



Dealing with Homophobia and Homophobic Bullying in Scottish Schools

Toolkit Resource for Teachers

Lesson Plans

Inclusive education is concerned with the quest for equity, social justice and participation. It is about the removal of all forms of barriers of discrimination and oppression and it is about the well-being of all learners.

(Professor Len Barton, Institute of Education, University of London)

School helps you understand and stop racism, sexism etc. so why not homophobia?

(Female, 14 years)

Lesson plans: summary table

Please get posters and info in my school and make it better for me and other people. All schools should talk about different relationships so that it's better and we don't get bullied. (Female, 12 years)

LGBT issues were not included in PSE at my school even although the teachers knew that there were LGBT young people at my school. (Male, 17 years)

The purpose of these lesson plans is to provide suggestions and examples that teachers might draw on to address homophobia and homophobic bullying in the context of the values, purposes and principles of *Curriculum for Excellence*. These plans could meet aspects of a range of curriculum areas, including a number of experiences and outcomes grouped under the Health and Wellbeing. They are also part of a wider resource looking at whole school ethos, policies and approaches to preventing and dealing with homophobic incidents and a number of other toolkits addressing discrimination and equality issues. These lesson plans are not intended to be prescriptive but to support teachers to challenge and deal with the issue of homophobia confidently and sensitively and contribute to the development of the four capacities in young people.

Prior work in this area

The class may have already covered stereotyping, labelling, prejudice and discrimination when exploring areas such as racism, sexism or anti-sectarianism. If this is the case, then the key points of lessons 1.1 to 1.4 can be reviewed in as much depth as is necessary before moving on to lessons 1.5 to 1.8.

All of these lesson plans are designed to be adaptable in order to fit with work previously undertaken and existing levels of knowledge.

Curriculum levels

These lesson plans are designed to be used at Third, Fourth and Senior levels.

#	Lesson Title	Learning Outcomes	Relevant Curriculum Framework
1.1	Ground Rules/Basic facts about LGBT issues	By the end of this lesson, pupils will: 1. have considered and negotiated their own ground rules for acceptable behaviour in the classroom.	Health and Wellbeing Social Studies Religious and Moral Education
1.2	Prejudice	By the end of this lesson, pupils will: 1. have an improved understanding of what prejudice is 2. have an increased knowledge of the types of prejudice that exist in our society 3. gain an understanding of where prejudiced views come from 4. understand that pre-judging LGBT people is a form of prejudice equivalent to all other types, for example, racism.	Health and Wellbeing Social Studies Religious and Moral Education
1.3	Discrimination	By the end of this lesson, pupils will: 1. have an improved understanding of what is meant by discrimination 2. understand the link between prejudice (the thought) and discrimination (the act) 3. have an increased knowledge of the forms of discrimination that exist in our society 4. have an increased knowledge of the types of discrimination which LGBT people experience 5. understand how discrimination affects LGBT people and the damage that it causes.	Health and Wellbeing Social Studies Religious and Moral Education
1.4	Stereotypes	By the end of this lesson, pupils will: 1. have an understanding of what is meant by a stereotype 2. gain insight into how prejudiced views lead to casting stereotypes 3. have a greater understanding of where stereotypes originate from 4. have an understanding of stereotypes assigned to LGBT people 5. understand why stereotypes are untrue and can be damaging.	Health and Wellbeing Social Studies Religious and Moral Education
1.5	Our Relationships	By the end of this lesson, pupils will: 1. have explored the positive and negative aspects of relationships with family and friends 2. have considered the impact which their own different identities can have on relationships with friends and family.	Health and Wellbeing Social Studies Religious and Moral Education

1.6	Homophobia	<p>By the end of this lesson, pupils will:</p> <ol style="list-style-type: none"> 1. have an understanding of what is meant by homophobia 2. understand that homophobia can be expressed in a range of ways 3. have an understanding of the impact that homophobia has on LGBT people 4. have considered how homophobia affects young LGBT people in schools. 	<p>Health and Wellbeing Social Studies Religious and Moral Education</p>
1.7	Homophobic Bullying	<p>By the end of this lesson, pupils will:</p> <ol style="list-style-type: none"> 1. understand what homophobic bullying is 2. have considered various types of homophobic bullying 3. understand the impact this has on young people. 	<p>Health and Wellbeing Social Studies Religious and Moral Education</p>
1.8	Challenging Homophobia	<p>By the end of this lesson, pupils will:</p> <ol style="list-style-type: none"> 1. have considered the reasons why discrimination is not always challenged 2. have considered what would make challenging discrimination easier 3. produced strategies for challenging prejudice and discrimination in their everyday lives. 	<p>Health and Wellbeing Social Studies Religious and Moral Education</p>

#	Lesson Title	Learning Outcomes	Relevant Curriculum Framework
2.1	Prejudice Tree Part 1	By the end of this lesson, pupils will: <ol style="list-style-type: none"> 1. have had the opportunity to discuss what prejudice and homophobia are 2. have thought about how prejudice can grow. 	Health and Wellbeing Social Studies Religious and Moral Education
2.2	Prejudice Tree Part 2	By the end of this lesson, pupils will: <ol style="list-style-type: none"> 1. have had the opportunity to think about the impacts of homophobia 2. have thought about the different ways in which homophobia can be expressed 3. have had the opportunity to think about the range of places where homophobia can happen 4. have thought about how prejudice can grow. 	Health and Wellbeing Social Studies Religious and Moral Education
2.3	Prejudice Tree Part 3	By the end of this lesson, pupils will: <ol style="list-style-type: none"> 1. have had the opportunity to see how prejudice can grow and to consider ways of challenging it 2. have considered the reasons why prejudice is not always challenged 	Health and Wellbeing Social Studies Religious and Moral Education

#	Lesson Title	Learning Outcomes	Relevant Curriculum Framework
3.1	LGBT/Gay Pride	By the end of this lesson, pupils will: <ul style="list-style-type: none"> 1. understand what 'Pride' represents and why it exists 2. be aware that there are different responses to Pride around the world. 	Health and Wellbeing Social Studies Religious and Moral Education Literacy and English
3.2	Human Rights and the International Day against Homophobia and Transphobia (IDAHO)	By the end of this lesson, pupils will: <ul style="list-style-type: none"> 1. be aware of what the International Day against Homophobia and Transphobia (IDAHO) is and what it is for 2. be aware of the Universal Declaration of Human Rights (UDHR) and that human rights belong to all human beings 3. be aware that LGBT people are persecuted and their human rights violated in many countries around the world. 	Health and Wellbeing Social Studies Religious and Moral Education
3.3	LGBT people in the Holocaust	By the end of this lesson, pupils will: <ul style="list-style-type: none"> 1. be aware of the persecution of LGBT people during the Nazi regime between 1933–45 2. have worked with the personal account of a gay holocaust survivor and understand more about the issues around the recognition of gay survivors of the Holocaust 3. understand the importance of challenging prejudice. 	Health and Wellbeing Social Studies Religious and Moral Education Literacy and English

#	Lesson Title	Learning Outcomes	Relevant Curriculum Framework
4	Dumbledore is gay: comparing and contrasting different writers' viewpoints	By the end of this lesson, pupils will: <ul style="list-style-type: none"> 1. understand how writers' differing points of view can be expressed through specific writing techniques 2. understand the concept of bias. 	Literacy and English

Guidance on lesson delivery

When delivering lessons on homophobia and LGBT issues staff must be confident about their subject and equipped to deal with any challenging behaviour. It is important to remember that it is these challenging attitudes which mean that addressing LGBT issues and anti-homophobia is so necessary. This confidence should come from familiarity with the contents of this toolkit and familiarity with the lesson plans.

Dealing with challenging behaviour

Challenging behaviour is a key concern for teachers when approaching these topics. It is advisable to begin with the Ground Rules lesson which sets the scene for discussions and provides a framework for safe and respectful discussion. If possible, display the ground rules in a prominent place when delivering any further lessons so that they can be referred to if challenging behaviour arises.

It is important to remember that homophobic behaviour is likely to be displayed by only a small minority of young people. There are likely to be many more young people who are receptive to anti-discrimination messages and it is important to emphasise to the whole class that they are able to challenge their peers' comments and behaviour if they feel able to. Different opinions and views on homophobic comments can be prompted during discussion.

Some pupils may be unreceptive and uncommunicative in these lessons. This might be for a range of reasons: hostility, disinterest, nervousness or discomfort. It is important to deal with the subject non-threateningly and sensitively and not to presume the reasons behind the lack of communication. Regardless of the reasons, hearing positive messages about anti-homophobia and LGBT issues can only be beneficial to them.

Although exploring homophobic statements and attitudes is the most appropriate way to challenge pupils it is also important to know where to draw the line. There will be some young people in the class who identify as LGBT, are questioning, or have LGBT family or friends and it is unacceptable for them to be subjected to abusive language and attitudes which cannot be constructively discussed.

Examples and case studies

Many of the lesson plans contained in this resource involve the use of case studies. These are included so that pupils are able to discuss the issues at hand without being expected to refer to themselves, their own experiences or those of other pupils or staff in the school.

Examples of well known LGBT people or LGBT characters on television are also useful to avoid personal examples.

Small group work

A number of these lesson plans involve small group work. It is important to be vigilant when pupils are in these groups to ensure that homophobic comments are not being directed at any member of the groups and inappropriate discussion about other young people is not taking place.

Honesty and openness

Just as with any subject, delivering these lessons requires confidence and sufficient knowledge of the issues being discussed. However, discussing homophobia and LGBT issues may be new territory and delivering these lessons does not require you to have the answers to everything – it is reasonable to say that you will try to find these answers out and get back to pupils later.

Your own openness and honesty about gaps in knowledge is likely to encourage the same openness and honesty amongst pupils.

'Them and us'

It is important to remember that there are likely to be LGBT pupils in your class. It is therefore good practice to avoid describing LGBT people as 'them' and 'they' and non-LGBT people as 'we' and 'us' as this is likely to alienate LGBT pupils and make them feel very different. Talking about 'LGBT people' is more inclusive as it acknowledges that anyone in the class could be LGB or T or know LGBT people.

LGBT teachers

Delivering these lessons can be challenging for teachers who identify as LGBT. However, these lessons are about anti-bullying, discrimination, respect and equality, not about the sexual orientation of any individual teacher, pupil or anybody else. Teachers should not discuss their own sexual orientations just as pupils would never be expected to discuss theirs.

I think we should cover a topic on it in PSE 'cause it's really important for us to know about. It would also make it easier for people like me who aren't 100% sure what they are yet! (Female, 13 years)

Lesson 1.1: Ground rules and basic facts about LGBT issues

Lesson title: Ground rules and basic facts about LGBT issues

Learning outcomes:

By the end of this lesson pupils will:

1. have considered and negotiated their own ground rules for acceptable behaviour in the classroom
2. understand basic facts about the term LGBT and the numbers of people who identify as LGBT.

