just before the March on Washington, at a critical moment for Civil Rights Movement, Strom Thurmond, segregationist Senator from South Carolina, stands up on the floor of the Senate, and accuses Rustin of being a sex pervert, and manages to have even the record of Rustin's arrest on a sex charge in Pasadena, ten years earlier."

(Voice of Bayard Rustin) "Now let me make it quite clear; the Senator is not interested in me if I were a murderer, a thief, a liar, or a pervert. The Senator is interested in attacking me, because he is interested in destroying the Movement."

(Voice of John Lewis, Congressman and contemporary of MLK and Rustin) "He offered just to disappear, and not continue; but A. Phillip Randolph wouldn't have any part of that, and none of us would. This man was committed to the philosophy and the discipline of non-violence, he had taught us the philosophy and the discipline of non-violence, and he committed to the goals of the March. He was committed to the Movement. And we had to stay with him."

(Voice of John d'Emilio, historian) "That was the defining moment in Bayard Rustin's political life; when the Civil Rights Movement was forced by circumstances to defend him rather than dismiss him." (Voiceover) Despite efforts to discredit Rustin, preparations for the march continued, and on August 28<sup>th</sup> 1963, a quarter of a million Americans gathered in Washington, demanding that Congress put an end to officially-sanctioned racism.

(Voice of John Lewis, Congressman and contemporary of MLK and Rustin) "Without Bayard Rustin, as the organiser, the March in Washington would have been like a bird without wings. It was a sea of humanity. He had the ability to pull people together. He was able to reach out to hundreds of thousands of people all across America. Anybody, from the NAACP, to Protestants, Catholics and Jews, he brought us all together."

(Voiceover) That afternoon, in the shadow of the Lincoln Memorial, a parade of speakers offered words of inspiration to the crowd. Those spoken by MLK would be heard over and over again for decades to come. Bayard Rustin's would be all but forgotten. (Voice of John d'Emilio, historian) "Because of the stigma that attached to homosexuality, most Americans had no idea who he was, and what he accomplished.

So, in a way Rustin is a man without a history, and, in certain ways is the 'Lost Prophet' of non-violence."

(Voice of John Lewis, Congressman and contemporary of MLK and Rustin) "He was gay; and we have not had the courage, we have not had what I call the raw courage, to honour a man, because of his sexuality. (Voice reading from a speech by Bayard Rustin) "Gays are beginning to realise what Blacks learned long ago; unless you are out here fighting for yourself, then nobody else will help you. I think the gay community has a moral obligation to continue the fight."

# KS3 History Lesson 4 – Worksheet 1

## Bayard Rustin and the Civil Rights Movement

### The March On Washington 1963



Look at the picture opposite.

There were over 250,000 people at this march. From the video, can you remember 3 things Bayard Rustin did to make the journey possible for them?

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### MARCH ON WASHINGTON FOR JOBS AND FREEDOM AUGUST 28, 1963

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#### LINCOLN MEMORIAL PROGRAM

|   |  |
|---|--|
| 1. The National Anthem  | Led by Marian Anderson.  |
| 2. Invocation   | The Very Rev. Patrick O'Boyle, Archbishop of Washington.   |
| 3. Opening Remarks  | A. Philip Randolph, Director March on Washington for Jobs and Freedom.   |
| 4. Remarks  | Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America. |
| 5. Tribute to Negro Women<br>Fighters for Freedom   | Mrs. Medgar Evers  |
| Daisy Bates<br>Diane Nash Bevel<br>Mrs. Medgar Evers<br>Mrs. Herbert Lee<br>Rosa Parks<br>Gloria Richardson |  |
| 6. Remarks  | John Lewis, National Chairman, Student Nonviolent Coordinating Committee.  |
| 7. Remarks  | Walter Reuther, President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.                        |
| 8. Remarks  | James Farmer, National Director, Congress of Racial Equality.  |
| 9. Selection  | Eva Jessye Choir   |
| 10. Prayer  | Rabbi Uri Miller, President Synagogue Council of America.  |
| 11. Remarks   | Whitney M. Young, Jr., Executive Director, National Urban League.  |
| 12. Remarks   | Mathew Ahmann, Executive Director, National Catholic Conference for Interracial Justice.   |
| 13. Remarks   | Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.  |
| 14. Selection   | Miss Mahalia Jackson   |
| 15. Remarks   | Rabbi Joachim Prinz, President American Jewish Congress.   |
| 16. Remarks   | The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference.   |
| 17. The Pledge  | A Philip Randolph  |
| 18. Benediction   | Dr. Benjamin E. Mays, President, Morehouse College.  |

**"WE SHALL OVERCOME"**

Look at the programme for the march. Bayard Rustin is the march's Chief Organiser; we can see from the video that he spoke at the March.

1. Is he mentioned on the programme?  

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2. Why do you think this is?  

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3. What do you think could be done to ensure people know how important he was to the Civil Rights struggle?  

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4. How could the media help in this?  

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# Learning for Life and Work

Learning for Life and Work is a great place for challenging homophobia and providing examples of different ways of seeing things.

Many of the requirements for LLW in Northern Ireland focus on diversity / inclusion; the development of moral and ethical ways of thinking, and provide an ideal backdrop for discussing racism, sectarianism, sexism, homophobia, and other forms of prejudice based on stereotypes and separateness.

KS3 LLW Lessons 1-5 are unique to this pack, and are written in adherence with the NI Curriculum requirements. Also recommended is the LGBT Youth Scotland Toolkit for Teachers – Dealing with Homophobia and Homophobic Bullying in Scottish Schools. <http://www.ltscotland.org.uk>

It is a series of lesson plans that corresponds very well with the requirements of the Northern Ireland Curriculum for Learning for Life and Work, providing a multi-lesson kit for a comprehensive look at and examination of homophobic attitudes and where they come from, whether they are valid, and what we should do about them.



# KS3 Learning for Life and Work Lesson 1 – Lesson Plan

## *Prejudice with focus on Homophobia & Challenging Generalisations and Stereotypes*

### Northern Ireland Curriculum Statutory Requirements - KS3 Learning for Life and Work

#### Key Theme: Local and Global Citizenship

##### Key Concept: Diversity and Inclusion

Pupils should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.
- Investigate ways of managing conflict and promoting community relations, reconciliation.
- Investigate the opportunities arising from diversity and multiculturalism and possible ways of promoting inclusion, for example, community relations work, shared festivals and sporting events, integrated education.

##### Key Concept: Equality and Social Justice

Pupils should have opportunities to explore the work of Inter-governmental, governmental and non-governmental organisations (NGO) which aim to promote equality and social justice, for example, the work of the UN, the Equality Commission for NI, local and global agencies

#### Introduction

This lesson, because of the more flexible nature of LLW, is predominantly based on discussion, with just one pencil-and-paper exercise. The discussion is inspired by images and statements presented, and teacher guides the discussion.

As we want to explore the subject thoroughly and allow time for thoughts and ideas, these activities could cover two consecutive classes with a recap at the beginning of the second lesson.

This would be a very relevant lesson to deliver during NI Anti-Bullying Week (11<sup>th</sup> – 18<sup>th</sup> November). It would also of course be highly appropriate for IDAHO (17<sup>th</sup> May) or for the beginning of February (LGBT History Month).



# KS3 Learning for Life and Work Lesson 1 – Lesson Plan

## *Prejudice with focus on Homophobia & Challenging Generalisations and Stereotypes*

### Activity

As the class are coming in, display some prejudiced, generalising statements on the board such as:

- All women are bad drivers
- All young people take drugs and cause trouble
- All teenage girls love JLA
- All gay men act girly and work as hairdressers
- All blondes are stupid
- All unemployed people are lazy

**Adapt the statements as you like to fit your class**

**Ask the class**

- Are these statements true?
- What do these statements have in common?

**Responses might include**

- “they are all wrong!”
- “they are all generalisations”
- “they are all taking one thing about a person and pre-judging them on that one thing.”

### Discussion Points

1. What can happen because of these kinds of prejudice?
2. Can you think of ways in which people might limit themselves because of what people say about them?

**Responses might include  
(or teacher can start off with)**

- a girl who would like to train as a pilot but her father takes the attitude “sure women can hardly drive let alone fly a plane!”
- a young man who is talented at co-ordination, teamwork, physical movement and rhythm and wants to train as a dancer rather than a footballer...until his friends make fun of him, saying all male dancers are poofs.

# KS3 Learning for Life and Work Lesson 1 – Lesson Plan

## *Challenging Generalisations and Stereotypes*

Teacher displays images shown below. The first two images are intended to elicit responses that could be negative, for example, girly / camp / annoying. These bring out the stereotypical responses to men who fit the stereotype of a camp gay man, while the images shown later challenge the stereotype.



*Gok Wan – Television Presenter*



*Graham Northon – Television Presenter*



*Chris Hughes – Co-Creator of Facebook*



*Gareth Thomas the first openly gay professional rugby union player*



*James Wharton - A trooper in The Household Cavalry Regiment, and the first gay soldier to appear on the front cover of the Armed Forces' magazine, monthly publication 'Soldier'*

### Questions:

1. How would you describe him?
2. What work does he do?
3. What kind of friends and hobbies do you expect him to have?

### Discussion Points

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Ask what does the class think all these men have in common? (Answer is that they are all openly gay.)</li><li>2. What have we learned about generalisations?</li></ol> | <ol style="list-style-type: none"><li>3. How would knowing about the diversity of these positive gay role models help a young person coming to terms with his sexual orientation?</li></ol> |
|---|---|

# KS3 Learning for Life and Work Lesson 1 – Lesson Plan

## *Challenging Generalisations and Stereotypes*

Next display the first two images below. These are intended to elicit responses that could be negative, for example, butch/short hair/ masculine. These bring out the stereotypical responses to women who fit the stereotype of a butch lesbian, while the images shown later challenge the stereotype.



*Jane Lynch – Actress*



*Clare Balding – Sports Presenter*



*Portia de Rossi - Australian actress, came out in 2000 after struggling with sexual orientation throughout her life*



*Jane Hill - Newscaster*



*Chely Wright - First major country music performer to publicly come out. Among her reasons for coming out - a concern with bullying and hate crimes toward gays, particularly gay teenagers.*

### Questions:

1. How would you describe her?
2. What work does she do?
3. What kind of friends and hobbies do you expect her to have?

### Discussion Points

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. What does the class think all these women have in common? (Answer is that they are all openly gay.)</li><li>2. What have we learned about generalisations?</li></ol> | <ol style="list-style-type: none"><li>3. How would knowing about the diversity of these positive lesbian role models help a young person coming to terms with her sexual orientation?</li></ol> |
|---|---|

# KS3 Learning for Life and Work Lesson 1 – Lesson Plan

## *Challenging Generalisations and Stereotypes*

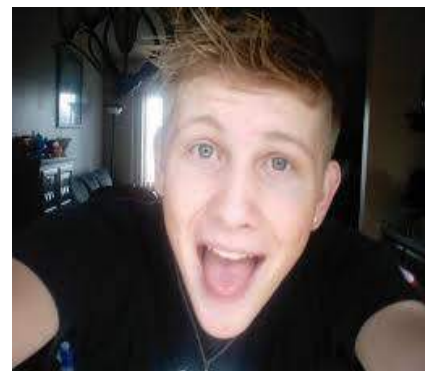
Next show photos of the 7 young men and boys who died by suicide in the new school term of Autumn 2010 – images can be re-produced from this resource or found easily on Google.



Asher Brown, 13



Billy Lucas 15



Justin Aaberg 15



Seth Walsh, 13



Cody Barker, 17



Raymond Chase, 19



Tyler Clementi, 19

### Discussion Points

#### **What do you think these boys have in common?**

Many pupils, given the previous two Activities, will guess whether they are all gay. Teacher can respond that actually, some of them were, some of them weren't, but they were all perceived to be gay because they were different. What they have in common is that they all died of suicide after being the target of homophobic bullying.

Show information on homophobic bullying & language by presenting on board or distributing copies of Activity Sheet 1. This is followed by a paper-and pencil exercise to explore what it is about our society that produces homophobia



# KS3 Learning for Life and Work – Activity Sheet 1

## *Prejudice with a focus on Homophobia*

### What is homophobic bullying?

Bullying someone because they are gay/lesbian/bisexual/trans *or you think they are*.

**People *do not* have to be LGBT to be targeted;** e.g girls who enjoy football / boys who choose home economics as a subject or dancing as a career

### What is homophobic language?

Derogatory terms related to sexual orientation  
How many times a day do you hear ‘that’s so gay’.

### What does homophobic bullying look like?

- Verbal abuse by name-calling (fruit; gayboy; dyke; lezzie)
- Offensive mimicry/ridiculing (this will also affect people who have different accents)
- Physical threats / attacks ( more common among boys)
- Mockery of subject or career choice (previously spoken about)
- Defacing of property
- Graffiti (toilet walls; exercise books)

**Homophobic language is also using the word ‘gay’ to describe things you don’t like. It creates a homophobic environment. Can you think of any other forms of homophobic bullying?**

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### How does homophobic bullying affect people?

Young people who identify as LGB, when compared to their heterosexual counterparts, are:

- At least 2.5 times more likely to self-harm.
- 5 times more likely to be medicated for depression.
- At least 3 times more likely to attempt suicide.
- 20 times more likely to suffer from an eating disorder.

### Why do you think that is?

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### WHAT IS IT ABOUT OUR SOCIETY THAT CONTRIBUTES TO THIS INEQUALITY?

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# KS3 Learning for Life and Work – Lesson Plan

## *Prejudice with a focus on Homophobia – Time for a Game*

| Question   | Yes | No |
|--|-----|----|
| 1. Can you hold hands with your partner in town?                                       |     |    |
| 2. Could you bring your partner to a family birthday party / wedding?                  |     |    |
| 3. Are you able to easily access safe sex information that's relevant to you?          |     |    |
| 4. Are your parents / any of your parents' friends the same sexual orientation as you? |     |    |
| 5. Do you know 10 famous people who are the same sexual orientation as you?            |     |    |
| 6. If you attend church, would your partner be welcome to come with you?               |     |    |
| 7. Can you imagine in the future getting married and having children?                  |     |    |
| 8. Can you talk easily and honestly with friends about someone you like / fancy?       |     |    |
| 9. Do you assume the majority of people are the same sexual orientation as you?        |     |    |
| 10. Would you be happy to introduce your partner to your parents?                      |     |    |

Teacher splits the class in half and distributes Resource Sheet 2. Make sure class understands the term 'Sexual Orientation'. Tell the class, one half answers the questions as if they are straight, the other half answers the questions from the perspective of being gay.

