

Show Racism the **Red Card**

HOMOPHOBIA

LET'S TACKLE IT!



**AN EDUCATION PACK CHALLENGING
HOMOPHOBIA AND HOMOPHOBIC BULLYING**



"The NUT is delighted to endorse this excellent new resource from SRtRC. Homophobia, like racism, is abhorrent. With these materials, teachers will be supported in their work to eradicate it."

Christine Blower, General Secretary, NUT



Some of the activities contained within this education pack require additional resources. These are all available to download from: www.srtrc.org/homophobia-resources

Show Racism the Red Card

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This education pack has been developed collaboratively with the help and support of many organisations and individuals. Show Racism the Red Card would like to thank everyone for their valuable contributions.

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KEY



This icon illustrates the relevant parts of the DVD which support and enhance delivery of the activities within each section.



Look out for the speech bubble to find relevant discussion points



This pack is filled with a range of engaging activities, indicated by this icon.



This icon illustrates a suggested debate motion.

MAJOR SPONSORS



WE ASKED YOUNG PEOPLE WHAT SCHOOLS SHOULD DO TO TRY AND COMBAT HOMOPHOBIA...

"I think that as important as it is to have LGBT groups it's also important to acknowledge that being any sexuality doesn't really change who you are so I think it's important to include as many people as we can in raising awareness about LGBT issues because they affect everyone."

CHALLENGING HOMOPHOBIA AND HOMOPHOBIC BULLYING

Film user guide – How do I use this resource?

Homophobia: Let's Tackle It

This 17 minute film focuses on issues of homophobia within sport and features many top sporting personalities. With recognisable faces and footage of sport, this film is a fantastic and engaging way to introduce the topic of homophobia to your learners.

We advise that you watch this film in its entirety at the start of any work you do.

Talking about Homophobia

These five short films consist of excerpts of interviews with role models including Hollyoaks actor Kieron Richardson, writer and comedian Rhona Cameron and young people. They feature very personal and moving accounts of homophobic bullying, advice for dealing with it and frank and open dialogue about how and why homophobia is prevalent in today's society. These excerpts can be viewed in any order, all together or separately. They are structured around some key themes that are extremely relevant to young people and each lasts between five and seven minutes.

To enable young people to identify with, and begin to consider, homophobia within their own lives and school environment, we suggest that you utilise this powerful collection of stories after screening Homophobia: Let's Tackle It.

Extras

The DVD also contains added extras that will enable you to explore some specific issues further. There is an interview with a primary school head teacher who shares his personal experiences of being a head teacher and a gay man, and explains how he has included LGB issues into his practice. There are also extended interviews with some of the role models who feature in the main films.

About this education pack...

This resource has been designed to help educators effectively challenge homophobia amongst young people across formal and informal educational settings.

It contains a wide variety of visual, auditory and kinaesthetic activities, which unless specified are suitable for learners from upper Key Stage 3 through to adult.

Each activity has estimated timings along with a list of resources needed and learning outcomes are clearly highlighted at the beginning of each section.

All activities can be tailored to meet the individual needs of the participants. Teachers are encouraged to use their knowledge of the learners, as well as their discretion to make informed choices about the appropriateness of the exercises and suggested discussions.

Throughout this resource, lesbian, gay and bisexual people will be referred to collectively as LGB people.

Show Racism the Red Card acknowledges and recognises that many trans people experience discrimination and prejudice. Often these experiences are grouped together with LGB issues (LGBT); however, this resource focuses on homophobia rather than transphobia, and discussions and issues specific to trans people are not included.

See page 49 for useful suggested websites for dealing with transphobia and issues around gender identity.

Aims of the Pack:

- To educate learners about the causes and consequences of homophobia and homophobic bullying
- To increase understanding of issues of diversity and identity
- To familiarise learners and educators with a range of information and skills that will enable them to challenge negative stereotypes and homophobia
- To encourage respect for the differences between people regardless of sexual orientation
- To promote involvement as active responsible citizens in an increasingly diverse society

BEFORE YOU BEGIN

Creating a safe space for discussion

Talking about themes relating to sexual orientation requires maturity and compassion for others. While the activities in this resource are intended to increase empathy and broaden young people's perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition, some participants may express anger, frustration, discomfort, sadness or have difficulty accepting alternative views.

It is extremely important to dedicate some time to creating the right environment to keep all participants and facilitators safe.

A useful and necessary way to encourage openness, positive behaviour and also to provide a safe space for the learners, is to introduce a working contract or ground rules. Work collaboratively with the students to develop a working agreement that communicates expected standards of behaviour and interaction and ensures safety and respect. Try and include some of the following exemplar ground rules.

Example ground rules:

- Respect others: You will hear ideas and opinions that may be different or new to you or with which you disagree. As you participate and interact, try to take in new information without judgement and to keep an open mind. Make sure that your words and body language reflect a respectful attitude towards others. Learn by listening to others.
- Own your own values: Speak from the 'I', 'I feel', or in my experience', avoiding 'you should' or 'you all think that'. If you are going to disagree with something, challenge the opinion or the behaviour, not the person.
- Be open and honest: Ask questions without fear of judgement, there is no such thing as a 'silly' question, it is important to try and understand as much as possible. If you are not confident to ask questions publicly then speak to the facilitator privately.

- Respect confidentiality: Everything said in the room stays in the room. When sharing personal anecdotes, make sure to avoid using real names, don't disclose any personal information about anyone else. Carefully consider what personal information you chose to share.
- Share 'air time': You are encouraged to express your ideas and opinions, take it in turns to contribute, help create a safe space where everyone is encouraged and feels comfortable to speak, don't monopolise the discussions. You are not obligated to speak, it is fine to 'pass'.

As you engage in discussions about LGB issues, be aware that it may provoke strong feelings for some young people due to internalised prejudices, past experiences or because they are LGB (or questioning themselves), or have family members or friends that are LGB. Carefully monitor students' responses, allow adequate time to debrief and process their feelings and provide further support and resources to learners when needed.

Caution!

Openly discussing LGB issues, providing a safe and supportive environment and showing a commitment to tackling homophobia could result in young people feeling confident to make a disclosure. They may want to discuss their sexual orientation or to share information with you regarding friends or family members. Prepare yourself with the necessary information about local LGB support groups and services and ensure you are able to offer the appropriate support and guidance, or be able to point them immediately towards someone who has, or can.

(Thank you to GLSEN for input into these guidelines)

CURRICULUM LINKS

England and Wales

The activities in this resource tie very closely to the Citizenship and PHSE curriculum in Key Stages 3 and 4. The specific areas are highlighted below.

[Some activities could also be incorporated into the English, History and ICT curricula.]

Key Stage 3 PHSE & Citizenship

Developing confidence and responsibility and making the most of their abilities
1b

Developing a healthy, safer lifestyle
2g

Developing good relationships and respecting differences between people
3a, 3b, 3d, 3j

Breadth of opportunities
4b, 4c, 4g

Key Stage 4 PHSE

Developing confidence and responsibility and making the most of their abilities
1b, 1d

Developing a healthy, safer lifestyle
2b

Developing good relationships and respecting differences between people
3a, 3c, 3e

Breadth of opportunities
4f, 4h

Key Stage 4 Citizenship

- 1 Key Concepts
 - 1.1 Democracy and Justice
c
 - 1.2 Rights and responsibilities
a,b,c
 - 1.3 Identities and diversity: Living together in the UK
a,b,d
- 2 Key Processes
 - 2.1 Critical thinking and enquiry
a
 - 2.2 Advocacy and representation
a,b,c
 - 2.3 Taking informed and responsible action
a
- 3 Range and content
a, l
- 4 Curriculum opportunities
a, e

Scotland

The activities in this resource tie very closely to the ‘Curriculum for Excellence’ as demonstrated below:

Successful Learners

With:

- enthusiasm and motivations for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

And able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

The SRtRC Education pack meets this by: encouraging learners to access and use information from various sources, to think critically about evidence and arguments and to determine their own opinions and ideas. Learners will also gain skills of justifying these in discussion and debate. For example: learners will gain knowledge from the DVD presentation and exercises contained within; they are then encouraged to discuss their ideas, thoughts and opinions with the facilitator and peers within the class.

Confident Individuals

With:

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

And able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the World
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity

The SRtRC Education pack meets this by: enabling learners to understand their environment and community, which will help them develop an understanding of political and societal issues. The activities aim to develop learner confidence to debate social, political and historical issues. For example: Homophobia/inequality and bullying is an issue that affects everyone. Learners will have the opportunity to gain a wider sphere of knowledge to draw upon. Knowledge is power and this, by its very nature, produces more confident individuals.

Responsible Citizens

With:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

And able to:

- develop knowledge and understanding of the World and Scotland’s place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

The SRtRC Education pack meets this through: learning about values, beliefs and cultures of societies, whereby learners will become more willing to question intolerance and prejudice and develop respect for other people. The pack aims to encourage learners to participate responsibly in political, economic, social and cultural life. For example: The workshops aim to promote a strong message of equality and positively celebrate diversity within society. Learners discuss inequality and its effects and are particularly encouraged to think about what they can do as individuals to stop the perpetration of prejudiced attitudes within establishments and communities.

Effective Contributors

With:

- an enterprising attitude, resilience and self-reliance

And able to:

- communicate in different ways and different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

The SRtRC Education pack meets this by: challenging learners to think of ways to contribute positively as active participants in civic society. Learners are empowered to channel their knowledge into positive action, which will benefit others in the local, national and global communities. For example: Activities in this Education Pack are fully participatory and encourage open dialogue. E.g. having the opportunity to voice their opinions and be heard/ debating and discussing their peers’ opinions/ setting ground rules and expectations to encourage ownership. Experience of this develops skills for life which augments progress in lifelong learning.

OFSTED (January 2012)

Inspection is primarily about evaluating how individual pupils benefit from their school. It is important to test the school’s response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support; this includes lesbian, gay and bisexual pupils. Equality must be reflected in all aspects of school life and it must be ensured that the principles of equality permeate all elements of school.

According to the new OFSTED inspection framework (January 2012), in order to achieve Outstanding (Grade 1), the school needs to meet the following criteria:

- Behaviour and safety: Outstanding
- Pupils are acutely aware of different forms of bullying and harassment (that may include cyber-bullying and prejudice based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability) and instrumental in preventing its occurrence.
- Overall effectiveness: Outstanding
- The school’s relentless and wide-ranging promotion of the pupils’ spiritual, moral, social and cultural development enables pupils and groups of pupils to thrive in a supportive, highly cohesive learning community.
- The school will develop awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.

For information about school inspection criteria in Wales, see: www.estyn.gov.uk
For information about school inspection criteria in Scotland, see: www.hmie.gov.uk

EQUALITY ACT 2010 S149: THE PUBLIC SECTOR EQUALITY DUTY

A public authority must, in the exercise of its functions, have due regard to the need to:
(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
(b) advance equality of opportunity between persons

who share a relevant protected characteristic and persons who do not share it.
(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
There are 9 protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

SOME USEFUL DEFINITIONS

What is Homophobia?

Homophobia is the name given to a range of negative attitudes and feelings including ignorance, prejudice, fear and hatred towards people who have identified as:

Gay: When a man or woman is emotionally and physically attracted to someone of the same sex.

Lesbian: When a woman is emotionally and physically attracted to other women.

Bisexual: When someone is emotionally and physically attracted to both men and women.

People who are perceived to be gay, lesbian or bisexual, people who are associated with anybody gay, lesbian or bisexual, or even just anybody who doesn't fit into strict stereotypical ideas of what a boy should be like and what a girl should be like, can also be affected.

Homophobia can manifest itself in many ways, but typical examples include name-calling, bullying, ridicule, exclusion, ostracising people, physical violence, sexual violence and, in severe cases, murder.

Asexuality: A term which, in its broadest sense, is a lack of sexual attraction to others, or the lack of interest in sex.

Biphobia: The dislike, fear or hatred and targeting of bisexual people. In this resource we will include biphobia within homophobia.

Bisexual: A person who is emotionally and physically attracted to men and women.

'Coming Out': Acknowledging to yourself or to others that you are lesbian, gay or bisexual. This phrase describes LGB people's experience of disclosing their sexual orientation.

The coming out process is ongoing rather than a one off event. This may occur at any point during a person's life.

Gay: When someone is emotionally and physically attracted to someone of the same sex. Most commonly used to describe men, but some women use this word to describe themselves.

Gender: The socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women.

Gender Identity: A person's internal self-perception of their own gender, regardless of whether or not their body matches that self perception.

Gender stereotyping: This refers to the limited gender roles and expectations which are demanded of people because of their sex. Gender stereotyping creates and reinforces ideas about what men and women are like and what they should do.

Heterosexism/ Heteronormativity: The assumption that people are heterosexual. It is these assumptions that put LGB people in the unique position of having to 'come out' and challenge assumptions. For a more in depth explanation please see Frequently Asked Questions on page 47.

Heterosexual (Straight): A person who is emotionally and physically attracted to people of the opposite sex.

Homophobic bullying: When a person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. It can also be more indirect: homophobic language and jokes around the school or workplace can create a climate of homophobia which indirectly excludes, threatens, hurts or humiliates people.

Homosexual: A person who is emotionally and physically attracted to people of the same sex. This term is rarely used by LGB people to describe themselves because, historically, it has been used to medicalise or criminalise people. The terms, lesbian, gay and bisexual are generally preferable.

Internalised Homophobia: Negative feelings about being LGB. An acceptance of being straight as the 'norm' can negatively affect the way people see themselves and lead to physical, emotional and mental ill-health.

