



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



All Together Now! Pilot Project on Homophobic and Transphobic Bullying In Primary Schools

Final Report

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EXECUTIVE SUMMARY

1. This pilot project was initiated under the National *Action Plan on Bullying* (2013) and funded by the Department of Education and Skills (DES). A team of consultants (Dr. Bernie Collins, Dr. Seline Keating and Prof. Mark Morgan) from St. Patrick's College were appointed by BeLonG To¹ in June 2015 to undertake the pilot project on homophobic and transphobic bullying (*All Together Now!*) in primary schools.
2. That this initiative is necessary is borne out by the recently-launched study (Higgins et al. 2016) which clearly shows that young LGBTI people in particular are at risk from depression, self-harm, suicide ideation and discrimination, and that schools in many instances are not the safe spaces they should be. Of particular note is the finding that 12 is the most common age for self-awareness of one's LGBTI identity. Farrelly's (2014) research highlighted the prevalence of homophobic bullying in primary schools.
3. A survey of the research and programmes in other jurisdictions (Canada, USA, Australia, UK) and review of *Stand Up!* Post-primary resources told us that the work we were undertaking was both timely and in keeping with best practice internationally. Although there were existing LGBT resources available for primary schools in Ireland (developed by GLEN and the INTO LGBT Teachers' Group), there was much scope for further development and training.
4. The *All Together Now!* project sought to equip primary schools, and 5th and 6th Class teachers in particular, with training and resources that would foreground an equality and rights-based approach to tackling homophobic and transphobic bullying in their schools. The pilot classroom materials were grounded in the SPHE primary school curriculum and enabled schools to address the directive of the DES (*Circular 0045/2013*) to tackle all types of bullying in schools, including homophobic and transphobic bullying.
5. The project materials were piloted in 14 schools, including 9 Catholic, 3 Educate Together and 2 Community National schools, 2 of which were designated DEIS². The

¹ BeLonG To are the national agency for lesbian, gay, bisexual and transgender young people in Ireland. See www.belongto.org for further information.

² Delivering Equality of Opportunity in Schools (DEIS) is the Government plan for educational inclusion. See www.education.ie for further details.

lessons were delivered by class teachers in 27 classrooms: 4th/5th (2); 5th (6); 5th/6th (2); 6th (17); in Wexford, Dublin and Donegal.

6. The consultants developed a suite of documents to inform and support teachers and schools during the pilot project, in consultation with the Advisory Group (AG). The AG comprised of representation from key partners in education: Irish National Teachers Organisation (INTO); INTO-LGBT Teachers' Group; Irish Primary Principals' Network (IPPN); National Parents' Council; Catholic Primary Schools Management Association (CPSMA); Educate Together National Schools (ETNS); Community National Schools (CNS); Church of Ireland Board of Education; Gay and Lesbian Equality Network (GLEN); Transgender Education Network Ireland (TENI); Marino College (Dr. Marian Farrelly); Professional Development Service for Teachers (PDST) along with BeLonG To who initiated the project. The project also benefitted from input from the Inspectorate in the DES.
7. A training module for school staff including Principals and class teachers was undertaken in January/February 2016. This was co-designed and co-facilitated by staff from BeLonG To and the consultant team. In all, thirty teachers and Principals attended the training (in Dublin, Wexford and Donegal), while 9 teachers received a school-based training session due to unavailability for the dates of the training.
8. The evaluation of the pilot programme formally sought the views of schools (teachers and Principals) as well as the AG. A mixed methods approach was adopted in line with modern views on evaluation. The feedback from teachers in relation to the classroom lessons is overwhelmingly positive, in spite of the fact that the lessons took more time to implement than they had originally envisaged. Their assessment of children's reactions is equally enthusiastic. The grounding of *All Together Now!* in the SPHE curriculum and the Equality and Gender Recognition Acts was considered a strength in these materials.