Having done lots of work by this stage on breaking down negative stereotypes and increasing respect for LGBT people, asking half the class to answer as if they are same-sex attracted should not cause as much of a problem as it might have done previously.

Teacher reads the questions aloud. After these questions have been answered, ask the classes to count how many 'yes' responses they have and make a note of it. All the class then stand up.

Teacher requests

'Sit down if you answered 10 yes'

'Sit down if you answered 9 yes'

'.....8 yes' and so on.

In most cases it will very obvious that one half of the class has been able to answer yes to the majority of the questions. When the final person has sat down, conversation should focus on the difference between the two groups; on how all these different scenarios can make life more difficult for someone who is LGBT, and how it is therefore more likely that mental health problems and a lack of self-confidence will occur.

Some pupils may want to discuss specific circumstances. This is fine as long as pupils are reminded that we do not 'out' anyone or discuss names / personal information.

Teacher brings the conversation back to the American boys who took their own lives.

### Discussion Points

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Do you think these young boys felt they could tell adults around them what was happening?</li> <li>2. If not, why not?</li> <li>3. Do you think that homophobic bullying happens in this school?</li> </ol> | <ol style="list-style-type: none"> <li>4. Do you think that young people in this school would feel they could tell someone if this is happening?</li> <li>5. If not, why not?</li> <li>6. How could we make our school a place where young people would feel able to tell if they are the target of homophobic bullying?</li> </ol> |
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## KS3 Learning for Life and Work – Lesson Plan

### *Prejudice with a focus on Homophobia*

Teacher should then show young people video clips from the campaign 'It Gets Better' on YouTube. The project was initiated as a response to the 7 young boys and men who died through suicide in 2010. ([www.itgetsbetter.org](http://www.itgetsbetter.org)). These are short, uplifting videos to send messages of support to LGBT teens or any young people who are experiencing homophobic bullying.

Young people who are struggling with bullying and their sexual orientation to the point of thinking about suicide are told that, if they can hang on and make it through this time in their lives, "It Gets Better".

This also helps to end the lesson in a positive way as the videos are very uplifting and reassuring. Teachers can encourage young people to look up more video clips at home.

#### **FURTHER LEARNING:**

Another way of promoting diversity and inclusion is to invite people who work for NGOs and Government Organisations to come and speak in school.

Hold a fayre in which representatives from groups such as the Chinese Community, LGBT charities, Equality Commission, Women's Aid, set out a stall and explain the work they do. Alternatively, class could split into groups and take one group each to research.

#### **Key questions would be:**

What is the group? Why do they exist? / What is their mission statement? How do they promote inclusion, equality and social justice in Northern Ireland?



## **KS3 Learning for Life and Work – Resource Sheet 2**

### ***Prejudice with a focus on Homophobia***

All you have to do is answer 'Yes' or 'No' to 10 questions

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# KS3 Learning for Life and Work Lesson 2 – Lesson Plan

## *Baron Alli*

### Northern Ireland Curriculum Statutory Requirements - KS3 Learning for Life and Work

#### Key Theme: Employability

##### Key Theme: Career Management

Pupils should have opportunities to explore the changing concept of a career, for example, find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities.

##### Key Theme: Enterprise and Entrepreneurship

Pupils should have opportunities to identify and practise the skills and attributes which make one enterprising, for example, find out how various people are enterprising in their work.

#### Introduction

Teacher discusses the concept of a 'job for life'. Do pupils think it is likely they will have one job from when they finish education until they retire? If not, why not?

Teacher leads a discussion on the need for flexibility, life-long learning and updating our skills in the current job market.

Teacher introduces terms such as 'entrepreneur' / 'transferable skills' / 'adaptability' and explores the meaning of the terms with the pupils.

Teacher explains that these skills were practised by the subject of today's lesson. The lesson will focus on the example of 'Baron Alli' or Waheed Alli, millionaire businessman and peer in the House of Lords. He is also one of very few openly gay Muslim figures in public life anywhere in the world.

Pupils will study resources giving information on his life and think about how this could apply to their own futures.

**Distribute Factsheet 1**, and read through as a class.

#### Research Questions

Display research questions on board. Pupils are given a copy of an interview with Lord Alli (Factsheet 2), which will provide some of the information, but the rest they will find out through their own research, either as a homework task or in class if there are computers and internet available.

1. What are these companies responsible for: PLANET 24 / ASOS.com / Chorion Ltd / Carlton Television Productions?
2. Do all these companies deal in the same products?
3. How would Lord Alli have had to update his knowledge and skills to help him move into new careers?
4. What do you think were some of the challenges and benefits of building your own business such as Lord Alli did with Planet 24?
5. In what way was his appointment to the House of Lords different from the usual type of person you would expect to see in the House of Lords?
6. Can you list the different ways Lord Alli has influenced the law through his political position?
7. What factors in his early life influenced his determination to succeed?

# KS3 Learning for Life and Work – Lesson 2

## Baron Alli – Factsheet 1

Information from Wikipedia entry for Waheed Alli.

|   |  |   |                  |
|---|--|---|------------------|
| <b>Name:</b>  | Waheed Alli, Baron Alli  | <b>Born:</b>  | 16 November 1964 |
| <b>Family:</b>  | Mother, a nurse, is from Trinidad, and estranged father, a mechanic, is from Guyana.   |   |                  |
| <b>Education:</b>   | Stanley Technical College in South Norwood, London<br>1980 - Left school at 16 with nine O-levels (GCSEs)  |   |                  |
| <b>BUSINESS CAREER</b>  |  |   |                  |
| <b>1980:</b>  | Junior researcher for finance magazine   |   |                  |
| <b>Second Career:</b>   | Went to the City (London’s banking district) for a second career in investment banking, Through which he became wealthy  |   |                  |
| <b>Mid-1980s:</b>   | Met Charlie Parsons, who was to become his business partner and boyfriend.   |   |                  |
| <b>BUSINESS &amp; MEDIA CAREER</b>  |  | <b>POLITICAL CAREER:</b>  |                  |
| Achieved public prominence in the television industry. He and Parsons set up 24 Hour Productions, which produced The Word, at the time - "the most talked about television programme in Britain". |  | Alli's political work has been focused around gay rights, youth and education.  |                  |
| <b>1992:</b>  | Merged with Planet Pictures to form Planet 24. This became one of the largest TV production companies in the country, and the main independent supplier to C4.   | <b>1996:</b> Alli joined the Labour Party. Advised Prime Minister Blair for some years to help him reach out to a younger generation.   |                  |
| <b>1999:</b>  | Carlton Television bought Planet 24 for £15 million.   | <b>1998:</b> Was made a life peer as Baron Alli, of Norbury in the London Borough of Croydon, at the age of 34 becoming the youngest and the first openly gay peer in Parliament. He sits on the Labour benches in the House of Lords. His appointment was the polar opposite of the stereotypical ‘establishment’ peer - young, Asian, gay, and from the world of media and entertainment. |                  |
| <b>2000:</b>  | Became a Carlton board director before stepping down a year later.   | <b>2000:</b> Advocated lowering the age of consent for gay people from 18 to 16, equal to heterosexuals; this eventually became law as the Sexual Offences (Amendment) Act 2000.  |                  |
| <b>2001:</b>  | Co-founded and now owns part of a media production company Shine Limited; Co-founded with Elisabeth Murdoch, daughter of media-magnate Rupert Murdoch.   | <b>2004:</b> Helped establish a law giving same-sex couples in the United Kingdom the ability to enter into civil partnerships with equal rights and responsibilities to marriage.  |                  |
| <b>2003:</b>  | Took over as chairman of the media rights company Chorion Ltd, which has offices beyond the UK in New York, Sydney, and Tokyo.   |   |                  |
| <b>2004:</b>  | Chairman of ASOS.com   |   |                  |
| <b>Youth and Education</b>  |  |   |                  |
| <b>2002:</b>  | Became a patron of The Albert Kennedy Trust, which supports young LGBT people  |   |                  |
| <b>2008:</b>  | Stonewall Award for the category of political figure.<br>President of the Croydon Youth Development Trust.<br>Chancellor of De Montfort University in Leicester<br>Patron of Oxford Pride, the annual Pride event in Oxfordshire, and of Pride London. |   |                  |

# KS3 Learning for Life and Work Lesson 2 - Factsheet 2

## *Baron Alli*

Information taken from the article "Lord and Master of Media" retrieved from <http://www.asianoutlook.com/lordali.htm>

### **Lord Waheed Alli - In his Own Words**

"My parents split up and that had a profound impact on our lives. My father was not in a position to support us financially so I had to grow up in a hurry and assume the responsibility of looking after my brothers and helping my mum. I thoroughly enjoyed the responsibility, and that gave me a direction and commitment to work hard and create my own space."

I had to get a job. So I went along to the local job centre. I noticed two jobs, one for a trainee solicitor, for which I did not have the proper qualifications, and the other job was to be a researcher for a financial magazine. I worked there for 3 or 4 years and thoroughly enjoyed my time there. My job was to produce monthly financial reports and send them out to various potential investment bankers.

One day out of the blue I got a letter from Save & Prosper (an Investment Bank) inviting me to join them as Head of their Financial Research Department. I thought they had written to me by mistake so I contacted them saying 'I think you have made a mistake?'

I was over the moon being headhunted for such a senior position. After a few years there I was invited back to my original company as Head of the Research Department. I went back and after a while I was asked to join the board of the financial magazine.

That's when I started to earn lots of money - by this time my brother, whom I was supporting all along, finished his studies and for the first time ever my salary was my own.

I was happy to have flexibility in my life and did some travelling. At this stage a couple of my friends, Bob Geldof and Charlie Parsons launched a media company called Planet24 and asked me to join the company on the commercial side. I joined them and the company was very successful and we enjoyed the success thoroughly.

We sold Planet24 two years ago because elections were coming along and I was putting lots of effort into victory for the Labour party (my other love apart from travelling).

We sold Planet24 for tens of millions of pounds. That gave me a chance to concentrate on committing more time and effort for the Labour party and winning elections.

"The first thing I would say to young Asian people trying to achieve success in their careers would be never to give up your ambitions. When faced with barriers work even harder to achieve your goals.

There are a lot of people who would put up hurdles in your way but fortunately there are many more that would help you along the way which usually balances it out.

Just stick to your guns and work even harder and never give up. Despite prejudices you come across just be committed to your cause and be truthful to yourself and you will succeed."

# KS3 Learning for Life and Work Lesson 3 – Lesson Plan

## *Human Rights – Read all about it*

### Northern Ireland Curriculum Statutory Requirements - KS3 Learning for Life and Work

#### Key Theme: Human Rights and Social Responsibility

Pupils should have opportunities to:

- Investigate key human rights principles, for example, the UDHR, the ECHR, and the UNCRC as a value base.
- Investigate local and global scenarios where human rights have been seriously infringed, for example, child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged.

#### Introduction

Teacher explains The Universal Declaration on Human Right - In 1948 the 56 member states of the United Nations adopted the Universal Declaration of Human Rights (UDHR)

They said that these rights are:

- **inalienable** – you cannot lose these rights any more than you can stop being human
- **indivisible** – you cannot lose one of these rights in favour of another ‘more important’ right
- **interdependent** – each of these human right is complementary to the next – eg the right to participate in government is directly affected by the right to get an education, the right to free speech and the right to the necessities of a decent life.

The 30 articles of the Universal Declaration of Human Rights proclaim in clear and simple terms the rights that belong equally to every person on this earth. These rights are your rights. Familiarise yourself with them and help to promote and defend them for yourself as well as for your fellow human beings.

Your rights can be restricted only in limited circumstances, such as to protect other people’s rights. No person or state may use any of the articles in the Universal Declaration of Human Rights to justify undermining the rights to which we are all entitled.

#### Activity

Give pupils copies of the following articles (Resource 1) and a copy of the UDHR (Resource Sheet 2)

1. Ask groups to decide whether their newspaper story concerns:
  - a) a right being denied?
  - b) a right being demanded?
  - c) a right being enjoyed or exercised?
2. Is the way the issue is being reported an abuse of human rights itself?

3. Can groups relate their stories to relevant articles in the Universal Declaration of Human Rights?
4. Which articles in the UDHR guarantee the right to be lesbian, gay, bisexual, trans?

#### Plenary Discussion

Pupils try and match the examples with articles of the UDHR. Pupils then feed back their decisions. Plenary discussion should include instances where one right conflicted with another and how the group tried to resolve this. Teacher should ask class why it is important that human rights are protected.

# KS3 Learning for Life and Work Lesson 3 – Resource Sheet 1

## *Human Rights – Read all about it*

### **Ugandan gay rights activist David Kato found murdered**

**The Guardian, Thursday 27 January 2011**

David Kato was murdered weeks after winning a court case against the Ugandan newspaper Rolling Stone over its policy of identifying homosexuals in its pages.

One of Uganda's most prominent gay rights activists has been murdered in his home weeks after winning a court victory over a tabloid that called for homosexuals to be killed.

David Kato, the advocacy officer for Sexual Minorities Uganda, was bludgeoned to death in Mukono, Kampala, yesterday afternoon. Witnesses saw a man fleeing the scene in a car, and police are investigating.

Along with other Ugandan gay activists, Kato had reported increased harassment since January, when a high court judge granted a permanent injunction against the Rolling Stone tabloid newspaper, preventing it from identifying homosexuals in its pages.



Late last year, Kato had been pictured on the front page of an issue carrying the headline "Hang Them". He was one of the three complainants in the court case.

### **Twitter prank forces X Factor winner Joe McElderry to realise he is gay**

**Pinknews.co.uk**

X-Factor winner Joe McElderry has come out as gay just weeks after he claimed that he was straight. Earlier this month, pranksters hacked into his Twitter account and posted messages including 'It's been difficult living a lie for so many years'.

