



**An Educational Awareness Programme on Homophobic and Transphobic Bullying in Primary
Schools piloted in 2016**

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All Together Now!

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BeLonG To Youth Services & St. Patrick's College, Dublin City University

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All Together Now Pilot Project Advisory Group:

This pilot project was a partnership between BeLonG To Youth Services and St. Patrick's College. It was supported by an Advisory Group whose members included: Irish National Teachers Organisation (INTO); INTO-LGBT Teachers' Group; Irish Primary Principals Network; National Parents' Council; Catholic Primary School Management Association; Professional Development Service for Teachers (Department of Education & Skills) , Educate Together; Community National Schools-Dublin Dun Laoghaire; Church of Ireland - Board of Education; GLEN (Gay & Lesbian Equality Network; TENI (Transgender Equality Network Ireland) and the Marino Institute.

Thank you to the Department of Education & Skills for their generous funding of this pilot project.

INTRODUCTION

The Department of Education and Skills (DES) updated the *Anti-Bullying Procedures for Primary and Post-primary Schools* in 2013. For the first time, the issue of bullying in relation to homophobic and transphobic bullying was named in the *Procedures*, and schools were advised to tackle these along with other forms of bullying.

To support schools in this work at primary level, BeLonG To Youth Services were provided with funding from the DES to develop a pilot project. Based on our assessment as researchers and following on advice from the project advisory group, it was decided that the best approach would be to develop classroom materials for 5th and 6th Classes. The lessons in this pack were piloted from January – March 2016 in schools in Dublin, Wexford and Donegal. We are very grateful to the teachers, principals and children who cooperated in the piloting process. The lessons have been revised based on their feedback and they provide an interesting and structured way to prevent homophobic and transphobic bullying in schools.

The lessons are grounded in the SPHE Primary School Curriculum. They contain detailed plans for how to do the work with upper primary school children. Also included is information for teachers, worksheets for children and related resources.

The pilot project was guided by an Advisory Group whose advice and support was invaluable throughout the process. See the inside front cover for a full list of the membership of the Advisory Group. We also received valuable advice and support from the Inspectorate of the Department of Education and Skills. BeLonG To Youth Services commissioned the pilot project. The piloting was managed by a research team from St. Patrick's College: Dr. Bernie Collins; Dr. Seline Keating and Professor Mark Morgan.

We hope that schools will find these lessons supportive of their work in combating and preventing all types of bullying, including homophobic and transphobic bullying, and that they will promote equality and respect for diversity. They will build on and enhance what schools are already doing in this important area.

This project was a fruitful and positive experience for both BeLonG To and St. Patrick's College whose combined expertise produced materials which we believe will be of great benefit to teachers and children. We are delighted to share this resource with the primary schools.

All Together Now!
Lesson Plans: Link to SPHE Primary Curriculum Content Objectives

SPHE Strand	All Together Now! Lessons			
Strand: Myself	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Strand Unit: Safety and Protection (Personal Safety) <ul style="list-style-type: none"> discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others 				√
Strand: Myself and others				
Strand Unit: My friends and other people <ul style="list-style-type: none"> recognise, discuss and understand bullying and its effects explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully identify the different groups to which friends can belong and recognise what constitutes a healthy group Strand Unit: Relating to others (Communicating) <ul style="list-style-type: none"> examine the various ways in which language can be used to isolate and discriminate against people begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences Strand Unit: Relating to others (Resolving Conflict) <ul style="list-style-type: none"> discuss how conflict can arise with different people and in different situations 	√ √	√ √ √ √ √	√ √ √ √ √	√ √ √ √
Strand: Myself and the wider world				
Strand Unit: Developing citizenship <ul style="list-style-type: none"> explore how inequality might exist in the local community and suggest ways in which this might be addressed Strand Unit: National, European and wider communities <ul style="list-style-type: none"> recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected 	√ √			√



AIMS:

- To allow children to become familiar with human rights with specific reference to homophobic and transphobic bullying.
- To explore the Equality Act and the Gender Recognition Act and identify what constitutes discrimination/harassment and how individuals can counter these.



RESOURCES:

- Copy of UNCRC – handout for each child or display on IWB: see www.oco.ie/education-and-human-rights/education/
- Activity 1: Summary Sheet: Children's Rights
- Activity 2: Nine Grounds Cut Outs Sheet
- Powerpoint slides on UN Charter and Nine Grounds in the Equality Acts www.belongto.org/primary
- Activity 3: Cut Outs of 10 Scenarios

DETAILED PLAN:

Activity 1: The Charter of Children's Rights

The teacher writes the words *Rights* on the board to stimulate discussion.

Key questions:

Does anyone know what a right is?

Who decides what a right is?

Have you ever heard of the Universal Declaration of Human Rights?

What does universal mean?

Does that apply to Ireland then?

What about The Charter of Children's Rights – do you know anything about this?

The teacher provides background information to the pupils about *The Charter of Children's Rights* (see information box below). A poster can be displayed and discussed – see link under Resources. In addition, the **Summary Sheet: Children's Rights** can be displayed or distributed. Emphasis is placed on the *right to be safe; to be treated equally in spite of any differences; to express yourself* (for example).

Key questions:

What is your favourite right of those highlighted?

Is there anything not there that you think should be there?

Whole class discussion can follow on how we may sometimes talk about things we *want/need* (e.g. I want/need a new play station) as if they are a *right* – it's a good idea to know the difference between wants and rights!

Background Information

Children's Rights

The United Nations Convention on the Rights of the Child (UNCRC) was agreed in 1989. The UNCRC has been ratified by Ireland since 1992 and the Ombudsman for Children's Office was set up in 2004 to promote and educate about children's rights in Ireland. UNICEF describe human rights as "those rights which are essential to live as human beings – basic standards without which people cannot survive and live with dignity" (unicef.org). Teaching children about their rights is an essential step in the promotion of equality and empowers children to become champions of their own and others' rights.