Lesbian: A woman who is emotionally and physically attracted to other women.

LGBT: an acronym for lesbian, gay, bisexual and transgender. In this resource we will be using the abbreviation LGB, as specific issues surrounding Trans people are not included within this pack.

Out: Being open about one's sexual orientation.

Being 'Outed': When someone else reveals or tells others about your sexual orientation usually against your will.

Pride: Annual festival and movement to celebrate being LGB (see page 41).

Sex: A person's biological sex includes not only their genitals, but also their internal reproductive system, their chromosomes and their secondary sexual characteristics such as breasts, facial and body hair, voice and body shape. A person's biological sex may not match a person's gender identity.

Almost two thirds (65%) of young lesbian, gay and bisexual pupils have experienced direct bullying

The School Report, Stonewall 2006

Sexual Orientation: A term that describes a person based on who they are emotionally and physically attracted to, regardless of whether they act on this attraction. It is inappropriate to use the term Sexual Preference, as sexual orientation is not considered a choice.

Sexuality: Everybody has sexuality. This is a term which describes the ways in which people experience themselves as sexual beings and the ways in which they express this.

Transgender: An umbrella term used to describe a range of people whose gender identity or gender expression differs in some way from the assumptions made about them when they were born. Often shortened to trans.

Transphobia: The dislike, fear or hatred or targeting of transgender people.

Transsexual: A term for those who have a deep conviction that their gender identity does not match their appearance or anatomy. This is sometimes known as Gender Dysphoria and for some, may involve a process which leads to a permanent change from the gender they were assigned at birth. This process is known as Gender Reassignment or Transitioning.

WE ASKED YOUNG PEOPLE WHAT SCHOOLS SHOULD DO TO TRY AND COMBAT HOMOPHOBIA...

"[If] sexuality is talked about in a PSHE/Sex Education lesson it would be nice for them to break down research into homosexuality (genetics not choice) and look at this issue of de-humanising LGBT people, and that ultimately we still have feelings and are still human. It would of course be better if this could be talked about at a young age, but I can't faithfully see this in any foreseeable future."

EXPLORING STEREOTYPES



Homophobia: Let's Tackle It

Key comments:

"People need to become more educated and realise that we are not all 'dressing in pink, speaking in a high pitched voice and prancing around' we are just men"

Newcastle Panthers footballer

"There are a lot of girls who don't get involved in sports because they don't want to get called dykes or queers or lesbians."

Martina Navratilova, Tennis champion

"Gareth Thomas, the famous rugby player who has recently come out as gay, he would be the prime example of someone who doesn't dress up in pink all the time, hasn't got a flamboyant 'gay' accent; he's quite macho and tough."

Kieron Richardson



Activity: Existing Ideas

Time required: 10 minutes



Resources: Slips of paper and a whiteboard or flipchart

This activity is very useful as a baseline assessment for the teacher or facilitator, as it will identify the young people's existing prejudices and pre-conceived ideas about LGB people. Allowing young people an opportunity to freely and anonymously express their ideas is extremely important, as young people will often be resistant to voicing their true feelings about an issue for fear of punishment or judgement. Provoking them to be honest and protecting them with anonymity will inform the facilitator and illustrate a clear picture of what work needs to be done.

(Refer to page 3 for advice and guidance on setting up a safe space)

Hand out two slips of paper to each student. Explain that you are going to write a word on the board and that they must simply write down the first word or phrase that comes into their head and then fold their piece of paper in half.

Assure the group that, whilst it is important to respect other people in the room, they can be totally honest and open and that nobody will get into trouble for what they write here. Explain that the activity is anonymous and that they must work individually.



It needs to be made very clear to the group that they must not write down names of people that they know or assume to be LGB. It is extremely irresponsible to disclose information about somebody's actual or perceived sexual orientation.

Write the word 'Gay' on the board

If they need prompting, ask: What does the word make you think of? What does the word mean? What do you associate or connect with it the word?

Collect the slips of paper in and repeat the exercise with the word 'Lesbian'

Read the words out one at a time, starting with all of the words associated with gay, and then lesbian, creating a spider diagram or list. Don't censor the words; it is important that everyone's contributions are included. Ask the young people not to volunteer information about which words were theirs or to react or comment on anybody else's ideas. If possible, keep the words visible throughout your session(s).

At the end of your work with the young people and, as a very effective way of evaluating participants' learning, you should return to the words and facilitate a discussion that aims to challenge and disregard any untruths and misconceptions.

Invite the young people to use what they have learnt and suggest words that need to be reconsidered; question whether they are based on fact and if they apply to every single LGB person. Only if they do, can they remain on the board. If a word is based on stereotypes, misinformed ideas, generalisations or falsehoods it must be crossed out or erased.

This visual demonstration is powerful and really emphasises the message that not all of our ideas and opinions are accurate and correct all of the time. As responsible citizens it is imperative that we are aware of the dangers of stereotyping and generalising, that we treat people as individuals and that we are ready to be critical with the information we receive.

Activity: My New Neighbours



Adapted from an activity by Chris Derrington, University of Northampton

Time required: 20-30 minutes

Resources: Printed sets of 'New Neighbours'

This is a great activity to introduce the concept of stereotyping and to highlight the connection it has to homophobia and other discriminatory treatment. It also allows the participants to recognise that we all have prejudices and stereotypical ideas about different groups that are often based on one individual person or experience, or on misinformation and generalisations.

Get students into small groups and distribute sets of potential neighbours, (see page 10). Ask them who they would like to live next door to, getting them to work together to decide on a top and bottom choice and encourage them to consider reasons behind their decisions. Tell young people to go with their instincts and be completely honest, even if they have negative reactions towards some of the options.

Invite each group to feedback with their choices and their reasons; it is sometimes helpful to list some of their arguments on the board for reference, for example, "hoody wearers cause trouble".

Reveal to the group that actually all of the potential neighbours are the **SAME PERSON**

Allow reactions and responses from the group, and provoke discussion and debate using the following extension activity.

WE ASKED YOUNG PEOPLE WHAT SCHOOLS SHOULD DO TO TRY AND COMBAT HOMOPHOBIA...

"I reckon Schools should have previous students talk about their sexuality, someone who the students can really relate to"

"Un-discriminatory sex education, ie; homosexual sex education."

"Make resources available to staff to use in the classroom - for all ages of student - to tackle this problem."

Learning outcomes:

By the end of this section learners will have:

- Considered their existing prejudices towards LGB people
- Been introduced to the concept of stereotyping and recognised the dangers of it
- Reflected on labels placed on themselves and explored the complexities of identity

My New Neighbours

A gay man

A footballer

A tattooed motorbike rider

A student who has lots of friends

A Christian who attends church

A teenage parent

Someone with a learning difficulty

A hoody wearer

A vegetarian

A black person

A guitarist in a band

What is a Stereotype?

– Key points to try and draw out:

- Pre-judging
- Labelling
- Making assumptions
- Grouping people together
- Blaming a whole group for the actions of a few
- All....are the same
- Doesn't allow for individuality
- Not usually based on fact
- Massive generalisations about whole groups of people
- Usually negative or have negative consequences

Extension Activity: Ask the young people to consider and list all of the labels placed upon them, how many different sides of their character can they think of? How many different 'groups' do they belong to?

E.g. woman, school pupil, sister, Hollyoaks fan etc... Ask them to reflect on how they would feel if they were judged based on just one of these? Is it fair to be defined by one element of who we are? Are they the same as every other person who shares the same characteristic? Could they describe themselves properly using just a couple of words?

Discussion points:



- Was it easy or hard to choose, and why? How do you feel about making the choices?
- How did you choose? What were you using to help you make a decision? Where did you get your ideas from?
- Are your opinions about these groups based on fact?
- What is a stereotype? How is it connected to homophobia? (It is usually a good idea to try and get a loose definition of stereotype up on the board.)
- What are the dangers of judging people based on one or two pieces of information about them, or before we have even met them?
- Explore stereotypes and emphasise that we must never judge, because stereotypes do not allow for any individual characteristics. Can we really generalise about an entire group of people just because they have one thing in common? Do we really know which of the options would be a good or bad neighbour?

To sum it up...

Every human is a unique individual, with many varied and complex elements to our identity. Labelling someone and applying stereotypes to them is extremely unfair as it doesn't allow that person to truly be who they are, but confines them and often misjudges their potential and abilities. It isn't fair for society to choose which label or aspect of someone's identity matters the most and to judge their whole being based on which groups they belong to. It's impossible to define a person by their sexual orientation/sex/skin colour/profession etc, because within a group of people who share a characteristic, for example LGB people, there is a massive amount of diversity and each person deserves to be treated as an individual and not subject to the prejudice of others.



EXPLORING HOMOPHOBIA IN SPORT



Homophobia: Let's Tackle It

'Homophobia – Let's Tackle It' is a film that explores how prevalent homophobia is within sport, and the impact it has on leading sports stars and their supporters. This chapter aims to consider some of the barriers LGB people face in participation in sport and also to consider what could be done to make professional sport a safer and more welcoming place for all people.

Key comments:

"I've been chanted at in games since coming out, in rugby league, and it's not nice: I'm human, so it hurts."

Gareth Thomas, Rugby player

"Well, there are current gay [professional] players – there's no doubt about it. But, the reason they haven't come out is because the environment within football isn't one where you could say that they could safely come out and be treated as they should be treated, in a positive way."

Leroy Rosenior, ex-professional footballer

"Reactions have been mainly positive; it's like 90% positive. All I've heard from family and friends and all around the country is just really positive to be honest. This whole thing about concerns and stuff, there's always going to be a

Learning outcomes:

By the end of this section learners will have:

- Considered the role professional sport and high profile people have on society's attitudes to homophobia
- Explored reasons why there are no 'out' gay professional footballers
- Understood some of the barriers faced by LGB people in participating in sports
- Taken action against homophobia in sport

lot of different people out there with different kinds of views about you... I couldn't care less about someone's opinion that's negative."

Anton Hysen, Swedish footballer

"He [Steve Davies, England Cricketer] would have probably been dreading the day where he's got to get it out in the open, get it into the press... we all gave him an unbelievable amount of support and said 'look, you are the way you are and there is absolutely nothing wrong with that.'"

Graham Onions, England cricketer

"When I came out onto the court some people clapped, some didn't clap at all, and some jeered or booed or whistled. I knew it wasn't because they didn't like my tennis."

Martina Navratilova, Ex Tennis champion



HOMOPHOBIA IN FOOTBALL

Whilst there have been a number of professional women players in Europe and the USA who are openly LGB, at the time of writing this resource, there has only ever been one professional male footballer who has 'come out' as being gay in the UK.

Justin's Story



Justin Fashanu was Britain's first million pound black footballer, a striking centre forward playing for, amongst others, Norwich City and England Under-21's.

He publicly 'came out' to the world in 1990 by telling his story to the Sun Newspaper. Huge media interest and negative reactions followed, including from his own brother who disowned him and was quoted as calling him an 'outcast'.

After speculation and accusations of sexual assault, Justin was found hanged in a disused garage in London. In his suicide note it read:

"I realised that I had already been presumed guilty. I do not want to give any more embarrassment to my friends and family."

The allegations of sexual assault were unfounded and the case against Justin was dropped because of a lack of evidence.

Whilst the decline of this powerful centre forward was not caused solely by homophobia, there is no doubt that the pressures and prejudices he faced as a gay black man in professional football contributed significantly to his untimely and tragic death.

"Justin Fashanu forced the world of football to acknowledge that you can love men, whilst at the same time be a world-class footballer. His bravery has created inroads for our community in the football world and has inspired a generation of gay and bisexual men, who now believe that we, too, can be part of the beautiful game."

Jason Hall, Founding Director, The Justin Campaign



THE JUSTIN CAMPAIGN was founded to demonstrate that ten years after Justin Fashanu's tragic suicide in 1998, homophobia is still hugely prevalent in both grassroots and professional football.

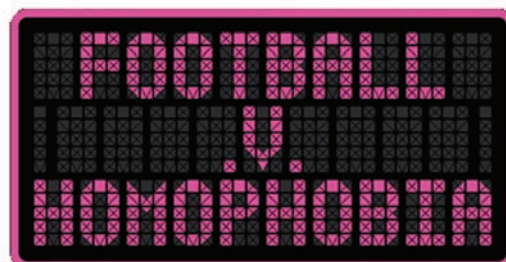
Along with raising awareness the campaign has a strong focus on Art, Events, Education and Football. Through these four key initiatives and some forward thinking strategic work with other inclusive sporting organisations, The Justin Campaign seeks to challenge the stereotypes and misconceptions that exist around LGB & T (Lesbian, Gay, Bisexual & Trans) people and work towards a future where the visibility of LGB & T people in football is both accepted and celebrated.

To get involved and for more information visit www.thejustincampaign.com

Discussion points:



- Does the group think that homophobia contributed to Justin's suicide? If so how?
- How would it have felt to have your own brother/sister call you an 'outcast'?
- Why are there no 'out' gay professional footballers?
- Would things be different today if someone were to 'come out'?
- What would reactions be from managers/players/supporters/the media if a professional footballer admitted to being gay?
- What would the young people say to Justin if they could speak to him now? What about if they could give him a bit of advice when he first 'came out'?
- Do you think people may feel more able to be open about their sexual orientation in other sports? Why?
- How can we break down the stereotypes that may be preventing people from feeling able to be themselves within professional football?