Year group: S1–S6

Resources required: Paper, pens, A1 poster paper, marker pens

Time required: 1 hour

Lesson summary

The purpose of the lesson is to provide ground rules for use in lessons related to LGBT issues and homophobia. These ground rules, negotiated and set by pupils themselves, will provide a basis for respectful, safe and supported discussion of potentially new or difficult topics in future lessons.

In developing the group agreement, the teacher initially sets the tone with suggestions, opening discussion up to pupils regarding the values and behaviours which they would like the class to be bound by.

In addition, basic facts about the term LGBT and the number of people who identify as LGBT will be relayed.

Lesson Outline

1. Introduction (10 mins)

Introduce the topics that will be covered in this set of lessons. Explain that this lesson will involve the class developing a set of ground rules in preparation for future lessons in which potentially new and challenging topics will be raised. Outline what ground rules are and what they are for.

The ground rule discussion with the class will cover some of the following points:

- thinking about the words you use
- thinking about each other
- thinking about how everyone can take part and is able to contribute.

Explain that by the end of the lesson pupils will have developed their own set of ground rules governing how they would like themselves and others to interact and behave when the class is discussing potentially sensitive issues. These ground rules should be easily referred to in the future – for example, being on a poster on the wall or written in each pupil’s jotter.

Put the three headings listed above on the board and lead a brief discussion on what each heading might mean in the context of a class discussion.

2. Setting ground rules

Split pupils into small groups and allocate one of the headings to each group. Ask groups to come up with ground rules for the heading they have been given. **(15 mins)**

Thinking about the words you use

Examples

'We will think about the effect of the words which we are using on others in the class.'

'We will not use hurtful language.'

Thinking about each other

Examples

'We will think about each other's feelings.'

'We will not gossip about other people in the class or the school.'

Thinking about how everyone can take part and is able to contribute

Examples

'It's okay to disagree but not to disrespect.'

'We will try to appreciate where other people are coming from.'

3. Group ground rules

Ask one pupil from each group to read out, one at a time, the ground rules from their group, explaining why they thought these rules were important. A brief discussion with the class about these rules and what they think of them should follow. **(15 mins)**

Write each of the ground rules underneath the appropriate headings in a way in which they can be displayed/referred to easily in future lessons.

4. Plenary discussion/next steps (5 mins)

Sum up what pupils have achieved in the lesson and discuss how they are going to use the ground rules in future lessons.

5. Additional activity (15 mins)

Hand out the worksheet below or discuss as a whole class.

Lesson 1.1: What do we already know about LGBT Issues?

1. Have you heard of the following terms?

Lesbian	YES / NO
Gay	YES / NO
Bisexual	YES / NO
Transgender	YES / NO

2. Do you know what the following terms mean?

Lesbian	YES / NO
Gay	YES / NO
Bisexual	YES / NO
Transgender	YES / NO

3. Did you know that LGBT is the accepted term for Lesbian, Gay, Bisexual and Transgender people?

YES / NO

4. What percentage of the population do you think identify as LGB?

5. Are you surprised to hear that the percentage of people who identify as LGB is estimated at 6%?

YES / NO

6. Do you think the actual percentage would be higher or lower? Why?

Lesson 1.2: Prejudice

Lesson title: Prejudice

Learning outcomes:

By the end of this lesson, pupils will:

1. have an improved understanding of what prejudice is
2. have an increased knowledge of the types of prejudice that exist in our society
3. gain an understanding of where prejudiced views come from
4. understand that pre-judging LGBT people is a form of prejudice equivalent to all other types, for example, racism.

Year group: S1–S6

Resources required: Board to write on, paper for pupils

Time required: 1 hour

1. Introduction (5 mins)

General overview of lesson with reference to the outcomes above.

For example, 'We'll be looking at how people can make unfair judgments about others (prejudice) and how dangerous it can be when people act on these judgments (discrimination). In particular, we'll be looking at the judgments made about LGBT people, and the dangers LGBT people face when these judgments are acted on.'

Display learning outcomes and outline the lesson.

2. Defining 'prejudice' (15 mins)

Set the scene for the lesson by writing the word prejudice on the board and asking pupils as a class what they think the word means. If prejudice has been discussed in other lessons on, for example, racism or sectarianism, then it would be useful to draw on pupils' knowledge on these issues.

Provide some examples of prejudiced viewpoints, for example:

- 'Women make bad drivers.'
- 'People from Edinburgh are posh and like rugby.'
- 'All Scots are mean with money.'
- 'Unemployed people are lazy.'
- 'Groups of young people are looking to cause trouble.'
- 'Football fans are hooligans.'

Pupils can provide their own examples either to class or in groups.

Explore the statements further.

Are they all true? If not, then why are they commonly said? If they are funny, why are they funny? Are they dangerous in any way? What do they all have in common?

Key words to obtain from discussion: judgement, assumption, generalisation.

In groups, pupils are to provide a clear, working definition of what we mean by prejudice. Good examples would be: 'Prejudice' – to pre-judge someone, to make assumptions about someone, to judge someone based on one thing about them.

The working definition can then be used when discussing any type of prejudiced viewpoint, but in particular homophobia.

3. Origins of prejudice (15 mins)

Next task is to discuss where these viewpoints come from.

'We said that these statements are not altogether true, but obviously we've all heard them somewhere. Where do these views come from?'

Examples are newspaper stories about young people and Anti Social Behaviour Orders (ASBOs). Would older people read these and then develop a prejudiced view towards all young people?

Pupils should discuss common origins, for example, media (newspapers, magazines, TV, radio), family, friends, comedy and any others

Add 'origins' on the board next to the definition of prejudice.

4. Homophobic prejudice (20 mins)

Focus in on prejudice against LGBT people.

Give an example of a current well-known LGBT person, and ask pupils to discuss what this person is like. (It may also be useful for them to write down where they heard the particular viewpoint, linking to the 'origins' section.)

Current examples might be Gok Wan or Graham Norton or TV show characters like Sean from *Coronation Street*, Jack from *Will & Grace*.

Look at the traits they have come up with and ask whether these are traits common to all gay men – explain that sometimes people think that this is the case, for example, that all gay men are fashionable or funny.

Ask pupils if they can think of any more traits that people apply to LGBT people.

Link both the positive and negative traits to general points made about prejudice earlier: 'Are all of these statements true? If not, why are they commonly said? If they are funny, why are they funny? Are they dangerous in any way? What do they have in common?'

5. Plenary discussion/next steps (5 mins)

Review what has been discussed and established, that is, definition of prejudice, types of prejudice, and LGBT prejudice. Link to learning outcomes and evaluate the extent to which these have been met.

If time allows, ask pupils to think about how dangerous it is when people act on prejudiced views. Introduce the word 'discrimination' and point out that while prejudice is the view, discrimination is the act.

Lesson 1.3: Discrimination

Lesson title: Discrimination

Learning outcomes:

By the end of this lesson pupils will:

1. have an improved understanding of what is meant by discrimination
2. understand the link between prejudice (the thought) and discrimination (the act)
3. have an increased knowledge of the forms of discrimination that exist in our society
4. have an increased knowledge in the types of discrimination which LGBT people experience
5. understand how discrimination affects LGBT people and the damage that it causes.

Year group: S1–S6

Resources required: Board

Time required: 1 hour

1. Introduction (5 mins)

Review lesson on prejudice, refer to the working definition.

General overview of lesson with reference to the outcomes above.

For example, we're going to look at the link between prejudice and discrimination. Where prejudice is the thought, discrimination is the act. In a similar way to the last lesson, we'll come up with a definition of discrimination, and discuss where this takes place. We'll then talk specifically about the types of discrimination that LGBT people face and the damage it causes.

Display learning outcomes, and outline the lesson.

2. Discrimination – definition (10 mins)

On one side of the board, write the word 'prejudice' and on the other side 'discrimination'. Again explain that prejudice is the thought, and discrimination is the act.

It would be useful to use some of the prejudices discussed in the previous lesson, and again if racism and/or sectarianism have already been studied, then it would be useful to draw on pupils' knowledge in this area.

Provide an example of prejudice, or get examples from pupils. For each prejudice, write under 'discrimination' ways in which the prejudiced thoughts are acted out, for example:

Prejudice – All Muslims hate the West and are potential terrorists

Discrimination – Violent attacks on innocent Muslims and mosques, especially following major terrorist attacks such as 9/11, 7/7 and the attack on Glasgow airport.

3. Link between prejudice and discrimination (5 mins)

The last activity should make it clear that discrimination happens because of prejudiced views and that discrimination would not take place without prejudiced viewpoints.

4. Discrimination experienced by LGBT people (15 mins)

Using examples of prejudiced views that exist about LGBT people discussed in the last lesson, find out if the pupils have any knowledge of discrimination experienced by LGBT people, both in Scotland and worldwide.

The following examples can be used:

Globally

In over seven countries, the death penalty applies to you if you are gay.

In over 70 countries, it is illegal to be gay.

At Moscow Pride last year, LGBT people who gathered together were beaten and had tear gas thrown at them.

Scotland

In Scotland, it was illegal to have a same sex relationship until 1980.

Some LGBT young people are picked on and bullied.

5. Effects of discrimination on LGBT people (20 mins)

Using the examples obtained regarding discriminatory acts on LGBT people, discuss the effects that these will have on LGBT people.

Focus discussion on young people. If people are discriminated against in school or in their homes for being LGBT, what forms would this take and how would it affect the young person?

6. Plenary Discussion (5 mins)

Review learning outcomes and evaluate to what extent they have been met.

If time allows, explain that prejudice against LGBT people is known as homophobia, and the discriminatory act is sometimes called homophobic bullying. This will be dealt with in later lessons.

Lesson 1.4: Stereotypes

Lesson title: Stereotypes

Learning outcomes:

By the end of this lesson pupils will:

1. have an understanding of what is meant by a stereotype
2. gain insight into how prejudiced views lead to casting stereotypes
3. have a greater understanding of where stereotypes originate from
4. have an understanding of stereotypes assigned to LGBT people
5. understand why stereotypes are untrue and can be damaging.

Year group: S1–S6

Resources required: Board

Time required: 1 hour

1. Introduction (5 mins)

Review lessons on prejudice and discrimination, and set the scene for this lesson.

Explain that stereotypes are a way in which prejudiced views can be expressed, and that we will be looking in particular at how stereotypes can be used to pre-judge and make assumptions about LGBT people.

Display learning outcomes and discuss.

2. What are stereotypes? (15 mins)

This activity will help pupils understand what is meant by a stereotype.

Pupils are to match the roles to the stereotype, and explain the reasons why:

Person	Stereotype
Nurse	Cool
Football player	Tough
Rock star	Forgetful
Goth	Depressed
Old people	Disrespectful
Young person	Caring

Relate the pupil responses to the previous lesson on prejudice, for example, while the stereotype may be positive, for example, all nurses are caring, or amusing to some – for example, all Goths are depressed all the time – they are not true of everyone who are identified in the group.

This should establish the link between prejudiced views and stereotypical attributes.

3. Origins of stereotypes (10 mins)

Generate a list of everyday stereotypes that are assigned to people, for example:

Dumb Blonde, for example, Paris Hilton
Thick Footballer, for example, Wayne Rooney
Others, for example, science boffin, alcoholic Glaswegian

Reinforce idea that these stereotypes come from prejudiced views, and that like prejudice, they are making assumptions and do not say everything about the person, for example, Wayne Rooney's intelligence is in his passing ability and in his spatial awareness.