Equality Act (2004)

Equality is based on your human right to participate in your own society. Equality is about ensuring that individuals or groups of individuals are treated equally and no less favourably than other individuals or groups for a broad range of different reasons. These reasons are known as grounds of discrimination which include characteristics such as gender*, ethnicity, nationality, age, disability, civil status**, family status***, membership of the Traveller community, sexual orientation or religion. Equality laws in Ireland aim to prevent discrimination against individuals or groups, and to promote equality of opportunity for individuals and groups. Equality does not always mean treating everyone the same. Different supports may be needed by different individuals and groups to achieve equality.

[www.ihrec.ie.]

*this ground includes people who are transgender

**refers to whether someone is married, single, separated or divorced

***refers to types of families e.g. single parent, same sex parents etc.

Activity 2: The Equality Act

The teacher provides some background to the *Equality Act* (2004) in Ireland (see above) and may draw comparisons between it and the UNCRC in terms of the focus on equality and the right to feel safe. See www.belongto.org/primary.

Key questions:

Do you know what discrimination means? Harassment?

Do you know of any examples of discrimination/harassment in Ireland or other countries?

The focus is led by the teacher to discrimination/harassment based on the nine grounds. The pupils are divided into small groups (3-4). Each group receives a specific ground to work on (see Activity 2: Nine Grounds Cut Outs Sheet). The pupils have to identify how someone might be discriminated against/harassed on the particular ground – a child focus would be helpful although children may be aware through the media of adults whose right to be treated equally has been undermined. When the children identify one way that someone might be discriminated against or harassed based on their ground, they create a freeze frame to portray this. The other groups are encouraged to guess what ground is being portrayed.

Key questions:

Which ground is being portrayed?

How could things change in your example to uphold equality?

Activity 3: Scenarios

Scenarios based on the previous activities are distributed to the small groups at this stage to consolidate learning. Key questions are discussed, recorded and shared with the whole class. One scenario relates to gender identity (this can be classified under the gender ground). Background on the *Gender Recognition Act* (2015) is outlined in Activity 4 in this lesson.

Key questions:

What do you think is happening in this scenario?

Does this relate to a right? Why do you think that?

Does it relate to an equality ground? Why do you think that?

Note: these scenarios may be used again to explore feelings of people who are discriminated against/harassed (see **Lesson 3**).

Activity 4: The Gender Recognition Act (2015)

The children can be updated on the recent passing of the *Gender Recognition Act* (2015) which recognises the right of transgender people to be legally recognised as their preferred gender (see slides). You generally have to be over 18 to apply for a new birth certificate, although younger trans people can also apply. Background information may be accessed on the Transgender Equality Network Ireland (TENI): www.teni.ie.

*A trans person is someone who identifies as a different gender to their birth gender – see LGBT **Glossary Sheet** included in this document

Following the above the class teacher leads a discussion which explores with the children: *Why do you think people discriminate/harass? Is there anything we can we do about that?*

Activity 5: Reflection

Children can reflect on what they have learned, or ask questions. They can be invited to share one thing they think they could do to uphold people's right to be treated equally. Or teachers may wish to explore some of the Additional Activities (below) with the children if time permits.

ADDITIONAL ACTIVITIES:

- Drama (role-play, conscience alley)
- The United Nation Convention on Human Rights (UNCHR) could be explored with the children in a follow on activity. See www.ihrec.ie for background information.
- You can find age-appropriate stories about rights champions here:
- www.amnesty.ie/sites/default/files/file/Human%20Rights%20Stories%20web%20version.pdf or you might want to use a clip from BeLonG To such as *Stand Up! Don't Stand for Homophobic Bullying*; *Stand Up for your Friends* and *Stand Up for Jen*. (Available to download at belongto.org)

INTEGRATION:

- SESE (History e.g. UNCRC or UNCHR)
- Drama

Lesson 1: Activity 1 *Charter of Children's Rights* (Summary)

(adapted from Amnesty Lift Off materials)

- Every child has the right to life
- Every child has the right to a name and nationality
- Children have the right to be with their family or with those who will care for them best
- Children have the right to enough food and clean water
- Children have the right to an adequate standard of living
- Children with a disability have the right to special care and training
- Children have the right to health care
- Children have the right to free education
- Children have the right to play
- Children have the right to be kept safe and not to be hurt or neglected
- Children must not be used as cheap workers or as soldiers
- Children must be allowed to speak their own language and practise their own religion and culture
- Children have the right to say what they think and to meet together to express their views

Lesson 1: Activity 2 *Nine Grounds Cut Outs*



GENDER

**FAMILY
STATUS**

**CIVIL
STATUS**

AGE

**SEXUAL
ORIENTATION**

RACE

DISABILITY

RELIGION

**MEMBERSHIP
OF THE
TRAVELLING
COMMUNITY**

Lesson 1: Activity 3 Scenarios



Scenario 1

Shauna and her friends have really got into soccer lately after seeing Stephanie Roche's spectacular goal which went viral on *Youtube*. But when they try to use the local pitch, the boys tease them and chase them off...

Scenario 2

Brian's mum Sally has just received an invitation to attend the graduation ceremony for the 6th class children in his school. She can't believe how the time has flown, and is so proud of Brian and all he has achieved even though Brian's dad is not around at all. Sally has worked hard to make sure that Brian hasn't missed out on anything over the years but she does find the questions about where Brian's dad is hard to take at times...

Scenario 3

Conor tries to be a very good uncle to his nieces and nephews, particularly his godchildren Katie and Aaron. He gets a bit embarrassed sometimes when they ask him where his girlfriend is at family celebrations. He is nervous about telling the family that actually he has a boyfriend...

Scenario 4

Mary's granny is always doing mad things. After Christmas she went off with a few friends to visit India, even though Mary's mum tried to persuade her not to go. She now says she wants to do a skydive for her next birthday which is a big one – Mary's mum is horrified...

Scenario 5

Peter has two mums. They're now planning a wedding after the marriage referendum was passed to allow people of the same sex to get married in Ireland. Most of Peter's friends don't comment on his parents, but a few children from another class whisper when he comes near, and one day they shouted "You're family is weird" at him...

