

Everyone Matters – Lesson Plan 2

Main focus of activity:

- To start a dialogue which brings in issues around homophobic bullying

Learning objectives:

- To consolidate the ground rules agreed previously in order to sustain a safe learning environment
- To explore identities and develop an awareness of the factors that influence this
- To investigate the positive and negative influences in our decision making
- To decide on a definition of homophobia as a class

Links to curriculum: Teaching around bullying and the related issues supports a wide range of curriculum delivery including:

- Citizenship KS3 New Curriculum Level 1

There are a number of key concepts that underpin the study of citizenship. This lesson corresponds with the following concepts:

Identities and diversity: Living together in the UK

- a. Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.

Activity outline:

Introduction

1. Ground Rules

- Review the set of ground rules discussed in the previous lesson. These are important in order to give the class parameters for discussion.



2. Quick Plenary: Anti-Bullying

- Explain to the class that we will be discussing one of the many forms of bullying today.
- Have a quick brainstorm around the different forms of bullying, for example: racist, gender, sexist, homophobic, ageist etc. Use of video clip 1 – use the short edited clip from the Everyone Matters resource to mark the transition in activity

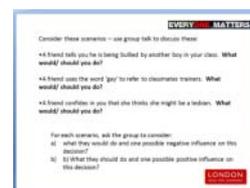


Main Part of Lesson:

Teaching and Learning:

The Moral Compass

- Split the class into groups. Each group to be given one of the three scenarios below to discuss – use slide 1 to assist:
 - a) A friend tells you he is being bullied by another boy in your class. **What would/ should you do?**
 - b) A friend uses the word 'gay' to refer to classmates trainers. **What would/ should you do?**
 - c) A friend confides in you that she thinks she might be a lesbian. **What would/ should you do?**
- For each scenario, ask the group to consider, a) what they would do and one possible negative influence on this decision? b) What they should do and one possible positive influence on this decision?



This invites pupils to think about what personal relationships have a positive and negative effect on their lives. Invite pupils to feedback why individuals have the power to influence them both positively and negatively.

Plenary:

Defining Homophobia

- Plenary discussion around what students feel homophobia is. Try to agree a definition as a class.
- Use slide 2 to look at core definition for remainder of the work
- Use slide 3 to challenge and discuss the scale of the issue of homophobia in schools by completing the survey. This is animated on a mouse click.
- Use slide 4 if time allows to convey that this is about real young people



'Engagement for Learning' (EoL) and Social and Emotional Aspects of Learning (SEAL)

Bullying is always an emotive subject. Considering the strategies for engaging all learners in the work safely and without loss of focus is important. The Everyone Matters materials are supported by teaching and learning resources designed to engage all classes in the learning process. These 'Engagement for Learning' activities can be planned into the delivery of the lessons in order to ensure that the learning environment is safe and secure. Supporting this are references to the SEAL outcomes which encourage resilience and collaboration in students.

Teachers can follow the online links to find out more about the strategies and the framework in which they are delivered.

Notes/links

The following may be of help to any young person affected by the information in these lessons or who needs more information on the issues covered:

<http://www.youngstonewall.org.uk/>

<http://www.childline.org.uk/Pages/Home.aspx>

<http://www.cybermentors.org.uk/>

<http://www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/index.htm>