Discuss the origins of stereotypes.

Typical responses (like prejudice) would be media (newspapers, TV, magazines, radio), family, friends, and comedy.

What if you were part of a particular group but didn't fit into the stereotype that was applied to you? Might you feel out of place or worried about this?

4. LGBT stereotypes (25 mins)

Ask pupils to imagine that they were writing and directing a soap like *River City* or *EastEnders*. There are two new characters coming into the soap, a young gay man and a young lesbian woman.

Divide the class into smaller groups and ask each group to discuss what the young gay man or the young lesbian woman would be like.

- What sort of clothes would s/he wear?
- What would s/he be like as a person?
- What would s/he do for a job?
- What would s/he do in their spare time?

Prompt the class by asking for examples of other lesbian, gay or bisexual characters – Maxxie from *Skins*, Ian from *Shameless*, Mark from *Ugly Betty*, Christian from *EastEnders*, John Paul or Kris from *Hollyoaks*, Jack from *Will and Grace*, Carol and Susan from *Friends*, Kim from *Sugar Rush* (2008).

Ask each group to feed back, describing what their character would be like. Write up their responses.

What are the new characters like?

For example:

- Gay: girly, dances, fun, has women friends
- Lesbian: short hair, aggressive, hates men

Does this mean that every LGBT person in the world has the attributes discussed? Do the attributes themselves say everything about that person?

5. Plenary Discussion (5 mins)

Review learning outcomes and evaluate the extent to which they have been met.

Finish by stating that stereotypes exist about LGBT people, and like all other stereotypes they can make people feel left out and misrepresented.

Lesson 1.5: Relationships

Lesson title: Relationships

Learning outcomes:

By the end of this lesson:

1. pupils will have explored the positive and negative aspects of relationships with family and friends
2. pupils will have considered the impact which their own different identities can have on relationships with friends and family.

Year group: S1–S6

Resources required: Copies of relationships circle, character name cards, copies of 'A Day in Murray's Life', board/flipchart and pens

Time: 1 hour

Lesson summary

Using a case study about a teenage boy called Murray, pupils will be prompted to think about the different relationships in their lives and what they mean to them. They will learn about the difference that different identities can make to them and the relationships they have, as well as to the quality of their lives.

Lesson outline

1. Introduction (5 mins)

Recap of previous lessons in this module if applicable. Revisit the Group Agreement if applicable.

Introduction to learning outcomes and themes of the lesson: relationships, identity and difference, focusing on the story of a boy called Murray and the relationships which he has.

2. A day in the life of Murray (20 mins)

Whole group discussion about relationships pupils have with family and friends, coming up with keywords about what makes a relationship good – trust, respect, acceptance, fun etc.

As a whole group, pupils should read 'A Day in the Life of Murray', taking note of the different people in Murray's life.

Discussion of Murray and his life – what would Murray look like? Is he happy? Does he seem to have a lot of people in his life? What are his relationships like? Would pupils like to have the types of relationships that Murray has or not? Are there any potential problems in his relationships?

Based on what you have decided about Murray's relationships, either as a whole class or in smaller groups, position the name cards on Murray's relationship web – the closer the person is to Murray the closer they are on the web.

3. The difference that difference can make (25 mins)

Pupils are likely to have agreed that Murray's life and his relationships sound fairly good. Ask pupils whether there is anything that they can think of which might make Murray's relationships with the people in his web worse – for example, if he fell out with his friends, if Ally started to bully him, if he started doing badly at school. Note down their answers.

Introduce the idea of different youth culture identities and ways in which different groups are perceived and treated – what if Murray was a Goth or an Emo or a 'Ned'? Ask pupils to consider the different people on the web and whether they would move closer to Murray or further away. After deciding, move the cards on the web.

What if Murray was gay? Would this change his relationships? Murray's mum, his friends Daniel and Luke and his football team – might they move further away? Ally, the school bully – might he move closer? Ask pupils to imagine that Murray was at their school (avoiding discussion of any similar people at the school).

- ➔ Why might his relationships change? What is it that would make them change?
- ➔ There is a danger that Murray will have fewer people close to him when he is LGBT – what does the class think of this?
- ➔ How is Murray likely to feel if his relationships change as a result of his sexual orientation?
- ➔ What if he keeps it a secret? Would his relationships still change? Would this be a good idea?

4. Plenary Discussion (5 mins)

Some key messages: to explore in discussion:

- ➔ It is people's reactions to Murray that change his relationships.
- ➔ Murray's feelings and behaviours might change depending on what is happening within and around him and how much support he has.
- ➔ Identifying as 'different' in some way can have an impact on your life if you don't have support and acceptance.
- ➔ Does Murray have to change who he is or do the people around him need to change their attitudes? There is no need for his relationships to change if all of the people in Murray's web accept him for who he is.

Lesson 1.5: Relationships: Resource: A day in Murray's life

A day in Murray's life

Murray gets up for school at about 8 after his **mum** has woken him up for the third time. He gets ready, grabs a bit of toast that his mum has made for him and hurries to the bus.

On the bus is **Thamina** who lives near Murray and goes to the same school – she's alright so they have a chat on the bus while Murray looks over some of his notes for his English test. He's never sure if he's done enough but he usually does alright in English so it shouldn't be too bad, fingers crossed.

Murray's day at school is pretty uneventful – he has French and Maths first thing and then has a kick about with a few friends at breaktime. He spends most of his lunchtime with his two best friends **Daniel** and **Luke** and they take their sandwiches to sit in the park where everybody goes most lunchtimes. You've got to watch out for **Ally** and all that from the year above because they pick on people for anything but Murray and his friends keep their heads down and Ally probably doesn't even know they exist.

Murray thinks that the English test in the afternoon goes okay – it's a close reading on a play that he's quite liked and he manages to answer most of the questions in the test apart from a couple. **Mrs Anderson** helps a lot with English – she puts difficult things in a really interesting way so they seem easier and she's always really nice to Murray.

After school it's time for football practice – Murray plays midfield and is really into football, he's been playing for years. The coach, **Patrick**, is cool and the other boys are a laugh and sometimes if they play on a Friday night they go out together afterwards. Tonight though Murray's **granddad** picks him up and gives him a lift home.

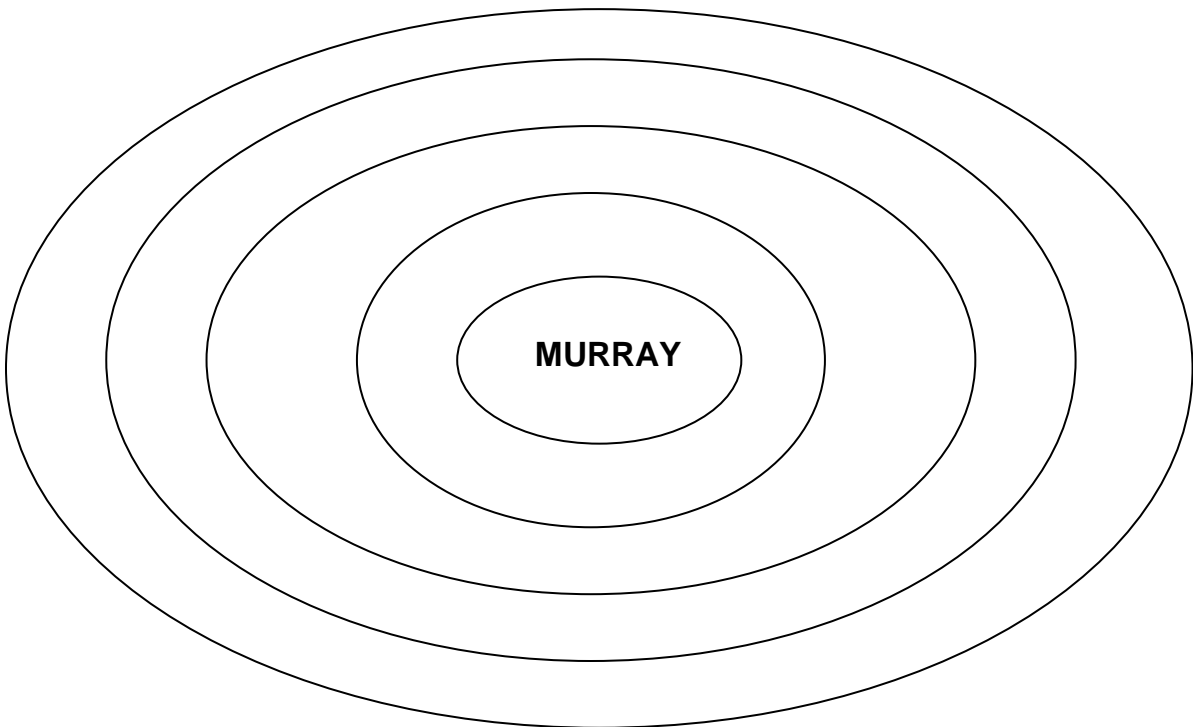
Murray's only got French homework to do so he does it while he has his dinner in front of the TV with his granddad, mum and **Anna**, his sister. He argued with Anna over what to watch but that's nothing new, she's a total pain.

Murray's granddad leaves about 9 or so and Murray goes up to his room and messes about on the computer, chatting with Daniel and Luke and a couple of other friends. He reads in bed for a bit and then goes to sleep at about 11.30.

**Dealing with Homophobia and Homophobic Bullying in Scottish Schools
Relationships lesson**

Resources: Name cards and Relationships circle

Murray's mum	Anna, Murray's sister	Murray's granddad
Daniel, Murray's friend	Luke, Murray's friend	Ally in the year above
Murray's football team	Thamina, from the bus	Mrs Anderson, Murray's English teacher



Lesson 1.6: Homophobia

Lesson title: Homophobia

Learning outcomes:

By the end of this lesson pupils will:

1. have an understanding of what is meant by homophobia
2. understand that homophobia can be expressed in a range of ways
3. gain an understanding of the impact that homophobia has on the lives of all young people.

Year group: S1–S6

Resources required: none :

Time required: 1 hour

Lesson outline

1. Introduction (5 mins)

Review lessons on prejudice, discrimination and stereotypes. Explain that today's lesson is about the particular type of prejudice against LGBT people, and the common word used for this is homophobia.

Display learning outcomes and discuss.

2. What is homophobia? (10 mins)

Based on the prior knowledge from previous lessons, pupils should be able to explain that homophobia is the prejudiced views held about LGBT people.

In groups, the task is to generate a working definition similar to the toolkit definition, that is, homophobia is the dislike, fear or hatred of lesbian and gay people.

That homophobia is prejudice towards LGBT people would also be a useful definition.

3. Types of Homophobia (20 mins)

Provide pupils with examples like those below: discuss in their groups whether the statement/incident is homophobic or not and the reason for their decision. When feeding their findings back, refer to the definition as a focus for discussion.