9. In addition, the views of those who completed questionnaires from participating schools and the AG are extremely positive about the necessity for the project, the approach taken in the classroom materials and the general management of the project.
10. Both general and specific recommendations have been developed in regard to this project and may be found in Section 8 of this Report. These include:
- Extending the provision of training for schools and key stakeholders to include a wider range of school types;
 - Refining and extending the piloted materials and the development of age-appropriate supporting resources for primary schools;
 - Exploring research possibilities around children's and parents' voice on these issues;
 - Articulating a clear rationale for implementation of resources in relation to homophobic and transphobic bullying in *all* schools, including legislative and DES policy imperatives;
 - Ensuring that any developments in relation to education around homophobic and transphobic bullying at primary level take due cognisance of curriculum and professional development initiatives now and in the future.

PILOT PROJECT ON HOMOPHOBIC AND TRANSPHOBIC BULLYING IN PRIMARY SCHOOLS

Introduction

A team of consultants from St. Patrick's College were appointed by BeLonG To in June 2015 to undertake a pilot project on homophobic and transphobic in primary schools. For a short curriculum vitae of the consultants (Dr. Bernie Collins, Dr. Seline Keating and Professor Mark Morgan) see the *Project Information Sheet* (Appendix Six). The school-based phase of the project started in January 2016, and this is the final report of the pilot project. The Report is laid out as follows:

- Rationale and context for the pilot project
- Research on homophobic and transphobic bullying
- Examples of primary school resources in Canada; USA; Australia; UK; Ireland
- Review of *Stand Up!* post-primary resources
- Report of key activities in the pilot project
- Evaluation methods in the pilot project
- Evaluation findings
- Conclusion and recommendations.

1. RATIONALE AND CONTEXT FOR THE PILOT PROJECT

Irish research (detailed in the next section) has found that experiencing homophobic bullying when young is associated with seriously elevated levels of self-harm and suicidal behaviour. Research in the UK (Guasp 2014) cited lack of training amongst primary school teachers as a barrier to tackling homophobic bullying. In 2013, the Department of Education and Skills (DES) and the Department of Children and Youth Affairs released the *National Action Plan on Bullying*. The discussion of responses to bullying noted that a key element of preventing bullying is a school climate that is positive and welcoming of diversity and based on inclusivity. This pilot project was designed to equip school staff with training and resources to give them the confidence and support to deal with (and educate children about) homophobic and transphobic bullying in their schools. It addresses the requirements of all schools in relation to bullying (including homophobic and transphobic bullying) outlined in *Circular 0045/2013* and the revised *Anti-bullying Procedures for Primary and Post-primary Schools* (2013).

The main aims of the pilot project were identified as follows:

- Provide **practical ways** to prevent and deal with incidents of homophobic and transphobic bullying, including tackling inappropriate language and misconceptions about lesbian, gay, bisexual and transgender people amongst pupils;
- Open avenues of communication and discussion about homophobia and transphobia amongst **5th and 6th Class** pupils in order to foster **inclusion** and **respect**;
- Work with Principals and those in leadership in schools to identify links with existing primary school policies such as **Child Protection** and **Anti-bullying Policies**;
- Enhance pupils' sense of **belonging** and **self-esteem**;
- Ensure that **homophobic and transphobic bullying incidents** in primary schools are dealt with as effectively as incidents of other types of bullying;
- Integrate the pilot resources into **curriculum provision** and **school culture/ethos**.

Most education initiatives in relation to Lesbian, Gay, Bisexual and Transgender (LGBT) awareness and anti-bullying resources have been targeted at post-primary schools³. A small number have focused on primary school resources (e.g. GLEN; INTO). The resources being piloted were seen as complementary to, and building on, the current resources. That this work should start in primary schools is upheld by research which is outlined in the next section.

³ See for example the recently published resource for post-primary schools (GLEN/DES 2016) which is aimed at preventing homophobic and transphobic bullying as well as supporting LGBT students in schools.