Despite denying publically that he was gay, the incident prompted him to come out to his mother. Today on his official website, he said 'I have always been a very honest person and so it is important for me to continue to be honest'. 'Over the past few weeks I have really had time to reflect and to realise who I am. I spoke to my friends and family about this in the last few days and it was important to do the same for you all as you have been so supportive. X-Factor judge Simon Cowell and Cheryl Cole have offered McElderry their full support.





# KS3 Learning for Life and Work Lesson 3 – Resource Sheet 1

## *Human Rights – Read all about it*

### **Now Amnesty if you're Gay**

#### **Daily Express**

ASYLUM claims could soar after judges upheld appeals by two gay men who were to be deported. The men, from Iran and Cameroon, had been refused asylum by the Appeal Court under Labour on the grounds that they could avoid ill-treatment by hiding their sexuality or behaving discreetly.

But the Supreme Court overturned their deportation yesterday. The cases will now be reconsidered.



Campaigners last night warned it could mean millions might try to claim they are gay to qualify for asylum in Britain. Supreme Court judge Lord Rodger said gay people's right to live freely must be protected.

MigrationWatchUK chairman Sir Andrew Green warned: "This could lead to a potentially massive expansion of asylum claims as it could apply to literally millions around the world."

### **Gay asylum seekers win protection from deportation**

#### **The Guardian**

Supreme court rules that fear of persecution over sexuality in home country is valid grounds for claiming asylum. Gay and lesbian asylum seekers have won the right not to be deported from the UK if they would be persecuted in their home countries.

The Supreme Court unanimously allowed appeals from two men, from Cameroon and Iran, whose claims had earlier been turned down because officials said they could hide their sexuality by behaving discreetly.

The government accepted the ruling and said that policy on gay and lesbian asylum seekers would be changed with immediate effect.

Lord Hope, heading the panel of five judges, said that to force a gay man to pretend his sexuality did not exist or should be suppressed was a breach of his fundamental rights. The court also laid down a framework on how asylum claims by gay and lesbian people should be determined.

The ruling was welcomed by the Home Secretary, Theresa May, and equality campaigners. May said: "I do not believe it is acceptable to send people home and expect them to hide their sexuality to avoid persecution."

Punishment for homosexual acts ranges from public flogging to execution in Iran. In Cameroon jail sentences for homosexuality range from six months to five years.



# **KS3 Learning for Life and Work Lesson 3 – Resource Sheet 1**

## ***Human Rights – Read all about it – Resource Sheet 1***

### **First Derry Gay Pride Parade**

**Derry News 6 August 2010**

Derry's first ever Gay Pride Parade promises to bring a Mardi Gras atmosphere to the city later this month.

The final touches are being put to the line up of events for Foyle Pride 2010 and the organising committee are now calling for groups and individuals to pledge their support to the first ever Pride Parade on August 28.

The Pride Parade is part of a festival programme designed to celebrate the struggles for Lesbian Gay Bisexual Transgender Questioning (LGBTQ) rights in the past and acknowledge the rights achieved in recent times, while also focusing on the rights issues that affect the LGBTQ community today.

Wendy McCloskey, Pride organiser, urged people in the community to get involved. "The Pride Parade will be a real carnival of fun for all the family and we wish to encourage and provide opportunities for all groups and communities to join in."

### **Steven Davies praises Ashes teammates after coming out**

**The Guardian 28 February 2011**

Colleagues and gay rights campaigners have welcomed the decision by Surrey and England cricketer Steven Davies to come out as gay.

But campaigners warned that football risked being shown up in failing to create an environment that made it easier for top players to follow the examples of Gareth Thomas in rugby and Davies in cricket in coming out while they were still playing.

Davies, part of England's Ashes-winning squad this winter, said it was a massive relief to be able to talk openly about his sexuality.

Davies told his teammates and management that he was gay before the Ashes and has now made it public.



"This is the right time for me," he said. "I'm comfortable with who I am – and happy to say who I am in public. I feel it is right to be out in the open about my sexuality. If more people do it, the more acceptable it will become. That must be a good thing.

"To speak out is a massive relief for me. If I can just help one person to deal with their sexuality, then that's all I care about."

# KS3 Learning for Life and Work Lesson 3 – Resource Sheet 1

## *Human Rights – Read all about it*

### **Corrie stars ‘honoured’ to play lesbian couple**

**The Guardian 28 February 2011**

Coronation Street actresses Sacha Parkinson and Brooke Vincent say they are honoured to play the soaps first lesbian couple. Parkinson who plays Sian Powers, told G3 magazine ‘It was just an honour that they trusted us with it’.

Vincent added ‘We were very aware that there were a lot of people involved in the storyline’.

The stars, both 18, said that their characters’ relationship was not just a fling or a phase. ‘It’s a love story and that’s what we’ve tried for from the start, rather than just making it a phrase’.



The pair, who have joined efforts to stamp out anti-gay bullying, also dismissed complaints from parents about the storyline. Parkinson said ‘It’s ridiculous. Even if children were watching, they need to know about this stuff’.

# KS3 Learning for Life and Work Lesson 3 – Resource 2

## *Human Rights – Read all about it*

### SUMMARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

#### ARTICLE 1

**‘All human beings are born free and equal in dignity and rights’**

You have the same human rights as everyone else in the world, because you are a human being. These rights are inalienable — they cannot be taken away from you. Every individual, no matter who they are or where they live, should be treated with dignity.

#### ARTICLE 2

**‘Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind’**

You should not suffer discrimination, or be deprived of any of your rights, because of your race, colour, gender, sexual orientation, language, religion or political opinions. When it comes to respect for your basic rights, it should not matter what country you were born in, what social class you belong to, or how rich or poor you are. Everyone should enjoy all the rights in the Universal Declaration of Human Rights.

#### ARTICLE 3

**‘Everyone has the right to life, liberty and security of person’**

We all have the right to live in freedom and safety. No one should be arbitrarily killed, or deprived of their liberty without good reason.

#### ARTICLE 4

**‘No one shall be held in slavery or servitude’**

Human beings must not be owned, bought or sold. No one has the right to enslave anyone else. Slavery is a crime.

#### ARTICLE 5

**‘No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment’**

Torture is forbidden at all times and in all circumstances. No one should suffer treatment or punishment that is cruel or makes them feel less than human. These rules apply everywhere – in police stations, prisons, on the streets, in peacetime or during a war.

#### ARTICLE 6

**‘Everyone has the right to recognition everywhere as a person before the law’**

Every human being has the right to be treated as a person in the eyes of the law. We must all be granted the rights and bear the obligations accorded to every person by the law.

#### ARTICLE 7

**‘All are equal before the law and are entitled without any discrimination to equal protection of the law’**

You have the right to be treated by law in the same way as everyone else. You have the same right to be protected by the laws of your country as anyone else.

#### ARTICLE 8

**‘Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law’**

If your rights under the law are violated by someone else – be they another individual or a member of the police or security forces – you have the right to see justice done.

#### ARTICLE 9

**‘No one shall be subjected to arbitrary arrest, detention or exile’**

You may not be arrested or held in a police station or prison without good reason. You may not be kept out of your own country. If you are detained, you have the right to challenge the detention in a court of law.

#### ARTICLE 10

**‘Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal’**

You have the right to a fair and public hearing if you are ever accused of breaking the law, or if you have to go to court for some other reason. The courts must be independent from the government, competent to interpret the law and free to make their own decisions.

#### ARTICLE 11

**‘Everyone charged with a penal offence has the right to be presumed innocent until proved guilty’**

If you are accused of a crime, you have the right to be treated as innocent, unless or until you are proved guilty, according to the law, in a fair and public trial, where you are allowed to mount a proper defence. You cannot be tried for doing something which was not a criminal offence in law at the time it was done.

#### ARTICLE 12

**‘No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation’**

No one has the right to intrude in your private life or to interfere with your home or family without good reason. No one has the right to attack your good name without reason. The law should protect you against such interference.

#### ARTICLE 13

**‘Everyone has the right to freedom of movement’**

You have the right to move about freely within your country. You also have the right to travel freely to and from your own country, and to leave any country.

# KS3 Learning for Life and Work Lesson 3 – Resource Sheet 2

## *Human Rights – Read all about it*

### ARTICLE 14

**'Everyone has the right to seek and to enjoy in other countries asylum from persecution'**

If you are forced to flee your home because of human rights abuses, you have the right to seek safety in another country. This means that border police or other authorities may not refuse you entry, or return you to your own country, without proper consideration being given to your request for asylum.

### ARTICLE 15

**'Everyone has the right to a nationality'**

You have the right to be treated as a citizen of the country you come from. No one can take away your citizenship, or prevent you from changing your nationality, without good reason.

### ARTICLE 16

**'Men and women... have the right to marry and to found a family'**

All adults have the right to marry. Both partners have equal rights in the marriage, and their free and full agreement is needed for the marriage to take place. The family is entitled to protection by the state.

### ARTICLE 17

**'Everyone has the right to own property'**

You have the right to own goods, land and other property, alone or with other people. No one has the right to take your property away without good reason.

### ARTICLE 18

**'Everyone has the right to freedom of thought, conscience and religion'**

You have the right to hold views on any issue you like without fear of punishment or censure. You also have the right to believe in any religion – or none at all. You have the right to change your religion if you wish, and to practise and teach your religion or beliefs.

### ARTICLE 19

**'Everyone has the right to freedom of opinion and expression'**

You have the right to tell people your opinion. You should be able to express your views, however unpopular, without fear of punishment. You have the right to communicate your views within your country and to people in other countries.

### ARTICLE 20

**'Everyone has the right to freedom of peaceful assembly and association'**

You have the right to gather together with other people, in public or private. You have the right to hold meetings and organise peaceful demonstrations. Everyone has the right to form or join societies, trade unions, political groups and other associations. No one may force you to join any group if you do not wish to.

### ARTICLE 21

**'Everyone has the right to take part in the government of his country'**

You have the right to be part of your government, either by being in it yourself or by choosing others to represent you. Governments have the authority to govern because they represent the will of the people. This means there should be free and fair elections on a regular basis.

### ARTICLE 22

**'Everyone, as a member of society, has the right to social security and is entitled to realisation... of... economic, social and cultural rights'**

You have the right – by virtue of being a human being – to have your basic needs met.

Everyone is entitled to live in economic, social and cultural conditions that allow them dignity and let them develop as individuals. All countries should do everything they can to make this happen.

### ARTICLE 23

**'Everyone has the right to work... Everyone has the right to form and to join trade unions'**

You have the right to work in fair and safe conditions and to choose your job. You have the right to be paid enough for a decent standard of living, or to receive supplementary benefits. You also have the right to form or join trade unions to protect your interests.

### ARTICLE 24

**'Everyone has the right to rest and leisure'**

You have the right to time off from work. No one may force you to work unreasonable hours, and you have the right to holidays with pay.

### ARTICLE 25

**'Everyone has the right to a standard of living adequate for... health and wellbeing'**

Every human being has the right to a decent life, including adequate food, clothing, housing, medical care and social services. Society should help those unable to work because they are unemployed, sick, disabled or too old to work. Mothers and children are entitled to special care and assistance.

### ARTICLE 26

**'Everyone has the right to education'**

Everyone has the right to an education. It should be free of charge, and everyone should be required to complete at least the early years of schooling. Education at a higher level should be equally available to everyone on the basis of merit. Education should strengthen respect for human rights.

# KS3 Learning for Life and Work Lesson 3 – Resource Sheet 2

## *Human Rights – Read all about it*

### ARTICLE 27

#### **'Everyone has the right freely to participate in the cultural life of the community'**

No one may stop you joining in cultural events organised within your community. You have the right to enjoy music, plays, exhibitions, poetry or any other form of artistic or collective expression. You have the right to share in the benefits that scientific discovery may bring.

### ARTICLE 28

#### **'Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised'**

Human beings have the right to live in the kind of world where their rights and freedoms are respected.

### ARTICLE 29

#### **'Everyone has duties to the community'**

We all have a responsibility to the people around us, and we can only develop fully as individuals by taking care of each other. All the rights in the Universal Declaration of Human Rights can only be limited by law and only if necessary to protect other people's rights, meet society's sense of right and wrong, maintain order and look after the welfare of society as a whole.

### ARTICLE 30

#### **'Nothing in this Declaration may be interpreted as implying... any right to engage in any activity... aimed at the destruction of any of the rights and freedoms set forth'**

There is nothing in the Universal Declaration of Human Rights that justifies any person or state doing anything that undermines the rights to which we are all entitled.

This lesson was amended and retrieved from: <http://www.lgbthistorymonth.org.uk/documents/LGBTHistoryMonth2.pdf>

# KS3 Learning for Life and Work Lesson 4 – Lesson Plan

## Linked with P.E

### *Sport's Role in Promoting Diversity and Inclusion, Human Rights and Social Responsibility*

#### Introduction

Having looked at Diversity and Inclusion, and Human Rights and Social Responsibility, teachers present a unit of work on Homophobia in Football.

Teacher uses the football section of the film 'Fit' for this as a starter (link with Drama)

Gives examples of homophobia in football as newspaper headlines and pupils choose one to research

- Sol Campbell's homophobic abuse for leaving Spurs to go to Arsenal. Pupils who have already debated topics such as players' wages will enjoy this kind of debate, as it includes a lot of specific football information. Dates of transfers, subsequent success etc
- Graeme Le Saux's experience of homophobic bullying (perceived as being gay)
- Justin Fashanu's treatment by Brian Clough and others; subsequent problems throughout his career
- Various statements discouraging footballers from coming out.

Then give examples of how sport can support human rights, diversity and inclusion and equality

**Q. How has sport already been an area of reconciliation? Choose one of these areas to research:**

- First rugby match in Croke Park
- Gareth Thomas receiving homophobic taunts on pitch from spectators and subsequent members' club being fined heavily ~ What was the aim behind such a heavy fine?
- Apartheid boycotts

**Discussion Point:**

**Q. Do Qatar and Russia uphold the principles of Human Rights?**

Gay groups have said they are "deeply concerned" by FIFA's decision to award the 2018 and 2022 World Cups to Russia and Qatar respectively.

Homosexuality is illegal in Qatar and can be punished with lashes and jail, while the Russian capital of Moscow has banned gay Pride marches for years.

**DEBATE**

**Q. Do we have a social responsibility to boycott events where human rights are not being protected?**

# KS3 Learning for Life and Work Lesson 5 – Lesson Plan

## *Personal Development – An Ideal Friend*

### Northern Ireland Curriculum Statutory Requirements - KS3 Learning for Life and Work

#### KS3 Learning for Life and Work: Personal Development

##### Key Concept – Self awareness

Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.