- a) Sophie is watching TV with her dad, and he changes the channel three times before sighing and saying, 'These gays are all over the TV nowadays. It's like they're taking over. I've got no problem with them, but they don't have to shove it in my face.'
- b) John, a new S1 pupil, does not like football and his best friend is a girl. When he walks past a group of boys, they whisper 'poofter', 'queer' and 'gay boy'.

- c) Suzanne, John's best friend, is with him when the boys are whispering these insults. She feels embarrassed for John and so she pretends it hasn't happened.
- d) Steven's mum has bought a new Smart Car. Steven's friend laughs when he sees it and says, 'I can't believe she bought that. Smart Cars are like the gayest cars you can get.'

Through discussion, make clear that all of these things are homophobic in different ways. Sophie's dad is being indirectly homophobic, John is experiencing direct homophobia, Suzanne is practicing silent homophobia by pretending that it isn't going on and Steven's friend is being casually homophobic.

4. Impact of Homophobia on Young People (20 mins)

Take each of the situations above and ask pupils to write down a few words about how they think each young person in the story might feel or react.

Take each of the situations again and ask pupils to write down a few words about how each young person in the story might feel if they were LGB or T.

5. Plenary Discussion (5 mins)

Review learning outcomes and evaluate the extent to which they have been met.

Make clear that the last discussion illustrated that homophobia affects all young people, whether they are LGBT or not.

Lesson 1.7: Homophobic bullying

Lesson title: Homophobic bullying

Learning outcomes:

By the end of this lesson pupils will:

1. understand what homophobic bullying is
2. have considered various types of homophobic bullying
3. understand the impact this has on young people.

Year group: S1–S6

Resources required: Board

Time required: 1 hour

1. Introduction (5 mins)

Review previous lesson on homophobia and refer to working definition.

Display learning outcomes and discuss.

2. Homophobic bullying (10 mins)

In groups, arrive at a definition of what homophobic bullying is. Base the discussion around the definition of homophobia and what pupils know about bullying.

For example, homophobia is the fear, dislike or hatred of gay people. Bullying involves excluding, humiliating or threatening people. Therefore homophobic bullying is when someone is excluded, humiliated or threatened because they are (or people think they are) gay.

3. Types of homophobic bullying (30 mins)

Homophobic bullying can take the form of:

- ➔ name calling, rumour spreading and gossip about a young person's sexual orientation or gender identity
- ➔ using threatening homophobic language or behaviour
- ➔ physical or sexual assault based on someone's perceived sexual orientation or gender identity
- ➔ not letting someone join in with activities and games because of their perceived sexual orientation or gender identity
- ➔ stealing from someone because of their perceived sexual orientation or gender identity or damaging property with homophobic graffiti
- ➔ using email, texts or online technologies to threaten someone or spread rumours about someone's sexual orientation or gender identity
- ➔ 'outing' or threatening to 'out' someone as lesbian, gay, bisexual or transgender to their peers, teachers or family.

The following scenarios explore different types of homophobic bullying. Pupils are to discuss the scenarios in groups and record their thoughts about:

1. how the bullied person feels
 2. why the incident should not be allowed to take place.
- ➔ John, a new S1 pupil, does not like football and his best friend is a girl. When he walks past a group of boys, they whisper 'poofter', 'queer' and 'gay boy'. His friend has told him that there's a fake Bebo account about him which says he is gay.
 - ➔ Donna used to be best friends with Sarah-Louise but recently Sarah-Louise told their group of friends that Donna tried to kiss her. Since then the friends have been laughing when Donna comes up to the group and they move away to another side of the playground. One time when they walked away, one of them said, 'Watch out, she'll try it with you next, the dyke.'
 - ➔ Tahir left his bag in the cloakroom while at PE and when he got back he found the words 'Tahir is gay' written on the front of his bag in marker pen. When he turned round he saw a group of younger boys looking in his direction and laughing.

Feed back and discuss.

4. Impact on young people (10 mins)

Either by writing the following stories on the board, or displaying them by PowerPoint, provide the pupils with actual incidents which point out the real cost of ignoring and allowing homophobic bullying to take place. Feel free to use all or some of them as you see fit:

- ➔ I haven't been bullied in that way but I've heard it and don't like to hear people being called 'gay' 'cause I've got family members who are gay and would be insulted by that. (Male, 11 years)
- ➔ I felt very lonely, no one stood by me. I had no friends at school. The teachers did not listen. I felt let down by everyone and everything that possibly could let me down. I started self-harming at the age of 14. (Female, 20 years)
- ➔ A lot of kids call me a freak and throw bottle lids at me. They make fun because I'm often on my own and they hiss at me. (Female, 13 years)
- ➔ It made me feel ashamed of what I really am!! (Female, 15 years)
- ➔ Why do I feel like this when normal people are straight? (Male, 14 years)
- ➔ If I went to any teachers in school I would always get the same spiel of 'well if you don't want to get bullied change the way you dress, change the way you are' as if it's your fault. Why should I have to change who I am just because people won't accept it? (Female, 16 years)
- ➔ Young people need to see that there is nothing wrong with it and that it is not right to make fun of people who might be gay. It's horrible to have to go into school every day and worry about whether you are going to be called a 'poof' in the corridor or have people staring at you, it should not be allowed. (Male, 16 years)

➔ I suffered severe depression, I felt as if I was a bad person and because I couldn't talk it over with anyone, I tried to kill myself – three times or so. I felt angry at myself, I felt frustrated that I was gay. (Male, 16 years)

➔ Depressed, left out and like I have done something wrong. (Female, 19 years)

3. Plenary discussion (5 mins)

Discussion and reflection on the damage that homophobia and homophobic bullying can do. Explain that the next lesson will focus on how we're going to challenge homophobic bullying.

Lesson 1.8: Challenging homophobia

Lesson title: Challenging homophobia

Learning outcomes:

By the end of this lesson pupils will have:

1. considered the reasons why discrimination is not always challenged
2. thought about what would make challenging discrimination easier
3. produced strategies for challenging prejudice and discrimination in their everyday lives.

Year group: S1–S6

Resources required: Copies of case studies for each small group

Time required: 1 hour

Lesson summary

This lesson focuses on practical ways in which homophobia can be challenged. Pupils will discuss how characters in case studies could challenge homophobia and discuss how easy or difficult this is in practice and what needs to be considered. Pupils will also have the opportunity in small groups to consider how they can challenge homophobia in their everyday lives.

Lesson outline

1. Introduction (5 mins)

Revisit the Group Agreement if applicable.

If applicable, recap outcomes of previous lessons in this module to set the scene for the practical application of this learning.

If this is being delivered as a stand-alone lesson rather than as part of the other lessons in this pack then it will be useful to clarify that pupils understand what homophobia means and how it can damage people who experience it (for example, low self-esteem, mental health problems).

Ask pupils how easy they find it to stand up against something that they know is wrong. If pupils can't think of examples, a range might be: someone dropping litter, someone saying bad things about a member of their family or somebody saying something racist. Is it okay to challenge these things? Does it depend on what it is? Or who they are challenging?

Explain that this lesson will focus on challenging homophobia and explain learning outcomes.

2. Case studies: Rachel, Uncle Michael and Caitlin (30 mins)

As a class, read through the three case studies, which are examples of homophobia in three different settings – home/family, close friends and in public. In each of the case studies, the main characters feel confused or angry about the situation and would like to do something about it.

Divide the class into smaller discussion groups and distribute one of the case studies to each group. Ask each group to discuss the following points:

- What exactly is it that Rachel, Andrew and Caitlin want to challenge?
- What might make it difficult to challenge?
- Think about what would happen if they do challenge the other characters. Do you think they are going to be able to do it? If yes, why? If no, why not?

Ask each group to feed back to the class. Challenging discrimination is different in different settings and with different people – which of the scenarios did they think would be most difficult to challenge?

Focus on the responses from those who think that the characters would not be able to challenge the behaviour. Reasons might include:

- Rachel: because they might think she was gay, they might not want to be friends anymore, they might start bullying her.
- Uncle Michael: because it's his mum, because she might be disappointed that he doesn't think the same way as her, because she might think that he was gay.
- Caitlin: because they might think she was gay, they might pick on her, because it might not be safe for her.

Discussion around:

- the fear of being labelled as lesbian, gay or bisexual – why is this? Does it matter?
- whether other types of discrimination would be easier to challenge. What is different about homophobia?
- how the characters will feel if they don't challenge what they think is wrong
- whether the characters might find it difficult to challenge people's actions because they are on their own doing it – what if everyone challenged it? Would it become easier? And would it make Paul, Lindsey, Jemma and Michael's lives better?

3. So what can we do about it? (20 mins)

Divide the class into smaller groups again. Ask them to come up with a couple of ways in which they could challenge homophobia when they come across it. Emphasise that these could just be small things that pupils feel they would be able to do in their everyday lives.

Ask each group to feed back two things they could do. Write these up somewhere so that they are visible until the end of the class.

Examples might be: thinking before using homophobic language, challenging a friend if s/he calls something 'gay', not laughing at homophobic jokes, getting involved in International Day Against Homophobia (information contained in toolkit further resources).

4. Plenary discussion (5 mins)

Some key messages:

- Homophobia and other forms of discrimination are allowed to keep happening when they are not challenged.
- Challenging things together is easier and makes more of a difference.
- Small challenges can make a big difference in the long term if everyone does it.

Lesson 1.8: Challenging homophobia case studies

Case study 1: Challenging homophobia

Rachel and her friends

Rachel and Sasha are sleeping over at their friend Anna's house. They are sitting around, chatting and looking through magazines.

'Ewwww! You're joking! I used to like her, I didn't know that she was like that!' says Anna to the magazine she's flicking through.

Rachel and Sasha huddle round to see what she's talking about. In the magazine there's an interview with a famous Hollywood actress who all of the girls like. Next to a picture of the actress is a caption quoting her: 'I've experimented with both men and women and, yes, I do see myself as bisexual.'

'No way!' says Sasha, 'Her? Really?'

'That'll be who Lindsey and Jemma are copying then. Imagine it – eugh...' says Anna.

Lindsey and Jemma are two girls in their year who've been best friends for years. Recently there's been a rumour going round that they're actually going out with each other and Colin Davies says that he saw them getting off with each other in town. It's a bit of a scandal at school and Rachel has heard a group of boys in their year shout things at them: 'lezzer weirdos', 'freaks' and things like that. Most of the girls avoid Lindsey and Jemma, just in case.

Sasha and Anna keep gossiping and don't seem to notice that Rachel isn't saying anything. Rachel is feeling uncomfortable and annoyed with her friends. She's thinking that it's not that fair – who cares if Lindsey and Jemma are going out with each other? Or who the actress sleeps with? Lots of people are gay or lesbian or bi or whatever, who cares?

Case study 2: Challenging homophobia

Uncle Michael

Andrew's mum and dad have had some sort of problem with his Uncle Michael for years. Uncle Michael never comes along to family events even though Andrew knows that he only lives in Elgin. He remembers Michael from years back when he was little – he had always got him good presents at Christmas

On her birthday, Andrew's mum opens a card. Almost straight away she tosses it down on the kitchen table, stomping out of the room. Andrew looks at it and sees that it's from Uncle Michael. His mum is in a bad mood for the rest of the day.