2. RESEARCH ON HOMOPHOBIC AND TRANSPHOBIC BULLYING

Overview

Below we consider highlights of research relating to homophobic and transphobic bullying, giving particular attention to work that is especially relevant to Ireland and specifically to primary schools. The research examined attempts to answer the following questions: (i) what is the prevalence of homophobic and transphobic bullying?; (ii) how do schools react to reports and observation of such incidents; and (iii) what kinds of interventions are most likely to be successful in preventing such bullying and in reducing impact? Based on the emerging themes, the implications of the research for Irish primary schools will be outlined.

Prevalence of Homophobic and Transphobic Bullying

The study by Farrelly (2014) was concerned with the frequency with which primary schools (especially Principals) had knowledge of and dealt with homophobic bullying during the previous academic year. The findings showed that 19% had dealt with incidents of homophobic bullying. Especially important is the finding that 70% of respondents were aware of children using homophobic language to label a peer's behaviour. The fact that there is a major difference between these percentages suggests that such name calling may not be identified as bullying and may indicate a degree of acceptance of the use of this language in schools.

The study by O'Higgins-Norman (2008) of post-primary schools was aimed at finding out to what extent teachers were aware of LGBT issues and particularly of homophobic bullying in the context of the SPHE syllabus. The respondents were 365 SPHE teachers. The results showed that the number who were aware of homophobic bullying was 79% and 30% had encountered this type of bullying on more than 10 occasions. Some of the teachers were also aware of physical bullying as a result of pupils' perceptions of homosexuality (16% said they were aware of this).

In a study of the prevalence of homophobic bullying in post-primary schools in Ireland, Minton (2013) administered questionnaires to 475 5th year students as well as 561 2nd year students in six post-primary schools. It emerged that homophobic bullying was present at about the same level in both 2nd and 5th year students, with over 30% saying that they had

experienced such bullying. Furthermore, 15% said that they had been bullied through name-calling, while 6% been bullied through rumour spreading. Gender exerted a greater influence than did age, with males more likely to be perpetrators as well as victims of homophobic bullying.

The study by Mayock et al. (2009) adopted a multi-method approach to the study of mental health and well-being among LGBT adults and young people. A total of 1,110 respondents ranging in age from 14 years to 73 completed the online survey. It emerged that 58% of the overall survey sample and half of all current school goers reported homophobic bullying in their schools. Furthermore 40% had been threatened or abused by fellow students because they were perceived to be LGBT. This data has been revisited in Bryan and Mayock (2016) who suggest that these negative experiences encountered by LGBT youth are only one factor in distress in their lives and that other adverse experiences unrelated to sexuality may also need to be acknowledged. They also make the point that it is important to consider factors that contribute to the resilience of LGBT youth.

The most recently published study by LGBTIreland (Higgins et al. 2016) is the largest study of lesbian, gay, bisexual, transgender and intersex people (LGBTI) in Ireland, with 2,264 respondents. It reports on a variety of issues relating to the mental health and well-being of LGBTI people in Ireland. Three features are especially relevant here. Firstly, 12 years was confirmed as the most common age of self-awareness of LGBTI identity. This is especially relevant for the pilot project. Secondly, compared to other studies of the mental health of young people, the participants in the LGBTI study aged 25 years and younger were twice as likely to report self-harm and specifically reported three times the level of attempted suicide in comparison to estimates based on similar population. Furthermore the level of stress, anxiety and depression was four times greater than those emerging in studies of comparable populations.

It is especially relevant that this study showed that going to school remains a challenging experience for many LGBTI people. In fact only 20% of the student sample thought that they belonged completely in their school. Importantly, half said that they personally experienced bullying, while just over two-thirds said that they had witnessed bullying of other LGBTI students in their school. In line with these experiences, one quarter of the students had

skipped school to avoid negative treatment and an equal number considered leaving school early (Higgins et al. 2016).

