

February is LGBT History month - an opportunity to tackle homophobic and transphobic bullying

Resources for Primary Schools

We know that the coalition government has stated in the recent White Paper that they are committed to tackling prejudice driven bullying and mentioned homophobic bullying as a key area they wish to focus on.

With **LGBT History month** taking place in February we have some ideas for your school to consider using (please see below). Please pass this information on to the relevant member of staff. It may be the PSHE Co-ordinator or a Behaviour Lead, etc.

If you do plan to use any of the resources and materials please let Rita know as she is keen to gather case studies of good practice examples of work in this area which she can hopefully pass to the DFE when they begin to revise the Anti-Bullying Guidance.

Rita Adair

Senior Educational Psychologist

Email: rita.adair@norfolk.gov.uk

February is LGBT History Month – Ideas for Primary Schools

February 2011 will be the seventh Lesbian, Gay, Bisexual and Transgender History month. This is an opportunity for schools to celebrate all the LGBT people in our society and the massive contribution they have made, usually whilst having to spend their life denying their true identity. It is also an opportunity to explore issues around homophobia and homophobic bullying. The current guidance on 'Homophobic Bullying'

(www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying) and 'Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying' can be downloaded from www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/sexualsexistandtransphobicbullying

Visit the website www.lgbthistorymonth.org.uk for lesson plans, assembly ideas, information and links to other sites with appropriate information. For details of Schools Out conference on **5th February, London** see back page.

"The widespread heterosexism in our schools has meant that our youth, straight and LGBT, have grown up with gross stereotypes of LGBT people which has given rise to the mainstreaming of homophobia."

This quote comes from Sue Sanders and Patrick Saunders, Co-Chairs of Schools Out! a national organization working to ensure equality in education for LGBT people. Their website contains model policies, a teachers' pack, and much more – www.schools-out.org.uk.

This pack contains information on resources that schools will find useful. This includes relevant policy documents, training resources and materials to be used in the classroom. This is by no means an exhaustive list and has been collated from various sources. Please note that the authors have tried to check all resources for suitability but this has not always been possible and some have come with recommendations, therefore, please can teachers always check resources first before using and consider appropriateness for the age range of their children.

Norfolk celebrates LGBT History Month and Norwich Pride

There are lots of events taking place and all are welcome. For further details contact Lauren Bleach, co-ordinator wisewomanoracle@gmail.com

Norwich Pride march takes place on Saturday 30th July. For details contact: www.norwichpride.org.uk

If you need further advice or guidance on activities or homophobic bullying generally please contact Rita Adair – rita.adair@norfolk.gov.uk Would love to hear what you do so please get in touch!

Some ideas for Primary Schools

With children:

- Discuss the variety of family structures looking at opportunities for the many similarities between families (DL13 Promoting positive messages about different families p.98 in Homophobic bullying guidance www.teachernet.gov.uk/publications This idea is divided into age groups 4 – 7 years, 8 – 11 years)
- Encourage children to talk about their feelings about who they care for and why they like them.
- Devote carpet time to reading stories about characters who feel 'different' and 'less accepted'. Also see some of the recommended books for primary school children below.
- See ideas in 'Undoing Homophobia in Primary schools' book by No Outsiders project ISBN 978 1 85856 440 1
- At KS2 you might want to spend some time focusing on the word 'gay' and why it can be insulting to people. You may want to decide, as a school, that you are not going to use the word "gay" in a derogatory fashion and discuss why (see DL12: p.96 which explores how schools can address the derogatory use of the word 'gay')
- Visit the website www.lgbthistorymonth.org.uk for lesson plans, assembly ideas, information and links to other sites with appropriate information.

With staff:

- Curriculum audit to see whether LGBT feature (both in the formal and hidden curriculum)
- Spend a staff meeting (or part of one) thinking about the language used and assumptions made in and around school – is the general assumption that everyone is heterosexual in lessons, the staff room, at parents' evenings, at Governors meetings, at the Summer Fair etc.
- Undertake some staff training with a view to becoming better equipped to manage homophobia and the promote LGBT experience in school in the future and then commit to doing something; remember to invite Governors.
- Mention LGBT month in your Newsletter
- Do an Assembly on LGBT month
- Put up information in staff rooms and pupil/parent information areas with details of information/websites

With governors:

- Use DL3: 'School evaluation form for governors preventing and responding to homophobic bullying' p. 82 from 'Homophobic bullying' guidance (www.teachernet.gov.uk/publications)

Books to read to children

Mark Jennett who wrote the booklet 'Stand up for Us: Challenging Homophobia' advises that if you are only able to choose 1 or 2 books to read to a class or group then he recommends the following:

KS1

The sissy duckling Harvey Fierstein, Simon & Schuster

Elmer is not like other boy ducklings. While they build forts he bakes cakes. He's hopeless at basketball and ever worse, he doesn't care. His father isn't impressed but his mother knows he is special and is sure that one day everyone else will too

The strongest girl in the world Jenny Nimmo, Egmont Books

Esmeralda is very strong – and the star of a circus act in which she carries both her proud parents on her shoulders. Inside she is quiet and gentle who wants to play with the children next door but they are afraid of her. One day something happens which helps Esmeralda see the value of her special talent and makes the children next door see her in a different light*

KS1/2

And Tango Makes Three Justin Richardson, Peter Parneel and Henry Cole (Illustrator)

Preschool-Grade 3-This tale based on a true story about a charming penguin family living in New York City's Central Park Zoo will capture the hearts of penguin lovers everywhere. Roy and Silo, two male penguins, are "a little bit different." They cuddle and share a nest like the other penguin couples, and when all the others start hatching eggs, they want to be parents, too. Determined and hopeful, they bring an egg-shaped rock back to their nest and proceed to start caring for it. They have little luck, until a watchful zookeeper decides they deserve a chance at having their own family and gives them an egg in need of nurturing. The dedicated and enthusiastic fathers do a great job of hatching their funny and adorable daughter, and the three can still be seen at the zoo today. Enquire at: sales@gaystheword.co.uk

Also by the same authors is 'Christian the Hugging Lion which is reported to be good. Enquire at: sales@gaystheword.co.uk

Space girl Pukes Katy Watson, Vanda Carter (Illustrator)

When nausea grips intrepid Space girl on the day of a mission to the stars she is lucky to have two mummies to help her out, but soon – yes – everyone is going "Bleurgh!" Will there be enough buckets? Will her mission be cancelled? Will she ever reach the stars? Enquire at: sales@gaystheword.co.uk

Who's in the family? Robert Skutch

KS3

Two Weeks with the Queen Morris Gleitzman, Puffin Books

When his brother Luke is diagnosed with cancer, Colin is sent to London to stay with his aunt. Determined to find the Best Doctor in The World he visits the Best Cancer Hospital in London. There he meets Ted, whose lover Griff has AIDS. Fast paced and sensitively written and very funny. Will also appeal to Year 7s *

Five reasons why your school needs to take homophobia and homophobic bullying seriously

What the research shows*: -

Being Healthy

A survey by Rivers in 2000 found showed that 53% of adult lesbians and gay men who had been bullied at school reported contemplating self-harm as a result, while 40% had gone on to harm themselves. A further study showed that more than 20% had attempted suicide.

Staying Safe

A study by Stonewall in 2006 found that two thirds of young lesbian, gay and bisexual pupils have experienced direct bullying. 94% of gay boys and 90% of gay girls who have experienced homophobic bullying have faced verbal abuse.

Only a quarter of schools said that homophobic bullying is wrong in their schools. In schools that have said homophobic bullying is wrong, gay young people are 60 per cent more likely not to have been bullied.

Enjoying & Achieving

One study showed that 72% of LGB adults reported a history of absenteeism at school

Economic Wellbeing

The majority of LGB pupils who experience bullying leave school at 16 even when they have good GCSE grades

Making a Positive contribution

A high incidence of emotional and physical bullying, high rates of self-harm, leaving school prematurely, despite good academic achievement can all contribute to LGBT youngsters having depressed life chances

A study in the US by the Gay, Lesbian and Straight Network (GLSEN) shows that transgender students face much higher levels of harassment and violence than LGB students. These higher levels of victimization result in these students missing more school, receiving lower grades and feeling isolated and not part of the community.