Scenario 6

Willow has two best friends in school and she loves meeting them in the yard and talking about their favourite pop stars. But one day when she goes out to the yard she finds one of her friends Anna in tears – someone has just told her to go back to her own country, and that she's not Irish...

Scenario 7

Karl has always attended the local primary school which put in a ramp for his wheelchair. He's made some really good friends there and they do lots of things together. But when they are playing games they assume Karl can't join in and don't make any effort to include him. Karl has seen people on TV playing soccer and basketball in wheelchairs so he knows it can be done...

Scenario 8

Ayesha's parents enrolled her in her local primary school when she moved to Ireland. Although she is of a different religion to most of the children in the school, the principal and teachers never make her feel different, and sometimes the teacher even asks her to tell the other children about her religion when they are talking about their own religion. Ayesha likes the idea of people knowing about her religion, even if they don't follow it like her, but some children do comment on her hijab at times which is embarrassing...

Scenario 9

Patrick's family live in a halting site on the edge of town. Although Patrick has been living there since he was born, he still feels like an outsider in the town. And when he goes shopping with his Da, he knows some of the shopkeepers keep a very close eye on them, but some of them are ok because they know his family. One day when there was a traveller funeral in the town, some of the shops closed for the afternoon...

Scenario 10

Lily has an older sister Michaela whom she's very fond of. Michaela has recently told the family that she really feels like a boy inside, and has felt like that for some time. She has asked that everyone would now start calling her Michael and use "he" in discussion about her rather than "she".



Lesson 2

BULLYING

AIM:

To enhance the pupils' understanding of bullying perceptions, definitions, types, behaviours, roles and apply this understanding to potential real life scenarios.



RESOURCES:

- Activity 2: Cut Outs of Bullying Perceptions
- Envelopes
- Activity 3: Cut Outs of Bullying Behaviours
- Activity 3: Faces Hurt Scale Measurement
- The school's Acceptable Usage Policy and Anti-Bullying Policy
- Activity 4: "The Bullying Circle" image – IWB
- Activity 5: Scenarios, DES Anti-Bullying Procedures and LGBT Glossary Sheet

DETAILED PLAN:

Activity 1: Definition of Bullying

The teacher writes a sentence opener on the board to elicit the pupils' own understanding of bullying:

Bullying is...

Discussion is led by the teacher with an emphasis on distinguishing and understanding the difference between an argument/fight and bullying. Reference is also made to **Lesson 1** e.g. right to be safe, discrimination and the school's Anti-bullying Policy.

Three key features of bullying:

- The intent to hurt someone's feelings
- An imbalance of power (may be physically, socially, cognitively, emotionally)
- Repetition

It is important to note that repetition is not always applicable especially in instances where one act has a manifold effect e.g. cyber-bullying, graffiti.

Activity 2: Bullying Perceptions

The children are divided into small groups (3-4 children). Each group is given cut outs containing common bullying perceptions. These are discussed in the groups. Following discussion, the cut outs are divided into two columns: those which they perceive as being true and those which they perceive as being false. Whole class discussion based on the cut outs using the questions: *why do you think that? Does anyone agree/disagree?*

Activity 3: Bullying Behaviours

The teacher writes *Bullying Behaviours* inside a circle on the board. The varying types of bullying behaviours (see below) are elicited from the pupils and recorded as a mind-map on the board. Prompt pupils if not all are mentioned.

Following the above, key questions are asked which are discussed in pairs and then shared with the whole class. Answers may be recorded by the teacher.

Key questions:

Why do people bully?

Why are people bullied?

<u>Direct Bullying Behaviours</u>	<u>Indirect/Relational Bullying Behaviours</u>
<ul style="list-style-type: none">▪ verbal (name-calling, slagging)▪ physical (pushing, shoving, poking, tripping up, kicking, punching, hitting with materials)▪ extortion (extraction of money/possessions accompanied by threats)▪ gesture (glances/body signals that convey messages of threat and intimidation)▪ cyber-bullying (bullying via electronic devices/means)	<ul style="list-style-type: none">▪ social isolation/ignoring someone▪ attempting to make others dislike someone▪ spreading malicious rumours▪ deliberate manipulation of friendship groups to make someone unpopular▪ falsehoods/gossip▪ circulation of nasty notes/pictures/graffiti

The pupils are divided into small groups (3-4 children). Each group receives a set of *Hurt Scale* images and an envelope containing the different direct and indirect *Bullying Behaviours*. Following group discussions the behaviours are rated and placed on the *Hurt Scale* by the pupils. This activity will clearly display the children's own values and attitudes and provide an opportune moment for the teacher to note that all types of bullying are wrong. During these activities the teacher moves from group to group observing and also facilitating group discussions. Reference is also made to the school's Anti-Bullying Policy.

Key questions:

Why did you rate this as the worst bullying behaviour?

Did you find these rating activities difficult? Why?

Activity 4: “The Bully Circle”

Elicit from the pupils what roles children may take in a bullying incident. Display the image of “The Bully Circle” on the IWB or poster followed by a whole class discussion about the eight roles.

Key questions:

Which role do you think most children play?

Which role do you think is the easiest to play? Why?

*Do you think it is difficult to be a **possible defender**?*

*Why do you think children may find it difficult to be a **defender**?*

Bullying should be understood as a group phenomenon in which children play a variety of roles. These roles comprise of eight parts that belong to a continuum that a leading bullying researcher (Olweus 2010) refers to as “The Bullying Circle”.

Bully:- the person who starts the bullying behaviours

Bully Followers/Henchmen:- they take an active part in the bullying behaviours but do not start it

Bully Supporters:- they support the bullying behaviours but do not take an active part

Passive Supporters:- they like the bullying but do not display open support

Disengaged Onlookers:- they watch what happens but do not take a stand

Possible Defenders:- they dislike the bullying and know they should help but do not

Defenders:- they dislike the bullying and try to help the victim

Victim:- the target of the bullying behaviours

Activity 5: Scenarios

The pupils are divided into small groups (3-4) and assigned specific roles e.g. reader, writer, reporter. Three different scenarios are provided which consolidates the aspects covered in this lesson. One scenario is given to each group for discussion. On reading the scenarios the following questions are answered:

1. Is this an example of bullying?
2. What *type* of bullying?
3. What bullying *behaviours* are being used?
4. What *role* does each character play in the scenario?