FOOTBALL FOR EVERYONE

Football v Homophobia

On February 19th 2010, The Justin Campaign launched Football V Homophobia – an international initiative opposing homophobia in football.

They Say:

"We want football to take a clear stand against homophobia so that everyone can enjoy the beautiful game and so that football leads the way in removing discrimination and prejudice based on gender identity and sexual orientation"

Encourage young people to organise an event for Football V Homophobia day at school or in the community.

Activity: Get young people to compose and send a letter to their favourite sports club explaining why it is so important to tackle homophobia in sport and suggesting actions they could take, for example getting involved in Football vs Homophobia.



Key comments:

"It [homophobic chanting] has gone up if anything. Football seems to now be comfortable with anti-gay chants and abuse and not racism. One seems to have been replaced by the other."

Mike, Chelsea supporter, 28

"Sometimes in the terraces there's a crowd or gang mentality and you'll find people saying things because other people round them are saying that. If

you got them on their own and sat them down with a football player and sat them in front, they would never dream of speaking in that manner. How do we educate people to think that way? To see people on the football field as people, rather than as just somebody who's 100 yards away and I think I can shout at them and they are not going to be offended by it. I think that is the question isn't it? How do we educate people on the

terraces to make them think of the people on the field as human beings that have feelings?"

Craig Levein, Scotland manager



Discussion points:

- Do the young people agree that homophobic chants have replaced racism?
- Which are taken more seriously in the media, and in the stadiums? Should there be a difference?
- Are there other situations or circumstances where a 'gang mentality' or peer pressure contributes to homophobia?
- Do you agree that most fans who shout homophobic abuse would not say those things directly to players?
- Why do fans on the terraces feel more confident and willing to be abusive? What are the factors of 'gang mentality' that lead supporters to behave differently?
- Can the young people relate this concept to other areas of life? What about other types of anti-social behaviour? What are the dynamics of being part of a group?
- Craig Levein mentions the distance between the supporters and the targets of abuse; is this significant? Consider cyber bullying; is it easier to abuse someone who you can't see? Do cyber bullies feel protected by this sense of anonymity? What can be done to challenge this?
- How do we educate people on the terraces to make them think of the people on the field as human beings that have feelings?
- How can we resist peer pressure?



98% of young gay people hear the phrases 'that's so gay' or 'you're so gay' in school, and over four fifths hear such comments often or frequently

The School Report, Stonewall 2006

Less than a quarter (23%) of young gay people have been told that homophobic bullying is wrong in their school. In schools that have said homophobic bullying is wrong, gay young people are 60% more likely not to have been bullied

The School Report, Stonewall 2006

PRIDE SPORTS

Pride Sports is an organisation set up specifically to encourage and support LGBT people's participation in sports.

Their aims include:

- To tackle homophobia in sport and promote the inclusion of LGBT people in national sports strategy and delivery in the UK
- To increase opportunities for participation in sport by LGBT young people, promoting sport as an attractive lifestyle alternative to the commercial gay scene
- To ensure all projects and activities are inclusive of all sections of the LGBT community and target need where it is greatest

Visit their website to find out how they can support you or how you can get involved:

www.pridesports.org



Key comments:

"If I found out that one of my players was Gay I would throw him off the team"

Luiz Felipe Scolari,
football manager
(speaking in 2002)

"Well straight away I would say to you I support him fully because I'm here as a football manager, and if he's one of our players in our squad he's here to play football. I would see it as part of life, and I would hope the players alongside him, my staff, and more importantly the supporters and club, we would get behind our player"

Chris Powell,
Charlton Manager
(speaking in 2011)



Discussion points:



- Compare the two quotes from football managers above.
- How do the young people feel about the different approaches?
- Would Luiz Felipe Scolari really throw a player off the team? Could he do this? How would the player be protected from this treatment?
- If they were a football manager what would they do to support a gay player?
- If managers like Chris Powell are so supportive, why have no players come out as gay in professional football?
- What responsibilities do football managers have towards their players?



IMPACT OF HOMOPHOBIA ON SPORT

Key comments:

"Homophobia doesn't hurt just the gay athletes, it hurts the straight athletes because there are a lot of girls that I know about..that don't get involved in sports because they don't want to get called dykes or queers or lesbians or whatever, because people are assuming... girls don't get involved in sports because they don't want to get called that – even the straight girls, never mind the gay girls. So, homophobia hurts everybody across the board and that's what people don't realise."

Martina Navratilova, Ex Tennis champion

"There was a time when I was doing PE where I had to stop doing PE for four years at school because there was one time I went to get changed and I left my stuff and went to go to the toilet and when I came back my stuff was all ripped and burned and stuff, so I had to go get changed somewhere else. I told the teacher and all they said was 'right well you'll stop doing PE, you can go to the library and do whatever you want' I felt as though I was missing out because I used to love PE, before anything like that happened."

Young lesbian student

Discussion points:

- Consider the quote from the young lesbian student on the previous page; did the school handle the situation well? How could they have dealt with it better? Was it fair that she should be excluded from all PE lessons? What effect do you think this had on the student involved?

Note: Pupils may express some negativity at this point, or agree that LGB students shouldn't be allowed to use the same changing rooms. This needs to be challenged effectively, as it is definitely homophobic to deny LGB students the opportunity to participate in PE. Provoke further comment using the quote below:

"I'm not about to go and hit on you just because you are a woman. That's the worst comment you actually get; 'oh right, you're gay, so do you fancy them [that person]? Do you want them [that person]?' It's like, ok, I'm gay, I'm not a raging sex addict."

Young lesbian student

- How does homophobia impact on sport? Do the young people agree with Martina's thoughts? What experiences do they have of homophobia within sport? How can this be challenged?
- How can we make sport a safer and more inclusive place for LGB people, supporters, managers etc?
- Does a lack of high profile LGB sports stars have anything to do with a lack of LGB involvement in sport?
- There are a number of LGB football teams and leagues, what do the group think about this? Why is it necessary? What are the positives and negatives about having LGB or 'gay friendly' sports teams?



See page 19 for some great discussion and activities looking at role models. Many young LGB people may not feel sport is an area where they would be allowed to succeed if they can't see people like themselves represented at the highest level. Homophobia in sport needs to be tackled and the world of professional sport needs to be more welcoming as there is a huge amount of wasted potential. Many young LGB people we spoke to described horrific experiences of discrimination and homophobia during school PE lessons and having these negative experiences of sport at a young age can prevent young people from feeling safe or able to engage fully with sport, even if they have a genuine love or talent.



Divide young people into two groups, with one arguing for and one against, debate the following motion:

"It is understandable that there appears to be more homophobia in football compared to other sports and professions like music and the arts. It is just part of the atmosphere and should be accepted as 'banter' and not taken too seriously"

To sum it up...

As with society at large, homophobia exists within the world of sport. Often what we see happening in high profile sports is a reflection of attitudes and behaviours in society. It is extremely important that every effort is made to make all sports and activities fully inclusive and safe for LGB people and to consistently challenge homophobia wherever and however it occurs. Role models and people in the public eye should take their responsibility seriously and take opportunities to send out positive messages of inclusion and equality. Authorities, governing bodies, teachers and coaches should also capacitate themselves to be able to effectively tackle any homophobia they see or hear.



HOMOPHOBIA

LET'S TACKLE IT!

EXPERIENCING HOMOPHOBIA



Talking about homophobia:

Section 1: Experiences of homophobia
Section 2: What can you do?

Homophobia can be experienced in many different ways. This section contains activities which will help learners understand the numerous and varied ways in which homophobia can manifest itself and how it can impact on the target. It will also allow some time and space to reflect on our own role in perpetuating homophobia through an acceptance of stereotypes and the continued use of prejudicial terminology.

Key comments:

"It was often daily and I did live in dread of the abuse in the corridors, the names, my back getting chalked on, spat on in the class, fear of walking around..."

Rhona Cameron

"I felt like I was being destroyed"

Young gay student

"My partner and I were just walking on the sea front and two guys, didn't say a thing, just punched us, kicked us and left us lying there"

Gay man

"There was one guy ... who gave me a hard time and deep down it would get me really upset and I'd hate to go to those lessons. I was strong headed but when I was at home I used to think about it and it would upset me... It was tough"

Kieron Richardson



Learning outcomes:

By the end of this section learners will have:

- begun to critically evaluate language and the power words can have
- learnt appropriate and inappropriate terminology relating to sexual orientation
- explored the role of the media, considered the influence it has on our perceptions of the world around us and been encouraged to think more critically
- recognised some of the barriers that LGB may face and built empathy
- used drama to explore practical solutions for dealing with homophobia
- understood the relationship between homophobia and human rights and have increased awareness about our responsibilities as global citizens

For a very powerful and moving account of the impact of homophobia, read Mel Brown's case study available here www.srtrc.org/homophobia-resources

THE ROLE OF MEDIA

Some of the activities here are adapted from 'Rewriting History', a resource developed by the Terrence Higgins Trust

The media is instrumental in shaping how we think. When LGB figures in the media are largely stereotypical or negative, it is likely that mainstream opinion on LGB people will also be stereotypical or negative.

Over the years, progress has been made and LGB people are more visible in TV and film and generally LGB issues have been represented more positively. However, stereotypical characters and over the top portrayals mean that many people still hold very narrow, one dimensional, superficial ideas about LGB people. This inaccurate and over simplified generalised perception contributes significantly to homophobic attitudes.

Activity: LGB representation in the Media



Time required: 15 minutes

Resources: Old magazines and newspapers or access to the internet

In small groups, ask young people to make a list of everyone they can think of from TV and film who are LGB. This could be real people who are in the public eye from the world of sport, music or entertainment, or characters from TV programmes or films. They could start with the famous LGB people featured in our 'Homophobia: Let's Tackle It' and 'Talking about Homophobia' films. Then, using magazines, newspapers and the internet, ask them to collect images of these people.

Discussion points:



- Was it easy or hard to find people?
- Are there any areas where LGB people are more or less represented? Why might this be?
- Do the famous out LGB people tend to have anything in common?
- Are there more out gay men than lesbians in the public eye? Why might this be?
- How many fit the stereotype of LGB people?
- Why are there no out LGB footballers? (refer to pages 12-17 for more on this debate)
- How might these people or characters influence people's opinions and perceptions of LGB people?
- For the characters from soaps or films, was the storyline centred around them being LGB? Are there ever characters who are simply LGB but this is not the sole focus of their scenes and plotlines? Have any of the soaps tried to address homophobia?
- Are there any story lines in soaps which have characters that challenge the stereotypes of LGB people?

ROLE MODELS

"I want to be the gay role model I never had"

Gareth Thomas, Rugby Player



For people from minority groups, the way in which people from their group are depicted in the mainstream media has a huge impact on levels of both self esteem and social inclusion.

Whilst making 'Homophobia: Let's Tackle It' and 'Talking about Homophobia', SRtRC spoke to lots of role models from sport and from TV, but not everyone featured on the film is LGB.

Use the following questions to provoke discussion around LGB figures in the media and the importance of role models:



- Is it important for people to have role models?
- What makes a person a good role model?
- Who are your role models and why do you look up to them?
- If you found out your role models were LGB would this affect how you think about them?
- If you are straight can you relate to LGB role models in the same way as straight role models?
- If you are LGB can you relate to straight role models in the same way as LGB role models?
- Do you think it is important for LGB people to have LGB role models?
- Are there enough LGB role models in the media?
- If you are straight would you watch a programme where most of the characters were LGB? Why?
- Do you think LGB people may feel the same about programmes where most of the characters are straight?

Look at the quote above, why do you think Gareth Thomas didn't have a role model to look up to? By being open about his sexual orientation and publicly addressing homophobia, what impact might he have on other young LGB people?

Activity: Lights..Camera..Action!**Time required:** 45 mins – 1 hour**Resources:** Pen and paper, space to perform, filming equipment if available**Note**

This activity could tie in with the English or Media Studies curriculum.

Tell the pupils that they are to become writers and directors, either in groups or individually. Their challenge is to come up with a synopsis for a short film or drama that challenges LGB stereotypes, 'normalises' being LGB and raises awareness of the dangers of homophobia. Encourage them to carefully consider the characters, the context, the music and the style. Once they have a brief idea, ask them to write a script for a short scene. If time allows, they could either perform it for the class or use filming equipment to actually produce film extracts. Encourage them to be as creative as they can, but to consider what messages they are giving their audience: it is important that they aim to produce something anti-homophobic.

If you have students in Key Stage 4 + there are a number of useful activities exploring how sex and LGB sex is portrayed on television and considering how this is connected to homophobia. These also encourage critical thinking in relation to the role TV companies and broadcasters have in breaking down prejudices and proactively challenging the homophobic attitudes that are prevalent in society. Find all of the 'Sex on TV' resources on our website www.srtrc.org/homophobia-resources

Schools need to consider ways in which sexual orientation can be integrated into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity.

The School Report, Stonewall 2006

**To sum it up...**

The media is an extremely powerful tool - television, radio, newspapers, the internet, magazines and advertising have the capacity to educate, inform, include and challenge millions of individuals.

For many LGB people, the media provides their first images of LGB sexuality – it can provide positive role models, and can help them realise they are not alone. However, the media can also be damaging to LGB people, reinforcing stereotypes and perpetuating homophobic views.

The media has a responsibility to ensure that LGB people are visible, portrayed realistically and discussed sensitively. As viewers, we all need to remain critical and aware of how the media is shaping our perceptions and constantly question our assumptions and prejudices. With the profit motive in mind, let's remember that the media will always opt for characters and coverage that is going to attract the most viewers or sell the most papers, so consider that we may only be seeing part of the picture. Also, with unregulated social networking playing such a huge role in people's lives, it's important to acknowledge that our opinions about LGB people could be easily manipulated and based on very little fact.