*Statistics quoted come largely from Homophobic bullying guidance, The School Report, Stand Up for Us: Challenging Homophobia and Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying. See www.teachernet.gov.uk and www.gires.org.uk for Harsh Realities report

Addressing & Challenging Homophobia and Transphobia

Resources for Primary Schools

WHOLE SCHOOL POLICY DOCUMENTS

Guidance on '**Homophobic bullying**' (includes a range of practical downloads for school staff) and '**Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying**'. You can download these publications from www.teachernet.gov.uk and use search facility.

Transphobic Bullying Toolkit www.gires.org.uk/transbullying.php

Information for teenagers – Gender development – the inside story. Materials produced for Years 10 and 11 and upwards www.gires.org.uk

Homophobia, Sexual Orientation and Schools: A Review and Implications for Action. Available from <http://publications.teachernet.gov.uk/eOrderingDownload/RB594.pdf> for the summary rather than the full report.

"Stand Up for Us" Challenging Homophobia in Schools. Available from www.education.gov.uk and use search facility

NUT and NASUWT both produce resources. They can be found via their websites and the direct links are

http://www.teachers.org.uk/resources/pdf/LGBT_2004.pdf

http://www.teachers.org.uk/resources/pdf/Tackling_Homophobia.pdf

http://www.nasuwat.org.uk/shared_asp_files/uploadedfiles/%7BA67783DF-CA62-4A55-9559-24A53099BD66%7D_Homophobic%20Bullying.pdf

Stonewall www.stonewall.org.uk has a range of resources for schools, staff and young people including:

The Teacher's Report – survey of 2000 staff on LGB issues

The School Report – school experiences of 1000 young people. Includes 10 recommendations on how to tackle homophobic bullying in school.

Different families (2010) report

Challenging Homophobic language

Supporting lesbian, gay and bisexual young people

Another useful website with lots of information is the No Outsiders Project: <http://www.nooutsiders.sunderland.ac.uk/> See resource below:

Undoing Homophobia in Primary Schools

by the No Outsiders Project Team Foreword by Gillian Klein

UNDOING HOMOPHOBIA IN PRIMARY SCHOOLS by the *No Outsiders*

Project Team is the third of the books describing the work of the award winning *No Outsiders* Project. It celebrates recognition, affirmation and inclusion. Primary teachers challenged the taken-for-granted norms and silences in primary schools around sexual orientation and gender expression that leave lesbian, gay, bisexual and transgender people and their families marginalised, unrepresented and subject to multiple discrimination. The teachers, all part of the *No Outsiders* project team funded by the Economic and Social Research Council over 2006-2008, describe how they have challenged homophobia in primary schools across England. From a tiny village church school to urban and suburban settings, they broke boundaries in a struggle for greater equality, making news worldwide. With its thought-provoking examples of good practice, lists of resources and examples of children's work, this is an essential book for teachers, teacher trainers, policy makers and equalities activists. It is a companion book to the initial account of the work, *Invisible Boundaries: addressing sexualities equality in children's worlds*, and the academic analysis of the team's work presented in *Interrogating heteronormativity in primary schools*.

ISBN 978 1 85856 440 1, 108 pages, A4 landscape, £16.99.

PRIMARY SCHOOL RESOURCES (* denotes available from Millennium Library)

Books

No More Kissing! Emma Chichester Clark, Picture Lions

Momo doesn't approve of kissing – but his family do it all the time. And then his baby brother comes along and he's not so sure. A delightful picture book about how our feelings can change as we develop and grow *

Daddy's Roommate Michael Willhoite, Alyson Publications

American picture book originally written for the children of gay parents. The boy at the story's centre spends weekends with his gay dad and his partner, Frank, who do all the things that other parents do. Presents gay families as 'ordinary'

Giraffes Can't Dance Giles Andrea, Orchard Picturebooks

Gerald was not a good dancer – but, as a helpful cricket points out, sometimes when you're different you just need a different song to dance to. A poem with beautiful illustrations, about how we all have our place in the world even if we feel different from other people – and how often all we need is a little encouragement *

Jump Michelle Magorian, Walker Books

Real boys don't dance – or do they? Jumping is the thing that Steven likes to do best. But he's too small to play basketball and anyway, he doesn't have a ball or a net. But at his older sister's ballet class they actually teach you how to jump.... Actually, real boys can do whatever they like

Pass, it Polly Sarah Garland, Puffin Books

Polly & Nisha are the only girls who want to play on the football team – and football is harder than it looks. But with help from Nisha's grandpa they soon get the hang of it

Oliver Button is a sissy Tomie dePaola, Econo-Clad Books

Oliver Button doesn't like and do the things that boys are supposed to. His mother worries that he doesn't get enough exercise and, since he is hopeless at ball games, sends him to a tap dancing class. This doesn't stop him getting teased – even when he is entered in the local talent contest

The strongest girl in the world Jenny Nimmo, Egmont Books

Esmeralda is very strong – and the star of a circus act in which she carries both her proud parents on her shoulders. Inside she is quiet and gentle who wants to play with the children next door but they are afraid of her. One day something happens which helps Esmeralda see the value of her special talent and makes the children next door see her in a different light*

Hello Sailor Ingrid Godon, Macmillan Children's Books

Get past the title (it won't worry children) because this delightful picture book about how love can last even when its object is far away and how the families we make for ourselves can be as important as those we are born into. Matt lives in a lighthouse. He watches the sea every day for ships...and for his friend – Sailor. Rose & Felix say Sailor is never coming back; Emma says he will; Matt won't give up hope

The sissy duckling Harvey Fierstein, Simon & Schuster

Elmer is not like other boy ducklings. While they build forts he bakes cakes. He's hopeless at basketball and ever worse, he doesn't care. His father isn't impressed but his mother knows he is special and is sure that one day everyone else will too

Bill's New Frock Anne Fine, Egmont Books

Bill wakes up one morning to discover that he has become a girl. That day at school he discovers that people can make all sorts of assumptions about you because of what sex you are – or even just how you look. He wonders why it is always the boys who are asked to carry the tables even though some of the girls are stronger – and how anyone can cope without pockets*

Two Weeks with the Queen Morris Gleitzman, Puffin Books

Something of a classic. When his brother Luke is diagnosed with cancer, Colin is sent to London to stay with his aunt. Determined to find the Best Doctor in The World he visits the Best Cancer Hospital in London. There he meets Ted, whose lover Griff has AIDS. Fast paced and sensitively written and very funny. Will also appeal to Year 7s

10000 dresses Marcus Ewart

The only primary book that deals with Trans issues.

Agencies supporting schools, young people and adults

Stonewall

www.stonewall.org.uk

tel: 0207 593 1850

Stonewall is the leading UK organisation working to achieve equality for lesbian, gay and bisexual people, by promoting human rights and social inclusion and challenging prejudice and discrimination. Stonewall's Citizenship 21 project published *Safe for all: a best practice guide to prevent homophobic bullying in secondary schools*.

Gender Identity Research and Education Society (GIRES)

This organisation provides information for trans people, their families and the professionals who care for them www.gires.org.uk

Lesbian Gay Bisexual Transgender Consortium

www.lgbtconsortium.org.uk

tel: 0207 064 8383

The consortium has a membership of over 300 groups working in LGB communities around the UK and can provide contact information for local organisations.

Terrence Higgins Trust

www.tht.org.uk

tel: 0207 812 1600

The leading HIV and AIDS charity in the UK. Can provide training, information, support and resources to service providers working with young gay men. By March 2004 an online resource will have been developed, providing training packages, standards and guidelines for work with young gay men. For more information contact, Phillip Wragg, Young Gay Men's Development Officer on 0207 816 4662 or email phillip.wragg@tht.org.uk

EACH (Educational Action Challenging Homophobia)

www.eachaction.org.uk

tel: 0808 1000 143

email: help@eachaction.org.uk

EACH is a national support and not-for-profit training agency working with public, private and voluntary sector organisations in challenging homophobia and on sexual orientation issues. It also offers a professionally staffed helpline and e-mail facility for students, parents, teachers or other practitioners working with young people who can provide support and signpost to further help and information. Helpline open Mon to Fri 10am – 5pm, Sat 10am – 12 pm. Helpline officer: 0117 946 7607

FFLAG

www.fflag.org.uk

tel: 01454 852418

National Voluntary organisation and registered charity dedicated to supporting parents and their gay, lesbian and bisexual sons and daughters. Have a number of local helplines and parents' groups.