Explore personal morals, values and beliefs, for example, the origin of personal values, developing a moral framework, personal integrity etc.

Investigate the influences on a young person, for example, *peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.*

##### Key Concept – Relationships

Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.

Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.

Pupils should have opportunities to develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.

##### Key Concept – Personal Health

Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.

Investigate the influences on physical and emotional /mental personal health of, for example, immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance etc.

#### Introduction

This is a discussion activity to allow young people to explore their feelings / beliefs around sexual orientation and gender identity, as well as how they can be helpful and successful family-members, friends and co-workers.

Teacher links lesson with R.E Lesson 3 and re-caps definitions of terms sexual orientation / LGBT / homophobia. Teachers cuts up different scenarios (Worksheet 1) involving work, family or friends. Teacher distributes the cards to groups of 3 or 4.

Teacher explains that the class will be given a scenario in which they are to try and imagine

- How they would feel / think / behave
- How the other person might feel / think / behave

Plenary discussion should explore why the responses that arise are there, what influences are weighing down on both the people in the situation, and whether the young people can learn from eachother's responses. The importance of confidentiality and trust should be discussed.



# KS3 Learning for Life and Work Lesson 5 – Worksheet 1

## *Personal Development – An Ideal Friend*

**Your friend tells you her brother has come out to her (explained that he is gay).**

How would you feel / think / behave?

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How do you imagine your friend might feel / think / behave?

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**You have come out to your parents and they have been positive and supportive. Now you are thinking about coming out to your closest friend.**

How would you feel / think / behave?

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---

How do you imagine your friend might feel / think / behave?

---

---

**You have a Saturday job in town. One of the boys there is a target for homophobic remarks by the other employees.**

How would you feel / think / behave?

---

---

How do you imagine this boy might feel / think / behave?

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**You are friends with a girl/boy who is often called homophobic names. She / he is walking with you in the playground when one of the name-callers shouts “Look at the two lezzers/ poofs!”**

How would you feel / think / behave?

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How do you imagine your friend might feel / think / behave?

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# MODERN LANGUAGES

The variety of descriptions and subjective experiences involved in the learning of a language gives teachers the chance to present different types of families (for example same-sex parents); different reasons for liking a T.V show (for example, because its main character is a positive gay role model); and favourite places in town such as the LGBT Youth Group.

Importantly, while modelling paragraphs for pupils to translate and respond to, the teacher is also conveying that LGBT themes are a part of every-day life, and treating them as such will be immeasurably helpful for all pupils in the class; whether they are young LGBT people, the children of LGBT parents or young people who have not yet encountered LGBT themes or have only so far received negative messages about LGBT people.

One of the few times that young people have the opportunity to talk or write about their lives is in a modern languages lesson, where personal descriptions and experiences play such a large part of learning a language. It should be remembered that in asking pupils to write about their lives at home, they may have LGBT parents and / or members of family and that they should be able to write about this with just as much ease and confidence as any other pupil describing their family.

There are many ways to say 'gay' in the different languages; teachers may want to simply use LGBT in the target language to avoid using old-fashioned or pejorative terms.

Included are resources for French, as well as some exercises which can be easily adapted for other target languages.



# KS3 Modern Languages Lesson 1 – Lesson Plan

## Northern Ireland Curriculum Statutory Requirements - KS3 Modern Languages

### Objective 1: Developing Pupils as Individuals

#### Key Element: Personal Understanding

Young people should have opportunities to:

- Communicate an understanding of self, for example, making introductions; conveying information; giving descriptions; discussing habits; stating preferences; justifying opinions; reporting recent events; expressing future intentions.
- Activities might involve stating leisure preferences; producing a multi-media presentation on a recent or upcoming holiday; producing a digital web log (blog) diary.

#### Key Element: Mutual Understanding

Young people should have opportunities to communicate an understanding of others, for example, by seeking and responding to info; enquiring about habits; finding out attitudes, feelings, wishes, hopes; comparing and contrasting; making invitations and suggestions; negotiating arrangements; accepting and declining. Activities might involve conveying details about family; devising questionnaires and presenting findings; using role-play to make suggestions and arrangements.

### Introduction

The following two lesson ideas achieve the above objectives while incorporating positive messages related to LGBT themes, designed to acknowledge and support people who identify as LGBT.

### KS3 ML Lesson 1 - Algunos de mis cosas favoritas

Model a young person writing about a favourite sports player, performer or television show and justifying their opinion, and invite pupils to write their own preferences with a justification.

Below are some examples referencing LGBT issues that could be translated into the target language:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• I think Lady Gaga's music is great and I admire her as she stands up for young LGBT people.</li><li>• My favourite sport is rugby and my favourite player is Gareth Owens. He is 36 years old, and is currently playing for the Crusaders in Europe's Super League. He has improved diversity in sport as he came out and now works to end homophobia.</li><li>• My favourite singer is Joe McElderry. His voice is very powerful and his songs cheer me up. In his personal life I think he is brave and strong as he came out after winning X-Factor and is a great role model for young gay people.</li></ul> | <ul style="list-style-type: none"><li>• My favourite sport is cricket and for me the best player is Steven Davies. He has played Twenty20 cricket for England. He recently came out. I admire him because he did it to help young LGBT people.</li><li>• My favourite television show is Glee. It has great characters and fantastic music. It includes important topics like teenage pregnancy, family crises and homophobia. The Glee club has lots of different types of people. They all have fun and are shown acceptance.</li></ul> |
|--|---|

# KS3 Modern Languages Lesson 1 - Worksheet 1

Choose **THREE** adjectives **IN FRENCH** from the list given below, which are suitable for each person.

| Joe McElderry   | Leona Lewis  | Lady Gaga     |
|-----------------|--------------|---------------|
| 1.              | 1.           | 1.            |
| 2.              | 2.           | 2.            |
| 3.              | 3.           | 3.            |
| President Obama | Wayne Rooney | Jodie Foster  |
| 1.              | 1.           | 1.            |
| 2.              | 2.           | 2.            |
| 3.              | 3.           | 3.            |
| Alexandra Burke | Stephen Fry  | Gareth Thomas |
| 1.              | 1.           | 1.            |
| 2.              | 2.           | 2.            |
| 3.              | 3.           | 3.            |

| Masculine   | Feminine    | English      | Masculine   | Feminine     | English      |
|-------------|-------------|--------------|-------------|--------------|--------------|
| Actif       | active      | active       | paresseux   | paresseuse   | lazy         |
| affreux     | affreuse    | terrible     | pessimiste  | pessimiste   | pessimistic  |
| agréable    | agréable    | pleasant     | Sage        | sage         | wise         |
| amusant     | amusante    | amusing, fun | Sympa       | sympa        | nice         |
| Bavard      | bavarde     | chatty       | Timide      | timide       | shy          |
| Bête        | bete        | stupid       | Triste      | triste       | sad          |
| branché     | branchée    | trendy       | travailleur | travailleuse | hard-working |
| Sportif     | sportive    | sporty       | Vif         | vive         | lively       |
| célèbre     | célèbre     | famous       | important   | importante   | important    |
| content     | contente    | happy        | Inquiet     | inquiète     | anxious      |
| desagréable | desagréable | unpleasant   | intelligent | intelligente | intelligent  |
| Drôle       | drôle       | funny        | maladroit   | maladroite   | clumsy       |
| étrange     | étrange     | strange      | malheureux  | malheureuse  | unhappy      |
| Fier        | fière       | proud        | méchant     | méchante     | naughty      |
| Fou         | folle       | mad, crazy   | nerveux     | Nerveuse     | nervous      |

## KS3 Modern Languages Lesson 2 – Lesson Plan

### KS3 ML LESSON 2: Tout sur moi

In achieving Key Element Mutual Understanding, the traditional 'pen-pal' method of teaching the target language can be used while incorporating LGBT themes. Students are given a letter / e-mail to translate and then respond to. The letter / e-mail, gives information about family, self, preferences, and future plans. Options for incorporating LGBT themes include

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>- Rather than describing the traditional family with a mother and father, the pen-friend has same-sex parents (two mums or two dads).</li><li>- The pen-friend tells your pupil that s/he identifies as LGBT and talks about attending a local youth group for young gay teenagers.</li><li>- They may say that when they grow up they hope to be a teacher / football player, to marry and have children. This would be encouraging and reassuring to any young person wondering if they are LGBT as it conveys the idea that a family of their own is a realistic hope. It is also useful in reinforcing for all pupils the idea of equality among a diverse range of families.</li></ul> | <ul style="list-style-type: none"><li>- The pen-pal describes his / her siblings; they have a sister or brother who identifies as LGBT and their boyfriend / girlfriend comes for dinner after school sometimes and helps the pen-pal with their homework. This scenario is again valuable in conveying the integration into everyday family life of the sibling's partner, in much the same way as might happen if the partner were of the opposite sex. This gives reassurance to young LGBT people and conveys the expectation that this is how any partner of a member of the family should be welcomed and involved.</li></ul> |
|---|---|



# KS3 Modern Languages Lesson 2 - Worksheet 1

## LES FAMILLES

Fill in each gap with the correct member of the family. Choose from the answers given below.

1. Kylie Minogue est \_\_\_\_\_ de Dannii Minogue.
2. Ellen de Generes est \_\_\_\_\_ de Portia de Rossi.
3. Samantha Cameron est \_\_\_\_\_ de David Cameron.
4. Dans l'émission 'Desperate Housewives' Bob est \_\_\_\_\_ de Lee.
5. Cher est \_\_\_\_\_ de Chas Bono.
6. Eamon Farrell est \_\_\_\_\_ de Colin Farrell.
7. Zachary Furnish-John est \_\_\_\_\_ de Elton John.
8. Kelly Osbourne est \_\_\_\_\_ de Sharon Osbourne.
9. La Reine Elizabeth II est \_\_\_\_\_ du Prince William.
10. Conrad Hilton est \_\_\_\_\_ de Paris Hilton.

|          |          |               |               |         |
|----------|----------|---------------|---------------|---------|
| le frere | la soeur | la fille      | la femme      | le mari |
| la mere  | le fils  | le grand-pere | la grand-mere | le pere |

# KS3 Modern Languages Lesson 3 – Lesson Plan

## *Können Sie helfen?*

### Northern Ireland Curriculum Statutory Requirements - KS3 Modern Languages

#### Objective 1: Developing Pupils as Individuals

##### Key Element: Moral Character

Young people should have opportunity to show a willingness to contribute to a positive learning environment, for example, describing positive behaviour; empathising; expressing thanks / sympathy / encouragement / apologising

##### Key Element: Spiritual Awareness

Young people should have opportunities to discover how second language learning can inspire an awareness of cultural similarities and differences, for example, sharing common interests / experiences through exchanges; e-mails etc. Activities might include negotiating a set of classroom rules in the target language; describing an ideal friend

#### Introduction

This lesson provides cross-curricular links with LLW Personal Development and would be a useful lesson to use during Northern Ireland Anti-Bullying Week (November 14<sup>th</sup> – 18<sup>th</sup> 2011).

Through supporting and advising someone who is the target of homophobic bullying, the pupils studying this lesson are given the messages that they have a right to follow their own interests and embrace their differences without putting up with homophobic taunts.

They learn that it is okay to deviate from what is seen as the traditional image and / or behaviour according to gender, and that the school will protect them from bullying, regardless of the reasons for the bullying.

## KS3 Modern Languages Lesson 3 – Lesson Plan

### *Können Sie helfen?*

#### ACTIVITY

Students are given a description of a young person being bullied in school, in the form of an 'Agony Aunt' letter, or an e-mail from a pen-pal

If female, she is being bullied based on

- not wearing make-up; not having a boyfriend; having short hair; playing football; having only one close friend rather than being part of a big group.

By referencing all or a combination of these factors, pupils will get the message that she is being bullied for not conforming to the bullies' ideas of how a girl should look / behave.

If male, he is being bullied based on things like

- he does not play football / he is studious and receives praise from teachers / his voice is high-pitched or he speaks with a different accent / because he stays on his own in the playground / does not have male friends

Similarly, these things will be familiar to young people as reasons why a boy may be the target of homophobic bullying.

- This lesson could be differentiated by asking one group to write back suggesting two things s/he could do; another group to write back suggesting two things s/he could do but also showing empathy, sympathy and encouragement; and a third group to write back showing empathy, sympathy, giving encouragement, suggesting two things s/he could do, and also describing their idea of an ideal friend.
- Pupils should discuss their responses for some minutes before feeding ideas back to teacher.
- Discussion will then include teacher guiding and providing the correct phrases / words in TL. Pupils may show empathy by telling pen-pal of a time when they too, or a person they know, were bullied, or treated as an outsider.

In modelling a reply, teacher should ensure that these points are included

- That it is not their fault; it is the people engaging in the bullying who are at fault.
- That the person being bullied should not change who they are; that they should be proud of their difference.
- That the young person should tell a trusted adult (teacher, parent, relative) that they are being bullied.
- That they have the right to be protected from being bullied in school.

## KS3 Modern Languages

The below curriculum requirements are incorporated in the final few lesson suggestions:

### Northern Ireland Curriculum Statutory Requirements - KS3 Modern Languages

#### Learning Objective 2: Developing Pupils as Contributors to Society

##### Key Element: Citizenship

Young people should have opportunities to explore social issues which relate to everyday lives, for example, describing and discussing issues; reporting recent events. Activities might include contrasting town and country life; explaining options for young people in local area; creating a diversity map for town.

##### Key Element: Media Awareness

Young people should be given opportunities to develop an awareness of media and knowledge of media resources in the target language country, for example, by discussing and describing, expressing interest, stating preferences, reporting information; using IT tools to present research on an issue of interest using material collated from TL media sources.

##### Key Element: Ethical Awareness

Young people should be given opportunities to: Explore media to present ideas in the TL relating to ethical issues, activities might involve presenting a fact file; creating a visual display/montage from newspapers or other media etc.

The above requirements are very compatible with incorporating LGBT themes.