Each scenario is discussed through use of the above questions and reporters from each group. This is followed by a whole class discussion on **Scenario 1** and the inappropriate use of the word “gay” as a negative adjective and insult. Teachers may refer to the **LGBT Glossary Sheet included in this document** for appropriate terminology to explore with the children. Teachers could also explore the school’s own **Anti-Bullying Policy** with the pupils in particular the reference to homophobic and transphobic bullying.

DES Anti-Bullying Policy Procedures and Guidelines **for Primary and Post-Primary Schools**

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. These procedures make clear that this definition includes cyber-bullying and identity-based bullying (such as homophobic bullying and racist bullying) p.5

These procedures require that the prevention of bullying must be an integral part of a school's anti-bullying policy. The education and prevention strategies that the school will implement must be documented in the anti-bullying policy and must explicitly deal with the issue of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying p.6

A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. "Prejudice-based" or "identity-based" bullying can be a significant factor in bullying behaviour p.10

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths p.14

Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour p.15

Implementation of education and prevention strategies (including awareness raising measures) that-

- *build empathy, respect and resilience in pupils; and*
- *explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying; p.18*

ADDITIONAL ACTIVITIES:

- Freeze-frames of scenarios
- Role-play/conscience alley of characters from scenarios
- Hot-seating of characters from scenarios
- Teachers devise fictional scenarios based on happenings within the school/classroom. Pupils have to sort them into two columns under the headings: *Bullying*; *Not Bullying*. This activity will assess the pupil's ability to distinguish between both.
- Re-visit the *Bullying Perceptions* distributed at the beginning of the lesson to see if the pupils' attitudes/opinions have changed

INTEGRATION:

- English (language development)
- Maths (measuring)
- Drama (freeze-frames)
- ICT

Lesson 2: Activity 2 Resource Sheet *Bullying Perceptions*

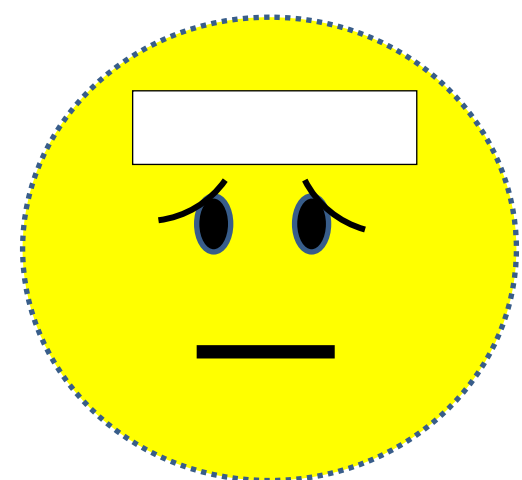
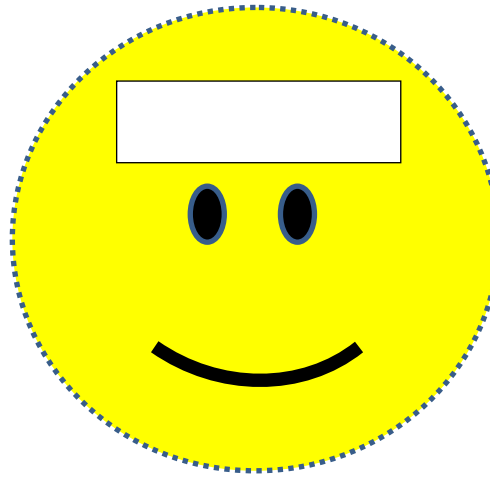


Ignore the bullying and it will go away. You must be doing something to bring it on yourself.	Bullying is an example of harassment as described in the Equality Act
If one of your friends is bullying someone you should join in.	The bully has the problem, not the person being bullied.
Bullying is just part of growing up.	Bullying is always wrong.
You should always tell a teacher if you know someone in school is being bullied.	If someone bullies you, you should always bully back.
Posting only one mean message about someone on <i>Facebook</i> is not bullying.	Bullying only involves the bully and the person being bullied.
You're a tell-tale if you tell someone you are being bullied.	Bullying will only get worse if you tell someone.