ChildLine

www.childline.org.uk

tel: 0800 1111

ChildLine is a free 24-hour helpline for children and young people in the UK. Children and young people can call the helpline number about any problem, at any time – day or night.

YWCA England and Wales

www.ywca.org.uk/projects.asp

tel: 01865 304215

Campaigns on issues affecting lesbian and bisexual young women. It has 18 projects where lesbian and bisexual young women can receive confidential support in a friendly environment.

Caught in the Act (CITA)

Email: cita@caughtintheact.co.uk

tel: 0207 733 2950

CITA offers drama-based training programmes in the workplace. These include a programme of diversity work that enables participants to explore ideas about equality and difference. Themes include ethnicity, gender, disability and sexual orientation.

CragRats Ltd

Email: Lindsay@cragrats.com

tel: 01484 686451

CragRats offers theatre in education programmes on various issues including homophobic bullying.

Schools Out! National

www.schools-out.org.uk

tel: 0207 635 0476

A national organisation for lesbians, gay men, bisexuals and transpersons working in education. Their website includes model policies, a teachers' pack and information on legislation.

Schools OUT Conference 2011

Saturday 5th February, Drill Hall

Put Saturday 5th of February in your diaries. The legendary Schools OUT Conference will be taking place – as always – on the first Saturday of LGBT History Month at the Drill Hall in Central London.

The theme will be coming out in schools, colleges and universities: why we need to do it and how to do it best. There will also be entertainment, displays, exhibitors and an announcement of our new, gripping, ground-breaking lesson plan and resource project.

There will be a panel with LGBT people who are out in their educational field, workshops on how to be out at work and a chance to feed back to key stakeholders in government departments.

There'll be thought-provoking entertainment from poet Nick Jarvis and lots of stalls and exhibitions.

There'll be lunch and lots of networking opportunities, including a bar at close of play.

For more details and to register, click [here](#).

Schools Out Annual Conference 2011

Saturday 5th February

The Drill Hall
16 Chenies Street, London WC1E 7EX

To register call the Drill Hall box office: 020 7307 5060

An interactive conference exploring how LGBT people can be safely visible in education, whether they are students, teachers, support workers, governors, parents or academics.

- Discussion space
- Launch of our new Schools OUT classroom
- LGBT Youth Northwest Equality framework
- Chances to talk about the law of Public Duty on sexual orientation and gender identity
- Networking
- Poetry

[Drill Hall location](#)

Prices

	Until Jan 26, 2011	After Jan 26, 2011
Student or Unemployed	£20	£25
Retired	£25	£30
Individual	£40	£50
Representing an organisation	£50	£60

Challenging homophobia in primary schools

An Early Years Resource

Written by Andrew Moffat

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Andrew Moffat

Challenging homophobia in primary schools

Five year olds need to be taught that gay and lesbian men and woman exist. Some five year olds will already know this; there are children in our schools today who are being brought up by parents in a same sex relationship, and there are children who have gay uncles and aunts, gay brothers and sisters, gay grandparents. There are children living next door to gay people and children whose parents socialise with gay people. Gay people pop up on television programmes like Coronation Street, Hollyoaks and Emmerdale. Gay people, in fact, are everywhere.... except in the National Curriculum, and certainly not visible in our schools.

Schools have become very effective in promoting diversity and we often talk about engaging with our communities. We talk about every child being “special” and encourage children to be proud of the person they are. However if a child is gay, do they receive the same support and encouragement? There are children in every Primary classroom who feel they do not fit in with the gender expectations of their peers. These children may or may not grow up to be gay, but regardless we need to be providing a supportive and nurturing environment for their learning. Every child benefits from an ethos of mutual respect and a celebration of who they are. Teaching about sexuality:

- a) Gives potentially gay children the skills to deal with their sexuality when they realise who they are.
- b) Gives potentially heterosexual children the skills to deal with their sexuality when they realise who they are
- c) Reduces the likelihood of homophobia because by talking about gay people we de-mystify them and remove the taboo.

As a primary teacher qualifying in the mid 1990's I was terrified of Clause 28. I didn't mention the word “gay” in a classroom for the first ten years of my career! When I heard children use the term “gay” as a put down I would deal with the situation without actually repeating ... *that word*. I didn't know what I was allowed to say or wasn't allowed to say, so I didn't say anything at all. Clause 28 was repealed in 2003 and now the government recognises the need to address homophobia in schools in a clear and consistent way. “*Every Child Matters*”, the DfES say.

The **DfES** anti-bullying guidance (2000) “**Don't suffer in silence**”, recognises sexual orientation bullying, and argues; “Pupils do not necessarily have to be lesbian, gay or bisexual to experience such bullying. Just being different can be enough” (DfES 2000).

The more recent DSCF publication, “Safe to learn: embedding anti bullying in schools” (2007) states “Heads have a legal duty to ensure homophobic bullying is dealt with in schools” (DSCF; 2007)

The **DfES “Every Child Matters”** document (DfES 2004) identifies five outcomes which include being mentally healthy, being protected from harm and neglect, and being positively involved in community and society. The **DfES “Stand up for us”** guidance for challenging homophobia in schools (2004) argues; “(the Every Child Matters outcomes) will not be deliverable in a culture of homophobia and homophobic bullying. Additionally, **Ofsted** will judge pupils’ personal development, what the school does to cultivate it, and how well pupils mature during their time in school” (DfES 2004)

In 2007 the newly appointed Children’s Minister, **Kevin Brennan MP** addressed **Stonewall’s** Education For All conference and said;

“We need to make sure that every teacher has the knowledge, skills and confidence to deal with incidents of homophobic bullying. To challenge intolerance and disrespect in whatever form it rears its ugly head.”

“Just as it took several years for racial equality laws to feed into real culture change where racist language became unacceptable, so we now need to achieve the same with homophobic language” (Stonewall, 2007)

Early intervention is the key to addressing homophobic bullying in schools. There is nothing complicated or horrific about teaching young children that some girls grow up and fall in love with boys, some girls grow up and fall in love with girls. Some boys grow up and fall in love with girls and some boys grow up and fall in love with boys. That’s it! I am not teaching children about gay sex, I am merely teaching children that gay people exist and that it’s okay.

Mark Jennett (“**Stand up for us**” 2004) argues;

“All schools, particularly early years settings and primary schools, are ideally placed to challenge homophobia because they make a significant contribution to the development of values and attitudes in young children that are likely to be highly resistant to change in later life”

This resource takes the **DfES “Stand up for us”** document forward, giving sixteen practical lesson plans for teachers in early years. The plans are a tool enabling teachers to meet the government legislation outlined above. There are four

plans for Reception, six plans for Year 1 and six plans for Year 2. I advise teaching the plans as a module over a half term. Each plan uses a children's book as a focus for the lesson. The teacher reads the story, there are notes for discussion and then a role play to tease out the issues and develop thinking. A plenary concludes the lesson. Each lesson plan is linked to the learning objectives identified in **SEAL**.

The Reception plans focus on the understanding that we are all different and we can all like different things and still be friends. There is no specific mention of sexuality; rather the plans promote diversity and confidence in oneself. The role plays are fun and inclusive and the books are bright and cheerful.

The Year 1 module builds on the objectives met in Reception. Now the characters in the books are individual and have trouble fitting in with the roles that are expected of them. The stories show how they come to be accepted by their peers as they develop confidence in the person they are. In "Welcome to Lizard Lounge" a Chameleon tries to be like everyone else before finally having faith in his own identity. In "Who are you stripy horse" a toy horse has no name and doesn't know who or what he is. The Cockerel in "Cock-a-moo-moo" can't get his call right. Having established that 'we all have an identity and we all belong', week four demonstrates what can happen when someone is left out because of who they are (Noah takes all the 'regular' animals on to his ark and leaves the unusual ones behind). Week five introduces a gay character for the first time, in "Spacegirl pukes". There is no particular emphasis on the lesbian Mums in the story, or in the role-play but they are there, they exist and it's the first time the plans specifically reinforce diversity in families. The module ends with "Friends", exploring diverse relationships. The story demonstrates friends adapting despite difference.