Activity: Life is Tough Enough

(Adapted from MESMAC's Anti-Homophobia Toolkit: Fairer Futures)

This activity illustrates how aspects of someone's identity can affect their everyday life choices and opportunities. It will also allow participants to consider some of the prejudice and barriers many LGB people face in society.

Time Required: 30-45 minutes**Resources:** Character cards, facilitator notes and questions

Explain to the group that each member is going to be given a character card which will have a description of a person on it. This may include sex, sexual orientation, ethnicity and other information. For the duration of this activity they are going to pretend to be this person.

Young people may need to be encouraged to use their imagination as the character card they are given may be very different from the person who they actually are. Reinforce that they are simply in role for the purpose of the activity.

Note

It is vital that a safe space (refer to page 3) has been created before you deliver this activity. It could be difficult and upsetting for anyone who is LGB, questioning, or who has friends and family who are LGB. Sensitivity needs to be employed and support must be made available to any participants who may feel affected by any of the issues raised. Download the character cards here:

www.srtrc.org/homophobia-resources



Hand out character cards and give participants a moment to familiarise themselves with their role, ask them to keep their role secret until you ask them to reveal it, ensure everyone fully understands everything on their card.

Ask all young people to stand up and line up across the room, explain that you are going to ask them some questions and, in character, if they can answer yes to the question, they take a step forward; if they answer no they take a step back; if they are unsure they can remain where they are. Encourage them to consider things they have seen, heard and experienced to help them decide on their response.

Download the questions here:

www.srtrc.org/homophobia-resources

Once you have completed the questions ask young people in turn to reveal their character. Invite them to observe people's positions; who is in front of them, who is behind? Who has taken the most steps forward? Who is at the very back?

Whilst participants are still in position, draw some comparisons. For example, where is the single straight man in his 30s, compared to the single gay man in his 30's? Where is the single lesbian with children, compared to the single straight woman with children? Get young people to take one last look at where everybody is in relation to each other and then return to their seats.

Collect the character cards in and explain to everyone that they are no longer in role as their character but that they are themselves again, use the discussion points overleaf and the facilitator notes downloadable here www.srtrc.org/homophobia-resources to facilitate a group discussion to help inform and reinforce the learning.

WE ASKED YOUNG PEOPLE TO SHARE THEIR EXPERIENCES OF HOMOPHOBIA...

"People say something followed by 'but you know I'm kidding'. Like that makes it ok."

"I get a lot of people who judge me when I'm walking in the street holding hands with my girlfriend. It makes me feel insecure. And I'm not an insecure person."

"They treat me like I am a different species carrying a disease."

Discussion points:



- How did you feel in role as your character?
- Was it easy or hard to make the decisions? What were you basing your answers on?
- How do you feel about your position in the room compared to others?
- Why do you think people ended up in different places?
- Would you have rather had a different character card? Who? And why?
- Do you think this a reflection on real life? In what ways is society unequal? What were the characteristics that caused people to have to take steps backwards?
- Did anyone have more than one aspect of their identity that could be a barrier?
- Where did the LGBT characters end up? How do you feel about this, were you aware that being LGBT could affect your life in this way?
- How do you feel about the fact that your identity could play a part in the life chances or choices that you have?
- Knowing that these possible negative reactions or barriers may exist, what impact do you think it has on LGBT people coming out and being open about their sexuality?
- What could be done to make it easier for everybody, no matter who they are, to take steps forward rather than back?

To sum it up...

People can experience prejudice and discrimination differently depending on who they are; sometimes the discriminatory treatment isn't always obvious and can have lasting implications on the targets. Consider the complete injustice of being treated differently or having extra challenges in life, simply because of something that is part of you, something that you cannot change, for example, your skin colour, your sex or your sexual orientation.



Pupils who go to schools where teachers respond to homophobic incidents are more than three times as likely to feel that their school is an accepting, tolerant place where they feel welcome.

The School Report, Stonewall 2006

LANGUAGE



Talking about Homophobia:
Section 4: Using the word 'gay'

Key comments:

"When I was at school I got called a lemon all the time and I didn't understand what that meant, or just lezzy or stuff like that, queer"

Rhona Cameron

"You're hearing that and you're hearing it constantly used in a negative way, you are going to think there is something wrong with me and there's something bad about me"

Male student

"You hear it every day just being shouted around and if you're bad at football or prefer to do something else instead of football, a different sport, you're gay for that, or if you have a different dress sense than everyone else..."

Male student

Word Power – 'Sticks and stones can break my bones...'



Time required: 15 minutes

N.B.:

Remember your safe space! See page 2

Activities adapted from 'LGBT History Month 2006,' an educational resource by Amnesty International.

This section aims to support you in an exploration of language, correct and incorrect use of terminology and the power that words can have, not only to an individual, but also to society.

Language shapes the way we think, the way we perceive ourselves, others and the world around us.

Ask young people to get into pairs with someone who they feel comfortable working with and to list the positive and negative ways in which words can be used.

Encourage them to consider a time when others have used a word which:

- made them feel good about themselves
- made them feel less good about themselves

Write up the following phrase on the board:

'Sticks and stones can break my bones, but words can never hurt me'

Discuss this with the group; ask them to raise their hands if they think that this sentence is true. Make a note of the number of hands.

In their pairs, ask them to discuss a particular time when they have been insulted or called a name. Whilst they only need to discuss things that they are comfortable with, encourage them to consider the following:

- What happened?
- Why were they insulting you?
- Was the name or insult based on a real 'difference'?
- How did you feel at the time? How did you react?
- What do you think may have motivated the person or people who insulted you?

Whilst still in their pairs, ask them to remember a time when they have insulted others. What kinds of words have they used? Why have they called other people names? What types of things do people get picked on for?

As a whole group, see if the pupils can identify general categories for common insults. Make a list of these on the board, for example, the way someone looks, their abilities or things they find difficult, their sexual orientation, their skin colour, being fashionable or unfashionable, their sex, not conforming to expectations etc.



Discuss:

- Which aspect of 'difference' attracts the most insults?
- What messages do these common insults give about what is 'normal' and 'acceptable'?
- Where might these ideas come from?

Highlight the fact that all of the categories are about differences between people and that if someone is perceived to be different from the majority then they can often be targeted.

Activity: Freedom of speech?

Time Required: 15 minutes



Resources: Space for pupils to stand, list of statements printed below.

Explain to the group that across the front of the room is a continuum where one side represents 'Strongly Agree' and the opposite side represents 'Strongly Disagree'. You are going to read out some of the statements below and the pupils need to position themselves somewhere along the continuum, in order to illustrate how they feel about the statement.

If you think it is appropriate, encourage debate and ask for the explanations and justifications behind their decisions.

- > People should be allowed to say anything they want to say.
- > There are some words that are so offensive that they should never be used.
- > It is ok for someone to use an offensive word to describe themselves.
- > It is ok to say something offensive in private but not in public.
- > It is better to get hateful words and opinions spoken out so they can be known and challenged.
- > People are entitled to their own opinions.
- > It is equally as damaging if a woman tells a sexist joke or a black person tells a racist joke or a gay person tells a homophobic joke.
- > Calling someone a name is ok if it is meant as a joke and is between friends, for example calling my gay friend a puff because he is fine about it.

Discussion points:



- What is freedom of speech? Where do we draw the line between allowing freedom of speech and preventing hate speech?
- Should we consider other people when we are expressing our opinions?
- Are we entitled to have our own opinions, even if having them could harm others?
- What could we do to ensure that our choice of language and the way we voice our opinions reduces potential for harm?

Activity: Language Survey



Time Required: 10 minutes for set up, 1 week to carry out survey, 30 minutes debrief.

Resources: Small notebooks for each learner

In this activity, students investigate the power of words by carrying out their own research and critically evaluating language that is used in connection to sexual orientation. This helps to build on their understanding of how hurtful words can be and focuses attention on how language can contribute significantly to homophobia.



Over half of lesbian and gay pupils don't feel able to be themselves at school. Thirty five % of gay pupils do not feel safe or accepted at school.

The School Report, Stonewall 2006

Over a period of at least a week, students are to keep their own diaries and record any words, phrases and conversations that they hear or encounter about sexuality. They should include the situation, the apparent intention of the speaker and the context in which the words were used. All the information should remain anonymous, but the approximate age and occupation could be included. The record should aim to be accurate, so notes should be made as soon after the conversation as possible.

At the end of the week, students should pool their data and analyse it. What do their results reveal?

- What words and phrases were most commonly used?
- Were the words used about a person, or about a thing or an abstract idea?
- How were the words used?
 - a) Positively, to praise or celebrate something?
 - b) Neutrally without placing any value?
 - c) Negatively, aiming to hurt, embarrass or demonise someone or something?
- What was the probable intention of the speaker? Does it matter?
- How did people react?

The findings from this survey will feed well into the next activity.

Activity: What's in a word?



Time Required: 30 minutes

Resources: Large paper, marker pens, facilitator notes on language (see page 26) and useful definitions from pages 6 & 7.

Adapted from MESMAC's Anti-Homophobia Toolkit: Fairer Futures

Seven out of ten pupils who experience homophobic bullying state that this impacts on their school work.

The School Report, Stonewall 2006

For this activity to be successful, it is very important that students feel safe. Ensure that time has been spent creating a non judgemental, supportive environment and students are assured that they can be completely honest and open. [See page 2 for clear guidelines about the creation of a safe space for discussion.]

Divide students into four groups and allocate each with a large sheet of paper, a marker pen and a category: straight man, straight woman, gay/bisexual man, gay/bisexual woman.

Their task is to discuss and write down as many words or phrases that they can think of both positive and negative, used to describe their category. They can write down anything that they have heard, read, seen or used themselves. Assure the students that even if the words are sexual or offensive they should include them. Don't challenge the students about anything you feel is inappropriate, as it is very important for the purpose of the exercise.

If you have carried out the language survey on page 24 these findings can be used as a starting point to inform this exercise.

If groups seem to be running out of ideas, swap lists with another group and ask them to think of any additions.

continued overleaf...

WE ASKED YOUNG PEOPLE TO SHARE THEIR EXPERIENCES OF HOMOPHOBIA...

"I've been called all sorts of names, I've been given detentions for kissing my girlfriend when there are so many straight couples who kiss all the time and NEVER get told off. Teachers have coughed and stared when they walk past my girlfriend and me, it's awful. I hate it."

Re-form as one group and ask for a volunteer from each group to share their lists. Expect giggling and embarrassment, but encourage them to share all of the words they came up with. Once they have been read out, display the lists where everyone can see them.

Take each category in turn, and question:

- Are they mostly positive or negative words?
- Why is this?
- What does this say about how these groups are perceived in society?
- How many words are connected to sex?
- What are the implications of using these words?
- How does the use of these words contribute to stereotyping?

It is very important to properly evaluate the words. Facilitate a discussion around the significance of the labels attached to sexual orientation and the impact they can have using the following detailed notes:

FACILITATOR NOTES

- > **Heterosexual/straight men.** The list is usually positive, containing words that men may like to be described as. Words that are sexualised are often perceived to be positive, for example a 'stud' may be revered by friends as it suggests he is popular and good at attracting women. In society, heterosexual men are viewed positively in the majority of situations, even when sexualised.
- > **Heterosexual/straight women.** Typically family words will appear like mother and sister. It is an accepted fact that straight women can be mothers and grandmothers. There may be words that seem ok, or even affectionate, like 'bird' or 'pet', however these can be offensive and can be seen as being sexist. Usually the sexualised words for women are negative and have negative connotations, like 'slag' or 'slut'. Whilst words alluding to a person being sexually active may be seen as positive when attached to heterosexual/straight men, the opposite is usually true when they are used to describe women. It is apparent that straight women are generally viewed positively in a family context, but can also be described in ways which could belittle them or confirm gender inequality, or imply a negative judgement, with regards to sexual activity.

> **Lesbian and bisexual women.** Ask the group to pick out the positive words from the list. Often there will not be any. Typically the majority of words will be sexualised or negative and aim to make fun of lesbians and bisexual women; some may suggest that lesbians actually want to be men. Is this true? It will be interesting to note if any family roles appeared, like mother or grandmother. People often fail to recognise that lesbians and bisexual women can be mothers or have children, as sometimes they can be seen as separate from the accepted idea of 'family' in society.

> **Gay and bisexual men.** How many of these words are connected to having sex? Typically the majority will be sexual, negative and crude; many will allude to a very stereotypical way of behaving, for example being effeminate or extravagant. Worryingly, there can also be connections made between being gay and paedophilia: question why this is and where it may have come from. Are there any family words mentioned here? Obviously gay and bisexual men can be fathers, brothers, uncles and sons just like anybody else. It is important to acknowledge that whilst the word gay is appropriate when describing people, it is wrong to use it any time we think something is bad, see the text box on page 27 for more on this.

Whilst reading out the lists of words from the appropriate language activity many participants may have found it embarrassing and awkward, particularly to have to say them out loud. This is because, ultimately, we recognise that they are crude, offensive words which are not acceptable and are used as weapons to hurt other humans. Imagine if these words were being used against you, your mother, your brother or your friend? It is important to humanise the dehumanised. LGB people are people and many of us will have somebody who we care about who is LGB.