Lesson 2: Activity 2 Resource Sheet *Bullying Perceptions*

TRUE	FALSE

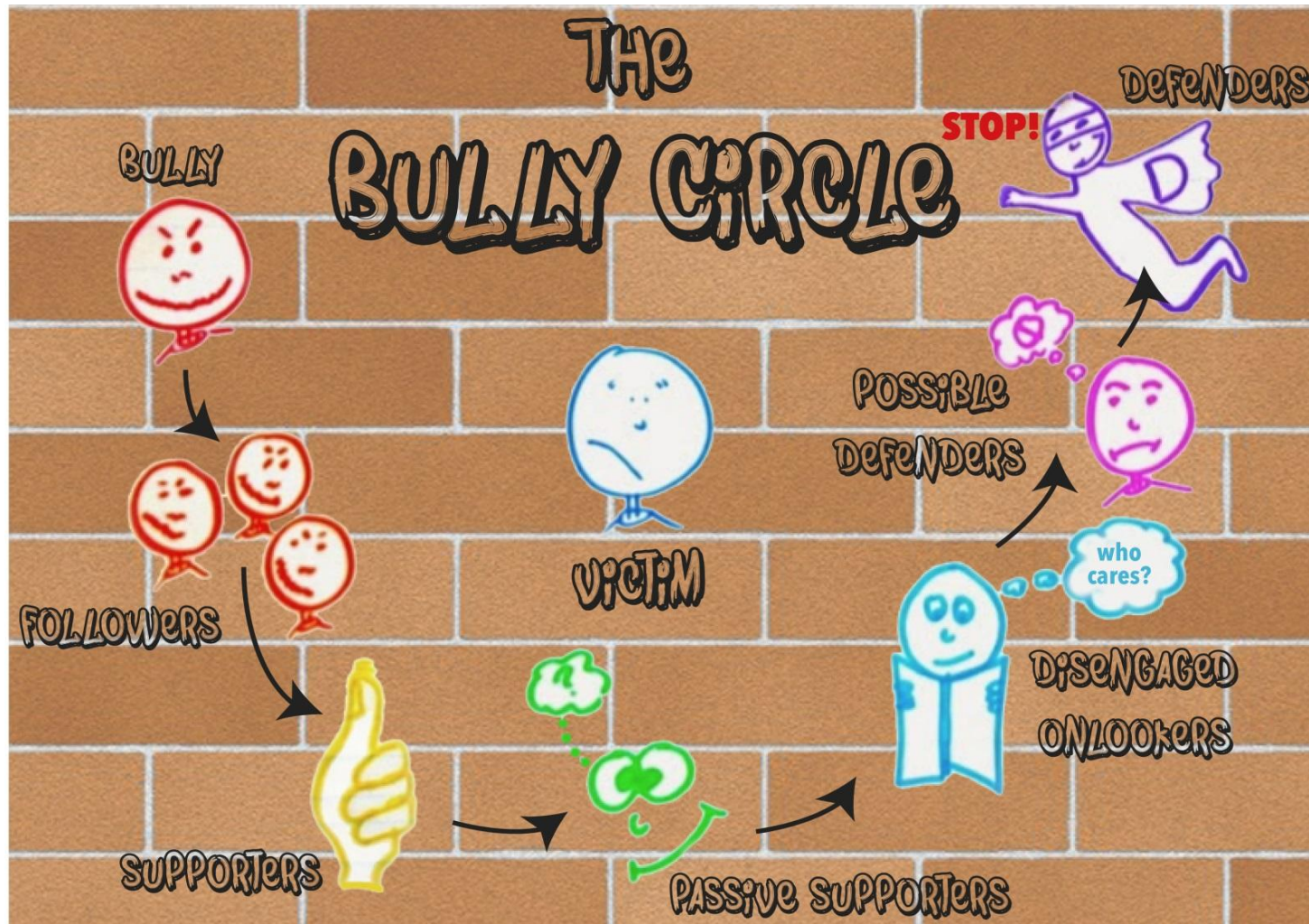
Lesson 2: Activity 3 Resource Sheet *Hurt Scale*



Lesson 2: Activity 3 Resource Sheet *Bullying Behaviours*

 <i>Verbal</i> – name-calling, slagging	<i>Physical</i> – pushing, shoving, poking, tripping up, kicking, punching, hitting with materials
<i>Extortion</i> – taking money/belongings often by using threats	<i>Gesture</i> – glances/body signals that are threatening
<i>Cyber-bullying</i> – bullying through electronic devices	Social isolation/ignoring someone
Trying to make others dislike someone	Spreading nasty rumours/lies/gossiping
Deliberately trying to make someone unpopular	Sending nasty notes/pictures/graffiti

Lesson 2: Activity 4 Resource Sheet *The Bully Circle*



Lesson 2: Activity 5 Worksheet Scenario 1

Darragh is in 6th class. It was his twelfth birthday last week. He was delighted when he unwrapped his birthday present and saw the Nike Roshe runner's box. Darragh wore his new runners to school the following day. Paul and Robbie thought they were cool. Jack looked at them but said nothing. At break time Jack started talking about runners and said that Nike Roshe runners were gay and anyone that owned a pair was gay too. Everyone started laughing and looking at Darragh, even Paul and Robbie joined in. After break, during a Maths lesson a note was passed to Darragh. It said "You're gay!" Darragh felt so upset when he looked up and saw everyone sniggering. The next day Darragh decided not to wear his runners to school. However, Jack and other boys in his class kept calling him gay. The name calling continued for the next few weeks. Darragh stopped wearing his runners outside of school too.

1. Is this an example of bullying? _____
2. What type of bullying? _____
3. What bullying behaviours are being used? _____

4. What role does each character play in the scenario?

Darragh _____

Paul _____

Jack _____

Robbie _____

Group members:

Lesson 2: Activity 5 Worksheet Scenario 2

Sarah is in 5th class. She was never interested in playing with dolls and wearing dresses or skirts. She doesn't listen to or fancy any of the popular boybands like One Direction, The Vamps or Justin Bieber like most of the girls in her class. A lot of the time Sarah feels that she has more in common with the boys in her class rather than the girls. Her friends since junior infants are James, Alfie and Jack. She enjoys playing football with them at yard time and playing Fifa and other online computer games with them outside of school. On Monday Sarah went online to play Fifa with James, Alfie and Jack. They were all online but when she went to chat with them they went offline. The following day at yard time when she went to play football with them Alfie said that it was a boy's only game. Jack agreed while Jamie blushed and said nothing. The following day Alfie was out sick and James, Jack and Sarah played football together at lunchtime. The next week Sarah overheard them talking about how good the film was that they had seen in the cinema over the weekend. Sarah felt upset as they did not invite her. At lunchtime when she went to play football with them Alfie said that it was a boy's only game and that she should go find girls to hang around with from now on. Jack laughed while James looked awkwardly at the ground.

1. Is this an example of bullying? _____
2. What *type* of bullying? _____
3. What bullying *behaviours* are being used? _____

4. What *role* does each character play in the scenario?

Alfie _____

Sarah _____

James _____

Jack _____

Group members:

Lesson 2: Activity 5 Worksheet Scenario 3

Niall is in 5th class. He has decided that he would like to try something different with his hair and grow it long for a change. He has noticed that a lot of footballers and singers that he likes also have long hair. After two months his hair has become noticeably longer. In school some of the boys and girls in his class slag him about it. He just laughs it off. Niall likes his new hairstyle but he sometimes finds it hard to play hurling as his hair sometimes covers his eyes. On Saturday he had planned on going to the cinema with his friends and was meeting them outside the shopping centre at 2pm. Niall's Mam dropped him off early at 1:30pm so he decided to buy some elastic hair ties before he met his friends as he had a hurling match the following day and thought that he would play better with his hair tied up under his helmet. Niall goes into Claire's Accessories and quickly picks up a pack of hair ties and pays for them at the till. Before leaving the shop he shoves them in his pocket and goes to meet his friends. When he arrives all of his friends are laughing and looking at their phones. They have got a Snapchat which John has taken a screen shot of. It is a picture of Niall inside Claire's Accessories. A crown has been doodled onto his head with the caption "Princess Niall!" It was sent by a boy on his hurling team called Ryan. Niall feels embarrassed and is dreading the hurling match tomorrow.