The Year 2 module begins by challenging gender roles and expectations. Mr Seahorse carries his young across the sea and meets other male fish doing the same. "Tyrannosaurus Drip" explores the feelings of a dinosaur not fitting in to the expectations of his Tyrannosaurus parents. There follow three books which specifically deal with raising awareness of sexuality; "And Tango makes three" uses penguins to tell the story of two Dads bringing up a chick. "King and King" tells the story of a Prince who is under pressure to get married to a Princess but falls in love with her brother instead, and then to bring the subject home and relevant to the children's own experience, "Molly's family" tells the story of a girl with two Mums who is told by classmates that hers isn't a proper family. The module closes with "This is our house" which aims to show the consequences of prejudice and discrimination, in a very child-friendly way. The role play aims to transform children's understanding of homophobia and the language it carries.

If we don't mention gay and lesbian relationships in the classroom we run the risk of unconsciously teaching children that being gay is something to be ashamed of or something to hide. Children need to know that there are different kinds of families and there is not one model that is preferable. Children need to develop empathy and to have confidence in being who they are, even if that means being different to the child next to them. Finally children need to understand that the world is full of different people who like different things, and we should celebrate that fact with them.

Andrew Moffat, August 2007
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Andrew Moffat

References

DfES (2000) Don't suffer in silence – anti bullying guidance; <http://publications.teachernet.gov.uk>

DfES (2004) Every Child Matters ; <http://publications.teachernet.gov.uk/>

DfES (2004) Stand up for us: guidance for challenging homophobia in schools (written by Mark Jennett), www.wiredforhealth.gov.uk

DfES; 2005; Primary National Strategy: Excellence and Enjoyment: social and emotional aspects of learning guidance; (SEAL)_DfES 1378-2005 G

DSCF; 2007; Safe to learn: embedding anti-bullying in schools; <http://publications.teachernet.gov.uk>

Stonewall; 2007; “New Childrens' Minister blasts anti-gay bullying in schools and 'homophobic language by mainstream radio DJs” www.stonewall.org.uk

Andrew Moffat

Emotional Literacy / Challenging homophobia

Reception		
Week 1	Orange pear apple bear – Emily Gravett	Isbn 978-1-4050-9022-3
Week2	Colour me happy – Sen Roddie and Ben Court	Isbn 978-1-4050-0909-6
Week 3	Red rockets and rainbow jelly – Sue Heap and Nick Sharratt	Isbn 0-14-056785-2
Week 4	Together – Jane Simmons	Isbn 9781-8-4616-288-6
Year One		
Week 1	Welcome to lizard lounge – Laura Hambleton	Isbn 1-84059-390-3
Week 2	Who are you, stripy horse – Jim Helmore and Karen Wall	Isbn 978-1-4052-2729-2
Week 3	Cock –a-moo-moo – Alison Bartlett and Juliet Dallas- Conte	Isbn 0-333-94753-3
Week 4	The other ark – lynley Dodd	Isbn 0-141-50018-2
Week 5	Spacegirl pukes – Katy Watson	Isbn 0-906500-87-7
Week 6	Picnic in the park – Joe Griffiths and Tony Pilgrim	Isbn 190566408-7
Year Two		
Week 1	Mister Seahorse – Eric Carle	Isbn 0-140-56989-8
Week 2	Tyrannosaurus drip- Julia Donaldson and David Roberts	Isbn 978-1-4050-9000-1
Week 3	And Tango makes three – Justin Richardson and Peter Parnell	Isbn 0-689-87845-1
Week 4	King and King – Linda de Hann and Stern Nijland	Isbn 1-58246-061-2
Week 5	Molly's Family – Nancy Garden	Isbn 0-374-35002-7
Week 6	This is our house – Michael Rosen and Bob Graham	Isbn 978-1-4063-0564-7

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Reception : week 1

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I like belonging to my class. I like the ways we are all different.</p> <p>Getting on and falling out: I can play with other children.</p>	<p>Read 'Orange pear apple bear' Discussion: What are the four objects that make up this book? How are they different from one another? Role play:</p> <ol style="list-style-type: none"> 1) Place pictures of the four objects (apple pear orange bear) around the circle. As you call out "apple", children move to apple spot. As you say "Bear", children move to bear spot etc etc. 2) Play a variation of 'fruit basket' game, using the objects from the book. (label the children 'apple', 'orange' etc then call out 'apples' and all those labelled 'apples' swap places. Repeat with all labels. Say two at the same time, etc 3) Place cards with the four objects drawn on them in front of the children. Children to take it in turns to rearrange the cards and then point to each in turn as the class calls out the names in the new order. 4) As a class discuss actions/ statues for each of the four objects. As you re-read the book, children perform the action/ statue. 5) Show the children a real orange, pear and apple. If we cut them up could we make a fruit salad? Would there be enough to go round the whole class? Are there any other fruits we could add to make the fruit salad even better? Cut up fruit, mix it all up in a bowl and share it around the class. <p>Plenary – What does the fruit salad taste like? Would it taste the same if we had only apples in it? What if it was only apples and pears? Isn't it great that we can make such a lovely flavour by mixing up so many different things! Imagine how boring life would be if we only had apples to eat. It's a bit like in our class; we are all different too. What a great class this is – lots of different people like a big fruit salad mixed in together! Wouldn't our class be boring if we were all the same!</p>	<p>Orange pear apple bear – Emily Gravett</p> <p>4 large picture cards, one with a bear drawn on it, one with a pear, one with an apple and one with an orange</p> <p>An apple, orange, pear.</p> <p>Different fruits with which to make a fruit salad, Bowls and spoons for the children.</p>

Reception : week 2

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I like belonging to my class. I can take turns in a group game.</p> <p>Getting on and falling out: I can work in a group with other children. I can take turns when I play a game.</p>	<p>Read 'Colour me happy' Discussion: What are the favourite pages in the book? Why? What feelings do we have in our class sometimes? What things make us happy? What makes us sad? Excited? Scared? The jealous page, the sad page and the angry page again; what is causing the tiger to feel these feelings? How does he stop feeling angry? (he cuddles his teddy on the next page) Role play: Place coloured shapes, tissue paper or pieces of material on the floor in the middle of the circle. You want every child to end up with a partner holding a colour, so depending on the number of children in the class, divide up the colours as equally as possible. You could stick to those colours represented in the book or use many different patterns/ colours. Put the children in to pairs. Explain that we are going to make our classroom rainbow coloured for the afternoon. Each child should decide with their partner which material/ card they want to use. In the circle, in a round, each pair to get up and take a colour. They should explain what the colour reminds them of or why they have chosen it. Children may have to settle for second or third choices if their first choice is taken by someone else. Encourage children to be accepting and to see that there are many different great colours to choose. Alternatively you could double up pairs if children are unable to choose an alternative.</p> <p>When everyone has chosen a colour you could do a number of activities:</p> <ol style="list-style-type: none"> 1. Create a whole class colour- collage or 'class rainbow picture'. Everyone sits in the circle and then one pair at a time comes to the centre and glues their colour on to the collage. At the end all sit back and admire the class effort, nominating the bits you like best. Make the point that the picture works best because it's all mixed up and there are so many different colours in it. 2. Use a clothes line and ask children to peg their colour up one at a time to create a class rainbow. 3. Play a colours circle game (based on "There's a space on my right...". Arrange the circle so there is a space left big enough for two children to sit in. whoever has the space on their right decides which colour to call to sit with them. In their pair, the children say "(names), we like your colour, come and sit next to us". The chosen pair then gets up and sits in the space next 	<p>Colour me happy – Sen Roddie and Ben Cort</p> <p>Copyright © Andrew Moffat 2007</p>

	<p>to the caller. This leaves a new space; the pair on the right nominates a new pair/ colour to sit next to them. Once a pair has moved they have to stay. The game ends when all pairs have moved.</p> <p>4. Children sit in the circle holding their colours. Nominate a child to stand in the centre and say “The rainbow needs ...” and then to choose a colour. He/ She might say “The rainbow needs yellow” and then everyone with yellow or with a pattern that includes yellow, swaps places. Repeat with different colours / children.</p> <p>Plenary – Make the point that you really like seeing everyone with different colours. What a colourful class we are! Would our games be as much fun if we all had the same colour? Why not? Isn't it great that we can enjoy playing games with all these different colours! Ask children to say how their materials/ colours are different. It's great to like different things. Imagine if we all looked the same, ate the same things, liked the same things; wouldn't our class be boring!</p>	
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Reception : week 3