Andrew is confused – what on earth has Michael done? Although he doesn't know if she'll tell him, later on he asks his mum what's going on. She sighs and says that Andrew is old enough to know now: Uncle Michael is gay and has been living with his boyfriend for the last five years.

His mum is looking really upset. 'That sort of thing isn't right Andrew, and I'm not having it – living with a man for God's sake! I wouldn't be exposing you to that nonsense. He knows the family doesn't approve of him and he just goes right ahead and does it anyway.'

Andrew is surprised, and even more confused. 'So that's why you don't like him anymore? Just because he's gay? Why?'

'It's wrong Andrew. Now just leave it will you?'

Andrew didn't think his mum was like this. After that, whenever he tries to talk about it his mum refuses.

Case study 3: Challenging homophobia

Caitlin on the bus

Caitlin is on the bus home from school. She lives quite far out of town and her friends have already got off a couple of stops earlier. The bus is pretty empty now apart from Craig and Kris who are sitting a few seats behind her. They're in the year below Caitlin and she knows Kris' older sister but it's not like she would speak to them.

Caitlin hears them going on about a maths teacher and how unfair it is that he's given them work over the holidays 'He's out of order though,' Craig says, 'None of the others have bothered, it's totally gay.'

Caitlin rolls her eyes. She's just about to put her earphones in to listen to some music so that she doesn't have to listen to them anymore when Kris says something that catches her attention. He's talking about Paul, one of Caitlin's friends. Paul is an easy target for bullies – he's small, he doesn't like football, he's clever and he doesn't get on with the boys in their year because he prefers to hang about with Caitlin and the other girls in her group.

Kris is calling Paul all the usual names: poof, gayboy and so on, and then makes up some rubbish about Paul probably looking at other boys in the showers after swimming.

Craig and Kris are laughing their heads off and going on about having their backs to the wall when Paul is around. Caitlin's face is burning and she can feel herself getting angrier and angrier – who do they think they are? How dare they say anything about Paul, they don't even know him! 'That's so gay', 'He's so gay' – why don't they just shut up!

Lesson 2.1: The prejudice tree, part 1

Lesson title: The prejudice tree

Learning outcomes:

By the end of this lesson, pupils will have:

1. had the opportunity to discuss what prejudice and homophobia are
2. begun to think about how prejudice can grow.

Year group: S3–S6

Resources required: Brown, green and silver paper or white paper and brown, green and silver paint. Large backing paper. Attached 'tree' as a visual aid

Time required: 1 hour

Lesson summary

Pupils will create the different elements of the tree which will be the template for the next two lessons; the ideas of prejudice and homophobia will be introduced. Pupils will be given the opportunity to start thinking about the different layers of prejudice and how it can 'grow' and will make and build the different elements of the tree.

Lesson outline

1. Introduction (5 mins)

Introduction to the themes of the lesson and learning outcomes: what prejudice is and ways in which homophobia specifically, presents. Explain that the class will build a tree over the coming lessons to explore this.

2. Prejudice and homophobia (20 mins)

Discuss what pupils think prejudice is, asking for examples. These key points may be useful:

- people are being prejudiced when they make negative assumptions about people before they know anything about them
- prejudices are usually based on seeing people as different to you
- prejudice usually involves viewing people as part of a group – for example, 'All people who live in Edinburgh are like this...'

Discuss what pupils think homophobia is, reaching some conclusion similar to fear, dislike or hatred of LGBT people. Explore how homophobia might make people feel if it is directed towards them and write the responses somewhere visible.

Explain that the lesson will focus on homophobia as a form of prejudice and that pupils will be creating a tree to show the different forms of homophobia, where it comes from and how it can 'grow'.

3. Creating the tree (30 mins)

Divide the class into small groups, giving each group different tasks:

- make the roots of the tree (homophobia)
- make the trunk of the tree (how and where homophobia is learned and reinforced)
- make branches for the tree (how homophobia is expressed)
- make leaves for the tree – half green (the impact that homophobia has) and half silver (how homophobia can be challenged).

Ask that the groups discuss and cooperate with each other on how the tree could look, how many leaves are needed etc. The picture included here can be used as an example.

Join the roots and the trunk together and put up on a display area. Write Homophobia on the roots.

4. Plenary discussion (5 mins)

Revisit some of the key points of the lesson. Introduce what will be done in the next lesson.

Lesson 2.2: The prejudice tree, part 2

Lesson title: The prejudice tree

Learning outcomes:

By the end of this lesson pupils will have:

1. had the opportunity to think about the impacts of homophobia
2. thought about the different ways in which homophobia can be expressed
3. had the opportunity to think about the range of places where homophobia can occur
4. considered how prejudice can grow.

Year group: S3–S6

Resources required: Branches and green leaves made in lesson 1, marker pens, attached ‘tree’ as a visual aid

Time required: 1 hour

Lesson summary

Pupils will be enabled to think about where homophobic prejudice comes from and where it can happen as well as the range of ways in which it can be expressed. They will then consider the impact which homophobic prejudice can have. By the end of the lesson, the prejudice tree will have become a visual representation of the ways in which homophobia can grow.

Lesson outline

1. Introduction (5 mins)

Revisit the key points of lesson 1 and the concept of the prejudice tree, using homophobia as an example of prejudice. Overview of learning outcomes.

2. Strengthening homophobia ideas: building the trunk (10 mins)

As a class, discuss the places and people where homophobic ideas can come from. A few examples are: home, friends, school, youth groups, television/movies, newspapers, government. Explore the power of these messages – where do the most powerful ones come from? Why are they powerful? Do they make these messages powerful? Does the class accept these or question these? Why or why not?

Write the examples on the trunk.

3. Different forms of homophobia: adding the branches (20 mins)

Explain to the class that they are now going to work on the branches which represent the different ways in which homophobia can be expressed either in the school, at home or in wider society.

Divide the class into smaller groups, giving each group a share of branches. Some prompts could be:

- homophobic 'jokes'
- 'That's so gay.'
- writing on people's property with homophobic language
- bullying online because you think someone is LGBT
- leaving people out because they are or are perceived to be LGBT
- assault or other forms of violence.

Ask pupils to write their examples on the branches and feed back for whole class discussion on the number and range of ways in which homophobia can be expressed. Refer back to the places where these behaviours come from and are reinforced (trunk) during discussion, showing how these two ideas are linked.

Stick the branches onto the trunk.

4. Impact of homophobia: adding the green leaves (20 mins)

Explain to the class that the tree is now built but that prejudiced messages (trunk) and behaviours (branches) have now produced leaves, that is, they have had an impact on people. Pupils now need to think about what the impact would be on a person experiencing homophobia, with a particular focus on school.

Divide the class into smaller groups, giving each group a share of green leaves. Some prompts could be: low self-esteem, depression, self-harm, not doing well at school, no friends – very lonely, feeling excluded, not wanting to go to school.

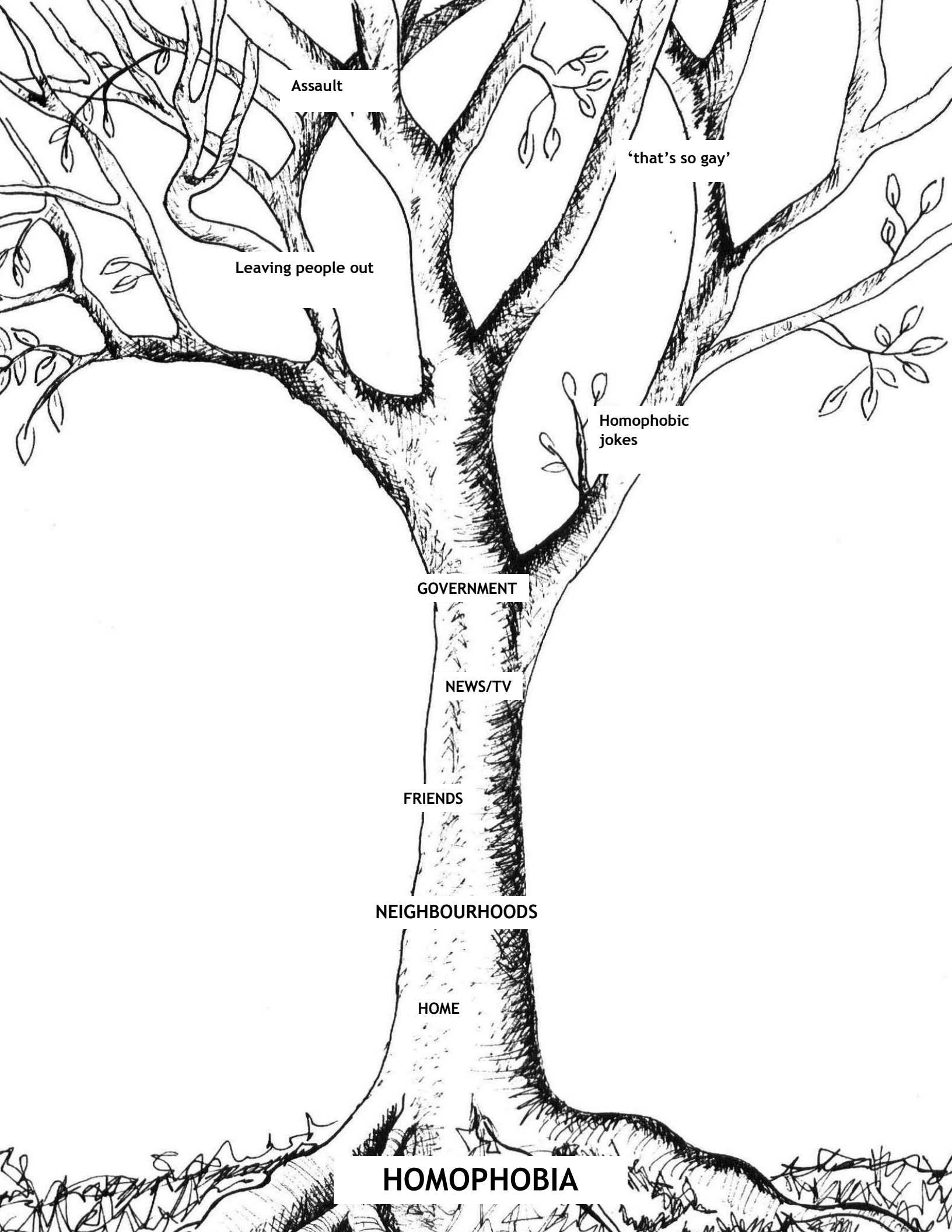
Ask pupils to write their examples on the green leaves and feed back for whole class discussion – does everyone agree or is there anything missing?

Stick the green leaves onto the branches.

5. Plenary discussion

Revisit learning with some key messages:

- Homophobia can be experienced anywhere and in a range of ways.
- There are different ways in which homophobia can be expressed.
- There are often very serious impacts on people experiencing homophobia.
- The next lesson will look at ways to challenge homophobia.