1. Is this an example of bullying? _____
2. What *type* of bullying? _____
3. What bullying *behaviours* are being used? _____

4. What *role* does each character play in the scenario?

John _____

Ryan _____

Niall _____

Group members:

Lesson 2: Activity 5 LGBT Glossary Sheet

Supporting Lesbian, Gay, Bisexual &
Trans Young People in Ireland




All Together Now!/Ar Fad le Chéile Anois!

LGBT words/ Focail LADT

- **LGBT:** a collective name for Lesbian, Gay, Bisexual, and Trans people.
LADT: an t-ainm comhchoiteann dó Leispiach, Aerach, Déghnéasach, agus daoine atá trasinscneach.
- **Lesbian:** a woman who has or wants to have a loving relationship with another woman. Since May 2015, two lesbians can get married in Ireland.
Leispiach: bean a bhfuil i gcaidreamh grámhar nó ar mhaith lei bheith i gcaidreamh grámhar le bean eile. Ó mhí Bealtaine 2015, is féidir le beirt bhan pósadh in Éireann.
- **Gay:** a man who has or wants to have a loving relationship with another man. Sometimes 'gay' is used to describe lesbians. Since May 2015, two gay men can get married in Ireland.
Aerach: fear a bhfuil i gcaidreamh grámhar nó ar mhaith leis bheith i gcaidreamh grámhar le fear eile. Ó am go h-am úsáidtear 'aerach' le cur síos a dhéanamh ar leispiacha. Ó mhí Bealtaine 2015, is féidir le beirt fhear pósadh in Éireann.
- **Bisexual:** a person who can have or wants to have a loving relationship with either a woman or a man.
Déghnéasach: duine a bhfuil i gcaidreamh grámhar nó ar mhaith leo bheith i gcaidreamh grámhar le fear nó le bean.
- **Trans or Transgender:** a person who was labelled as a boy or a girl when they were born but deep inside they feel they are a different gender and they want to live their life as that preferred gender. Since July 2015, trans people can get government recognition of their preferred gender and a new birth certificate.
Trasinscneach, nó Tras: duine a dtugtar an lipéad buachaill nó cailín orthu nuair a rugadh iad ach ina gcroí istigh mothaíonn said gur inscne difriúil iad agus ba mhaith leo an saol a chaitheamh mar an inscne is fear leo.
- **Heterosexual:** a person who is not gay, bisexual or lesbian.
Heitrihnéasach: duine nach bhfuil aerach, déghnéasach nó leispiach
- **Cisgender:** a person who is not transgender.
Cisinscne: duine nach bhfuil trasinscneach.
- **Homophobic bullying:** when people bully someone (verbally, physically, cyber, etc.) because the person is LGBT or they think the person is LGBT.
Bulaíocht homafóbach: bulaíocht (bulaíocht ó bhéal, bulaíocht fhisiciúil, cibearbhulaíocht, rla.) i leith daoine atá LADT, nó a cheaptar a bheith LADT.

- **Transphobic bullying:** when people bully someone (verbally, physically, cyber etc.) because the person is trans or because they think the person is trans.
Bulaíocht trasfóbach: bulaíocht (bulaíocht ó bhéal, bulaíocht fhisiciúil, cibearbhulaíocht, rla.) i leith daoine atá trasinscneach, nó a cheaptar a bheith trasinscneach.
- **Biphobic bullying:** when people bully someone (verbally, physically, cyber, etc.) because the person is bisexual or because they think the person is bisexual.
Bulaíocht Défhóbach: bulaíocht (bulaíocht ó bhéal, bulaíocht fhisiciúil, cibearbhulaíocht, rla.) i leith daoine atá déghnéasach, nó a cheaptar a bheith déghnéasach.
- **Gender identity:** a person's deeply felt internal identity as female or male.
Féiniúlacht Inscne: tuiscint dhomhain inmheánach ag duine iad a bheith baineann nó fireann.
- **Gender expression:** how people show their gender, through their dress, hair, voice etc.
Léiriú Inscne: an tslí a nochtann daoine a n-inscne, trína n-éadaí, gruaig, guth rla.
- **Sexual Orientation:** the attraction people feel towards others in terms of their gender.
Claonadh Gnéasach: an claonadh a bhraitheann daoine i leith daoine eile maidir lena n-inscne.
- **Coming out:** the process of understanding oneself and telling others about being LGBT.
Teacht amach: an próiseas féintuiscint agus ag insint do dhaoine eile faoi bheith LADT.
- **Transition:** the process of trans people beginning to live as their preferred gender, including, for example, social, medical and/or legal transitions
Trasdul: próiseas ina dtosaíonn daoine trasinscneadh a bheith ag maireachtáil lena bhféiniúlacht inscne, san áireamh, mar shampla, trasdul sóisialta, trasdul leighis nó trasdul dlí.



Lesson 3 **RESPONDING TO BULLYING**

AIM:

To give children the confidence to respond to bullying as a victim and bystander and to enhance pupil's empathetic skills.



RESOURCES:

- The school's Anti-Bullying Policy and Acceptable Usage Policy (AUP)
- Activity 2: A3 Size Placemat Scenario Worksheets
- Activity 3: Lesson 2 Scenarios 1 – 3
- An excerpt from David Walliam's novel: *The Boy in the Dress* (Additional Activity)

DETAILED PLAN:

Activity 1: Responding to Bullying Behaviours

The teacher writes the questions below on the board to elicit the pupils' own understanding of what to do if they are being bullied or know of someone being bullied.

What do you do if you are being bullied?

What do you do if you know of someone being bullied?