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know the people in my class. I like the ways we are different. I can tell you something special about me.</p> <p>Say no to bullying: I like the ways we are all different and can tell you something special about me.</p>	<p>Read 'red rockets and rainbow jelly'</p> <p>Discuss: What things does Sue like, what things does Nick like? Are they the same? Ask children to identify their favourite pages and find things in the book that they like. Even though Sue and Nick like different things, do they still like each other? Why?</p> <p>Role-play: Stand in a circle. Re-read the book and wave at Sue and Nick. Then for each page that you read, the children jump in to the circle if they like what is on the page, and stay still if they don't. You might want to give a signal for when it is time to jump. Within two pages all the children will be jumping in for everything, but that is fine (see plenary),</p> <p>Plenary: At the end you can say "How wonderful! We all like lots of the same things! Even though we are all <i>different</i> in lots of different ways in lots of other ways we are the same!" Ask children to come up with ways that they are different to other people in the class, then ask them to come up with ways in which they are the same</p> <p>Or:</p> <p>Role-play: Each child to identify with a partner one thing they both like. Double up the partners and in fours each group to identify one thing they all like. Repeat in groups of eight, sixteen, then as a whole class.</p> <p>Plenary: Talk about how great it is that even though we are all different, we all like "xxx"! So we all have things in common – we are different in some ways and the same in other ways!</p>	<p>Red rockets and rainbow jelly by Sue Heap and Nick Sharratt</p>

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Reception : week 4

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that people in my class like me. I like the ways we are all different. I know that everybody in the world has feelings.</p> <p>Getting on and falling out: I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree.</p> <p>Good to be me: I can tell you the things I like doing and the things I don't like doing.</p>	<p>Read 'Together' Discussion: How do you know that Nut and Mousse are friends at the beginning of the story? What goes wrong? How do you think Mousse feels when Nut climbs to the top of the high wall and Mousse is stuck at the bottom? How does Nut feel when Mousse swims and Nut is stuck at the side of the lake? Why do they say "You're not my friend any more?" Do they like not being friends? How do they solve their problem?</p> <p>Role play: Put the children in to pairs. One is Mousse and one is Nut. Re-read the book and help the children to act out each page. The short descriptive sentences lend themselves to actions and the short sentences are easy for the children to repeat. Encourage the children to say the lines to each other, after you. The book ends with the animals sleeping, which is a nice calm way to end the role play.</p> <p>Plenary: Talk about the way that the two animals stay friends even though they are different in many ways. What a shame they stopped being friends just because they liked different things. Isn't it better to like someone even if they are different to you? Can you be friends with someone who is different? Ask children to think of one way in which they are different to their partner. We are all different in lots of ways, but we can still be friends! What would life be like if we were all the same?</p>	<p>Together by Jane Simmons</p>

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Year One : week 1

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I can tell you how I am the same as and different from my friends.</p> <p>Say no to bullying: I can tell you some ways in which I am the same and as and different from my friends.</p>	<p>Read ‘Welcome to lizard lounge’ Discussion: What happens in the story? What is lizard trying to find all the way through the story? (someone like him).</p> <p>Role play: Stand in a circle. Identify someone to play the part of the chameleon in the story. Ask the children to recall what the chameleon did. Chameleon to approach a child in the circle and say, “Hello, am I the same as you?” The respondent should then reply “No, I’m (name). You’re not the same as me.” Chameleon should then approach a different child and ask “Hello, am I the same as you?” to which the child gives the same answer. Repeat four or five times and then have Chameleon sit down with head in hands and shout desperately, “Who am I?”</p> <p>Ask a child from the circle to step forward and say to Chameleon, “You are (name). Come and sit with me”, and take them back to the circle. Repeat role play with different children.</p> <p>Plenary: Ask the children how the chameleon in our role-play felt when everyone kept saying he/ she was different. What made the Chameleon feel happy in the end? How would he/ she have felt if we had laughed at him/ her? Look at us in our class; are we all the same? Are we all different? Is it okay to be different? <i>(If you have twins in your class they might like to tell you how they are different).</i> Can we still be friends with people who are different to us? How would you feel if some children in our class kept telling you that you were different? Does it make someone happy to keep telling them they are different? What made Chameleon happy at the end of the story? (that he was accepted by the other lizards)</p> <p>In pairs find one thing that is the same about you and one thing that is different.</p>	<p>Welcome to lizard lounge by Laura Hambleton</p>

Andrew Moffat/ Challenging homophobia
Year One : week 2

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I can tell you how I am the same as and different from my friends.</p>	<p>Read ‘Who are you. Stripy horse?’ Discussion: What happens in the story? What’s the matter with stripy horse? How does he find out who he is in the end? What does Herman say near the end that is very kind? (“You can have my name if you want”). Why is this not a good solution for Stripy horse? What does Ming the Wise say to stripy horse as his answer? (“Always read the label”). Activity: Give each child a blank label (preferably a sticky label that can be peeled off later in the role play). Each child to write their name on the label and decorate it. Use scrap paper if labels are not available. Role play: Each child to put their name label in a bowl in the middle of the circle and then sit down in a circle. Explain we are going to pretend that we don’t know our own names. We need Ming the Wise to tell us. We are all going to have a turn being Ming the Wise. Choose a child to go first. They should wear a Ming the Wise hat. They approach the bowl solemnly; explain this is a very important naming ceremony. Take a random label out of the bowl and identify the name (may need help). Then approach the child whose name they hold, unpeel the label and stick it on the child’s chest, saying “I name you xxxxx (name). Be yourself.”. Ming then returns to their space and places the hat on the head of the next person, who continues the ceremony. Repeat till everyone has been “named”. If someone gets their own name, they should return it and choose another. If they are the last name in the bowl, have a spare teddy bear’s name tag so that they get to name someone else) Plenary – Do we walk around with labels on us all the time? Why not? Are our names important? Why? What do we mean by “Be yourself”? Why can’t we be someone else? What if you feel different like the chameleon did last week, should you try and be someone else then, or is it better to be who you are? Why?</p>	<p>Who are you, stripy horse by Tim Helmore and Karen Wall</p>

Andrew Moffat/ Challenging homophobia
Year One : week 3

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I feel good about the ways we are similar in the group and the ways I am different.</p> <p>Getting on and falling out: I can make someone else feel good by giving them a compliment. I can see things from someone else's point of view.</p> <p>Say no to bullying: I am proud of the ways in which I am different.</p>	<p>Read 'Cock-a-moo-moo' <i>Note: When reading this story, for the purposes of this module I would not read the last page of the book. The point of this lesson is that it doesn't matter what noise the Cockerel makes or that he is different. The book ends with him saving the other animals by being different, The final page, when he crows "Cock-a-doodle-doo" rather detracts from this message, Therefore end the story at ""You're a hero!" cried all the animals. Cockerel was so happy."</i></p> <p>Discussion: What happens in the story? Why is Cockerel unhappy that he can't say "Cock-a-doodle-doo"? What do the other animals say to him when he crows in a different way? Does it really matter how Cockerel crows? How does the story end?</p> <p>Role play: Explain to the children we are going to play the "Cock-a-moo-moo" game. In the game all the children in the circle become Cockerels. Practice now calling "Cock-a-doodle-doo". However, one child is going to be different. When they crow, they call "Cock-a-moo-moo" instead. Identify someone to leave the room and be a detective, then choose a child to be the <i>different Cockerel</i>. When the detective returns, ask them to stand in the middle of the circle and try to identify the different Cockerel. The detective approaches a child and says "The fox is coming". The child then responds by calling "Cock-a-doodle-doo!", unless the detective has approached the <i>different Cockerel</i>, who calls "Cock-a-moo-moo" instead. Can the detective guess the different Cockerel? Give the detective a limit of guesses before asking the different cockerel to identify themselves by calling out "Cock-a-moo-moo!"</p> <p>Plenary: How did the detectives do in the game? Did they correctly identify the different Cockerels? Could they tell who was going to be different? Why not? Think about the story; how do you think the Cockerel feels about being different, and being told he's getting things wrong all the time? Is Cockerel hurting anyone by being different? Does it affect any other animals when he says "Cock-a-moo-moo"? When Cockerel says "I'm never going to crow again", what could the other animals say? Why doesn't any animal say "It doesn't matter how you crow; be yourself!" What would you say to Cockerel? Ask a child who played the part of <i>different Cockerel</i> in the game to come to the middle of the circle and ask children in the circle to approach him/ her and say things to make him feel better about being different.</p>	<p>Cock-a-moo-moo by Alison Bartlett</p>