- When discussing awareness of diversity in local area, simply including LGBT in the groups that are being considered is extremely valuable. This lesson links with Geography Lesson 2.
- Geography Lesson 3 explores the contrasts between town and country life for a young LGBT person; using the same format in the TL is another way of meeting the above requirements
- Pupils could be supported to produce a multi-media presentation in the TL on Pride Week, a major festival in Belfast, comparing and contrasting with information from internet research on Pride Festivals in the country of their Target Language.





Music lends itself to LGBT themes very well. There are many successful and well-known LGBT musicians and composers whose work can be studied and used as inspiration for further work by pupils. This serves to provide positive gay role models and messages about the contribution to society and the music world made by people who identify as LGBT. The growing awareness of the detrimental effects of homophobia has also been a source of inspiration for song writing and composing, as exemplified by Lesson Plans 1 & 2.





# KS3 Music Lesson 1 – Lesson Plan

## *It Gets Better*

### Northern Ireland Curriculum Statutory Requirements - KS3 Music

#### Learning Objective 1: Developing Pupils as Individuals

##### Key Element: Personal Health

Young people should have opportunities to take account of health and safety issues when composing and performing, for example, volume, when listening to music, and safe use of electronic equipment when composing and performing etc.

##### Key Element: Citizenship

Young people should have opportunities to explore the power of music to evoke mood and atmosphere and to influence behaviour, for example: its use in ritual and religion and in advertising, films, restaurants, shops and other social/political contexts etc.

#### Learning Objective 2 - Developing Pupils as Contributors to Society

##### Key Element: Media Awareness

Young people should have opportunities to explore issues related to media awareness; explore the role of music in supporting other forms of communication, for example, listen to and discuss how music adds to the emotional impact in films; compose and perform music to accompany a video clip or advertisement etc.

# KS3 Music Lesson 1 – Lesson Plan

## *It Gets Better*

### Activity

1. Teacher distributes KS3 Music Lesson 1 – Factsheet 1 to class explaining the ‘It Gets Better’ Project.
2. Pupils are to think about mood, atmosphere and behaviour they want to encourage in their own video clip. Pupils then compose a piece of music to perform as a backdrop to, or as the main body of, their video.
3. Students look up some ‘It Gets Better’ videos on YouTube (this may need to be a homework task as many schools have blocked the YouTube website). Alternatively, teacher can down-load some video clips from the web site at home and show them in class. (See website [www.flvto.com](http://www.flvto.com) for converting and downloading YouTube videos)
4. There are many uploaded videos with music in the background or as the main content of the video. Direct pupils towards American Idol Winner *Adam Lambert’s* video; a montage using *Katy Perry’s* song ‘Firework’; a song performed by American Idol contestant *Todrick Hall* specifically composed for ‘It Gets Better’; and a song by American punk rock band *Rise Against* , among many others.
5. Students make notes on central messages as well as pieces of music that have been used.
6. Discussion from the notes that pupils have made on the videos should generate ideas. Discussion should take place on the moods the pieces of music evoke and why students think they were chosen.
7. Students are then put into working groups to discuss what they would like their piece of music to do / how they would like it to influence behaviour – for example, should it be a rousing, fast-paced piece to encourage pride and determination, or a sympathetic, gentle piece evoking feelings of calm and reassurance?
8. Pupils compose and perform music for an “It Gets Better” video for YouTube.
9. Teacher and technology staff support students to produce a video themselves. There are no directives from The Trevor Project (which runs the It Gets Better project), therefore it is very open to imaginative ideas from the students.

Students may then like to show these videos at an assembly during NI Anti-Bullying Week, IDAHO, or LGBT History Month (February).

# KS3 Music Lesson 1 – Factsheet 1

## *It Gets Better*

At the beginning of last school year, between September and October 2010, 7 young American men between the ages of 11 and 19 took their lives as a result of homophobic bullying. These were all separate cases.

As a response to this, a project called “**It Gets Better**” was initiated. ([www.itgetsbetter.org](http://www.itgetsbetter.org)) The idea is that people make a short video giving a message of support and encouragement to young people who are experiencing homophobic bullying.

Young people who are struggling with bullying and their sexual orientation to the point of thinking about suicide are told that, if they can hang on and make it through this time in their lives, “It Gets Better”.

The videos encourage young people to have hope for the future, and tells them things will improve.

Barack Obama, Hilary Clinton, the employees of the White House, of Google, Pixar, Facebook and other major companies, as well as school kids, police officers and pop-stars are among an ever-growing group of people to have produced and uploaded an ‘It Gets Better’ video onto YouTube.

These are short, uplifting videos to send messages to LGBT teens like ‘life will improve’, ‘people do care about you’ and ‘you do not deserve to be bullied’.



Asher Brown, 13



Seth Walsh, 13



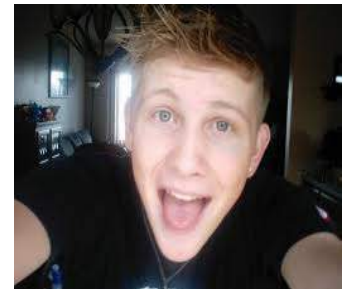
Billy Lucas 15



Cody Barker, 17



Tyler Clementi, 19



Justin Aaberg 15



Raymond Chase, 19

## KS3 Music Lesson 2 – Lesson Plan

### *Gay Anthems*

| Northern Ireland Curriculum Statutory Requirements - KS3 Music   |  |
|--|--|
| Objective 2: Developing pupils as Contributors to Society  | Objective 3: Developing pupils as Contributors to the Economy and the Environment  |
| <p><b>Key Element: Citizenship</b></p> <p>Young people should have opportunity to explore the power of music to evoke mood and atmosphere and to influence behaviour, for example: its use in ritual and religion and in advertising, films, restaurants, shops and other social/political contexts etc.</p> | <p><b>Key Element: Employability</b></p> <p>Young people should have opportunities to develop the ability to be discriminating consumers of music through making and responding to music, for example, by discussing how the musical elements are combined and understanding the music they like to listen to.</p> |
| <p><b>Key Element: Ethical Awareness</b></p> <p>Young people should have opportunities to explore how music can be used to raise emotion and manipulate people, for example, at a football match, political rally etc.</p>   | <p><b>Key Element: Economic Awareness</b></p> <p>Young people should have opportunities to explore the importance of music to young people's lives, for example money spent on CDs, going to gigs, concerts etc and discuss their experiences in relation to value for money.</p>                                  |

# KS3 Music Lesson 2 – Lesson Plan

## Gay Anthems

### Activity

Teacher explains the concept of Gay Anthems / LGBT Anthems as they are now known.

- A gay anthem (or LGBT anthem) is a song that has become widely popular among, or has become identified with, the LGBT community; usually with gay men.
- The lyrics of gay anthems are often marked with hope against the odds, pride, unity, or defiance. UK LGBT rights charity Stonewall named Christina Aguilera's "Beautiful" the most empowering song of the past decade for LGBT people.\*

Gay anthems are many and diverse. However, the criteria for what makes a gay anthem have shown a trend among the years. Ten main themes were identified and listed by researchers\*\*

- Teacher gives KS3 Music Lesson 2 Factsheet1 to pupils
- Read through the criteria as a class. Ask the class if they can think of any songs already that might fit these descriptions.
- Tell the class that you are going to look at and compare 2 gay anthems; one from the 1950's and one from this year. It could be fun to let pupils try and guess which song / who the singer will be.
- Give pupils first set of lyrics (Somewhere / KS3 Music Lesson 2 Factsheet 2). Explain that 'Somewhere' is a song from the musical West Side Story (incidentally, composed by gay man Leonard Bernstein) and that in the play it is sung by a boy and a girl who cannot be together due to their different backgrounds.
- Class reads through the lyrics while listening to recording of the song
- Now give students KS3 Music Lesson 2 Worksheet 1 and ask them to discuss and note down their answers in groups.

Bring the class back together to get feedback from the questions. Teacher makes a chart on the board and records students' findings.

Now give pupils lyrics for Lady Gaga ~ Born This Way (KS3 Music Lesson 2 Factsheet 3) and play a recording.

- Direct the same questions to the class for this piece of music by distributing KS3 Music Lesson 2 Worksheet 2
- Again bring the class back together to get feedback from the questions. Teacher records students' findings on the second column of the chart

### Questions for Analysing Chart's Findings

1. Does Lady Gaga mention any other minority groups as well as LGBT people?
2. What similarities / differences do you notice between the two songs?
3. How many years apart are the two songs?
4. Does this reflect the idea that life might be different now for LGBT people from when "Somewhere" was written? For example, Leonard Bernstein (composer of the West Side Story songs) was gay. His friends have commented that although he married a woman, this was only because it was very hard to live as an openly gay man at the time.
5. Can you name another famous LGBT musician who, early in his career, married a woman in order to conceal his sexual orientation? CLUE: he is now civilly partnered and is a father to a little boy?

Students' task having studied all this is to compose a piece of music that could be described as a gay anthem OR to identify 2 further songs that have become gay anthems, listing their differences, their similarities, and how the music evokes mood / atmosphere.

# KS3 Music Lesson 2 – Lesson Plan

## Gay Anthems

### EXTENSION

This section relates to Objective 3 (Developing Pupils as Contributors to the Economy and the Environment) and may be carried on into 2 lessons.

#### Questions for discussion

1. What is the importance for young LGBT people in having musicians that write and sing gay anthems?
2. How much is a Lady Gaga concert ticket? Has anyone been to see her or their favourite singer / band playing?
3. Do you think the experience of seeing someone like Lady Gaga perform live is worth the money?

### Introduce idea of 'The Pink Pound' – Economic Awareness

The Pink Pound is often considered to be responsible for the high sales of specific products seen to be favoured by a large number of gay people, most noticeably music sales of records by gay icons such as Madonna, Lady Gaga, Kylie Minogue and Cher.

A range of large corporations have recently realised the power of the Pink Pound and have begun to directly market their products towards the gay community through advertising in the gay press. In June 2006 a specialized marketing conference called the Pink Pound Conference was held in London and a similar conference was held in November 2006 by the Market Research Society.\*\*\*

1. Do you think that appealing to the LGBT community is something that musicians (or their management) think about?
2. What do you think are the ethical and economic implications of deliberately marketing music to LGBT people?

### LGBT History Month Pointer

Generate a collection of LGBT composers / musicians / performers – pupils might enjoy putting together a display for LGBT History Month celebrating LGBT contributions to music.

### Starting points:

- Leonard Bernstein
- Benjamin Britten
- Tracey Chapman
- Linda Perry
- Billie Tipton
- Pyotr Tchaikovsky

### References

\*[Source: Wikipedia]

\*\*Reference: Simon Gage, Lisa Richards, and Howard Wilmot.. "Queer". pp. 26-7. ISBN 1560253770. <http://books.google.com/books?id=FPHZbVhQQTUC&printsec=frontcover>. Retrieved 2009-04-26

\*\*\*Wikipedia entry for 'PINK POUND'

# KS3 Music Lesson 2 – Factsheet 1

## *Gay Anthems*

### What makes a song a 'Gay Anthem'?

1. Big-voiced divas ~ Modern examples include Barbra Streisand, Whitney Houston, Christina Aguilera and Lady Gaga.
2. Overcoming hardship in love ~ Usually a story of a wronged lover who comes back stronger than before (think 'Strong Enough' ~ Cher)
3. You are not alone ~ Songs about coming together as a community or reassurance to the lonely that there are others like them out there.
4. Throw your cares away ~ A carefree celebration about putting your troubles aside and partying.
5. Hard-won self esteem ~ Here, the theme involves fighting through oppression, darkness or fear to gain freedom, beauty or self esteem.
6. Celebrating unashamed sexuality ~ The theme here is of transcending cultural shame to celebrate one's sexual orientation.
7. Search for acceptance ~ Songs about a welcoming promised land where the dream of acceptance and belonging and hope lives.
8. Torch song for the world-weary ~ An anthem about being hurt, going through tough times, and surviving to tell the tale.
9. Love conquers all ~ Tales of not giving up on love despite seemingly insurmountable odds.
10. No apologies ~ The theme revolves around defiantly living one's life despite what others may want.



## KS3 Music Lesson 2 – Factsheet 2

### *Gay Anthems*

#### Somewhere

TONY:                There's a place for us  
                         Somewhere a place for us  
                         Peace and quiet and open air  
                         Wait for us  
                         Somewhere

MARIA:            There's a time for us  
                         Some day a time for us  
                         Time together  
                         With time to spare  
                         Time to learn  
                         Time to care  
                         Someday

TONY:                Somewhere  
                         We'll find a new way of living

MARIA:            We'll find a way of forgiving  
                         Somewhere

TONY & MARIA:   There's a place for us  
                         A time and place for us  
                         Hold my hand  
                         And we're halfway there  
                         Hold my hand  
                         And I'll take you there  
                         Somehow  
                         Someday  
                         Somewhere

# KS3 Music Lesson 2 – Worksheet 1

## *Gay Anthems*

### **Somewhere – L. Bernstein & S. Sondheim**

1. Why do you think this song has become a Gay Anthem? Look at the 10 criteria and decide which this song matches up to.

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2. How well does the music match the words?

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3. What mood/atmosphere does the music evoke?

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4. What instruments can you hear and how would you describe the beat/tempo?

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5. What genre would you say each song is from? (pop, rock, classical, musical..)

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6. What year is this song from?

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## KS3 Music Lesson 2 – Factsheet 3

### *Gay Anthems*

#### **Born This Way – Lady Gaga**

[Chorus]

I'm beautiful in my way  
'cause God makes no mistakes  
I'm on the right track baby  
I was born this way

Don't hide yourself in regret  
Just love yourself and you're set  
I'm on the right track baby  
I was born this way

[Post-chorus]

Oooh there ain't no other way  
Baby I was born this way  
Baby I was born this way  
Oooh there ain't no other way  
Baby I was born-  
I'm on the right track baby  
I was born this way

Don't be a drag, just be a queen  
Whether you're broke or evergreen  
You're black, white, beige, chola descent  
You're lebanese, you're orient  
Whether life's disabilities  
Left you outcast, bullied, or teased  
Rejoice and love yourself today  
'cause baby you were born this way

No matter gay, straight, or bi,  
Lesbian, transgendered life  
I'm on the right track baby  
I was born to survive  
No matter black, white or beige  
Chola or orient made  
I'm on the right track baby  
I was born to be brave

[Chorus]

I'm beautiful in my way  
'cause god makes no mistakes  
I'm on the right track baby  
I was born this way

Don't hide yourself in regret  
Just love yourself and you're set  
I'm on the right track baby  
I was born this way

[Outro]

I was born this way hey!  
I was born this way hey!  
I'm on the right track baby  
I was born this way hey!

