

Show Racism the **Red Card**

HOMOPHOBIA

LET'S TACKLE IT!



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

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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.

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

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.

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

The School Report, Stonewall 2006

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.

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."

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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, Actor



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 LGBT 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.

Learning outcomes:

By the end of this section learners will have:

- Considered their existing prejudices towards LGBT 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

Caution!

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 LGBT. 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.

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"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."