Year One : week 4

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I feel good about the ways we are similar in the group and the ways I am different. I can tell you how I am the same as and different from my friends. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p>	<p>Read ‘The other Ark’ Discussion: What happens at the beginning of the story? Who does Noah take on his Ark? Who does he leave behind? What do all the animals left behind have in common? (They are all different). Which are your favourite animals? Do you think the Noah in this story is a kind man? How does he choose which animals to save and which to leave behind? What would you do if you were him? Role play: Over turn four tables to create an Ark. Choose someone to be Noah. Ask him to prepare his Ark for the animals. Explain that in our class you want there to be on-one left outside. “In our class we have No Outsiders!” We want to fit everyone on our boat before the floods come. Our Noah will not leave anyone behind. The animals went in two by two so we need to get in to pairs. Each pair should have something in common- same hair colour or eye colour or skin colour or like the same flavour ice cream. Line up in pairs and have Noah welcome each pair aboard the Ark. Can we fit everyone on our Ark? No-one left behind! No Outsiders! Plenary: Why is it important to say we have “No Outsiders” in our class? How would it feel to be on the ‘outside’? Do you think you could recognise someone feeling left out? What could you say to someone if you thought they were feeling like an outsider? Put a doll in the centre of the circle. Explain the doll feels like she doesn’t belong. The doll feels left out, like an outsider. Ask children to approach the doll and say something to make it feel included.</p>	<p>The other Ark by Lynley Dodd Tables that can be overturned, or PE mats (anything that can provide a platform to represent an Ark) A doll</p>

Year One : week 5

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I know the people who are important to me. I can tell when I feel cared for. I can tell when I love or care for someone.</p>	<p>Read ‘Spacegirl Pukes’ Discussion: What happens in the story? Who gets ill first? Who gets sick next? Who is next? Why does everyone get sick? Why doesn’t the rocket blast off at first? Who works out what the problem is? Where do you think Spacegirl went at the end of the story? Would you like to be a spacegirl or spaceboy? How can you tell that Mummy Neenee and Mummy Loula love Spacegirl very much? <i>Note: It may be that some children react to the fact that there were two mums in the story. If the subject is brought up deal with it as a matter of fact. “Well some children do have two Mums. Spacegirl’s mums are lesbians. They love each other very much and they live together. Some children have two Dads that live together; they would be gay men. Some children live with a Mum and a Dad, some live with one Mum or one Dad or one Nan or one Grandad. There are lots of different kinds of families.” You could go round the class and identify the different families that exist in just our classroom. If anyone reacts negatively to two Dads or two Mums living together, remind the class that last week we talked about having “No Outsiders” in our class. If people are different to you, it doesn’t mean they are not as good as you. If the subject is not brought up then leave it till the plenary and then bring it up yourself (see below)</i> Role play: We’re going to act out the story of “Spacegirl Pukes”. We need some people to be in the control tower, someone to be spacegirl, someone to be Mummy Neenee and Mummy Loula, Trotsky the cat, the ground crew member, and the rest of the children can hold hands and stand in the shape of a rocket. The children playing the two mums should be of the same gender to reinforce that the family in this story has two mums (or two dads). Having a boy and girl play the characters would rather defeat the object, which is to show that there are different kinds of families. Read through the story and role play the action. End with all children counting down from 10-1 and shouting “blast off!” before sinking to the floor and sitting. Plenary: Talk about how the best bit of our role play was that there were no outsiders- everyone was involved, everyone had a part to play and everyone made it great. If it has not yet been brought up, talk about the two mums in the story. Who looks after Spacegirl? Say that Mummy Neenee and Mummy Loula love each other very much and they are lesbians. Some children have two mums like the mums in the story, or some children have two dads that love each other and live together, they would be gay men. Some children have a mum and a dad that live together, some children live with</p>	<p>Spacegirl Pukes by Katy Watson and Vanda Carter</p> <p>Copyright © Andrew Moffat 2007</p>

	<p>one mum or one dad or Nan or granddad or with lots of other children and carers. There are lots of different families around and none are better than any others. What's the most important thing about a family? (Being loved, cared for, looked after). What different families do we have in our class? Comment on the fact that we are all different but we all still get along and in our class we look after each other, it's a bit like having our very own special family!</p>	
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Year One : week 6

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I feel good about the ways we are similar in the group and the ways I am different. I can tell you how I am the same as and different from my friends.</p> <p>Getting on and falling out: I can tell you what being a good friend means to me.</p>	<p>Read ‘Picnic in the park’ Discussion: Discuss what happens in the book? Who comes to Jason’s party? How many different families can you remember from the story? What did each family bring to the party? Why did everyone bring something to share? Role play: Place a large picnic rug in the middle of the circle. Identify someone to be Jason and sit him on the rug. Re-read the story and ask children to role play joining the party. The first family is david and Dad so ask two children to be David and dad and have them join Jason and role play giving him a birthday cake (he should wait till everyone arrives before he eats it. What do we say when someone gives us a present?) . Next Raj and Anita arrive with Sheila; have them give their snacks to Jason who says thank you. As each family arrive they sit on the rug with Jason. Clap each other at the end and celebrate the amount of ‘good friends’ we have in this class! You could at the end exclaim “It’s a shame to waste a good picnic – I might join you!” and have everyone share biscuits or fruit. Its fun to have a picnic together isn’t it! What a fantastic class this is!</p> <p>Plenary: What was the best thing about Jason’s picnic? There were lots of different people who were able to bring lots of different things to share. There were families with one mum, families with one dad; families with two dads; families where there were no children; families where there were foster children. Some families had different skin colour and some had the same skin colour. But all families were happy, smiling and brought something to the party. What a fantastic party! Are we all friends in this class? We don’t leave anyone out because they are different, do we? That’s what’s so great about this class – it’s a bit like Jason’s party – everyone different and everyone friends!.</p>	<p>Picnic in the park by Joe Griffiths and Tony Pilgrim</p>

Andrew Moffat/ Challenging homophobia
Year Two : week 1

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I know the people who are important to me. I can tell when I feel cared for. I can tell when I love or care for someone. I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice.</p>	<p>Read ‘Mr Seahorse’ Discussion: What happens in the story? What is the seahorse doing throughout the story? Who does he meet along the way that is also looking after babies? In what different ways are the Daddy fishes looking after their babies? What does Mr Seahorse say to the baby seahorse that tries to get back in to the pouch? Why does he say that? Do you think that’s a hard choice for Mr Seahorse to make? How do we know that Mr Seahorse loves his babies very much? Role play: Show the children a bag of marbles tied at the top. Explain that we are going to pretend that these are Mr Seahorse’s babies. Choose someone to be Mr Seahorse and give the bag to him (<i>Note: it really should be a boy, as we are making the point that men can look after babies and bring up children</i>). Now put the children in to pairs and ask them to decide what sea animals they are going to be, and to decide upon an action that they can do when they speak. Once everyone is ready, ask Mr seahorse to swim to the pairs in the circle and say “Hello”. The children will then say, “Hello, Mr Seahorse. We are _____” and perform their action. Mr Seahorse will then say “Nice to meet you, I’m looking after my babies” and swim back to the centre of the circle before approaching a different pair. You could put marbles in to the bag and at the end of the role play ask Mr Seahorse to set his children free. He should gently tip out the marbles and watch them swim away... Plenary: Do you think the story is based on truth? Do Male seahorses look after their young? (They do). Mr Seahorse meets lots of other male fish in the story who are also looking after their young. Do you think its right that they do that? Are men good at looking after children? Are women better? Does it matter who brings up children? Are there good things about both Men and Women bringing up children? <i>Note: You could ask at this point who brings up the children in the class – who lives with Mum, with Dad, with Nan or Grandad, with two Dads or Mums, with Auntie etc to demonstrate that there is not one model that fits all. We all live in different families and that’s okay.</i> What do you think is the most important thing in a family – love? The children could make a card for the person or people that they love in their home.</p>	<p>Mr Seahorse by Eric Carle Bag of marbles</p>