The teacher engages the class in a whole class discussion based on the above with reference to the school's *Anti-Bullying Policy*, *Charter of Children's Rights*, *Equality Act* and *Gender Recognition Act (2015)*. The difference between telling tales and reporting bullying behaviour is also discussed.

Key questions:

What do you do if you are being bullied?

What do you do if you are being cyber-bullied?

What do you do if you know of someone being bullied/cyber-bullied?

Why do you think some people don't tell if they are being bullied?

Reporting bullying behaviour

Teachers may refer to their school's Anti-Bullying Policy here and the reporting procedures outlined in it. The school's AUP may also be relevant.

5 Stage Model

1. Identification (Who is involved in the bullying?)
2. Assessment (What happened e.g. bullying types/behaviours?)
3. Formulation of causes (Why did happen?)
4. Intervention (How will the bullying situation be dealt with?)
5. Evaluation (Did the intervention work?)

O'Moore & Minton (2004)

Exploring the difference between telling tales and telling about bullying behaviours

Telling a tale is to get somebody into trouble deliberately whereas telling about something/someone that makes you feel upset is the right thing to do.

Key points if being cyber-bullied

- Don't reply
- Keep the message/post/picture (screenshot)
- Tell an adult
- Block the sender
- Report the problem

Activity 2: Scenario Placemats

The class are divided into groups of five. Each pupil is allocated a number between 1 and 5 with a colour. A3 placemat scenarios are dispersed on desks around the classroom. The groups of five rotate clockwise from table to table where they read the scenario and write their personal response in their numbered and coloured box.

Activity 3: The Effects of Bullying

When all of the groups have written their responses on each placemat a whole class discussion takes place on the scenarios with the emphasis on feelings and developing empathy skills.

Key questions:

How would it feel to see someone being bullied?

How would it feel if one of your friends started bullying someone?

Have you ever felt embarrassed about something that you like or enjoy doing? Why?

Have you ever been excluded from something before? How did that feel?

The teacher chooses one of the three scenarios from **Lesson 2** to discuss with the whole class. This time the scenarios are discussed through the eyes of the different characters with reference to The Bully Circle.

Key questions:

What should _____ (victim) do?

What should _____ (bystander) do?

How do you think _____ (bystander) feels?

What effect does _____ (bully) behaviour have on _____ (victim)?

What effect does _____ (bully) behaviour have on _____ (bystander)?

What do you now think about how you might react in a bullying situation?

ADDITIONAL ACTIVITIES:

- The novel excerpt – *The Boy in the Dress* by David Williams (see Lesson 3: Additional Activity Resource Sheet) may be used to generate further discussion with the pupils. Alternatively the teacher may choose to do a whole class reading of this novel
- **Thought Box**
The teacher has a box in the classroom where pupils can share news with the teacher. It is important that it is associated with happy news so if pupils wish to share that they are experiencing bullying behaviours from a peer that they are not afraid to be seen at the Thought Box. Paper, pencils and envelopes (with peel off sticky seals) are provided for pupils beside the box. They must sign their name to their news and place it in the envelope which is sealed for confidentiality. This works well with senior classes as it enables the teacher to hear about the happy things that are happening in their pupil's lives and provides children with an avenue to tell if something is worrying/upsetting them.
- Literacy (acrostic poetry writing, script writing)
- Drama (role-play of scenarios, conscience alley/hot-seating of characters from scenarios)

INTEGRATION:

- Literacy
- Drama
- ICT

1.

2.

5.

4.

3.

You are on the way out to yard
and you see a boy from 6th class
making fun of a boy from 3rd
class. The boy looks scared.
The following week you see the
same 6th class boy being mean
to a boy from 4th class

What do you do?

1.

2.

3.

5.

4.

You get a present of tickets to a concert in the 3arena. You are really excited. When you tell your friends about the tickets one of them starts laughing and slagging you saying only girls would like that concert. Other boys join in.

What do you do?

1.

2.

5.

4.

3.

You are at home playing on your playstation. When you try to play with your friends they go offline. This has been happening a lot for the past few weeks.

What do you do?

1.

2.

3.

4.

5.

On Monday in school your friends are chatting about how much fun they had together at the cinema on Saturday. The same thing happens another week. You realise that they have set up a new *Whatsapp* group but you were not included.

What do you do?

1.

2.

3.

Lately your friend has started picking on someone in your class. First they started calling them names. Then they started pushing and shoving them on yard, in the line and on the corridors. Most of your other friends are joining in too.

What do you do?

4.

5.

1.

2.

Shauna got her hair cut up and shaved in on one side. You think it is pretty cool. Some people in your class have started spreading nasty rumours about her. Yesterday you saw that someone had written "Shauna is gay!" on the back of a door in the toilet.

What do you do?

3.

4.

5.

Lesson 3: Additional Activity Resource Sheet

The Boy in the Dress by David Walliams

Dennis is twelve years old. He lives with his Dad and older brother John who is fourteen. Their Mam left home a couple of years. At this stage of the story Dad has just found a Vogue magazine belonging to Dennis.....

“What the hell is this?” said Dad. His eyes were popping out, he was so angry.

“It’s a magazine,” replied Dennis.

“I can see it’s a magazine.”

Dennis wondered why Dad was asking, if he already knew what it was, but he kept that thought to himself.

“It’s *Vogue* magazine, Dad.”.....

“I can see it’s *Vogue*. What I want to know is why a son of mine wants to look at a fashion magazine?”

It sounded like a question, but there was such anger and force in Dad’s voice Dennis wasn’t sure if he really wanted an answer. Not that Dennis could think of one anyway.

“I just like it. It’s only pictures and things about dresses and that.”

“I can see that,” said Dad, looking at the magazine.

And that was when he paused and a funny look crossed his face. He studied the cover for a moment – the girl in the flowery frock. “That dress. It’s like the one your M-“

“Yes, Dad?”

“Nothing, Dennis. Nothing.”

Dad looked for a moment like he was going to cry.

“It’s OK, Dad,” said Dennis softly, and he slowly moved his hand and placed it over his Dad’s. He remembered doing the same with his Mum once when Dad had made her cry. He remembered how strange it felt too, a little boy comforting a grown-up.