## KS3 Music Lesson 2 – Worksheet 2

### *Gay Anthems*

#### **Lady Gaga ~ Born This Way**

1. Why do you think this song has become a Gay Anthem? Look at the 10 criteria and decide which this song matches up to.

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---

---

2. How well does the music match the words?

---

---

---

3. What mood/atmosphere does the music evoke?

---

---

---

4. What instruments can you hear and how would you describe the beat/tempo?

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5. What genre would you say each song is from? (pop, rock, classical, musical..)

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6. What year is this song from?

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# KS3 Music Lesson 3

## *Fanfare for the Common Man*

### Northern Ireland Curriculum Statutory Requirements - KS3 Music

#### Objective 2: Developing pupils as Contributors to Society

##### Key Element: Citizenship

Young people should have opportunity to explore the power of music to evoke mood and atmosphere and to influence behaviour, for example: listen to and discuss the expressive impact of music which celebrates human achievement, for example, *Copland's "Fanfare for the Common Man"*, then compose own music to celebrate some personal/community achievement.

##### Key Element: Cultural Understanding

Young people should have opportunities to listen to and perform music from different periods (classical to present day), styles (blues, pop, rock, hip-hop) and cultural traditions (Irish, English, Scottish, American, Eastern European, African, Asian, Chinese) and discuss how the elements of music are used within the different contexts.

##### Key Element: Ethical Awareness

Young people should have opportunities to

- Explore issues related to Ethical Awareness
- Explore how music can be used to raise emotion and manipulate people, for example, *at a football match, political rally etc.*

#### Introduction

In this lesson, we take an idea suggested by the curriculum and look at Aaron Copland's most famous composition. Teachers use KS3 Music Lesson 3 Factsheet 1 as an introduction to the composer, before listening to and examining Copland's *Fanfare for the Common Man*.

The factsheet gives background information about Aaron Copland, his life and influences. The acknowledgement of his sexual orientation among the many other facets of his life will help to reinforce the idea behind these lessons - that identifying as LGBT is part of life, and not something that needs to be silenced or hushed-up.

It also gives the opportunity of celebrating a masterpiece composed by a gay man, thus celebrating LGBT achievements and providing positive gay role models to counteract the predominantly negative stereotypes that have lead to prejudice and bullying.

The below is an example of how LGBT issues can be easily integrated into the music lesson while maintaining a focus on the study of music. It is adapted from a lesson which can be found in on the website of the Rochester Philharmonic Orchestra – [www.rpo.org](http://www.rpo.org)

# KS3 Music Lesson 3 – Factsheet 1

## *Fanfare for the Common Man*

### Aaron Copland

Aaron Copland was one of the most respected American classical composers of the twentieth century.

He was born on November 14, 1900 in New York City. His parents were Russian Jewish immigrants who opened a shop in Brooklyn.

His older sister taught him to play piano, and when he reached secondary school, he studied orchestration, counterpoint and harmony.

He went to Paris to study with the famous Nadia Boulanger (French composer, conductor and teacher who taught many composers and performers of the 20th century).

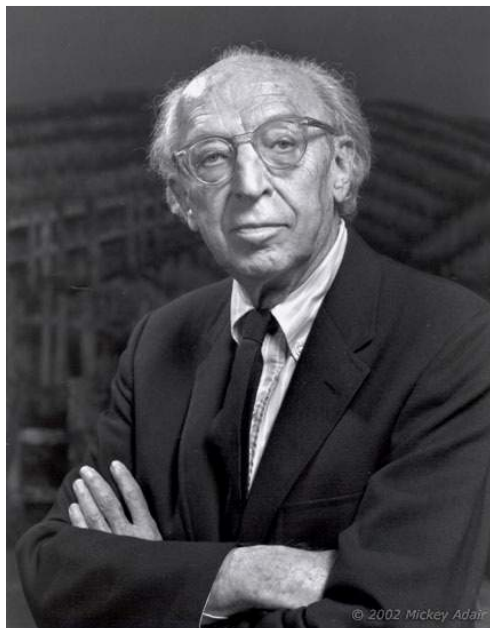
Returning to the United States, he was a composer, lecturer, and wrote a book called *What to Listen for in Music*.

Copland was a modest and mild-mannered man, who masked his feelings. Although shy, he preferred to be in a crowd rather than alone. In company, he was very witty and fun-loving.

Copland is documented as a gay man in his biography, *Aaron Copland: The Life and Work of an Uncommon Man*.

He never married but had relationships which became enduring friendships with pianist Paul Moor and composer John Brodwin Kennedy (composer of *Symphonic Fantasy*).

Copland's style of writing was influenced by events around him. The listener can hear jazz elements in his earlier music.



Many pieces have themes relating to the United States, the 'Wild West' and cowboys. When the Great Depression took its toll on Americans, his music included patriotic and nationalistic elements. He is said to have re-defined American music.

*Fanfare for the Common Man* was written in 1942 for the Cincinnati Symphony Orchestra. The orchestra conductor had asked for new fanfare to be written by selected American composers to open each of the concerts during the 1942 - 43 season. *Fanfare for the Common Man* was one of these. Since then it has been used widely for important and prestigious events. It was played at the beginning of The Obama Inaugural Celebration at the Lincoln Memorial.

Fanfares are commonly played as theme music for television and radio news programs. They are also frequently used as victory themes in video games, particularly role playing games. Fanfares are also frequently heard in military parades and within marches, probably because of their history of significant brass instrumentation. They are also used to introduce someone special or important\*

# KS3 Music Lesson 3 – Lesson Plan

## *Fanfare for the Common Man*

Having read through factsheet, teacher should play a recording of *Fanfare*, and explain to class that they will be studying this piece of music before composing a piece in a similar style

**Prior Knowledge:** Students should have prior knowledge of orchestra, families of instruments; trumpet, French Horn, Trombone, Tuba, Timpani, Bass drum, Gong

### Activity

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Students listen to Fanfare and identify instruments aurally - Fanfare is scored for 4 French horns, 2 trumpets, 2 trombones, a tuba, timpani, a bass drum and gong</li> <li>Students asked to discuss and come up with a list of places where playing a fanfare might be appropriate.</li> <li>On barred instruments, students will play the opening rhythmic motive in all of the melodic forms</li> <li>Teacher notates the motives on board or chart and practice reading them before playing.</li> </ul> | <ul style="list-style-type: none"> <li>While listening, students will label the melodic motives in order of appearance in Fanfare for the Common Man. Use trial and error, listening to the opening bars several times.</li> <li>Try tapping/clapping or your own method of finding the beat. Notice how difficult it is to find if the meter of Fanfare for the Common Man is in twos or threes. Lead students in discussing why a fanfare might be in a given meter and why the nature of a fanfare might be in a rhythm that does not sound like marching or dancing - a fanfare is meant to get and hold your attention.</li> </ul> |
|---|---|

### Listening Repertoire

1. Fanfare for the Common Man, a rock version  
Album – Works, Volume 1  
Emerson, Lake and Palmer
2. Fanfare for the Common Man, a jazz version  
Album - Live in Warsaw  
Woody Herman
3. Third Symphony, Fourth Movement  
Aaron Copland used the Fanfare as the main theme for his own symphony

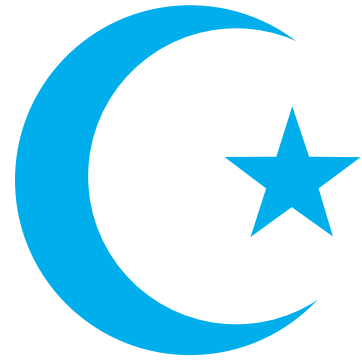
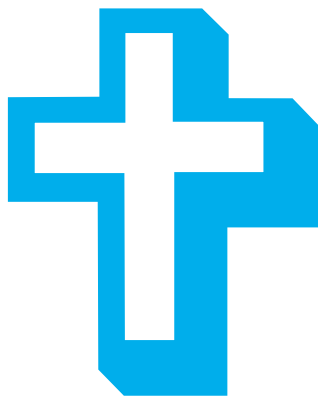
### Students should be able to:

- Identify instruments
- Explain what a fanfare is and when it would be used
- Compose and perform in groups a fanfare for a school event (a Fanfare for the beginning of LGBT History Month or an Assembly would be ideal in tying the themes together)

### Extension:

Research the list of all eighteen Fanfares that were written for the Cincinnati Symphony for the 1942-43 season. Choose another fanfare and composer from the list to study.





# RELIGIOUS EDUCATION

R.E is a great opportunity for the dissection and rethinking of stereotypes and prejudice. The Northern Ireland Curriculum suggests studying the story of The Good Samaritan as a way of teaching the lesson of seeing the person behind the label. This has many reflections in the way we can view ourselves and those who are different from us, yet who share our community.

Teachers and students from teacher training colleges have asked how this work is compatible with the Catholic / Christian ethos that many schools espouse. This work chimes completely with the belief that every human life is sacred and that the dignity of the individual should be at all times nurtured and protected.

Homophobic bullying is not supported by any religion, and this work is a key element in the prevention of homophobic bullying, in the knowledge of the huge detriment to the individual who suffers it. In studying what some religious leaders have to say about homophobia and the right of all people to live safely and freely, many young people will be asked to challenge an assumption that is frequently made; that to be gay is to choose against having a faith or leading a religious life. Is this all-or-nothing approach accurate or necessary?



# KS3 R.E. Lesson 1 – Lesson Plan

## *Created in the Image of God*

### Northern Ireland Curriculum Statutory Requirements - KS3 R.E.

#### Learning Objective 1: Develop an ability to interpret and relate the Bible to life

##### Key Element: Personal Understanding

Pupils should have opportunity to explore issues of personal identity by fostering respect for self, for example, development of positive self-image through the concept of creation in the image of God.

##### Key Element: Mutual Understanding

Investigate ways in which rights and responsibilities in relationships with other people apply to everyday life and how this is sometimes difficult to put into practice, for example, discussing and questioning in a frank and open manner varying opinions on issues such as sectarianism, prejudice and / or racism; discussing the positive impact of inter-religious dialogue.

##### Key Element: Moral Character

Examine how we make choices between right and wrong and the influences that shape our moral behaviour such as conscience, family, peers, religious background, media and society, for example, *investigation into the life of a well-known religious person who has taken a moral stance.*

### Introduction

Begin by presenting these quotes on the board:

*'When you hide that kind of thing, other people can sense you're uncomfortable. They can see that as a weakness and use it as a target to bully you. That was the case when I was quite young and only just realising I was gay'.*

*'Society teaches you that gay is not as good as straight, you grow up with those ideas in your head, and you punish yourself. You try and deny it, or wait it out, or change it. But it wasn't until I was totally honest about it that it wasn't a problem'.*

*'I wish I could tell everyone that and that they could just do it, to get rid of this ....anguish that comes with it. But that would be irresponsible of me because there are external factors for people — their family, their religion, the laws of their country'. – Matthew Mitcham*

*'Human beings are of infinite value because they have been created in the image of God, and it is a blasphemy to treat them as if they were less than this and to do so ultimately recoils on those who do this'.*

*'Jesus was quite serious when he said that God was our father, that we belonged all to one family, because in this family all, not some, are insiders....Gay, lesbian, so-called straight - all belong and are loved, are precious'.*

**- Archbishop Desmond Tutu**

#### Matthew Mitcham

Teacher explains that Matthew Mitcham is an Olympic diver, a gold medallist at the 2008 Olympics in Beijing and will be competing the 2012 Games in London.

He was one of very few openly gay athletes at the 2008 Summer Olympics. Using an image of him will also help pupils relate to him as a young person.

## KS3 R.E. Lesson 1 – Lesson Plan

### *Created in the Image of God*

#### ACTIVITY

Distribute Resource Sheets 1-4 (Teacher can decide which group considers which story). There are four in total, of various lengths. There are two positive experiences, and two negative experiences of LGBT people within the Church of Ireland.

The testimonies are taken from the booklets: *Share Your Story ~ Gay and Lesbian Experiences of Church* Edited by The Revd. Mervyn Kingston of Changing Attitude Ireland & the Church of Ireland Chaplaincy, Trinity College Dublin.

Teacher explains: Here are some real-life experiences of people who identified as both LGBT and Christian, and who came out within their Christian community

Revd. Mervyn Kingston has provided some general questions to keep in mind as you read these stories. These questions could be displayed on the board.

1. How do you think the LGBT person might feel?
2. If you were the clergyperson / a friend of the LGBT person what would you have done?

Additional questions for more able classes / pupils would be:

1. What influences do you think were shaping the behaviour shown to the person?
2. Can you see examples of where people have drawn strength from, or could draw strength from, believing that they are 'created in the image of God'?

#### Questions for Discussion

1. How can family, religion, laws, help / hinder young LGBT people? What factors are involved when thinking about coming out?
2. It is clear that Matthew had difficulty developing a positive self-image while growing up - could the second quote displayed (by Archbishop Desmond Tutu) have helped him develop a positive self-image?

Young people should generate discussion around the idea that if we believe that we are all created in the image of God then this can help us feel equal to anyone else, loved, prized and special, even when society or bullies try to make us believe otherwise. This in turn supports the development of a positive self-image.

#### Plenary

Discussion should include and debate pupils' answers to the questions given. As a final thought, Teacher might explain that solidarity, which flows from faith, is fundamental to the Christian view of social and political organization.

Q. How can we show solidarity with minorities who are oppressed, both in school and in our community?

# KS3 R.E. Lesson 1 – Resource Sheet 1

## *Created in the Image of God*

### **The Churchwarden**

I'm not sure if I found St. George's or if it found me. I liked wandering around different evening services, and I'd been to Evensong there occasionally. I drifted into St. George's for the Sung Eucharist one Sunday morning and found myself coming back the next Sunday. Six months later, I had gathered my courage and asked to be received into the Church of Ireland.

Telling friends and family about that was much more difficult than telling them I was gay. I became more and more involved with the life of St. George's, particularly as an altar server. When our People's Churchwarden stood down, as is normal after two years of service, someone proposed me for the job at the Easter vestry.