Andrew Moffat/ Challenging homophobia
Year Two : week 2

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I feel good about the ways we are similar in our class and the ways I am different. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. Say no to bullying: I can tell you what bullying is. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied. Good to be me: I can tell when it is right to stand up for myself. I know how to stand up for myself.</p>	<p>Read ‘Tyrannosaurus Drip’ Discussion: What’s the story about? How do you think the Duckbilled dinosaur feels when his family calls him Tyrannosaurus Drip? Do you think he feels like an ‘outsider’? At what point do his feelings begin to change? How do you think he feels inside when he meets other dinosaurs who are just like him? Role play: How do the Tyrannosaurus dinosaurs react when the duckbilled dinosaur first hatches out of the egg? Place a doll in the centre of the circle and say to the children that we are going to role-play how the Tyrannosaurus dinosaurs behave to animals that are different. Ask children one at a time to approach the doll and say “Tyrannosaurus” comments to him. Look at the book for ideas; “You’re weak”, “Look at his long arms. He’s not like us!”, “Get a grip!”, “What a drip” etc. Discuss how the doll would feel right now if he could hear the things we are saying about him. Would he feel like he belonged in our class? What does he need to hear to make him feel included? Is this an example of bullying? How does bullying make someone feel? What do you think the doll should do if he feels like he is being bullied? Would you be there for him? Now role-play Duckbilled dinosaur responses. Look at the book; what is the first thing they say to the duckbilled dinosaur when they meet him (“Nice to see you, have some veg”). What could you say to the doll? Even though he looks different to us in our class, and he might behave very differently, let’s make him feel included. What things could we say to him? Children to approach doll one at a time and say things to make him feel included. Plenary: In the story the duckbilled dinosaur was made to feel like an outsider. He felt like he didn’t belong with the Tyrannosaurus dinosaurs, and they didn’t try to include him. In fact they pointed out his differences and made him feel worse. They were bullying him. If you were his brother or sister, would you have done anything to make the situation better for him? Is it okay to be different? Of course it is! What should you do if you feel bullied at school? Who can you talk to? <i>Copyright © Andrew Moffat 2007</i></p>	<p>‘Tyrannosaurus Drip’ By Julia Donaldson and David Roberts A doll</p>

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Year Two : week 3

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>Relationships: I know the people who are important to me. I can tell when I feel cared for. I can tell when I love or care for someone.</p>	<p>Read 'And tango makes three' Discussion: What happens in the story? What makes the zoo keeper think Roy and Silo love each other? Do you think he was right? Role play: Shuffle a pack of animal snap cards and take out one so that one animal does not have a pair. Give out the animal cards random (you might want to use your own judgement as to who has the single snap card). Children must not show each other what animal card they have. At a signal from you, children to walk around the room making their animal noise/ action to find their pair, and sit down with them. There will be one child left alone because their pair has been removed. Discuss with the class what to do now – this animal hasn't got a partner. A different pair may well offer a space next to them – ask is it okay for this animal to join the other animal pair – can, for example, a bear live with a lion? Are we saying that's okay? Yes, if they want to! Thank the offering pair for allowing the lonely animal to live with them.. you might want to make them promise they won't eat the new member of their family – if a mouse is going to live with two cats, for example, And then use this as an example of the cats changing their habits to include their new family member.</p> <p>Plenary: How do you think Roy and Silo felt when they realized they couldn't have a chick? How do you think they felt when they were given an egg to look after? Why does the zoo keeper give Roy and Silo an egg? What would have happened to the egg if the keeper hadn't given it to Roy and Silo? How did the keeper know that Roy and Silo would look after tango properly? (He had watched them try and hatch a stone). Roy and Silo are two male penguins who are in love. What is the name for two men who love each other? (gay men). Do Roy and Silo affect the other penguins in any way? Do they make other penguins gay? (Of course not! You can't make someone gay – it's just the way some people are) Do you think Tango is happy being looked after by two Daddy penguins? Do Roy and Silo love Tango very much? How can you tell? Talk about the word gay sometimes being used as a nasty word. Say there is nothing wrong with someone being gay, and often people are called gay even when they aren't gay. Sometimes people call someone "gay" just because they look different or behave differently. Say you don't want to hear the word being used in your class as a nasty name. We don't call people names in our class, we look after each other and that's why you like being the teacher in this class. Finish by talking about what you like about this class and ask the children to say what they like about being in this class.</p>	<p>And tango makes three by Justin Richardson and Peter Parnell</p> <p>Animal snap cards</p> <p>Copyright © Andrew Moffat 2007</p>

Andrew Moffat/ Challenging homophobia
Year Two : week 4

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings I know what I have to do to myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>Say no to bullying I can tell you what bullying is.</p>	<p>Read 'King and King' Discussion: What happens in this story? Why do you think the Prince doesn't want to marry any of the Princesses his mother brings to him? Is he gay? What does gay mean? Do you think if he tried hard he could marry a princess and be happy? Should he at least try to fall in love with a princess? Is that what the Queen wants? (Or does she want him to be happy?)</p> <p>Role play: Show the children a selection of people cards. Explain we are going to set up a marriage scene for the prince and princess. Every person on the cards is at the wedding; all we have to do is identify what their role is and place them in the scene. Begin by placing a table at the top of the scene. Now ask the first child to choose one of the Princes from the pile of people. The next child should choose the partner. Continue in the round, asking children to develop the scene by adding people from the range of cards and adding them to the picture, saying who they are. You might want odd roles such as registrar, best man (for both grooms), family members, photographer, witness etc</p> <p>Plenary: Are there any other fairy tales where a Prince marries a Prince and they live happily ever after? Why not? Could a Princess marry a Princess and live happily ever after? Of course! Note: if someone brings up how they can have children open it out to the group. Could they adopt? Maybe one of the princes already has a child. <i>Note: There is a sequel book "King and King and family" where the two kings adopt a little girl.</i> Do the king and king look unhappy about being gay? No. Is anyone calling them names or making them feel unwelcome? Of course not. Would we call them names if they were in our class? Do you think they might be bullied at school? What would you do if you saw someone calling them names? Is our class a fair and a safe place for everyone? It doesn't matter if someone is gay, does it!</p>	<p>King and King by Linda de Haan and Stern Nijland</p> <p>People cards (I use cut outs of people from clothes catalogues. Ensure there is a good male and female, disability and ethnic mix)</p>

Andrew Moffat/ Challenging homophobia
Year Two : week 5

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings: I know what I have to do to myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p>	<p>Read ‘Molly’s family’ Discussion: What happens in this story? Why does Molly feel upset? What is it that Tommy says that makes Molly feel upset? Is he right to say that? Think about all the families that we have in our class. Are they all the same? Would anyone like to share with us the members of their family? Can pets be part of your family? (Yes). Sometimes people call friends of the family “aunty”, even though they are not related. Families can include all sorts of people and have as many members as they want. (Note: You want to demonstrate here that there is not one ideal family, and everyone has a family, though they may be made up of different people. Looked after children also have families, either people they don’t live with anymore, or a current carer. It is important that the children choose who they see as their family, rather than being told “That is your family”) Activity: Having talked about the families that exist around the children in the class, ask them to draw their family as Molly did. You could either use them for a display or encourage the children to take the pictures home.</p> <p>Plenary/ Role play: Does Molly feel upset about her family before Tommy says “You can’t have a Mommy and a Mamma”, or only after he says it? Is Molly happy having two Mums? So it’s only the nasty words from someone else that makes Molly unhappy? Is Tommy making Molly feel included or like an outsider? What would we say to Molly if she was in our class? (Note: if anyone persists in saying unkind statements either a) say “That’s a shame. I thought we were kind in our class. Who can think of a kind thing to say to say instead?” And then when a child has responded with a kind statement, say “Isn’t that better! <i>You</i> are behaving in a much kinder, more grown up way. I bet Molly would really like to be <i>your</i> friend. I bet you’ve got lots of friends if you say kind things like that to people. Who in this class is xxx’s friend? (children will put up hands) - I knew it!” or b) (to the child saying unkind things) You’re not thinking about the instruction. Who can remind xxx what we are doing here? Are we saying nasty things to Molly or are we saying kind things? Who can think of a kind thing to say?”</p> <p>Say “We don’t have outsiders in our class do we! How would you react if Molly was in our class and you heard Tommy say those words?” Role- play the situation, and then discuss what we can say if we hear children saying nasty things about gay people or families that have gay people in them.</p>	<p>Molly’s family by Nancy Garden</p> <p>Copyright © Andrew Moffat 2007</p>