"How can it not be right to watch what we say and avoid offence, or to address people and describe them in terms they find acceptable? If education is not the place to observe and reflect upon language, I am not sure where it could be done"

(Chris Gaines, 2005)

That's So Gay...



That's so gay section

"That's so gay,those trainers are so gay, this lesson is gay..."

Ask the young people if this sounds familiar? The word 'gay' is often used to describe something bad or rubbish, or is used to insult somebody, regardless of their sexuality.

Read the definition of gay on page xx What does it mean? 'Someone who is emotionally and physically attracted to someone of the same sex'. So...can trainers be gay? Can an exam be gay? Think about it, it doesn't make any sense!

When the word gay is used in a negative way it is contributing to homophobia. Being gay is not wrong, or bad, or negative and using the word in this way is unacceptable and is causing a lot of harm. Remember that what you actually mean when you say it isn't necessarily what other people hear when they hear it; you could be upsetting and offending people even if it isn't your intention.

For people who are gay, think they might be gay, or who have loved ones who are gay, hearing this can be frightening, difficult and upsetting.

If you think something is bad or rubbish, then say it is bad or rubbish!

See page 6 for a list of useful definitions and a guide to appropriate terminology

To sum it up...

Words do have a tremendous power; they influence our perceptions of others; they contribute hugely to negative stereotypes, homophobia, and other forms of bullying. Participants shouldn't be criticised for knowing or suggesting words during these activities, as the words that exist in connection to sexual orientation reflect the messages that we are given by society. Being called names or being described in a way that makes someone feel uncomfortable can have a lasting impact on the targeted individuals. Words can, in fact, hurt us in lots of different ways; many would agree they can hurt more than sticks and stones. If we are subjected to insults or name calling over a period of time, it can even influence the way we see ourselves.

Continuing to use inappropriate language, regardless of the context or our intention, can perpetuate damaging and inaccurate stereotypes about LGB people and will allow homophobia to continue and flourish. It is through understanding and valuing differences in people that we become more accepting. Whilst as humans we all have the human right to freedom of speech, we also have the responsibility to ensure that we consider how we communicate with each other and recognise the potential harm we can cause, simply by the words we choose to use.

WE ASKED YOUNG PEOPLE TO SHARE THEIR EXPERIENCES OF HOMOPHOBIA...

"I was gay bashed at school..."

"When I was at High School I was not fully aware of my sexuality. I knew that I felt different from my other classmates. To keep the finger being pointed at me I would turn attention to others by making jokes and name calling. Once I came out at 23 I realized the damage I had done to others and was ashamed. I now stand up for other LGBT persons."

Activity: Real Life Scenarios – exploring homophobia through drama



Time required: 30 minutes – 1 hour

Resources needed: Space for drama work, real life scenarios, costume and props if available.

The following quotes from young LGB people can be used as starting points for drama work, tableaux, or, if the group are willing, role plays.

Whilst young people should be allowed to express themselves freely during any drama work, it is important to try and encourage them that the aim of the activity is to explore practical ways to deal with homophobia, rather than focusing on the conflict.

It can be very effective to utilise basic forum theatre techniques, where audience members are invited to stop the action and either advise and direct characters of ways to resolve the oppression, or to actually take on the role of one of the characters to steer it towards a positive resolution.

Ensure young people are kept safe during this activity, and make it clear that pupils are acting and playing the part of characters. It can be useful to provide props or costumes to illustrate this. Allow pupils to use homophobic or abusive language whilst in role, but clearly state that it is inappropriate in any other context.

Always provide opportunities for young people to discuss and reflect on the experience as themselves, to make it clear they have come out of role.

(Scenarios taken from The School Report, Stonewall, 2006 and SRtRC's consultation with young people)

"When I was at High School I was not fully aware of my sexuality. I knew that I felt different from my other classmates. To keep the finger being pointed at me I would turn attention to others by making jokes and name calling. Once I came out at 23 I realised the damage I had done to others and was ashamed. I now stand up for other LGBT persons."

"I told the librarian about the homophobia, she told me it was my fault for admitting to being bisexual. I pointed out she wouldn't tolerate racism or religious bullying and she said it was 'totally different.'"

"I was once threatened by a friend's brother over an instant message that he would beat me to death on the streets if he saw me, or torch my house whilst I'm sleeping in it. He also told me not to go down to a local event as he worked there and if he saw me he would get his friends to help him."

"Someone found out about my sexuality and spread it round school. Everyone knows and looks at me and threatens me and no one helps. They push me in corridors and teachers have seen, but they act as if they haven't seen anything. People say 'errrgh don't touch the Dyke/Lezzy' and I am very upset."

"I felt like I was being destroyed by everyone because I was being singled out in school, called names, the friends that I had when I came out – they all just left to protect themselves – I felt betrayed by everyone and hurt."

"I have a best friend who is gay, and as I live in a small town when he came to visit and we went to the local pub its like people didn't know how to deal with it and called him names."

"You hear it every day in school... you hear it being shouted around and if you're bad at football or prefer to do something else instead of football, a different sport, you are gay for that, or if you have a different dress sense than everyone else you know, it's just another way to single people out, it's just another insult to call them."

"At my high school, anyone who was in the least bit not heterosexual was for the most part treated as an outcast by not only pupils but teachers".

Some hints and tips:

- A 'tableau' (Sometimes called a 'freeze frame') is a still image where the participants invent postures and body shapes and position themselves in relation to each other. They show a 'photograph' where there is no movement or dialogue.
- Students can create two or three tableaux that begin to tell a story. This could be a useful stepping stone towards creating short scenes, or bringing the tableaux 'to life'.
- A 'role-play' is where participants put themselves in someone else's shoes in order to try and understand the emotions associated with a particular issue or situation. Role play is usually short improvised scenes.
- Try a technique called 'thought tracking' where, with a tap on the shoulder, the actors say a word or sentence to describe how they are feeling, or they can be questioned in role.
- If students are confident enough, you could try a technique called 'hot seating', where a character is questioned by the other members about his or her background, behaviour, motivation and feelings. This would work well with perpetrators, targets, and bystanders.

Discussion points:



- Ask participants to consider the different people involved in the different examples of homophobia, i.e. target, perpetrator, teachers/adults, bystanders, onlookers etc. What role does each of them play in the escalation/resolution of the conflict?
- How did it feel playing the target of homophobia?
- What are some of the ways homophobic abuse can affect people?
- How did it feel playing the perpetrator of homophobic abuse?
- What were the main issues raised during the drama work?
- Were there any actions or behaviour that escalated the conflict? Encourage them to consider subtle and overt ways.
- Ask young people to list some of the most effective ways to deal with homophobia.
- What did they learn from exploring these scenarios through drama?

HUMAN RIGHTS AND HOMOPHOBIA

This section includes activities taken from Amnesty International's resource 'LGBT History Month 2006'.

What are Human Rights?

Human Rights are things that are essential to living life as human beings; they are basic standards without which people cannot survive and develop in dignity. They are considered to be the foundation for freedom, justice and peace.

The Universal Declaration of Human Rights (UDHR), which contains 30 Articles, was drawn up in 1948 to ensure we can all have dignity and that all human beings are able to fully develop and have a sense of worth and value.

Leaders of the United Nations got together to devise the UDHR and, to date, 144 countries have signed up. The UDHR is NOT legally binding but a large number of laws and legal documents are based on it. Many countries have cited it in their basic laws and constitutions.

As human beings we are entitled to request these rights, but we also need to respect other people's rights to them and be responsible for them.

HUMAN RIGHTS ARE:

Inalienable – you can't lose these rights any more than you can stop being human.

Indivisible – you can't lose one of these rights in favour of another 'more important' right.

Interdependent – each of these human rights is complementary to the next, for example 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.

Discrimination against minority groups on grounds of age, sex, ethnicity, for example, is recognised and forbidden under international human rights treaties. While no international human rights document actually mentions discrimination on grounds of 'sexual orientation', landmark human rights law cases have been decided on the basis of an interpretation of laws on human rights law.

The following activity allows the group to consider the relationship between homophobia and human rights, and will hopefully illustrate the pivotal role that the Universal Declaration of Human Rights plays in the creation and sustainability of a fair and just world.

Activity: These Rights are your Rights...

Time required: 25 minutes

Resources: Copies of the UDHR
(Downloadable here:
www.srtrc.org/homophobia-resources)

Get the group to look through newspapers, magazines and articles on the internet to find stories that deal with issues of sexual orientation and Human Rights, either in the UK or abroad.

Hand out or display a copy of the UDHR (Which can be downloaded or accessed here www.srtrc.org.)

Ask them to decide if the story that they have found illustrates:

- a right being denied
- a right being demanded
- a right being enjoyed or exercised

Or... is the way the story is reported an abuse of human rights in itself?

Can the groups relate their stories to relevant articles in the UDHR? Which articles in the UDHR guarantee the right to be LGB?

Discuss the following examples and ask the group to try and match them with articles of the UDHR:

- > **A mother loses custody of her child in a divorce because she is a lesbian**
- > **An officer is expelled from the army because he is gay**
- > **A pop star tells his fans he is gay to pre-empt being exposed by a tabloid newspaper**
- > **Legislators in Hawaii discuss amending state law to allow people of the same sex to marry**
- > **A 16 year old commits suicide because she has been taunted and bullied at school for being a lesbian**
- > **In Uganda, the police keep secret files on men and women they suspect are gay**
- > **Police keep stopping and searching men coming out of a gay night club**
- > **Two men kiss on a soap programme**
- > **Lesbians and gay men hold the annual Pride festival**
- > **Amnesty International campaigns to release men and women who have been imprisoned because of their sexual orientation**

To sum it up...

Perpetrating homophobia or homophobic hate crime is directly in opposition to numerous articles of the UDHR, subjecting someone to abuse, discrimination, scapegoating, prejudice or violence is fundamentally taking away their safety, freedom and equality of opportunity. It is dehumanising and impacts the targets in a number of different and damaging ways. The principles set out in the UDHR. Should be embedded throughout all of our thinking and behaviour, towards ourselves and others. We could all do with the reminder that if we are to expect certain conditions and opportunities then we must all be responsible for ensuring we are allowing all other human beings to enjoy the same.

THE GLOBAL PICTURE

In countries all over the world individuals are being targeted for imprisonment, torture and even murder, simply on the grounds of their sexual orientation. Gay men, lesbian women, transvestites, transsexuals, any person who doesn't adhere to the dictates of what passes for 'normal' sexuality or gender identity may be subject to such persecution at the hands of private individuals or government agents.

Abuses may take such subtle forms as everyday hostility, harassment or neglect. In such cases, antipathetic authorities may refuse to protect the basic rights of gay and lesbian people, leaving them vulnerable to exploitation, sexual attack, public or domestic violence and even murder; all without recourse to the law. In other instances, governments are themselves the perpetrators of abuses: unfair trials, imprisonment, ill-treatment (including false 'medical cures'), torture (including rape), and execution are among the violations against sexual minorities recorded by Amnesty International.

Lesbian women and gay men were targeted by the Nazis for extermination (See page 36 for a

survivor testimony) but despite clear indication of their particular vulnerability to human rights abuses, they were not specifically included in the framework for international human rights protection in the UDHR, or included in subsequent human rights conventions.

Some governments in the world deny the very existence of gay men and lesbian women among their people.

In some countries, same-sex relations are still regarded as a grave crime, even as a sin against God, that is punishable by imprisonment or even by death.

Other governments claim that the very concept of equal rights for sexual minorities is a Western idea that should not be recognised.

The stigmatised position of gay men and lesbian women around the world and the lack of recognition of sexuality as a basic human right contributes to their experience of ill-treatment at the hands of the authorities.

At the time of printing, there are 76 countries that prosecute people for carrying out 'homosexual acts'. There are 5 countries where it is actually punishable by death.



The above information was taken from:

Breaking the Silence – Amnesty International report on human rights and sexual minorities, 1995. State Sponsored Homophobia - An ILGA report on laws criminalising same sex sexual acts between two consenting adults, 2011.

For an extremely useful interactive map feature, which clearly illustrates the global situation and lesbian and gay rights in the world, and for personal stories of some of the atrocities listed above please visit www.ilga.org.

For the full ILGA report visit www.srtrc.org/homophobia-resources

**GET
CAMPAIGNING!
Visit
www.allout.org**

WE ASKED YOUNG PEOPLE TO SHARE THEIR EXPERIENCES OF HOMOPHOBIA...

"I feel as though I can't take part in any sports activities or use the fitness suite, as the other girls feel uncomfortable having me in the changing rooms with them. Some people make jokes about my sexuality or use derogatory terms ('fag', 'dyke') even when I ask them not to."

"Name-calling, albeit 'jokey', is commonplace. More worryingly, I was once threatened to change my sexuality 'or else' when a younger pupil put a knife to my throat."

HOMOPHOBIA

LET'S TACKLE IT!

CELEBRATING AND REMEMBERING

An exploration of LGB History and LGB Contributions

Learning outcomes:

By the end of this section learners will have:

- increased awareness of the gaps in equality that still exist for LGB people
- recognised the achievements made by the collective fight of LGB campaigners and individuals
- acknowledged and celebrated the huge and wide ranging contributions made to society by LGB people

Activity: Gay Equality



Time required: 10 minutes

Resources: Photocopied timelines

Ask young people to think about rights for gay people: do they think that LGB people have had equality historically? If not, what can they think of that has been different or unfair?

Make a list of any inequalities for LGB people that the learners can suggest.