Assault

'that's so gay'

Leaving people out

Homophobic jokes

GOVERNMENT

NEWS/TV

FRIENDS

NEIGHBOURHOODS

HOME

HOMOPHOBIA

Lesson 2.3: The prejudice tree, part 3

Lesson title: The prejudice tree

Learning outcomes:

By the end of this lesson pupils will have:

1. had the opportunity to see how prejudice can grow
2. considered the reasons why prejudice is not always challenged and will be able to formulate arguments to challenge discrimination.

Year group: S3–S6

Resources required: The silver leaves made in lesson 1, marker pens, role play scenarios, three magazines and pretend birthday card for scenarios, Challenging Homophobia lesson plan 1.7 for reference

Time required: 1 hour

Lesson summary

Pupils will undertake role play using the scenarios provided which involve young people being faced with homophobia. Pupils will then have the opportunity to decide what should happen in each scenario and write their different ways of challenging homophobia on the silver leaves to add to the prejudice tree. Pupils will have had the opportunity to see how prejudice grows and consider how it can be challenged.

Lesson outline

1. Introduction (5 mins)

Revisit the learning from lessons 1 and 2, reminding pupils particularly of the green leaves, the impact which homophobia can have on people.

Explain that this lesson will focus on the best ways to challenge homophobia.

2. Role play (40 mins)

Divide the class into smaller groups and provide a scenario to each group for them to prepare and perform in front of the rest of the class. The groups will have to decide roles of narrator and characters between themselves and set the scene up with the props available.

The number of groups and number of scenarios used is dependent on the class and the time available – these three are provided because they show prejudice in three different environments: home/family, close friends and in public. In each of the scenarios, the main characters feel confused or angry about the situation and would like to do something about it.

After each performance, lead the whole class in discussing what the main character might be feeling and what they could do to challenge homophobia in each scenario – will they manage? Is it easy or not – why? What would be the best way to go about it?

3. Challenging homophobia: silver leaves (10 mins)

Keeping the class in their small groups, ask pupils to write their ways of challenging homophobia onto their silver leaves.

Ask pupils to stick these silver leaves on to the tree, reading out what is on them when they do so.

4. Plenary discussion (5 mins)

Ask the class to reflect on the tree as a whole – what does it show them? How can they make sure that the green leaves do not appear? Some key messages to convey might be:

- Prejudice is allowed to keep happening when it is not challenged.
- Challenging things together is easier and makes more of a difference.
- If we challenge homophobia at the trunk and the branches we can stop the green leaves from growing and break down prejudice.

Lesson 2.3: The prejudice tree – role play scenarios

Scenario 1: Challenging homophobia

Rachel and her friends

Narrator: Rachel and Sasha are sleeping over at their friend Anna's house. They are sitting around, chatting and looking through magazines.

Anna: (*Flicks through the magazine and stops in outrage.*) 'Ewww! You're joking! I used to like her, I didn't know that she was like that!'

Sasha: 'What are you looking at?'

Rachael: (*Walks over to Anna to look at what she's talking about.*)

Narrator: The picture is of a famous Hollywood actress that they all like.

Anna: (*Shows Sasha the picture.*) 'Her! Can you believe it, she's saying 'I've experimented with both men and women and, yes, I do see myself as bisexual.'"

Sasha: 'No way!'... 'Her?... Really?'

Anna: 'That'll be who Lindsey and Jemma are copying then. Imagine it – eurgh...'

Sasha: 'I bet you're right! I used to like Lindsay as well...'

Narrator: Lindsey and Jemma are two girls in their year who've been best friends for years. Recently there's been a rumour going round that they're actually going out with each other and Colin Davies says that he saw them getting off with each other in town. It's a bit of a scandal at school and Rachel has heard a group of boys in their year shout things at them: 'lezzer weirdos', 'freaks' and things like that. Most of the girls avoid Lindsey and Jemma, just in case.

Narrator: Sasha and Anna keep gossiping and don't seem to notice that Rachel isn't saying anything. Rachel is feeling uncomfortable and annoyed with her friends. She's thinking that it's not that fair – who cares if Lindsey and Jemma are going out with each other? Or who the actress sleeps with? Lots of people are gay or lesbian or bi or whatever, who cares?

Sasha/Anna: (*Pretend talking.*)

Rachel: (*Looks annoyed.*)

Scenario 2: Challenging homophobia

Uncle Michael

Narrator: Andrew's mum and dad have had some sort of problem with his Uncle Michael for years. Uncle Michael never comes along to family events even though Andrew knows that he only lives in Elgin. He remembers Michael from years back when he was little – he had always got him good presents at Christmas.

Andrew's Mum: *(Turns to Andrew.)* 'Oh look I've got another birthday card, I wonder if it's from your gran?' *(Opens the card and almost straight away tosses it down on the kitchen table and stomps out of the room.)*

Andrew: *(Picks up the card and looks puzzled.)* 'Uncle Michael?'

Narrator: Andrew's Mum is in a bad mood for the rest of the day. Andrew is confused – what on earth has Michael done?

Later that night...

Andrew: 'Mum, I kind of wanted to ask you something... I don't really understand what happened earlier, it's your birthday and you were in such a good mood and then *(pause)*, well you got Uncle Michael's card and you seem dead angry and well we haven't seen him in years?...I just don't understand.'

Andrew's Mum: *(Sighs and pauses.)* 'Well, I suppose you are old enough to know now. Your uncle Michael... well... he's, he's gay.'

Andrew: 'Eh?... And?'

Andrew's Mum: *(Begins to get upset.)* 'And?! And he's been living with his boyfriend for the last five years. That sort of thing isn't right Andrew, and I'm not having it – living with a man for God's sake! I wouldn't be exposing you to that nonsense. He knows the family doesn't approve of him and he just goes right ahead and does it anyway.'

Andrew: *(Shocked and surprised.)* 'So that's why you don't like him anymore? Just because he's gay? Why?'

Andrew's Mum: 'It's wrong Andrew. Now just leave it will you?'

Narrator: Andrew didn't think his mum was like this. After that, whenever he tries to talk about it his mum refuses.

Scenario 3: Challenging homophobia

Caitlin on the bus

Narrator: Caitlin is on the bus home from school. She lives quite far out of town and her friends have already got off a couple of stops earlier. The bus is pretty empty now apart from Craig and Kris who are sitting a few seats behind her. They're in the year below Caitlin and she knows Kris' older sister but it's not like she would speak to them.

Kris: 'Can you believe Mr Paterson has given us maths homework for over the holidays?'

Craig: 'Tell me about it, I think it's well out of order though. None of the others have bothered, it's totally gay.'

Caitlin: *(Rolls her eyes and is about to put her earphones in to listen to some music, then stops.)*

Narrator: Caitlin is going to listen to her music so that she doesn't have to listen to them anymore when Kris says something that catches her attention. He's talking about Paul, one of Caitlin's friends. Paul is an easy target for bullies – he's small, he doesn't like football, he's clever and he doesn't get on with the boys in their year because he prefers to hang about with Caitlin and the other girls in her group.

Kris: 'I hate Paul so much, he's such a gayboy.'

Craig: 'Yeah totally, were you in PE yesterday?'

Kris: 'No, what happened?'

Craig: 'Me neither, I just heard someone saying that he was looking at other boys in the showers after swimming.'

Kris: 'I'm so glad I don't have PE with him this year *(Starts laughing.)*

Craig: *(Starts laughing.)* 'Tell me about it!'

Caitlin: *(Looking angrier and angrier.)*

Narrator: Craig and Kris are laughing their heads off. Caitlin's face is burning and she can feel herself getting angrier and angrier – who do they think they are? How dare they say anything about Paul, they don't even know him! 'That's so gay', 'He's so gay' – why don't they just shut up!

Lesson 3.1: What is LGBT/Gay Pride?

Lesson title: What is LGBT/Gay Pride?

Learning outcomes:

By the end of this lesson pupils will:

1. know what 'Pride' represents and why it exists
2. understand that there are different responses to Pride around the world based on different attitudes towards LGBT people
3. be able to compare responses to Pride in Scotland with responses to Pride in countries outside Europe.

Year group: S5–S6

Resources required: Copies of the attached news articles for each pupil, internet access for pupils to watch BBC news video files

Time required: 1 hour

Lesson summary

Pupils will be given various news extracts and video clips to explore what Gay Pride is, what its purpose is and the different responses to it and reporting on it in different places. Based on their knowledge of these different responses they will write to the Mayor of Moscow to challenge the discrimination shown at Moscow Pride.

Lesson outline

1. Introduction: what is Pride? (10 mins)

Introduce the lesson and learning outcomes to the class, explaining that this lesson will focus on Lesbian, Gay, Bisexual and Transgender Pride, usually referred to as Gay Pride.

Explore pupils' understanding of Pride – do they know what it is or what it's for? Have they ever seen one? Who goes to Pride? Are they the same everywhere?

Pointers could be:

- A festival/parade celebrating equality and difference
- A march or demonstration to make people aware of inequality and discrimination faced by LGBT people
- A fun event which brings people of all sexual orientations together.

2. Watching and reading about Pride events around the globe (35 mins)

Split pupils into small groups and allocate one video file or news article to each group.

These resources address Pride in Hungary, Bosnia, Moscow, Dumfries and Hull.

Ask the groups to read the articles and to watch the short video files and note down short answers to the following questions:

- a. Why was this Pride event being held?
- b. What was the response to this Pride event?
- c. Why was the response like this?

Ask the groups to feed back. Take two examples (for example, Hungary and Dumfries) and ask the class to compare them and point out the main differences between the events and the responses to the events. Go on to emphasise similarities also – are there negative attitudes towards LGBT people in the UK and Scotland? Will Pride events always be welcomed by everyone in the UK and Scotland?

3. Challenging discrimination (10 mins)

Ask the class to imagine they were writing a letter to the Mayor of Moscow to challenge what has happened in Moscow. What might they want to say about what happened? What should have happened?

4. Plenary discussion (5 mins)

Revisit the learning outcomes and evaluate the extent to which they have been met.

Some key messages to recap might be:

- Pride can mean different things in different countries and reactions can be very severe.
- Pride should be a celebration of diversity that includes everyone.
- Pride can be a way for people to challenge inequality.

Lesson 3.1: Resources: What is LGBT/Gay Pride?

BBC News website video files:

Gay Pride Festival in Hull <http://news.bbc.co.uk/1/hi/england/7550633.stm>

Chaos at Hungary Pride <http://news.bbc.co.uk/1/hi/world/europe/7491830.stm>

News article 1: Bosnia Pride

Fears of violence ahead of Bosnia's first gay festival

AFP, 20 September 2008

<http://afp.google.com/article/ALeqM5hgrakSqXJI00HGo-q8BN5elsUZHA>

This article discusses Bosnia's first Pride event, presenting the differing opinions of politicians, religious leaders and LGBT people.

News article 2: Dumfries Pride

Dumfries and Galloway shows it has Pride, 23 September 2008



All expectations and hopes for Dumfries and Galloway's first ever LGBT Pride event were exceeded when the event took place at Park Farm (Dumfries), Saturday 16th August, 2008.