Dad let Dennis hold his hand for a moment, before moving it away, embarrassed. He raised his voice again. “No, son, it’s just not right. Dresses. It’s weird.....”

Dennis’s Dad brandished the magazine. “This is going in the dustbin, son.”

“But Dad...” protested Dennis.

“I’m sorry. It’s just not right. A boy at your age reading *Vogue* magazine.” He said “*Vogue* magazine” as if he was talking a foreign language he didn’t understand. “It’s just not right,” he muttered over and over as he left the room.

Dennis sat on the edge of his bed. He listened as his Dad clumped his way down the stairs, and then lifted the dustbin lid. Finally he heard a clanging *thud* as the magazine hit the bottom of the bin.

(Excerpts taken from pages 39, 51, 52, 53, 54, 55)

Key questions:

What is your response to this story? Do you think his Dad is right?

Why/why not? What do you think Dennis should do? What would you do?



AIMS:

- To consolidate children's learning in relation to homophobic and transphobic bullying
- To explore the positive aspects of feeling a sense of belonging/respect
- To identify ways in which children can apply their learning over these lessons in an age-appropriate way.



RESOURCES:

- Scenarios from **Lesson 1 and Lesson 2**
- Rainbow symbol images (sourced online)
- IWB for BeLonG To video clips (if using)
- Activity 2 Worksheet: Places I Belong
- Activity 5 Worksheet: Reflection

DETAILED PLAN:

Activity 1: Recap

The teacher recaps with the pupils what has been covered to date, highlighting key messages/learning from each lesson, e.g.:

In **Lesson 1**, we talked about children's and adults' rights

What do you remember about that?

What was your favourite right?

We highlighted a most important right – the right to be safe?

In **Lesson 2**, we learned about different bullying types, behaviours and “The Bullying Circle” *Can you name some bullying types?*

Can you name some bullying behaviours?

What role does a disengaged onlooker play in bullying? What role would you like to play if you witnessed someone being bullied?

In **Lesson 3**, we learned about how to respond to bullying and the effects of bullying

What do you remember about that?

What do you do if you are being cyber-bullied?

Why should you always report bullying?

Today we're going to talk about what we can do both as individuals and as a class to combat bullying of all types – and to really live the name of this set of lessons: **“All Together Now!”**

Activity 2: Belonging

The teacher writes the word *Belong* in a bubble on the board. The pupils brainstorm the places/contexts where they feel like they belong to. These are recorded as a mind-map on the board. An emphasis is placed also on the language of belonging (e.g. friendly, supportive, fun etc.).

Key questions:

What do people say in these contexts/places that help us feel we belong?

What could we say in these contexts/places that would help others feel they belong?

What do people do in these contexts that make us feel we belong?

What could we do in these contexts/places to help make others feel we belong?

What do you think people are thinking about us in these contexts/places that help us feel we belong? (They may not say it but you might have an idea what they think)?

What could we think about others in these contexts/places that would help them to feel they belong? Do you think people can guess our thoughts?

Is it important to try to think positively about others?

See *Activity Sheet: Places I Belong* for pupils based on this which they can now complete and discuss briefly.

Activity 3: Positive Endings

The bullying scenarios from **Lesson 2** and **Lesson 3** are re-visited (teacher can select which ones as it may not be possible to re-visit every scenario). Alternatively, the teacher can introduce some new fictional scenarios appropriate to the school context in which they teach. The teacher writes: *What happens next?* on the board. In pairs pupils discuss and create positive endings to the selected scenarios drawing on knowledge acquired from **Lessons 1, 2** and **3**. They are encouraged to use language, actions and thoughts to make each situation better while also identifying the role that they would like to play if they were faced with that situation. The positive endings are shared with each other.

Activity 4: Rainbows

The teacher displays and introduces the symbol of the rainbow. Its significance is explained to the pupils in terms of the range of colours (diversity) that together form a beautiful phenomenon in the sky on a rainy day. Other places where rainbow symbols are seen are also explored. Its significance for the LGBT community is discussed. The pupils are shown some pictures of people wearing/using the symbol who are not LGBT – but who are LGBT allies. The concept of an ally can be explored. The IWB could be used to display some of these images to the children (see for example belongto.org for posters/video clips).

Key questions:

Where have you seen the rainbow symbol displayed?

What does it mean to be an ally?

Activity 5: Reflection

The children are asked to identify one or two key ideas that they are taking from the series of lessons. These are recorded on an *Activity Sheet: Reflection*.

ADDITIONAL ACTIVITIES:

- BeLonG To video clips (available through belongto.org) - teachers should view in advance to check for suitability. During the pilot project some teachers used the *Stand Up! Don't Stand for Homophobic Bullying* video clip.
- Art (making rainbow wristbands; posters; collages)
- Music (creating raps/songs to celebrate diversity)
- Poetry (writing haikus or other forms of poetry about “All Together Now!”)

INTEGRATION:

- Drama
- Literacy
- Art

Lesson 4: Activity 2 Worksheet *Places I Belong*

Places I feel I belong	What people say or do to make me feel I belong	What I say or do that makes me feel I belong

Name: _____

Lesson 4: Activity 5 Worksheet *Reflection*

Name (optional):

Some key things I learned were:

1.

2.

3.

The activities I enjoyed most were:

1.

2.

3.

Something I did not enjoy/like was:

A question I still have is:

One way I can eliminate bullying is:

‘The Children reacted brilliantly, in the lessons. They showed a maturity I hadn’t expected and they felt almost ‘empowered’ when they learned the little things they do could help to make a stand against all types of bullying’

(6th Class Teacher)

‘They were both interested and shocked when the school’s anti-bullying policy and procedures are explained and what happens within the school when bullying is reported or occurs’

(4th/5th Class Teacher)

‘The children came out of the lesson with a hugely positive attitude towards making a stand against bullying and to me that was a success’

(6th Class Teacher)

‘The children became involved from the very beginning. They liked discussing the rights of the child and were shocked at some of the rights listed. They had taken these rights for granted’

(6th Class Teacher)

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