Explain that historically there have been huge gaps in equality for LGB people. However, more recently and through concerted efforts by LGB organisations and committed individuals, there have been changes in law which are helping society come closer to achieving LGB equality. (The LGBT History Month website can help you with this)

Photocopy and hand out a blank timeline downloadable here www.srrtc.org/homophobia-resources and ask young people to try and match the key events to the correct year. Use the completed timeline on page 33 to support you.

HIDDEN HISTORIES

Written with inspiration from 'Rewriting History' a resource produced by young people for the Terrence Higgins Trust

It is important to show that being LGB is neither a negative thing, nor is it something that can stop you making positive contributions. In a sense there is no such thing as LGB history separate from the rest of history. But the category has arisen to counteract the trend whereby LGB lives, contributions and achievements are erased. This section is part of an effort to address those gaps and silences. Exploring LGB history is to make neither heroes nor victims of LGB people, but to celebrate and commemorate.

People who are LGB have made contributions to society in a number of fields, from science to literature, and politics to the arts. Looking at history helps us to understand the present and how we got here.

N.B:

Show Racism the Red Card recognises the huge contributions made by Trans people throughout history, however note that this pack is focusing on issues surrounding homophobia and society's attitudes towards LGB people and therefore this section will not include reference to the history of Trans contributions. See: www.lgbthistorymonth.org.uk

TIMELINE

- 1967: Homosexuality was decriminalised in England and Wales
- 1990: The World Health Organisation removed homosexuality from its list of mental disorders
- 2000: Gay people were allowed to serve in the military
- 2001: Age of consent equalised to 16 for gay people
- 2002: LGB people given the right to adopt jointly as a same sex partnership
- 2003: Section 28 repealed in England
- 2005: LGB people allowed to have civil partnerships
- 2007: Anti discrimination laws introduced to allow fair access to goods, services, employment and housing for LGB people
- 2009: IVF allowed for lesbian couples with both partners named on the birth certificate
- 2010: Civil Partnerships allowed in places of worship
- Today:

ALAN TURING

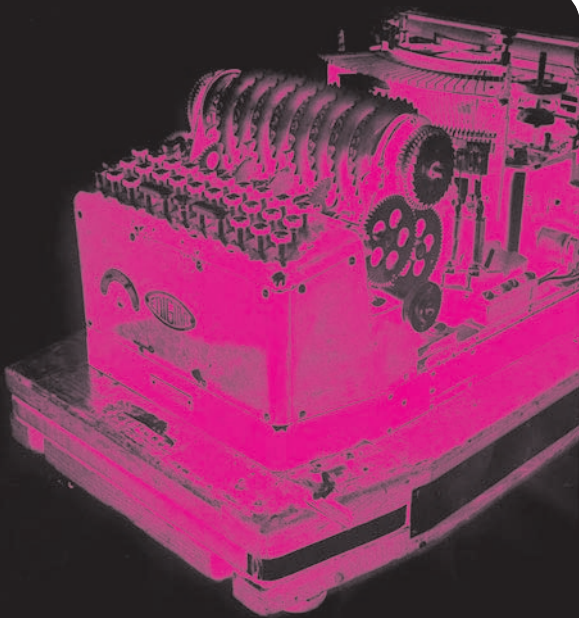
“Father of computer science, mathematician, logician, wartime code breaker, victim of prejudice”

This is how Alan Turing is described on the plaque in front of a memorial statue in Manchester. Born in London in 1912, Alan Turing was highly influential in the development of computer science, playing a significant role in the creation of the modern computer; he is also credited with shortening World War II by several years with his code breaking brilliance at Bletchley Park. However Turing, a gay man, didn't live long enough to reap the benefits of all of his successes.

In 1952, Alan Turing was charged with 'Gross Indecency' because at that time 'homosexuality' was illegal. He was only spared prison as he agreed to have chemical castration through hormone treatment. He was injected with the female hormone oestrogen, which led him to grow breasts and develop other female characteristics. As a result of his arrest, Turing's security clearance was removed as he was considered at risk of blackmail, so he had to stop his work for the government, ending his career.

In 1954, just two weeks after his 42nd birthday, Turing was found dead at his home, a half eaten apple laced with the poison cyanide by his side. Despite his mother and some others believing his death was accidental; an inquest determined it was suicide.

It is widely speculated that the Apple Logo of an apple with a bite taken out of it is a tribute to the man who is considered a pioneer of computer science; however this has not been confirmed by Apple.



Who is LGB history for?

For people who are LGB, having role models who are LGB and seeing LGB contributions, both historical and contemporary, can lead to improved self-esteem which translates into better health, educational achievement and general well-being. But it is not only those who are LGB who stand to gain from learning about LGB history. Everyone stands to gain. LGB people have a role in history, and when these contributions are acknowledged alongside other contributions, homophobia becomes less likely. A society that is open and accepting, where homophobia and other forms of prejudice and discrimination are absent, is a better society for all.

Discussion points:

- Can the learners think of any people who have made significant contributions to society as we know it today?
- Can the learners think of any LGB people who have made significant contributions to society as we know it today?
- Why might it be harder to think of contributions made by LGB people?
- How does a lack of awareness of LGB contributions to history and to contemporary society impact on levels of homophobia and people's attitudes towards LGB people?

Discussion points:

- Ask young people to put their hand up if they have a computer. Question if anybody has any ideas about who was involved in the invention or development of computers. Has anyone heard the name Alan Turing?
- Share the information about Alan Turing with the group and facilitate a discussion around his experiences. How do the pupils feel about the way he was treated? Where would we be today if it wasn't for him? Do the pupils agree that he was a victim of prejudice?
- Campaigning led to the government issuing an official apology in 2009 for the treatment of Alan Turing. After receiving a petition with thousands of signatures, ex Prime Minister Gordon Brown delivered this speech:

"Thousands of people have come together to demand justice for Alan Turing and recognition of the appalling way he was treated. While Turing was dealt with under the law of the time and we can't put the clock back, his treatment was of course utterly unfair and I am pleased to have the chance to say how deeply sorry I and we all are for what happened to him... So on behalf of the British government, and all those who live freely thanks to Alan's work I am very proud to say: we're sorry, you deserved so much better."

- What do the group think of the apology? Is there anything missing? Are apologies for past events important or meaningful? Why or why not?
- Can we imagine a world without computers? Does Alan Turing deserve to be properly acknowledged and recognised for his genius?

ENIGMA

Enigma is a 2001 British film about the Enigma codebreakers of Bletchley Park in World War II. The film, directed by Michael Apted, stars Dougray Scott and Kate Winslet and is based on the novel Enigma by Robert Harris.

The film, although largely fictional, has been criticised for the total exclusion of the real code breaker Alan Turing, with a heterosexual young man named Jericho taking the lead role instead. Many of the young people may have seen the film. If not, it could be helpful to show the group a clip of the film.

Below are some interesting questions to help facilitate discussion:

- Why did the author, director and producers make the decision to exclude Alan Turing?
- How do the pupils think audiences would have reacted if the film had been a more realistic portrayal of Alan Turing's life and time at Bletchley Park?
- Some tributes to Alan Turing do not mention that fact that he was gay. How do the pupils feel about this? Is it important to mention it?
- How would they feel if their achievements or contributions were denied or ignored?

Trailer available to view at www.srtrc.org/homophobia-resources

ACTIVITY: LGB CONTRIBUTIONS

Time required: 30 mins -1 hour

Resources: Paper and art materials, list of suggested LGB people, computers and internet access

Either individually, or in small groups, encourage learners to do some research to unearth some more 'Hidden History' and find an LGB person who has made significant contributions to Science/Arts/Literature/Technology/Politics/Engineering. Ask them to prepare a short presentation or project to inform and educate about this person and their achievements.



Suggested website: www.lgbthistorymonth.org

Suggested people: (Most of these people are/were openly LGB, although it is difficult to accurately identify historical figures, as the LGB label is a relatively contemporary term.) Abraham Lincoln, Alexander the Great, Freddie Mercury, Sir Ian McKellen, King James I, Billie Joe Armstrong, Chris Smith, Paul O'Grady (Lily Savage), Florence Nightingale, Alice Walker, Ellen Degeneres, George Michael, Rabbi Lionel Blue, Julius Caesar, Leonardo Da Vinci, Martina Navratilova, Matt Lucas, Michelangelo, Benjamin Britten, Justin Fashanu, Salvador Dali, Stephen Fry, Rupert Everett, Dusty Springfield, Andy Warhol, Boy George, Tchaikovsky, Oscar Wilde, Rhona Cameron, Brian Epstein, Michael Cashman, Isaac Newton, Wilfred Owen, Yves Saint Laurent, Will Young, Scott Mills, Lance Bass, Michael Stipe, Stephen Gately, Beth Ditto, Jessie J, Matthew Mitchem, Jessica Landstorm, Nigel Owens.

LGBT HISTORY MONTH

LGBT History Month is an opportunity for all of us to learn more about the histories of lesbian, gay, bisexual and transgender people in Britain and Northern Ireland.

LGBT History Month says:

"To understand our present and imagine our future, we must first gain insight into our past. This is true of us as individuals; it is also true of societies. LGBT History Month is a time when we can explore and share some hidden aspects of our country's past, both recent and remote. This hidden history belongs to all of us; it is part of our inheritance"

See www.lgbthistorymonth.org.uk for lots of fantastic resources and ideas and guidance for getting involved in LGBT History month.

Encourage learners to plan and host an event for the next LGBT History month, ask them to consider how they could involve the whole school/local community in the celebration. There are many resources and event ideas available on the LGBT History month website.



HOMOSEXUALS' AND THE HOLOCAUST



Taken from *Homosexuals and the Holocaust* by Ben S. Austin

Precise figures on the number of homosexuals exterminated in Nazi Death camps have never been established. Estimates range from 10,000 to 15,000. It does not appear that the Nazis ever set it as their goal to completely eradicate all homosexuals. Rather, it seems, the official policy was to either re-educate those homosexuals who were "behaviourally" and only occasionally homosexual and to block those who were "incurable" homosexuals through castration, extreme intimidation, or both. However, the numerous testimonies by homosexuals who survived the camp experience suggest that the SS had a much less tolerant view. Those who wore the pink triangle were brutally treated by camp guards and other categories of inmates, particularly those who wore the green (criminals), red (political criminals) and black (asocials) triangles.

Visit www.srtc.org/homophobia-resources for a very powerful testimony from gay holocaust survivor Heinz Heger.

To sum it up...

LGB people have existed in every time and place. A vital part of tackling people's negative homophobic attitudes is to celebrate, commemorate and recognise all of the incredible contributions made by people every day and throughout history, who happen to be LGB. Every effort should be made to raise awareness of the role LGB people have had in the development of many aspects of modern society, whilst also normalising being LGB and reinforcing that an individual's sexual orientation is only one part of their identity. It is also extremely fundamental to acknowledge that the relative freedom, human and legal rights and empowerment that many LGB people have today is testament to an ongoing, dedicated, collective fight for equality, often driven by brave and revolutionary LGB individuals.

HOMOPHOBIA LET'S TACKLE IT!

CHALLENGING HOMOPHOBIA



Homophobia: Let's Tackle It

Talking about Homophobia:

Section 2: What can you do?

Section 3: Why does bullying happen?

Key comments:

"If you are abusing someone because of their sexuality, then, unfortunately it's more of a reflection on yourself...maybe think [what] if you have a brother or sister in that same situation, would you like to hear stuff like that being said? I'm sure you wouldn't."



Donal O'Gussack,
Irish Hurling champion

"Learn about everything. Get to know someone that's actually gay and you'll see that they won't bite. Just learn how it is, everyone's different."



Anton Hysen,
Swedish footballer

"In my role as police officer, I am there to educate people that you don't have to put up with it."

Police officer

"It isn't a disease, it's just a sexuality, it's not a big deal."

Kieron Richardson

Learning outcomes:

By the end of this section learners will have:

- identified and valued different types of family
- a clear understanding of how hate and prejudice escalates, and be able to recognise their role in its prevention
- learnt about PRIDE and its significance in the fight against homophobia
- been empowered to take action against homophobia

"He [Justin Fashanu] came to West Ham on loan for 3 months when I was there. I didn't get to know him very well, but I do remember when we had the big baths at West Ham, and Justin came in, six foot four - a magnificent figure of a man, and he got into the bath, and two West Ham players who I knew very well got up and walked out. It was obvious why they had got up and walked out. He was there for 3 months and I didn't really see him again. The next thing I heard about Justin was about 8 or 9 years later, where he was found hanged in a warehouse in The Elephant and Castle. It made me think of that time in the bath at West Ham. What could I have done to affect those two people that got out of the bath? And what I should have done, even if it might not have had any affect on them whatsoever, is challenge them as to why they got out of the bath and did that. It was a missed opportunity, and so I decided from that time, when I heard that Justin had hanged himself, that I wasn't going to let that happen again and any time that something needed to be challenged that I would try and challenge it in the right way."



Leroy Rosenior, ex professional footballer

Discussion points:



- Look at Leroy's quote on page 37, what could he have said to the two footballers who got out of the bath?
- How do you think he felt when he heard the news of Justin Fashanu's suicide?
- What difference do you think it would have had if Leroy had challenged the two men? What could he have done to affect the attitudes of the players who got out of the bath?
- What do you think he means by challenge it "in the right way"?
- How can challenging people's homophobic attitudes escalate the situation and make things worse?
- What is the best way to challenge homophobia?