"Dumfries Pride was an event for the whole community, celebrating Dumfries and Galloway's rich diversity. As well as congratulating the region for its leading stance on working towards full equality for lesbian, gay, bisexual and transgender people, Dumfries Pride raised the visibility of LGBT people within our communities. That we have been able to reach out to people who may be living in very isolated situations because of reactions to their sexual orientation is a massive achievement – but, that we have also been able to encourage the whole community to come together to show their support for equality is fantastic." Spokesperson, LGBT Youth Scotland

An estimated 600 people attended Dumfries Pride, going way beyond initial hopes for an attendance of 200–300. From the moment Michelle McManus raised the rainbow flag, to the audience belting out Rozalla's dance anthem "Everybody's Free (To Feel Good)" back to her at the close – Dumfries Pride was a day of open celebration.

The extremely jovial and relaxed atmosphere, and a very timely break in the bad weather, was enjoyed by all – with people travelling to attend from right throughout the region, as well as the rest of Scotland and from as far away as London. The success of Dumfries Pride proved that rural areas can host successful Pride events – and that Dumfries and Galloway is a great place to visit, regardless of your sexual orientation or gender identity.

Alongside the main stage acts (including Michelle McManus and Rozalla), the emphasis on ensuring that there were activities for all ages and interests did achieve the right balance. From the 'Kidz' area, to the heavy bass of the Madonna themed dance tent, the organisers of Dumfries Pride have been hard pushed to say which the most popular attraction was as all were busy right throughout the day.

“We were absolutely blown-away by the response. From speaking to people in and around Dumfries and Galloway, and online, we had an idea that there was support for Dumfries Pride – but, because the event is free, we had no idea whether this would translate to people actually attending. It's a very sad fact that homophobia and discrimination still exists throughout Scotland, but Dumfries Pride has made another very important step in improving the daily lives of lesbian, gay, bisexual and transgender people living in our community. We all look forward to the day when people are respected, regardless of their sexual orientation, and events like Pride do not need to exist. Until then, we're already planning Dumfries Pride 2009!” Marketing Manager, Dumfries Pride

<http://www.lgbtyouth.org.uk/news/dumfriespride.htm>

News article 3: Moscow Pride

Report from BBC News website, 28 May 2007 © BBC News

Arrests at Russian gay protests

Two West European MPs and a Russian gay rights leader have been arrested in Moscow, as violence broke out at a banned protest by gay rights activists.

Anti-homosexual protesters threw kicks, punches and eggs at the gay rights group, chanting "Moscow is not Sodom".

The gay rights demonstrators were trying to deliver a petition to the mayor of Moscow, demanding the right to stage public marches. Veteran British gay rights campaigner Peter Tatchell was among those held. Mr Tatchell was punched in the face before being detained. The leader of GayRussia, Nikolai Alexeyev, was also arrested. Italian MEP Marco Cappato was kicked by an anti-gay rights protester and then arrested when he demanded police protection.

Protesters warned

Moscow mayor Yury Luzhkov has called homosexuality "satanic" and says he will never allow gay rights parades in Russia's capital.

Moscow city police spokesman Viktor Bryukov had warned the organisers not to go ahead. "Moscow police don't have the right to encroach on the law to pander to a group of citizens who exploit the theme of human rights while distorting this notion," he said.

On Saturday, right-wingers and members of the Russian Orthodox Church held an anti-gay demonstration in Moscow. The head of the Russian Orthodox Church, Patriarch Alexy II, supports the ban on gay parades. Gay activists in Russia were divided over whether the protest should be held. Some fear it could provoke a backlash

Lesson 3.2: Human Rights and the International Day against Homophobia and Transphobia (IDAHO)

Lesson title: Human Rights and the International Day against Homophobia and Transphobia (IDAHO)

Learning outcomes:

By the end of this lesson pupils will:

1. be aware of what the International Day against Homophobia and Transphobia (IDAHO) is and what it is for
2. be aware of the Universal Declaration of Human Rights (UDHR) and that human rights belong to all human beings
3. have explored the ways in which LGBT people are persecuted and their human rights violated in many countries around the world.

Year group: S4–S6

Resources required: Attached quiz and answer sheet

Time required: 1 hour

Lesson summary

This lesson focuses on the human rights of lesbian, gay bisexual and transgender (LGBT) people around the world. Firstly, the class will hear about the Universal Declaration of Human Rights of 1948 and its principles. This will be followed by a short quiz on LGBT people's rights in Scotland and how they developed. Finally, working with case studies from around the world, the class will learn about the human rights situation faced by many LGBT people worldwide.

Lesson outline

1. Introduction (5 mins)

Overview of learning outcomes, explaining that this lesson is going to be about human rights in general and specifically lesbian, gay, bisexual and transgender (LGBT) people's human rights around the world.

2. Human Rights and the Universal Declaration of Human Rights (30 mins)

Begin by asking whether any of your pupils know what human rights are and if they can name any human rights (for the full text of the UDHR please visit <http://www.unhchr.ch/udhr/lang/eng.htm>; for a plain English version please visit <http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>).

Draw pupils' attention to the Universal Declaration of Human Rights. Explain that after World War 2, the United Nations Organisation (UN) was founded, an organisation that now has representatives of 192 countries. The UN's purpose is to work towards world peace and to ensure that the suffering of World War 2 and the Holocaust will never be repeated. In 1948, the UN General Assembly decided on the world's first human rights treaty, the UDHR.

Write up the first article of the UDHR: 'All human beings are born free and equal in dignity and rights.'

Lead a discussion on what this means, ensuring that the following key aspects of the UDHR are clear.

- Everyone should be free (freedom).
- Everyone should have the same rights (equality).
- Everyone has the same worth as a human being, regardless of where they live, the colour of their skin, whether or not they are disabled, whatever their gender, whether they are lesbian, gay, bisexual or heterosexual, or any other factor (equal dignity).
- Everyone has all these rights simply by being human (universal human rights).

Prompt the class to discuss the point that everybody has these human rights but is everybody free and equal and treated as if they are of equal worth? Ask for examples of when this does not happen, for example, racist attacks, women being paid less, young people being picked on for hanging around in groups.

3. LGBT human rights worldwide – a quiz (20 mins)

Pupils will have come up with examples of when people are not treated equally. Introduce the idea that in many places around the world people's human rights are violated and many suffer persecution and violence.

The rest of the lesson will look at how LGBT people are treated in different places across the globe. Introduce some of the following points to illustrate human rights violations:

- Same sex relationships incur the death penalty in at least seven countries worldwide.
- Same sex relationships are against the law in over 70 countries – the majority of LGBT people around the world live in countries where simply being who they are is a crime.
- Around the world, LGBT people experience verbal abuse, bullying at school, threats of violence, beatings, abductions, arbitrary arrest by police, imprisonment, torture and murder.

Divide the class into groups and hand each group a copy of the quiz sheet. Ask them to discuss each question and decide on an answer. It is important to make clear that each item on this sheet is an example of a human right – the right to family life, the right to claim asylum from persecution etc.

Feed back and discuss answers – are they surprised by any of the answers? Why? How do they feel about them? Why do they think some of these things happen?

4. Plenary discussion (5 mins)

Introduce International Day against Homophobia (IDAHO) as an international movement of lesbian, gay, bisexual and transgender (LGBT) people and their allies that urges all nations around the world to respect LGBT people's rights and dignity and to act to combat prejudice, discrimination and persecution.

Since its launch in 2005, human rights activists in more than 70 countries around the world have marked IDAHO on 17 May of each year. More info and ways to get involved are at www.idahoscotland.org.uk and www.idahomophobia.org.

Revisit learning outcomes and evaluate the extent to which they have been met. Key points to revisit include:

- the concept of human rights
- the idea that not everybody enjoys the human rights to which they are entitled
- the rights of LGBT people around the world are violated just because of who they are
- people can take action against these injustices through events like IDAHO.

Lesson 3.2: Resource: Human Rights and the International Day Against Homophobia and Transphobia (IDAHO)

LGBT human rights worldwide – a quiz

How many countries...

1. Allow marriage between same-sex couples?
(a) 25 (b) 35 (c) 5
2. Allow same-sex civil partnerships (which give same-sex couples all of the same rights as married couple)?
(a) 43 (b) 87 (c) 23
3. Do not allow discrimination based on sexual orientation in employment?
(a) 44 (b) 125 (c) 50
4. Allow openly lesbian, gay or bisexual people to serve in the army?
(a) 78 (b) 32 (c) 102
5. Recognise being lesbian, gay or bisexual as a reasonable basis to claim asylum (that is, people who have had to leave their own countries and are unable to go back because they will be persecuted there).
(a) 14 (b) 56 (c) 30
6. Allow same-sex couples to jointly adopt children?
(a) 35 (b) 10 (c) 109

LGBT human rights worldwide – a quiz (answers)

How many countries...

1. Allow marriage between same-sex couples? 5 (incl. Belgium, Canada, Netherlands, Spain, US State of Massachusetts)
2. Allow same-sex civil partnerships? 23 (incl. the UK and many countries in Europe)
3. Do not allow discrimination based on sexual orientation in employment. 50 (incl. most of Europe and North America, and some countries in Africa, Asia and Latin America)
4. Allow openly lesbian, gay or bisexual people to serve in the army? 32 (spread all across the world)
5. Recognise being lesbian, gay or bisexual as a ground to claim asylum? 14 (some in Europe, Australia, New Zealand, South Africa, Canada)
6. Allow same-sex couples to jointly adopt children? 10 (some in Europe, South Africa, and North America)

Source: Daniel Ottosson 2006, LGBT World Legal Wrap-Up Survey, International Lesbian & Gay Association, available on www.ilga.org/files_target.asp?LanguageID=1&FileCategoryID=42. Figures correct as of November 2006.

Lesson 3.3: LGBT People in the Holocaust

This lesson can be delivered in full or information from it can be used in other lessons on the Holocaust when discussing different groups of people persecuted by the Nazis.

Lesson title: LGBT People in the Holocaust

Learning outcomes:

By the end of this lesson pupils will:

1. be aware of the persecution of LGBT people during the Nazi regime between 1933–45
2. have worked with the personal account of a gay holocaust survivor and understand more about the issues around the recognition of gay survivors of the Holocaust
3. understand the importance of challenging prejudice in all of its forms.

Year group: S5–S6

Resources required: A copy of the survivor case study for each pupil

Time required: 1 hour

Lesson summary

This lesson will ideally form part of wider work on the Holocaust rather than sitting on its own as it assumes a level of knowledge about groups affected by the Holocaust. Pupils will learn about persecution and incarceration of many thousands of lesbian, gay, bisexual and transgender (LGBT) people, particularly gay men, under Germany's Nazi regime between 1933 and 1945. The class will use a gay Holocaust survivor's account of that time and also look at how the persecution of some gay Holocaust survivors continued even after liberation in 1945.

Lesson outline

1. Introduction (15 mins)

Ask pupils to name groups of people who were targeted by the Nazi regime in Germany between 1933 and 1945 and persecuted and killed in concentration camps: Jews, Romani (gypsies and travellers), disabled people and others.