I refused, citing long working hours, but somehow the discussion kept coming back to me. So I agreed to do it, and it is one of the best decisions I've ever made.

St. George's has given so much to me, and it is a great privilege to be able to give something back. If anyone has a problem with a gay warden they have yet to say it to me!

Some gay Christians undergo terrible ordeals. But I want to affirm that it doesn't have to be that way – and increasingly it simply isn't that way. In my parish, and indeed in the Church of Ireland, I feel loved regardless of my sexual orientation and respected for who I am.

### ***Extra Learning Opportunity***

Q. Can you find out the meanings of these terms? Churchwarden / Evensong / Easter Vestry

## KS3 R.E. Lesson 1 – Resource Sheet 2

### *Created in the Image of God*

I am an evangelical Anglican. I began going to my local Church of Ireland church in 2000. I was made People's warden that year, then the Rector's warden the following year, a post which I held for three years. I was a regular contributor of articles to our parish magazine and did not miss an issue for four years. I attended the weekly Bible study class. As church warden I went to church twice every Sunday. I was on the rota for reading the lessons and I sometimes did the intercessions at communion services.

Church was kind of my second home. I loved the people and they loved me. When I met my partner in 2003, I had never been in a same-sex relationship before, but I had certainly queried my sexual orientation before. She came to church with me occasionally, but not often. In summer 2004 I went to hand in my magazine article to the Rector. She did not take it, but instead told me: "I will not be using that. Be at my place at three o'clock."

I was terrified and felt sick the rest of the day. I went to the rectory at three p.m. She began saying I had made a liar of her. She questioned my relationship with my new partner. This whole LGBT thing was a bit new to me and I wasn't ready to admit to it, so I denied it all. Several weeks later she cornered me in the vestry, asking what my partner was doing there. She spat the words at me. I continued to deny a relationship. I took the view that I would come out when I was ready, not before. I wanted to be ready for the rocky road ahead. A week later I admitted the situation to the Rector who had already removed me from the readers list and stopped me from doing the intercessions. She told me I would have to resign from the Select Vestry, which I wasn't keen to do – on what grounds?

That night she asked me to come down to the church on Monday evening as "some of us would like to talk to you".

"Some of us" turned out to be eight people, plus her. The phrase 'Lamb to the slaughter' came to mind! She told me how wrong it was that I had gone for communion with my partner not long before that. People told me Satan had veiled my eyes, that the Bible says.....that it was an affront to see me worship God. And it was made clear that I would not be welcome at the Lord's Table again. I tried to say something, but was cut off pretty quickly.

When I was told that I wasn't welcome to receive communion anymore I called a halt and said I would leave. The Rector gave me a hug and blessed me. I haven't been back although I have run into some folk since and they have been pleased to see me and one commented that some of them felt they had been rushed into that Monday night meeting without enough time to think about it.

The Bishop did point me in the direction of a more accommodating church, but losing 'communion' with the church that had been home, that was just down the road from my house, has been painful and has shaken my faith to its core. Recovery has been very slow. I am not the same Christian I was before – much more cynical and wary, but being accepted in the other Church has been helpful.

#### ***Extra Learning Opportunity***

Q. Can you find out the meanings of these terms? Evangelical Anglican / People's Warden / Rector's Warden / intercessions (for communion services) / Select Vestry

## KS3 R.E. Lesson 1 – Resource Sheet 3

### *Created in the Image of God*

From an address given by Ms. Dolores Mannion at St. Finbarre's Cathedral Cork on IDAHO Day, Sunday May 17<sup>th</sup> 2009

Many believe there is no such thing as a Christian Lesbian. They consider the term to be a contradiction in terms. More than that, they consider it an offence and believe that if someone is Christian they should seek repentance and do all they can to change. If you thing along these lines I know your position because at one time I was there.

A few years ago I was experiencing an internal conflict like I'd never known before. My fear and shame were so great I told no-one and spent my evening hours crying out to God in prayers full of promise – 'I will change. I will do whatever it takes.'

And prayers of pleading – 'Please forgive me for whatever I did to make this happen. Change me. Help me. Don't leave me. Please don't hate me.'  
In that moment I looked down the path of my future and saw nothing good.

I really have been there; but no longer does this position represent who I am or what I believe. While a church may say "believe as we believe and do as we do and you may join us here", Jesus welcomes all based on nothing other than the love and grace of God. While I remember the very place and time when at the age of 19 I became a Christian, there was never a single moment when I made a conscious choice to be a lesbian.

I always take it with a mix of mild amusement and irritation that some people will argue it was a choice. It amazes and exasperates me at times that people who don't know me or any other LGBT people would presume that they know the reality of our lives better than we do.

My Beloved and I have been together for nearly ten years. There is nothing bizarre about our life. After work we have dinner. Then we watch television or talk with our foster children, or play with the cat until bedtime.

While some would consider our lives boring I treasure each day as an amazing and joyful blessing. And yet, there's something very different about being lesbian in this world. Being lesbian means knowing that in certain parts of the world you can't hold your partner's hand in public as straight couples do without risking being ridiculed, physically assaulted, or imprisoned due to homophobia.

Being lesbian means listening to false stereotypes being painted about you and the people you love, sometimes in the name of God. But being lesbian also means living confidently with God's approval rather than with the approval of others. Being a lesbian means standing in solidarity with others who stand on the outside; deemed not acceptable by the majority. Being a lesbian means finding your courage and living boldly.

Being lesbian means experiencing another woman's courage when she takes your hand in a roomful of strangers proudly and without embarrassment. These experiences are also shared by gay men, bisexual people and transgendered people.

I am a Christian, that's my faith. I am a lesbian, that's my sexual orientation. I make no apology for being either. If, after all is said and done, I remain a contradiction to some people then that's the way it will be. I love being a Christian and I love being a lesbian because for me it's about living a life of wholeness and gratitude for all that God has done through Christ and for all that God is doing in me.

#### Extra Learning Opportunity

Q. What do you think helped this woman to change from feeling fearful and despairing, to feeling confident and grateful?



## KS3 R.E. Lesson 1

### *Created in the Image of God – Resource Sheet 4*

#### The Sermon

Philip and I had just announced our engagement when close friends invited us both to attend their local church. Their baby was being baptised and we were privileged to be included in the 20-strong friends and family invitation to share in their special day.

This service was on 3<sup>rd</sup> August 2008, the Sunday after Belfast Pride, which obviously was on the Minister's mind. As he began the sermon, he prefaced it with what can only be described as 'gay-bashing'. He made the comment that God's Word had been quoted in the media recently and sadly, people using God's Holy Word were being given negative publicity.

Then he added that homosexuality was a sin and an abomination and...well, you get the picture! This seemed to go on forever, even though it must only have lasted about two minutes. He finished his homophobic comments and then proceeded with his homily – the topic being one of the Psalms.

We both felt uneasy. Friends and family members were absolutely mortified too. As I sat through the rest of the service, my mind fleeting, God spoke to me and I felt that I had to gracefully and respectfully speak to the clergyman at the end of the service.

The Minister stood at the door of the Church as the congregation departed. Friends who were also shocked at his comments earlier were approaching my partner and me and apologising. It was as if they were apologising on the Minister's behalf. With a silent prayer, I walked towards the door.

The Minister said to me as I shook his hand "God morning and God bless you, thank you for coming." I held his hand and did not let go. What came next was genuine; from the heart: 'As a gay man and a man of faith I felt totally uncomfortable with your comments this morning.'

I proceeded to say that my partner and I, who worship and love the same God as he, were felt that his comments were highly insensitive. I added that as a Christian brought up in Northern Ireland, I was used to churches gay-bashing but this morning was different, as the comments were not at all linked with the Baptism, and in my mind not at all necessary.

He apologised and said that he had not intended to be hurtful. I requested that he take more care in what he says as he does not know who is sitting in his pews or what people's experiences are.

#### Extra Learning Opportunity

Q. Can you find the meaning of the terms: Gay-bashing / Sermon / Baptism

## KS3 R.E. Lesson 2 – Lesson Plan

### *Moral Character*

#### Northern Ireland Curriculum Statutory Requirements - KS3 R.E.

#### Learning Objective 1: Develop an ability to interpret and relate the Bible to life

##### Key Element: Moral Character

Examine how we make choices between right and wrong and the influences that shape our moral behaviour such as conscience, family, peers, religious background, media and society, for example, investigation into the life of a well-known religious person who has taken a moral stance.

Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

#### Introduction

The opportunities to study religious figures who have taken a moral stance are myriad. In providing information on religious figures who have taken a stand against homophobia, either through personal experience or through a sense of moral obligation, pupils are made aware of the diversity of faith and ways in which people find comfort in their belief in a loving God.

#### ACTIVITY

Pupils choose from the three religious figures described below to start their investigation, answering the questions below from their own research, promoting active and pupil-guided learning.

##### Questions for each research figure

1. Describe the family / upbringing of your chosen research figure
2. What moral stance have they taken?
3. What life experiences lead them to take this moral position?
4. What actions have they taken to further their cause?
5. Can you find a quote from this person related to homophobia?

## KS3 R.E. Lesson 2 – Lesson Plan

### *Moral Character*

Religious Figures - Choose 1 to research...

#### **Archbishop Desmond Tutu**

Archbishop Desmond Tutu was the first black South African Anglican Archbishop of Cape Town, South Africa, and primate of the Anglican Church of Southern Africa.

Tutu has criticised hostile attitudes to LGBT people within his own church, equating homophobia with racism.

#### **Rabbi Lionel Blue**

Born 6 February 1930, Rabbi Lionel Blue is a British Reform rabbi, journalist and broadcaster. He was the first British rabbi publicly to come out as gay in 1981.

He is best known for his long standing and respected work with the media, most notably 'Thought for the Day' on BBC Radio 4's Today programme.

#### **Dr. Katharine Jefferts Schori**

Born March 26, 1954, in Pensacola, Florida, is the 26th Presiding Bishop of the Episcopal Church of the United States. She is the first woman elected as a primate of the Anglican Communion.

Jefferts Schori voted to consent to the election of Gene Robinson, an openly gay and partnered man, as Bishop of New Hampshire in 2003, which has caused controversy within the church.

She has been quoted as saying that: "The Episcopal Church in the U.S. has come to a reasonable conclusion and consensus that gay and lesbian Christians are full members of this church and that our ministry to and with gay and lesbian Christians should be part of the fullness of our life."

#### **Revd. Mel White**

James Melville White (born 1940) is an American clergyman and author. He came out as gay in 1994.

Mel White had married his wife Lyla in 1962 and had two children. In the 80's he admitted to his wife that he was attracted to men and embarked on a long process of attempted 'cures' for being gay, including psychotherapy, prayer, electroconvulsive therapy, and exorcism. None of these techniques changed his sexual orientation, and after he attempted suicide, he and his wife agreed to an amicable divorce.

He founded Soulforce, a national social justice organization that works to end the political and religious oppression of LGBT people, in 1998. He now accepts being gay as a 'gift from God'.

#### **EXTENSION / DEBATE**

To tie in with work in History on the struggle for civil rights by American black people: Find evidence for and against the argument that Dr. Martin Luther King, if he were alive today, would have supported LGBT rights.

# KS3 R.E. Lesson 3 – Lesson Plan

## *Religious Response to Social Justice*

### Northern Ireland Curriculum Statutory Requirements - KS3 R.E.

#### Learning Objective 2 – Developing Pupils as Contributors to Society

##### Key Element: Citizenship

Young people should have opportunities to investigate how choices can be influenced by prejudice and sectarianism and ways in which reconciliation can be achieved through dialogue, outreach and action, for example, Jesus and his relationship with others; the churches' role in peace and reconciliation in Northern Ireland or in South Africa; religious response to social justice issues in today's world

##### Key Element: Media Awareness

Young People should have opportunities to investigate, evaluate and critique the power of the media to inform, influence and persuade in dealing with religious events and issues, for example, violence in society; social and global justice; human sexuality; religious tolerance

#### Introduction

Teacher introduces the idea of churches being able to help with reconciliation in our world. Briefly explain the churches' role in peace and reconciliation in Northern Ireland.

Show pupils the cover of Ugandan newspaper 'Rolling Stone' and subsequent reports of David Kato's death (Resource Sheet 1)

Teacher explains that this newspaper (The Rolling Stone) was demonstrating homophobia through publishing names, addresses and pictures of people it thought to be LGBT. The headline urges 'Hang them'. Reports of LGBT activist David Kato's death should then be read and explained.

#### Discussion Questions:

1. How was this behaviour influenced by prejudice?
2. How did the media influence people's opinions and choices?
3. From these reports, can you see the link between prejudice and actual physical violence?

## KS3 R.E. Lesson 3 – Lesson Plan

### *Religious Response to Social Justice*

#### Activity

Distribute Resource Sheet 2 among pupils or display on board.

Class reads through and discusses the meaning of the articles. Ensure class understands what Canon Kenny is saying, and what the Vatican is.

Class then discusses in groups / writes their answers to the following questions

1. Is religion a big influence on how people form opinions and make decisions?
2. What role could the churches play in reducing homophobia?

*Clue: Shortly before Christmas Day 2009, the Roman Catholic Archbishop of Uganda, Cyprian Lwanga, denounced the proposed Anti-Homosexuality Bill in his annual Christmas message from Rubaga Cathedral. That message was broadcast over several Ugandan television channels.*

3. How could religious dialogue and outreach encourage an end to the killing and persecution of LGBT people?
4. Are we responsible for our own decisions? How can we tell if an influence on our decision is helpful or not?