DIFFERENT FAMILIES

This section has been adapted from, and inspired by, Stonewall's Report 'Different Families' by April Guasp. The full report can be found at www.stonewall.org.uk

There is no such thing as a typical or 'normal' family. Some children have a mum and a dad; some live with just their dad or just their mum, or with grandparents, or uncles and aunts, or step parents or foster parents or carers. Some children have two mums or two dads; some may have two mums and a dad.

These activities enable you to explore the topic of families and acknowledge the existence of families of all different structures and characteristics. Stonewall's report found that:

'Many children with gay parents said that LGB people or families are never mentioned in school which they found difficult and it makes them feel invisible.'

'Children with gay parents want their school to talk about different families and stop homophobic bullying. This would make them feel more able to be themselves in school.'

Activity: What is a family?



Time required: 15 minutes

Resources: Large paper, marker pens, whiteboard or flip chart

For younger learners, storybooks are a fantastic way of introducing the idea of different families. There are suitable children's books which include LGB characters and different family structures. A useful list of suggested resources is available at: www.tacklehomophobia.com

Caution!

This topic may be sensitive to some learners, particularly for a looked after child, or those who may be "looked after", or those who have recently experienced a family bereavement, divorce or are coming to terms with having an LGB parent. Educators should use their discretion and knowledge of the group to decide which activities are appropriate.

Display the word 'family' and ask learners to individually consider what this means to them. Ask them to write a short paragraph or draw a picture that represents their family, this can be personal and doesn't need to be shared with the group.

Divide students into groups of four or five. On large sheets of paper ask them to write down key words associated with 'family' and then agree upon the five that they think are the most defining.

Get two groups to join together, compare words and collectively agree on five.

Ask the larger groups to join and attempt to decide on five.

As one whole group ask participants to discuss and choose what they think are the five most important words.

On the board, use the five words to help you compose a group definition of the word 'Family'.

Discussion points:



- How did the group find the activity? If it was difficult, why?
- Did people have different ideas about what a family was?
- Is everyone happy with the final definition?

Download and share the following descriptions of different families:

www.srtrc.org/homophobia-resources

Discussion points:



- Were the group surprised by any of the families? Why?
- What are the different ways that lesbian and gay people can have children?
- Were there any similarities between the families and your own? Were there any differences?
- Is there such a thing as a 'normal' family?

Activity: How I feel about my family?



Time required: 10–15 minutes

Resources: Quotes below.

Share the quotes below:

Megan, 23 explains: 'I don't think there is a sort of general, you know, stereotypical family anywhere really. I think you get to know anyone's family and there's all kinds of weird quirks and interesting things and things that are really great and things that are not so great.'

Hannah, 16 says: 'No matter how much we argue, or if there's a rift or anything like that, I know that if anything serious happens we would all pull together and we would definitely be there for each other. And like me and my sister, even though there is a ten year age gap, we're still really, really close and always will be, my younger sister explained

how she feels about having two mums and she said 'I've got two parents who love me. It doesn't matter if they are a boy or a girl' and to be honest I think that's the best answer anyone could ever give.'



Discuss: Ask pupils to consider how they feel about their family, encourage them to think about what challenges their family may face and what makes their family special. What are the most important aspects of a happy family? Is there such a thing as a perfect family? Does it matter what family set up a child has? What challenges do you think children with LGB parents may face? What can be done to challenge any negative attitudes about gay people being parents?



Debate: With half the group for and half against, conduct a debate with the following motion:

'Priority should be given to families with one mum and one dad when deciding where to place a child for adoption'

To sum it up...

Children need love, respect, care and encouragement. A family that provides a stable environment where children grow up knowing they are loved; if that environment is happy, healthy and nurturing, then that is what counts. What is 'normal' for one may be different to what is 'normal' for another. It is important that as individuals we don't judge families based on our own experiences or ideas of what we think is right. Every human being has the right to experience being a parent if this is what they want to do. An individual's sexual orientation has no impact on their ability to provide for a family. Assumptions and negative judgements should be consistently challenged. The difficulty children of LGB parents can face is a result of other people's homophobic attitudes. An inclusive environment and curriculum that reflects the diversity of our society, including different families, should be provided allowing every learner to develop a sense of identity and self esteem.

Activity: Escalation of Hate**Time required:** 20 minutes**Resources:** blank paper and the pyramid of hate image (downloadable here:www.srtrc.org/homophobia-resources)

This activity examines how hate and prejudice escalates. It visually demonstrates the relationship between the different forms of homophobia and clearly illustrates that our behaviour does have consequences, no matter how 'harmless' it may seem.

Hand out one sheet of blank paper to each participant; tell them to tear it in half. On one piece ask them to write down a homophobic incident that they have experienced, or heard about first hand, perhaps at school or online. [It could be something like incorrect use of terminology, or a joke.] On the other piece ask them to write down another homophobic incident that they have heard about, but not necessarily been involved in, perhaps something they have heard on the news or learnt about from watching our Homophobia film. [For example, gay people being persecuted and murdered during the Holocaust.]

Illustrate that there is a scale across the classroom, one side represents the least serious and the opposite side represents the most severe. Encourage all participants to come up and place their two examples where they think they fit on the scale. Students can move examples up or down the scale if they disagree with their current position.

Share with the group the different examples of homophobia, then physically move away all of the less serious incidents (jokes, stereotypes, rumours, name calling) and pose the question:

If there was no stereotyping, prejudice, scapegoating, name-calling, acceptance of jokes etc. would the extremely serious incidents (deaths, physical assaults etc) ever be possible?

The answer is of course, no. The homophobic behaviour that may be considered 'low level' or

'harmless' paves the way for more serious acts. By not challenging this type of behaviour we are creating a society where the violent attacks or discrimination is possible. The only way we can stop and prevent further deaths, hate crime and persecution is by stopping the prejudice, name calling, stereotyping, isolation, homophobic jokes and apathy.

Show the Pyramid of Hate and discuss. Refer to Mel Brown's case study which can be found here: www.srtrc.org/homophobia-resources and consider how the prejudice and experiences of homophobia escalated for her.

It is extremely important to recognise that holding homophobic views is a burden on the perpetrator; there are no positives about being homophobic. In fact hatred, anger, misinformation and prejudice hold a person back and prevent them from fulfilling their true potential. Ask the young people to consider this...can they think of any positives about the existence of homophobia?

Discussion points:

- What factors cause hate to escalate?
- Is the escalation clear?
- Can anyone recognise their own behaviour anywhere on the pyramid?
- How can an individual stop the escalation? How can communities stop the escalation? For example, new laws, school policies, education.
- Could any of the sections of the pyramid happen in isolation?
- What is the relationship between the top and the bottom/two ends of the scale?
- What is the cost to the individual who doesn't act to challenge hate? What is the cost to the targets of hate? What is the result for society?
- Are there lessons we can learn from history? The Holocaust and other past genocides were only possible after all of the other stages had been established.
- What can be done to help people realise that their actions can have serious consequences?

For further theoretical backing, see Gordon Allport's book "The Nature of Prejudice". (first published: 1954; 25th Anniversary Edition: Basic Books, 1979).

Or you could try it like this...

Activity: Escalation of Hate Take 2

If you have older group members or would like to explore a greater understanding of the different processes of prejudice, scapegoating, discriminating and stereotyping, and you feel it would be helpful to have a more concrete example of how homophobia can develop then you can try this activity in a slightly different way:

Download supporting materials and facilitator notes for Escalation of Hate – Take 2 here

www.srtrc.org/homophobia-resources

To sum it up...

Even if there is no obvious or immediate victim, none of our words, actions or behaviours are without consequence. We each have an individual and collective responsibility to ensure we are not contributing to an environment where homophobia and other forms of prejudice are allowed to flourish and to try and effectively challenge it when we see, hear or feel it. We will all feel disgusted and outraged by the act of genocide - the ultimate expression of prejudice, and we may feel like we would never consider physically hurting someone or attacking them for their sexual orientation, but by accepting stereotypes and telling homophobic jokes, we are actually providing support and backing for those few who do.

"Don't ignore it by thinking this is the other guy and I cannot be involved. I would say, you have to be involved because if not, god forbid, the same thing can happen again. No matter how wonderful a country is, you only need a couple of people that start spreading rumours and the whole darn thing can come tumbling down worse than an earthquake."

Mollie Stanber, Holocaust survivor

PRIDE

Gay Pride or LGBT Pride is a movement that began after the Stonewall Riots in 1969 in New York. The Stonewall Riots were a series of spontaneous, violent demonstrations by the gay community against the police in retaliation to experiences of persecution and prejudice. The Stonewall Riots have become the defining event that marked the start of the gay rights movement in the United States and around the world.

Gay Pride is founded upon three key principles:

1. LGBT people should be proud of their sexual orientation and gender identity
2. Diversity is a gift
3. Sexual orientation and gender identity are inherent and cannot be intentionally changed

After starting initially as an annual Pride march to mark the anniversary of the Stonewall Riots, it has developed to include many initiatives all over the world that have furthered the cause of gay equality. Huge carnival-like celebratory events, campaigning, lobbying politicians, education around LGBT issues and increasing visibility of LGBT communities have all played a key role in the success and impact of Pride. Today, Pride remains an important statement politically, simply because it is a huge international series of parades and events with millions of people, LGBT and straight people, collectively saying 'we are here and we are proud'.

The rainbow flag is a key feature and recognised internationally as a symbol for gay pride. The different colours collectively are representative of the diversity within LGBT communities.



"I swore never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Elie Wiesel, Holocaust survivor

HOMOPHOBIA

LET'S TACKLE IT!

TO SUPPORT YOU IN THE FIGHT...

EMBEDDING EQUALITY

The most effective way to educate our learners and promote LGB equality is to deliver a fully inclusive well rounded curriculum and a whole school/college/institution ethos that recognises and values diversity. Homophobic attitudes and prejudice are learned behaviour and, by not representing LGB people within our teaching, we are sending out very strong messages to our young people about what is 'normal' or accepted and we are not presenting them with the 'whole picture'.

As the saying goes... prevention is better than cure, and in the case of challenging homophobia, this couldn't be more true.

There are a wide number of relevant resources that can give starting points and full detailed lesson plans showing how LGB equality can be integrated and embedded throughout all curriculum areas.

See www.stonewall.org.uk to order a Curriculum Wall Planner which contains postcards

"People call me 'gay' everyday, sometimes people kick me or push me, they shut me out of games during school gym and they steal my belongings"

James 17, secondary school (South West)
The School Report, Stonewall 2006

illustrating ways that LGB issues can be easily included into many different subjects.

'Schools Out' is a leading LGB equality charity and they have developed a specialist teachers' area called 'The Classroom.'
(www.schools-out.org.uk/classroom)

Here, you will find everything teachers need for including the LGB experience in the classroom. Whatever your subject area, or the age of your students, these free education tools and resources are tailor-made and ready to use.

WE ASKED YOUNG PEOPLE WHAT SCHOOLS SHOULD DO TO TRY AND COMBAT HOMOPHOBIA...

"...stop trying to deny that it happens".

"I think that as important as it is to have LGBT groups it's also important to acknowledge that being any sexuality doesn't really change who you are so I think it's important to include as many people as we can in raising awareness about LGBT issues because they affect everyone."

Advice for the targets and perpetrators of homophobia...

Here are some words of wisdom from the role models and young people to whom we spoke for anyone dealing with, or perpetrating, homophobia...

"Say to yourself; 'Ok, I'm different, but it's who I am and this is how my life is and I won't change because someone else doesn't like it.'"

Chris Powell, Football manager



"You know you can't let people get you down, you have to just see the light at the end of the tunnel that things do get better, that things do get easier."

Young lesbian

"Obviously, speak to teachers about it; if a teacher is doing their job they will listen."

Rhona Cameron



"I'd definitely say contact somebody straight away, at least you are getting it out of your system instead of bottling it up, because that's not healthy at all."

Young lesbian

"Seek advice and try and be strong, school is a very small part of your life, you have a big life and a long life after school, so you've got to try and look forward as well."

Newcastle Panthers footballer

"It is very important for young people to keep journals and diaries, I think that to have a place every day that you can go to and write about all your experiences and feelings would be a very important healing thing to do."

Rhona Cameron

I think young people don't realise the law behind bullying and social networking abuse, they should realise that once they have clicked send, it's gone and that's stored in a computer system that can be used in court and if this young person is feeling bullied, something really serious can be done."

Newcastle Panthers footballer

"It's important that you speak to people, let people know what's going on, but also don't be shy of who you are."

Graham Onions, England cricketer

"Just keep your head held high, there is nothing wrong with you, don't be ashamed."

Kieron Richardson

"They should think about how they would feel if the roles were reversed, if their lives were being ruined, and the people that they cared about were turning their backs on them and if it was them who were getting beaten up and pushed into lockers and tripped over, called names, if it was them instead of us, how would they feel about it?"