Andrew Moffat/ Challenging homophobia
Year Two : week 6

Knowledge, understanding and skills (SEAL)	Activities	Resources
<p>New beginnings:</p> <p>I know that I belong to a community.</p> <p>I feel good about the ways we are similar in our class and the ways I am different.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>I know what I have to do to myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>I can help to make the class a safe and fair place.</p> <p>I can help to make my class a good place to learn.</p>	<p>Read ‘This is our house’</p> <p>Discussion: What is this book about? What does George keep doing? Who does he not allow in to his house- what are the reasons he gives? How do you think this makes the other children feel? (Outsiders?). List the people he doesn’t let in – girls, small people, twins, people with glasses, people who like tunnels... what kind of person is George behaving as? Why do you think the children say “This house isn’t for people with red hair” at the end? Do you think they mean it? What does this show George?</p> <p>Role play: Up-end a table to represent a box (you could use PE mats). Identify someone to be George and role play the story. Put a hat on ‘George’ to make the distinction between the character (wearing the hat) and the child playing him. Make the point that the child playing the role is going to have to act really hard because he would never talk to people in such an unkind way in real life. As long as he/ she wears the hat, he/ she is George. When the hat comes off, George has gone.</p> <p>Now have children approach George and ask if they can join his house. George must always say “No, this house isn’t for” And give a reason. Establish ground rules before beginning this role-play. Say there are some things that never want to hear in your classroom such as, for example, “This house is not for black people”. Make the rule before beginning that we are not going to use people’s skin colour as a put-down in this role play.</p> <p>After a few people have been turned away from the house, approach the box yourself and say “What if I was to say, “George, I’m gay, can I come in to your house?” Stop the role play (take the hat off George) and have a discussion about what you think George would say if that happened. Say we established a ground rule that we wouldn’t use skin colour as a put down, and we all agreed. Why was that important? Do you think we should do the same for gay people? If someone says “But there are no gay people in the class”, say that may be so, but some people in here might have Mums or Dads that are gay, in the future some people in here might be gay themselves. Even if someone isn’t gay is it still wrong to use the word as a put-down? We need to make sure we have no outsiders in our classroom, don’t we?</p> <p>Re-play the role-play with the same child playing George and this time everyone asking to play in George’s house is welcomed in. Fit the whole class in to the house, take a photo, cheer.</p>	<p>This is our house by Michael Rosen and Bob Graham</p> <p>PE mats or up-ended tables</p> <p>Copyright © Andrew Moffat 2007</p>

	<p>Plenary: Say we talked about some difficult things this week and you were proud that the class was so mature and grown up. Say you have heard older children in the school sometimes use the word “gay” as a put down. They obviously don’t understand like we do that it’s okay to be gay and we shouldn’t be using the word in a bad way. If we use words like that to put people down, we exclude them. We make them feel like outsiders, and we don’t want to do that, do we? Do you think we should have a class charter where we all agree to make sure no-one in our class feels like an outsider?</p> <p>Create a “No Outsiders” class charter worded by the children which everyone signs, and display it on the wall of the classroom</p>	
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Plans for KS2

Andrew Moffat/ Emotional Literacy: a scheme of work for the primary school (Incentive plus)

Year 5/ 6

Learning Intention	Activities	Resources
To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others. To understand what makes a person feel proud and why someone may feel ashamed..	<p>Recap the words ‘proud’ and ‘ashamed’. Give examples of times when we might feel proud and times when we might feel ashamed.</p> <p>Read: Williams doll</p> <p>Discussion: What is this story about? What are the central themes to the story? Why do you think William’s Dad buys William a basketball and a train set? Did playing with these toys make William happy? Do you think William’s Dad wants William to be happy? Who changes the situation in the story? Why do you think Grandma buys William a doll? Do you think she was right to do that? What is the argument she uses at the end of the story? Look again at the last page. What do you think about what she says? Do girls and boys play with different toys in real life? What toys do you think girls play with? What toys do you think boys play with? Why do you think that is? Are there exceptions? Do boys get laughed at for playing with dolls? Do girls get laughed at for playing with train sets or playing football? Is it right that this happens? Do you think we should change this? How do we change it?</p> <p>Role play/ Activity: There are a couple of things you could do for a role play depending on your school situation:</p> <ul style="list-style-type: none">• If you are a Primary school with a Reception class arrange to take your class down to Reception to role play playing with the children there. But discuss first what you want each child in your class to play with. Do we want all the boys in Reception to think boys only play football or building bricks? Similarly do we want to teach our Reception children that girls only play dressing up or with dolls? The boys in your class should play with things they would normally expect girls to play with, and the girls play with things they would normally expect boys to play with. Reinforce how vital it is that we are role models. The little children will take form our lead. If we look embarrassed, they will pick up on it. Its only for 15 minutes! <p>Plenary: It may be that the children in Reception are more enlightened than us and feel they</p>	William’s doll – Charlotte Zolotow

	<p>can play with whatever they want. Were the boys playing with ‘boy things’? How interesting! So at what point do boys begin to realise they “shouldn’t” play with dolls and dress up? Did the boys in Reception stop what they were doing and gravitate to older boys, and the girls gravitate to older girls? How did it feel to be a role model? Did any Reception children argue you shouldn’t be playing with these toys because you were a boy or a girl? What did you say?</p> <ul style="list-style-type: none"> • In pairs role play the argument between Gran and Dad about buying William a doll. Think about the worries that dad might have and his reasons for arguing against the doll. Share some of the role plays. <p>Plenary: Who feels proud in the story, who feels ashamed? What would you say to the characters who feel ashamed? Should they feel ashamed? How can we change this situation?</p>	
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Andrew Moffat/ Emotional Literacy: a scheme of work for the primary school (incentive plus)

Year 3/ 4

Learning Intention	Activities	Resources
<p>To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others. To understand what might make a person feel sad, and what it feels like to be happy.</p>	<p>Recap words 'Happy' and 'Sad'. What situations can make a person happy and sad? Read: One dad two dads brown dad blue dads Discussion: What is this book about? Does it make sense? What do you think is the message that the author is trying to tell us? That it doesn't matter what colour skin you have, or who you live with, or the different ways you live your life, we are all different and that's ok. Look at the page "If they hug you too hard does the colour rub off?" What does that mean? Does it? Is the child telling us the story happy to have two blue dads? Why is he happy? <i>Note: Here is a great opportunity to talk about gay parents. Be sensitive to the possibility that there may be children in your class who have gay parents. Now might be a good time to celebrate diversity in our class; we are all different and isn't that great! You also might like to reinforce the school rules about name calling and bullying. Saying something or someone is "gay" as a put-down is not acceptable in our class. It's like teasing someone because they have blue eyes!</i> Role play: The aim is to recognise how we are all different and accept that there is not one model we all be striving to be. Ask the children to think of one statement about themselves which they think makes them different to everyone else. You could focus on hair or skin colour, or hobbies, or home situations. It is important that the children choose what they wish to share and focus on. We shouldn't tell anyone how they are different, the aim is to get everyone to recognise one way in which <i>they</i> are. When everyone has written down their statement, put all the pieces of paper in to a hat and shake it up. Now say we are going to celebrate how diverse our class is (you might want to define diversity). Ask children one at a time to pick a statement out of the hat and read it out aloud. Discourage the children from guessing who made what statement, rather celebrate how many different people from different backgrounds we have in our class. You could print out the statements and make a display.</p>	<p>One dad two dads brown dad blue dads – Johnny Valentine</p> <p>A piece of paper for each child.</p>

	<p>Activity: Make a poster celebrating diversity in our class.</p> <p>Plenary: What a great class this is! So many different people and so much experience in one room! Is anyone better than anyone else? Is it better to be one way than another? We should be happy to be who we are and proud of who we are and where we come from. We are all special.</p>	
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Andrew Moffat teaches in Coventry.

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Andrew Moffat has also written

- “Emotional Literacy – a scheme of work for the primary school”. The resource contains 180 emotional literacy lesson plans based on popular children’s books; published 2008 by Incentive plus: www.incentiveplus.co.uk,