If pupils did not mention LGBT people, point out that they are often forgotten as a group of Holocaust victims – introduce LGBT people in the Holocaust as the topic of this lesson alongside the learning outcomes. This lesson will look at the fate of the approximately 5,000 to 15,000 lesbian, gay, bisexual and transgender (LGBT) people who were murdered by the German Nazi regime between 1933 and 1945.

Many of those who were arrested were convicted under a law known as 'Paragraph 175'; this was tightened up in 1935 with police being given new powers to send gay men to concentration camps for even just a kiss; in practice, people got arrested and sent to camps on the basis of hearsay. More than 100,000 gay men were convicted under paragraph 175 and many were sent to prison or concentration camps.

Based on their knowledge of the reasons behind the Nazi persecution of other groups, ask pupils why they think the Nazis persecuted gay people.

The Nazis persecution considered gay men to be 'weak, effeminate men who could not fight for the German nation'. Further, they considered it impossible for gay men to have children and reproduce the 'Aryan race'; they were therefore considered a 'racial danger' for the German nation.

Source: United States Holocaust Memorial Museum, Homosexuals: Victims of the Nazi Era 1933–45, available on <http://www.ushmm.org/education/resource/hms/homosbkl.pdf>

For further information on this topic, please visit the United States Holocaust Memorial Museum's website, and particularly its Education section:

http://www.ushmm.org/education/resource/hms/homosx.php?menu=/export/home/www/doc_root/education/foreducators/include/menu.txt&bgcolor=CD9544

2. Nazi persecution of LGBT people 1933–45 (25 mins)

Hand out a copy of the case study to each pupil, introducing where it came from. The case study is Pierre Seel's own description of what happened at Schirmeck concentration camp.

Either read the case study aloud to the class or ask pupils to read the case study by themselves.

Explore in depth pupils' initial reactions and feelings to the case study. What does Pierre Seel feel like today? Why?

3. After the war (15 mins)

Discussion should have established that Pierre Seel's fury and frustration arises from the silence that has surrounded the experiences of gay people in the Holocaust.

It has long gone unacknowledged that up to 100,000 LGBT people were arrested by the Nazis and sent to prisons and concentration camps between 1933 and 1945. The first time this was acknowledged by a German politician after the war was in a speech by the then German president Richard von Weizsäcker to the German parliament (Bundestag) during the annual commemoration of the end of WW2 on 8 May 1985. Over 60 years after the end of WW2, the national memorial for gay victims of the Holocaust was opened in Berlin in May 2008. It is a 4-meter tall concrete structure with a small window in one of the walls; through the window, visitors can see a 2 minute-loop of two men kissing to signify that as little as a kiss was enough to get sent to a concentration camp after 1935.

<http://news.bbc.co.uk/1/hi/world/europe/7422826.stm>

<http://www.youtube.com/watch?v=GwdfnaUYNik&feature=related>

In France, homosexuality remained illegal until 1981. Pierre Seel campaigned for the French government's recognition of gay Holocaust survivors since 1982. In 2001, then French Prime Minister Lionel Jospin first mentioned that gay people were among the victims of the Holocaust, this was repeated in 2005 by then president Jacques Chirac. Mr Seel was officially recognised as a victim of the Holocaust in 2003.

Discussion around:

- Why do pupils think that the experiences of gay people in the Holocaust are not better known?
- Pierre Seel asks 'Why are they still silent today?' – discuss why so many gay survivors of the Holocaust have remained silent.
- Why did it take the German and French governments so long to acknowledge that LGBT people were victims of the Holocaust?

4. Plenary discussion

Reflect again on the main points of Pierre Seel's story, the silence that has surrounded the experiences of gay people in the Holocaust and the importance of remembering these experiences today and continuing to recognise and challenge prejudice and discrimination.

LGBT History Month is held annually in February to remember and celebrate the histories of lesbian, gay, bisexual and transgender people. Just like the fact that LGBT people were targeted for persecution by the Nazis, much of LGBT people's history has been silenced due to prejudice and discrimination. LGBT History Month is an opportunity for the whole community to shed light on LGBT people's past and present contribution to the life of Scotland. Your school can mark LGBT History Month with an event or a campaign. See www.lgbthistory.org.uk for more information and for examples of what your school can do next February.

Lesson 3.3: LGBT people in the Holocaust

Case study

Pierre Seel (1923–2005) was a young gay man living in Mulhouse, France. He was in a relationship with another young gay man called Jo. After coming under Nazi rule, he was added to a list of known gay men in the area. One day he was summoned to the local police station and went along to protect his family. He was arrested by the Gestapo (Geheime Staatspolizei, the secret police) and deported to Schirmeck concentration camp near Strasbourg (France) in 1941.

Extracts from Pierre Seel, *I, Pierre Seel, Deported Homosexual: A Memoir of Nazi Terror*, New York: Basic Books, 1995.

'Stripped of our torn filthy clothing, we were handed camp uniforms: ill-fitting shirts and trousers made of hard linen. I noticed a small, enigmatic blue bar on my shirt and on my cap. It was part of an indecipherable prison code that was known only to our jailers. According to documents I eventually checked 'blue' meant 'Catholic' or 'asocial'. In this camp blue also meant homosexuals.' [pp. 29–30]

'Days, weeks, months wore by. I spent six months, from May to November 1941, in that place where horror and savagery were the law. But I've put off describing the worst ordeal I suffered. It happened during my earliest weeks in the camp and contributed more than anything else to making me a silent, obedient shadow among the others.

'One day the loudspeakers order us to report immediately to the roll-call. Shouts and yells urged us to get there without delay. Surrounded by SS men, we had to form a square and stand at attention, as we did for the morning roll call. The commandant appeared with his entire general staff. I assumed he was going to bludgeon us once again with his blind faith in the Reich, together with a list of orders, insults and threats – emulating the infamous outpourings of his master, Adolf Hitler. But the actual ordeal was worse: an execution. Two SS men brought a young man to the center of our square. Horrified, I recognized Jo, my loving friend, who was only eighteen years old. I hadn't previously spotted him in the camp. Had he arrived before or after me? We hadn't seen each other during the days before I was summoned by the Gestapo.

'Now I froze in terror. I had prayed that he would escape their lists, their roundups, their humiliations. And there he was before my powerless eyes, which filled with tears. Unlike me, he had not carried dangerous letters, torn down posters, or signed any statements. And yet he had been caught and was about to die. What had happened? What had the monsters accused him of? Because of my anguish I have completely forgotten the wording of the death sentence.

'The loudspeakers broadcast some noisy classical music while the SS stripped him naked and shoved a tin pail over his head. Next they set their ferocious German Shepherds on him: the guard dogs first bit into his groin and thighs, then devoured him right in front of us. His shrieks of pain were distorted and amplified by the pail in which his head was trapped. My rigid body reeled, my eyes gaped at so much horror, tears poured down my cheeks, I fervently prayed that he would black out quickly.

'Since then I sometimes wake up howling in the middle of the night. For fifty years now that scene has kept ceaselessly passing and re-passing through my mind. I will never forget the barbaric murder of my love – before my very eyes, before our eyes, for there were hundreds of witnesses. Why are they still silent today? Have they all died? It's true that we were among the youngest in the camp and that a lot of time has gone by. But I suspect that some people prefer to remain silent forever, afraid to stir up memories, like that one among so many others.

'As for myself, after decades of silence I have made up my mind to speak, to accuse, to bear witness.' [pp. 42–44]

'When I am overcome with rage, I take my hat and coat and defiantly walk the streets. I picture myself strolling through cemeteries that do not exist, the resting places of all the dead who barely ruffle the consciences of the living. And I feel like screaming. When will I succeed in having the overall Nazi deportation of homosexuals recognized? In my apartment house and throughout my neighborhood, many people greet me, politely listen to my news, and inquire about the progress of my case. I'm grateful to them and appreciate their support. But what can I say to them?

'When I have finished wandering, I go home. Then I light the candle that burns permanently in my kitchen when I am alone. That frail flame is my memory of Jo.' [p. 140]

Lesson 4 Dumbledore is gay: comparing and contrasting different writers' viewpoints

Lesson title: Dumbledore is gay: comparing and contrasting different writers' viewpoints

Learning outcomes:

By the end of this lesson pupils will:

1. better understand how writers' differing points of view can be expressed through specific writing techniques
2. better understand the concept of bias.

Year group: S5–S6

Resources required: Copies of both articles for each group and highlighter pens for each pupil

Time required: 1 hour

Lesson summary

Pupils will read two articles with differing view points on the revelation that a leading character in a Harry Potter novel is gay. Pupils will be expected to analyse the two articles and compare and contrast how each article differs, considering tone, word choices and repetition throughout the articles.

Lesson outline

1. Introduction (10 mins)

Explain to the class that they are going to read two articles written about the news that one of the fictional Harry Potter characters is gay. The headmaster of the school in the novels was 'outed' as gay by the author, J K Rowling, at a press conference following the release of the final book *Harry Potter and the Deathly Hallows*.

They are going to compare and contrast the two articles and look at the key differences within them. Pupils will think about the use of word choices, quotes and repetition when reading the articles.

Read the two articles aloud to the class then split pupils into groups of approximately three.

2. Comparing different points of view and identifying writer techniques (30 mins)

The two articles are very different and pupils should consider the following questions:

- In which article would you say the writer is supportive of Dumbledore being gay?
- In which article would you say the writer is critical of Dumbledore being gay?

Give each group highlighter pens and ask them to consider the above questions and to go through both articles highlighting important phrases, words with connotations, key sentences, important quotes, the use of imagery, punctuation, rhetorical questions, tone or anything else which reflects support or criticism.

A spokesperson should then feed back from each group.

3. Negative and positive word choices reflecting a viewpoint (15 mins)

Pupils should now draw a table in their jotter with two columns, one column headed negative words and the other headed positive words. They should now go through each article and list words in each article that reflect a supportive viewpoint and a negative viewpoint of Dumbledore being 'outed' as gay. How is each writer trying to convince us of the article's stance through these words?

4. Plenary discussion (5 mins)

Extension exercise:

How can you tell both writers have different viewpoints? Look at the use of repetition and the usage of quotes.

Revisit learning outcomes and evaluate the extent to which they were met:

- Through word choice a writer can appear to either present a pro- or anti-LGBT message.
- Bias can be shown by a writer through different writing techniques.

Lesson 4: Dumbledore is gay

Dumbledore is gay, reveals JK

Sunday Herald, 28 October 2008

http://www.sundayherald.com/news/heraldnews/display.var.1775314.0.dumbledore_is_gay_reveals_jk.php

An article describing JK Rowling's news about Dumbledore's sexual orientation and presenting the different opinions of the writer's fans.

JK Rowling under fire from US Bible belt after outing Dumbledore as gay

Daily Mail, 28 October 2007

<http://www.dailymail.co.uk/news/article-490261/JK-Rowling-US-Bible-belt-outing-Dumbledore-gay.html>

An article that describes negative reactions towards JK Rowling following her disclosure that Dumbledore was gay.