## KS3 R.E. Lesson 3 – Resource Sheet 1

### *Religious Response to Social Justice*

#### **Uganda gay rights activist David Kato killed**

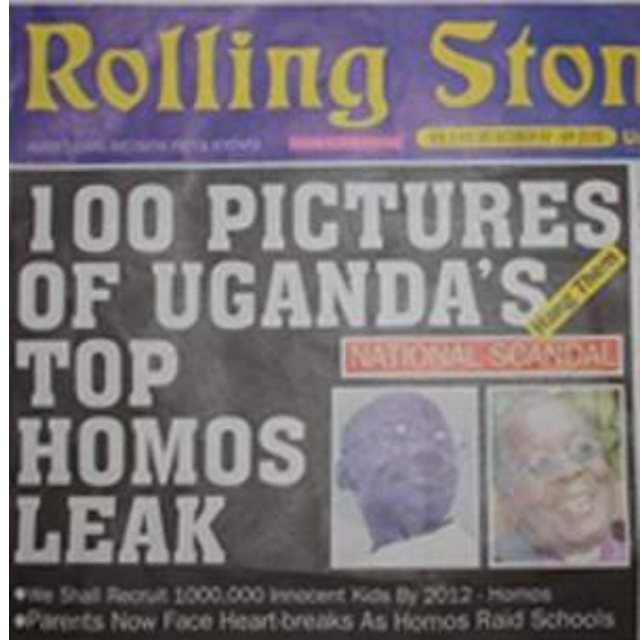
BBC News Africa 27 January 2011

David Kato, a Ugandan gay rights campaigner who sued a local newspaper which outed him as homosexual, has been beaten to death, activists have said.

Police have confirmed the death and say they have arrested one suspect.

Uganda's Rolling Stone newspaper published the photographs of several people it said were gay, including Mr Kato, with the headline "Hang them".

US President Barack Obama was quoted as saying he was "deeply saddened" to learn of Mr Kato's death.



## KS3 R.E. Lesson 3 – Resource Sheet 2

### *Religious Response to Social Justice*

#### **Vatican Statement about Uganda’s Proposed Legislation**

Timothy Kincaid [www.boxturtlebulletin.com](http://www.boxturtlebulletin.com) December 10th, 2009

Today the Vatican representative read a statement to a United Nations panel on anti-gay violence. Although the Holy See did not reference Uganda by name, it does address in a general sense its response to the Ugandan ‘Kill Gays’ bill. The timing suggests that this statement is driven by the publicity surrounding the bill.

The Vatican’s statement opposed “all grave violations of human rights against homosexual persons,” particularly “the murder and abuse of homosexual persons are to be confronted on all levels, especially when such violence is perpetrated by the State.”

#### **Church of Ireland group urges that Ugandan 'homophobia' be confronted**

The Irish Times Fri, Jan 28, 2011

The Church of Ireland Changing Attitude Ireland group has called on the Taoiseach and Minister for Foreign Affairs, Brian Cowen, and international Anglican primates meeting in Dublin “to confront the problem of homophobia in Uganda”.

It follows the murder there last Wednesday of gay rights campaigner David Kato.

The group said that in recent years “anti-gay feeling in Uganda has been stirred up by religious leaders, a group of USA evangelicals and politicians”.

Senior bishops from Anglican churches worldwide are in Dublin and “needed to assume their responsibilities in tackling homophobia and the churches collusion in it”.

Canon Charles Kenny, secretary of Changing Attitude Ireland, said the Irish Government was a major development aid donor to Uganda. He recalled that last June the Department of Foreign Affairs was briefed in Dublin “by the retired Anglican Ugandan Bishop Christopher Senyonjo on the problem of the Christian-backed anti-gay crusade in Uganda”.

He described the bishop as “a rare courageous voice in the conservative Anglican Church in Uganda”.



## KS3 R.E. Lesson 4 – Lesson Plan

### *Homophobic Prejudice*

Northern Ireland Curriculum Statutory Requirements - KS3 R.E.

Lessons from the Northern Ireland Curriculum Religious Education Booklet:  
'REconciliation adapted to tackle'

#### REconciliation: Assumptions, Prejudice and Stereotyping

##### Teaching Activity: First Thoughts

Resource 7 (page 14 of booklet) gives images of people from different groups in society such as 'Muslim woman; pensioner; business woman; migrant worker; teenager;'

It is very easy to make this an authentically inclusive resource by changing the title of 'young boy' into 'young LGBT boy'.

Or indeed by simply making up a separate resource with the additions of:

- LGBT person with any generic image of young person
- Disabled person with an image of a person using a wheelchair or a seeing-eye dog
- Single mother with an image of a mother and a child.

#### REconciliation: Working with Difference

##### Teaching Activity

The Clumps game, found on page 10 of this booklet, is a great activity for use during Northern Ireland Anti-Bullying Week (14<sup>th</sup> -18<sup>th</sup> November 2011).

Teachers facilitating this game could take time afterwards to ask class:

##### 1. When have we been the excluders?

In giving and generating examples, teacher should use this opportunity to ensure that all types of bullying are brought up.

For example: Maybe when someone has a disability and we don't let them play in our game, maybe when someone speaks a different language, or maybe when someone is LGBT or we think they are, or when someone comes from a different city / town.

##### 2. Did we intend to exclude or did it 'just happen'?

This gives young people a chance to examine their attitudes, and to learn from each other's examples.

## KS3 R.E. Lesson 4 – Lesson Plan

### *Homophobic Prejudice*

#### REconciliation: Working with Difference

##### Teaching Activity: The Good Samaritan (Page 13)

In this teaching activity, pupils share their feelings after reading / hearing the story of the Good Samaritan.

The teacher then takes them through some questions which help to highlight the meaning of the story. The suggested activity asks:

1. Why did Jesus tell this story?
2. What surprised you in this story?
3. Why would the story have shocked people listening to it as Jesus told it?
4. What does the story tell us about the assumptions that we make about people?

##### Additional Questions

As part of this activity, the teacher has a good opportunity to ask the class to reflect on:

1. In our society today, who do we not expect goodness from?
2. What groups might we treat with the same suspicion as the Jews treated the Samaritans?

##### Activity

The REconciliation Booklet gives a suggested activity:

*Individually, pupils write their own story/play on the theme of assumption and prejudice. Guidelines need to be given about planning a story/play, (layout, number of characters etc). Pupils may wish to storyboard their story using a similar technique from the Good Samaritan story. The plays can then be enacted by pupils or their stories read out and discussed.*

For the young people to translate this Bible story into a modern-day scenario, Teacher could tell an example story such as that in Resource Sheet 1.

## KS3 R.E. Lesson 4 – Resource Sheet 1

### *Homophobic Prejudice*

In a large company, the boss told all the workers that one of them needed to be the main 'First Aid' person and asked could anyone with First Aid experience come to his office to volunteer. Nobody showed much interest – "I don't like blood – I'd be useless!" a few people said.

Andy thought he would go along and volunteer for this role. "My mum was a doctor", he told the boss, "so I knew all the First Aid basics before I was 12! I have kept up my First Aid training each year and am confident that I would be able to cope in an emergency."

"Great!" replied Andy's boss, "I'll let the staff know at the next meeting."

The week after, Andy's boss took Andy to one side -

"It doesn't bother me, you understand, some of my best friends are gay...but some of the staff members said they wouldn't be comfortable with a gay man giving them First Aid...we'll have to train up someone else. Please don't take this personally..."

Having given the background of a homophobic workplace, in which some employees view LGBT people in the same way as Samaritans were viewed, pupils then incorporate this into a story/play on the theme of assumptions and prejudice, which reflects the meaning of The Good Samaritan.

Some young people could take on the roles of staff members; one takes the role of the boss, and one of Andy. Perhaps one of the staff members who had objected to Andy's help originally, suffers a heart attack before a new First Aider has been assigned, and wakes up to find Andy has saved his life.

Young people could then be asked how they would feel and act in this scenario; young people could be asked "if you were in danger or had suffered an accident, would you care who helped you?"

As part of all the lessons in the REconciliation Booklet, the teacher has good opportunities to list the minority groups in society who sometimes suffer because of exclusion / prejudice. The groups mentioned would ideally include people with disabilities, LGBT people, people with English as an Additional Language and any others the teacher is aware of. Teacher could ask:

"How can we practice more inclusion in our everyday lives?"

Answers could include ideas like making sure people are not lonely in the playground, letting a teacher know if someone is being isolated / bullied; creating a GSA (Gay / Straight Alliance) in school to promote the joint efforts of gay and straight people to end homophobia.

The 'Tracking Learning Sheet (Resource 6 – Prejudice), provided in the Work-pack is a useful way of recording these reflections and intentions.

## KS3 R.E. Lesson 4 – Resource Sheet 2

### *Homophobic Prejudice*

#### Round 1: Myths & Facts

This resource provides a game using questions and answers about minority ethnic groups and other groups in our society. Pupils are presented with myths and facts, and answer true or false for each. Again, making this resource more inclusive is a simple matter of adding some questions about the LGBT community. Resource Sheet 6 offers some examples, or can be used in its entirety.

When giving pupils the information that will let them see whether their answers matched up with reality, cross-curricular links can be made with KS3 English Lesson 1.

Teacher can ask why we may have thought, for example, that you can always tell someone's sexual orientation by their mannerisms or clothes. KS3 Learning for Life and Work Lesson 1 will also support this work, in that it challenges stereotypes.

Having completed the quiz, pupils are encouraged to reflect on what they have learned about people who share their community.

Questions are suggested by the booklet such as

1. What did we not know about different groups living in our community?
2. What have we learned about assumptions and prejudice?

These questions give a good opportunity for pupils to digest and assimilate the new information they have been given.

# KS3 R.E. Lesson 4 – Resource Sheet 1

## Homophobic Prejudice

### Myths and Facts

- 1. All LGBT people can be identified by certain mannerisms or physical characteristics.**

**True / FALSE**

Only a very small percentage of LGBT people have stereotypical mannerisms and characteristics. Cross-curricular Link Here with KS3 English Lesson 1 – teacher may want to tease out why some pupils have this perception – is it to do with media portrayal of LGBT people? As with heterosexual people, LGBT people diverse in their personalities, abilities and occupations. After all, God created each of us in His image, but as a unique human being – a one-off.

- 2. Young LGBT people in Northern Ireland are more likely to be bullied than young straight people.**

**TRUE / False**

Evidence from the Northern Ireland Young Life & Times Survey (2008) states that 28% of young heterosexual males had been bullied, compared with 70% of young gay males; and 37% of young straight females said they had been bullied, compared with 62% of young gay females

- 3. Young people consider LGBT people to be safer than people from ethnic minorities and Travelling communities.**

**True / FALSE**

Research carried out by Save the Children, (2008) found that when asked about the safety of different groups of people in their school, students aged 13+ overwhelmingly indicated that LGBT people were most likely to be unsafe. Ethnic minorities, Irish Travellers, members of the opposite religious / political community and disabled people were all perceived to be much safer than LGBT people

- 4. In a same-sex relationship, one partner usually plays the role of the 'husband' and the other plays the role of the 'wife'.**

**True / FALSE**

Most gay and lesbian couple try to have a relationship based on equality and mutuality in which they are loved for who they are. We have stereotypes of relationships in our society, but most same-sex couples are just two men or two women sharing the everyday things that make up a relationship.

- 5. Young LGBT people are more at risk of self-harm, attempting suicide, depression and eating disorders than their heterosexual counterparts.**

**TRUE / False**

Information taken from The ShOUT Report (2003) suggests that young people who identify as LGBT, when compared to their heterosexual counterparts, are:

- At least 2.5times more likely to self-harm.
- 5times more likely to be medicated for depression.
- At least 3times more likely to attempt suicide.
- 20times more likely to suffer from an eating disorder.

- 6. There are around 60,900 lesbian, gay or bisexual young people in Northern Ireland**

**TRUE / False**

Based on the most recent NI census figures and the 10% figure (it is a rough figure that is given that approximately 10% of the UK population are LGB), there could be up to 60,953 LGB young people in NI under the age of 25.

- 7. Most young LGBT people don't really know their sexual orientation while they are still at school**

**True / FALSE**

The ShOut Project (2003) found that boys first became aware that they may be gay / bisexual at the age of 12, and girls that they may be lesbian or bisexual at the age of 14. Most young people don't come out until approximately 5 years later, (although, anecdotal evidence would suggest that young people are starting to come out earlier at school) leading to the misconception that they don't know until the age of 17 / 18.

- 8. The percentage of self-harm for young people who identify as transgendered is 50%**

**TRUE / False**

The ShOut Project surveyed young people and found that, of the young people who did identify as transgendered, self-harm was a major issue.

- 9. It is easy to get information on LGBT issues in school**

**True / FALSE**

The research (2003) found that only 4% of young LGBT people reported having received information regarding LGBT issues at school.

- 10. Barack Obama has made a video for the It Gets Better project, showing support for young LGBT people.**

**TRUE / False**

The video clip can be found at <http://www.youtube.com/watch?v=geyAFbSDPVk>

# KS3 R.E. Lesson 4 – Worksheet 1

## Homophobic Prejudice

### Myths and Facts

- |   |  |
|---|--|
| <p>1. All LGBT people can be identified by certain mannerisms or physical characteristics.<br/>True / FALSE</p> <hr/> <hr/> <hr/>   | <p>6. There are around 60,900 lesbian, gay or bisexual young people in Northern Ireland<br/>TRUE / False</p> <hr/> <hr/> <hr/>                     |
| <p>2. Young LGBT people in Northern Ireland are more likely to be bullied than young straight people.<br/>TRUE / False</p> <hr/> <hr/> <hr/>  | <p>7. Most young LGBT people don't really know their sexual orientation while they are still at school<br/>True / FALSE</p> <hr/> <hr/> <hr/>      |
| <p>3. Young people consider LGBT people to be safer than people from ethnic minorities and Travelling communities.<br/>True / FALSE</p> <hr/> <hr/> <hr/>                               | <p>8. The percentage of self-harm for young people who identify as transgendered is 50%<br/>TRUE / False</p> <hr/> <hr/> <hr/>                     |
| <p>4. In a same-sex relationship, one partner usually plays the role of the 'husband' and the other plays the role of the 'wife'.<br/>True / FALSE</p> <hr/> <hr/> <hr/>                | <p>9. It is easy to get information on LGBT issues in school<br/>True / FALSE</p> <hr/> <hr/> <hr/>  |
| <p>5. Young LGBT people are more at risk of self-harm, attempting suicide, depression and eating disorders than their heterosexual counterparts.<br/>TRUE / False</p> <hr/> <hr/> <hr/> | <p>10. Barack Obama has made a video for the It Gets Better project, showing support for young LGBT people.<br/>TRUE / False</p> <hr/> <hr/> <hr/> |

Please feel free to get in touch with any questions, suggestions, ideas or issues. Now that you have this guide in your school, we hope it will be the start of a useful partnership.

We are here to support you. Together we can make young lives happier and safer.

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