Young gay student



TOP TEN TIPS FOR CHALLENGING HOMOPHOBIA IN SCHOOLS/COLLEGES/YOUTH ORGANISATIONS

1. Develop policies which recognise and include the existence of homophobic bullying. Behaviour and anti bullying policies should specifically reference homophobic bullying along with racism and sexism and other forms of discrimination.
2. Provide appropriate training on recognising and responding to homophobic bullying for the whole staff team, including lunchtime supervisors, support and admin staff. Make partnerships with local authorities and outside agencies that have specialist knowledge and can share best practice.
3. Consistently challenge homophobic language which includes the inappropriate use of the word gay and effective removal of homophobic graffiti.
4. Provide positive images of LGB people in everyday situations, examples of different families, representations of healthy LGB relationships.
5. Don't make assumptions: don't assume that all pupils and staff and their families are heterosexual, and don't assume that pupils suffering from homophobic bullying are gay.
6. Provide information and support for pupils: posters advertising local LGB services and support groups ensure that there is someone trained and confident that students can talk to.
7. Include LGB people, different families and address homophobic bullying in the curriculum: schools, etc, should make an effort to include and recognise contributions made by LGB people and to represent them as an equally important part of society. LGB issues should be embedded throughout different subject areas. Use assemblies and whole school approaches. See www.Stonewall.org.uk for a curriculum planner showing ways to embed equality throughout the curriculum, and also 'The Classroom' website on www.schools-out.org.uk/classroom/
8. Don't reinforce gender stereotypes: provide equality of opportunities for sports and activities. Be aware of the subtle ways gender norms can be compounded; for example, avoid saying things like 'I need a couple of strong boys to come and lift some heavy tables'.
9. Develop inclusive sex and relationship education: ensure that every pupils needs are met and that the relevant and appropriate information is provided to help keep all pupils safe and healthy.
10. Involve learners: give them a voice, involve them in policy development and ask for contributions for how schools/colleges/ organisations should promote equality and challenge and respond to homophobia. They could help develop a charter against homophobic bullying; this will give a sense of ownership and encourage a commitment.

For detailed guidance on implementing these top tips there are many resources out there:
DFES guidance 'Stand Up for Us, challenging Homophobia in schools'
DCSF 'Preventing and responding to homophobic bullying in schools'
DCSF 'Homophobic bullying Safe to learn: Embedding anti-bullying work in schools'
Schools Out: 'Tackling Homophobia, creating safer spaces'

Stonewall have a wide range of resources to support every aspect of this work. www.stonewall.com/resources

GUIDELINES WHEN CHALLENGING HOMOPHOBIA

1. **Challenge the discriminatory attitudes and behaviour, rather than the person**
Ignoring issues such as this won't make them go away, and silence sends the message that you are in agreement with such attitudes and behaviours. Make it clear that you will not tolerate homophobic language, racist language or any actions that demean any person or group.
2. **Expect tension and conflict and learn to manage it**
Sensitive and deep-rooted issues are unlikely to change without some struggle and, in some situations, conflict is unavoidable. Tension and conflict, if harnessed correctly, can be positive forces that foster growth.
3. **Be aware of your own attitudes, stereotypes and expectations**
Be open to the limitations your own attitudes and expectations can place on your perspective. Be honest about your own prejudices and biases. It is important not to get defensive when discriminatory attitudes or behaviours are brought to your attention.
4. **Actively listen to and learn from others' experiences**
Don't minimise, trivialise or deny other people's concerns and feelings.
5. **Use language and behaviour that is non-biased and inclusive**
Modelling an inclusive way of being is important when educating learners. The words we choose to use, even in a light-hearted manner, give loud messages to what we feel is acceptable or otherwise.
6. **Provide accurate information to challenge stereotypes and biases**
Take responsibility for educating yourself about LGB issues. Don't expect LGB people to always educate you about their experiences or to explain homophobia to you. You will then be able to confront prejudice with more confidence and with the view of re-educating others.
7. **Acknowledge diversity and avoid stereotypical thinking**
Don't ignore or pretend not to see our rich differences. Acknowledging obvious differences is not the problem, but placing negative value judgements on those differences is! Stereotypes about those differences are hurtful because they generalise, limit and deny people's full potential.
8. **Be aware of your own hesitancies**
Acknowledge that it is not always easy to intervene, but if you can confront your own fears it will become easier.
9. **Project a feeling of understanding, respect and support**
When confronting individuals, firmly address the behaviour or attitude whilst supporting the dignity of that person.
10. **Establish standards of responsibility and behaviour working collectively with others**
Hold yourself and others accountable. Demonstrate your personal and organisational commitment in practice, both formally and informally. Maintain high expectations of all people and be a role model.

(Adapted from Patti DeRosa of Cross-cultural Consultation)

FREQUENTLY ASKED QUESTIONS

What is Homophobia?

Homophobia is the name given to a range of negative attitudes and feelings including ignorance, prejudice, fear and hatred towards people who have identified as gay, lesbian, bisexual and sometimes transgender people (although this is technically transphobia); people who are perceived to be gay, lesbian or bisexual; people who are associated with anybody gay, lesbian or bisexual; and even just anybody who doesn't fit into strict stereotypical ideas of what a boy should be like and what a girl should be like.

Homophobia can manifest itself in many ways, including, name calling, bullying, ridicule, exclusion, violence and in severe cases murder.

We are a primary school, is it really appropriate for us to be discussing this?

Yes, if we leave it until children reach secondary school, it is already too late. By this time, negative views about LGB people, and persistent homophobic comments and bullying, are already embedded into children's school experience, either directly, for targets or perpetrators, or indirectly, for onlookers. Homophobia is learnt behaviour and even if you are not witnessing daily incidents of it, that doesn't mean that the underlying attitudes don't exist. Preventative work and preparing our pupils for life in a diverse world is an extremely important part of the responsibility of teaching. Allowing our pupils to leave our care with the burden of homophobia and prejudice is also doing them a disservice and could contribute to them not fulfilling their potential.

Is being LGB a choice?

Definitely not: do people choose to be attracted to people of the opposite sex? No! Being gay is just the way people are, most people know from when they are quite young if they are gay or not, even if they don't know the words to describe it. You can't stop yourself from being gay: even if you have heterosexual relationships, get married and have children, the feeling of being gay will not disappear. Remember that an individual may choose not to identify themselves in a certain way. Or someone may identify as gay for a time then identify as straight. People may not act on their actual sexual orientation, and equally, there are men who have sex with men, and women who have sex with women, who would not identify as LGB. It is important that we strive for a society where every individual can express themselves in whichever way they are comfortable.

Is Homophobia illegal?

Homophobia, the fear itself, is not against the law as it is impossible to legislate against prejudice. However, any practices or behaviours based on this prejudice, where an individual or group are disadvantaged or targeted because of their sexual orientation, is illegal. For example, refusing goods or services to somebody because they are LGB. Whilst everyone is entitled to their own opinion, it is usually very difficult not to act, even in some subtle ways, on prejudicial attitudes.

Nobody has the right to bully, intimidate or harass anybody and, under the Single Equality Act (2010), sexual orientation is one of 9 protected characteristics which means people cannot be treated differently or unfairly because of their sexuality. This could include harassment or victimisation and the legislation is equally applicable in an educational or a work setting.

Targeting someone because of their actual or perceived sexual orientation would be classified as a Hate Crime.

Threatening homophobic hate speech is also an offence under the Public Order Act.

Writing homophobic abusive texts, emails or comments on social networking sites with intent to cause stress or anxiety is illegal. Charges could be brought under The Malicious Communication Act (1988). This would include all types of homophobic cyber bullying and young people should be made very aware that electronic communications can be tracked, monitored and used as evidence in a prosecution.

What is Heteronormativity?

Heteronormativity is a viewpoint that expresses heterosexuality as a given instead of being one of many possibilities.

Often expressed subtly, heterosexuality is widely "accepted" as the default sexual orientation by things such as education, law makers, and a range of attitudes expressed by society in general.

The subtle assumption of heterosexuality can be very harmful to those who do not entirely fit within its bounds.

An example of a Heteronormative assumption is that a boy will grow up and marry a woman. Similarly 'Heterosexism' is the belief that heterosexuality is "normal" and therefore other sexual orientations are abnormal, deviant or wrong. Whilst Heteronormativity is generally just an assumption, perhaps subconsciously or without thought, heterosexism tends to be more of a negative judgment.

Does having gay parents make a child gay?

Sexual orientation is not hereditary and there is no evidence to prove that gay parents are any more likely to have gay children than heterosexual parents. Nothing or nobody can make a person gay, it is part of who someone is and it is not a choice.

How many LGB people are there?

It is very difficult to give an exact figure, as many LGB people are not open about their sexual orientation and this information is not monitored or collected on census forms. However, the latest government estimate (2011) was that around 6% of the population is LGB. There will almost certainly be LGB pupils and/or teachers in every school, and most people know someone who is LGB, so promoting equality and tackling homophobia is an issue for everyone.

What is so wrong with using the term "that's so gay"?

See text box on page 27 for an explanation of this.

Are gay people responsible for HIV/AIDS?

No!

From the beginning of the epidemic, HIV/AIDS was unfairly associated with gay men; and AIDS was even called the 'Gay Plague' 'Gay Cancer' and 'Gay Related Immune Deficiency (GRID)'

However, this commonly held myth is very dangerous and is completely unsubstantiated. Worldwide it is estimated that just between 5 and 10% of HIV infections are a result of men who have sex with men.

In the UK, heterosexual contact is the most frequent cause of newly diagnosed infections; worldwide HIV is most often spread through heterosexual sex.

Any contact with blood during sex increases the risk of HIV infection. Anal sex is considered high risk because the lining of the anus is more delicate than the lining of the vagina and is more likely to be damaged; also condoms are more likely to split during anal sex. Remember though, anybody could engage in anal sex, including straight men and women.

It is important to note that many men may have sex with men, but not identify themselves as gay or bisexual.

What is Section 28, what effect did it have and does it still apply?

In 1988 some government legislation called Section 28 came in, banning local authorities from promoting 'homosexuality' and forbidding anybody to call same sex relationships a 'pretended family relationship'. This had a huge impact, stifling any attempts to include LGBT issues into any area of education and subsequently nurturing homophobic attitudes. It also stifled any attempts for schools to offer support to students who were targets of homophobia.

Thanks to dedicated campaigning by Unions, LGBT groups and Stonewall, Section 28 was repealed in 2003 in England, and actually never did apply to individual schools. However, confusion and fear meant that its existence prevented and in some cases still prevents some teachers from addressing issues of homophobic bullying, and same sex relationships at all.

I am a gay teacher, am I allowed to discuss it with pupils?

Yes. Gay, lesbian or bisexual teachers can be open about their identity to colleagues, parents and students, in the same way that heterosexual teachers can be open.

It is normal and appropriate to want to refer to your partner or your family. The law is quite clear that sexual orientation discrimination or harassment in the workplace is unlawful and head teachers therefore cannot prevent gay staff from being open about the fact that they are gay (unless they are also prohibiting straight staff from confirming their sexual orientation too).

Whether to 'come out', and who to come out to, is a decision for individual teachers. If you want to be 'out' in school but feel that there are barriers to you disclosing your sexual orientation, you should contact your trade union for advice. All the teacher unions run events and networks for LGBT teachers. Many LGBT teachers and head teachers are 'out' in school. Some teachers decide to keep this information private.

Deciding how much about one's life outside school to share with pupils is up to each individual teacher. It is important for all staff to be wary about sharing information on the web that you do not want students to see or share.

I have pupils/teachers in my school who believe that their faith justifies homophobic bullying, how do I deal with this?

There is no religion that condones bullying. You don't have to get into a debate about faith to stop the bullying. Tackling homophobia is not about promoting being LGBT, it is about people being treated fairly. Whatever their views, no one can argue a case for bullying. A discussion around LGBT issues and faith could be a good idea, but only done in a safe and structured way.

What do I do if a student tells me they think they might be LGBT?

Nothing necessarily, if a pupil is happy and integrated and getting on well. Remember it is a positive thing that they have come to talk to you about it. Obviously they could be feeling vulnerable, scared and alone so you will need to be supportive and offer guidance, resource and signpost them to where they can get further information and support. Ensure they know that the information is confidential and that you are glad that they felt able to talk to you. A gay student in difficulty is more likely to seek advice if an ethos of respect is well established in a school/organisation and an anti-homophobic bullying culture has been put in place.

A student may want to access the necessary support without going to a teacher or parent. Up to date and relevant websites and groups need to be advertised in school.

There are many excellent local LGBT support groups where young people can access advice, support and meet new friends in a safe environment. Find details of your local groups and make the information available to pupils and young people, or encourage students to consider setting up peer support groups at school/college or in the community.

For young people in need of advice they can call:

London gay and lesbian switchboard 0207 837 7324

Childline 0800 1111

Or visit <http://www.report-it.org.uk/home>

USEFUL ORGANISATIONS AND WEBSITES

There are a wide range of specialist organisations and websites that can support you in this work, here are a suggested few:

Educational Action Challenging Homophobia:
www.eachaction.org.uk

Just a ball game?
www.justaballgame.blogspot.com

Press For Change, national campaigning organisation for all transgender people, includes information about trans issues including education:
www.pfc.org.uk

Schools Out, campaigning organisation, full of resources for teachers and schools: www.schools-out.org.uk

Stonewall:
www.stonewall.org.uk

LGBT history month
www.lgbthistorymonth.org.uk

Childline
www.childline.org.uk

The Justin campaign
www.thejustincampaign.com

Being Gay is Ok
www.bgiok.org.uk

Pride Sports
www.pridesports.org

LGB Youth Scotland
www.lgbtyouth.org.uk
Outpost Housing Project Newcastle
www.outpostproject.org

Gay Advice Darlington
www.gayadvisedarlington.co.uk

LGB Fed Newcastle
www.lgbtfed.com

ARCH Hate Crime Reporting services can be found in some local authorities

Queer youth.net
www.queeryouth.net

Amnesty International
www.amnesty.org.uk

Tackle Homophobia – TACADE
www.tacklehomophobia.com

GLSEN – ThinkB4youspeak (American)
www.glsen.org

The No Outsiders Project
www.nooutsiders.sunderland.ac.uk

The Bisexual Index for specialist information on Biphobia www.bisexualindex.org.uk



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