The nationwide study by O'Moore et al. (1997) of incidents of bullying in primary and post-primary schools found that spreading rumours was a relatively common form of bullying especially among girls. Furthermore, many victims commented that the rumours that were spread carried sexual innuendos that were very upsetting to them.

The international findings also convey a picture of high prevalence of homophobic and transphobic bullying. A study by Guasp (2014) is based on the reports of 1832 school staff in the UK and was especially concerned with a comparison with a similar survey in 2009. It emerged that 70% of primary teachers heard pupils use insulting expressions (including 'that's so gay') and one third have heard pupils make other homophobic remarks. A synthesis of selected findings by the American Educational Research Association (2015) showed that a substantial number of LGBT American adolescents experienced bullying: 59% reported verbal abuse in school, 24% were threatened with violence, and 11% were physically assaulted.

It is especially important to note the consequences of homophobic and transphobic bullying for both victims and perpetrators. For example, Espelage et al. (2014) found evidence of a link between being a perpetrator of homophobic bullying and involvement in subsequent sexual harassment two years later. The study by Darwich et al. (2012) explored two aspects of outcomes associated with the experience of being a victim of homophobic bullying - school avoidance and substance use. Their study showed a greater tendency to absent themselves from school among high school students who had this experience. This group were also more likely to be involved in substance misuse.

It is worth noting that the research on various forms of bullying also documents effects on both victims and bullies. The study by Feldman et al. (2014) found that being a bully was associated with lower achievement in school and a higher rate of disciplinary referrals. Furthermore, the long-term effects seemed more pronounced in the case of girls. It also emerged that being a victim of bullying was associated with negative personal development but with a tendency for the effect to be weaker in the long-term.

Reactions of Schools

What emerges in much of the available research is that while a high percentage of schools and teachers are aware of incidents of homophobic and transphobic bullying, the number who take action is somewhat less. For example, in the study by Farrelly (cited above) there was a major difference between the percentage who were aware of children using homophobic language (70%) and the number who had dealt with incidents of such bullying (19%). The study by O'Higgins-Norman (2008) indicated that 41% of teachers who had encountered such bullying found it difficult to deal with, partly because of a perceived desire to be sensitive to the victim as well as well as a fear of possible reaction from parents. They also thought that if they acted to protect a pupil who is LGBT, their behaviour might be interpreted as condoning homosexuality.

The research by Guasp (2014) in the UK was cited earlier. In this study, it emerged that 70% of primary teachers heard pupils use insulting expressions (including "that's so gay") and a third have heard pupils make other homophobic remarks. There were substantial regional differences, with primary teachers in Scotland more likely to report that their pupils had experienced homophobic bullying than was the case with teachers in London.

What is especially striking is that in Guasp's (2014) study, just over half of the teachers who had heard homophobic expressions made an intervention, while 42% did not. The reasons for failing to intervene are complex and have to do with their perception of children's understanding, as well as difficulties with school and national policy. Of those respondents who did not intervene, a substantial number thought that pupils did not understand the language or that they did not think that pupils were being homophobic (32%). Despite the fact that the UK Government requires schools to proactively tackle homophobic bullying (including monitoring by Inspectors), there was a real misunderstanding of their obligations in this regard. In fact 39% of primary teachers thought that they were not allowed to teach about issues relating to LGBT and a further 37% said that they "didn't know" whether this was the case. However, the vast majority of teachers (90%) were of the view that they have a duty to prevent homophobic bullying.

It is also of interest that non-reporting (with consequent failure of the school to act) is relatively common for other types of bullying. The study by O'Moore et al. (1997) found that two-thirds of the victims of bullying at primary level had not told their teachers while the number not reporting at post-primary level was even greater.

Effective Interventions

In examining the features of effective interventions to address homophobic and transphobic bullying, it may be helpful to examine the features of successful strategies for preventing bullying in general and then consider the relatively small number of studies that evaluated the impact of interventions that are directly relevant to the present topic.

A review of anti-bullying programmes by Craig et al. (2010) showed that half of the interventions resulted in reductions in victimization while one-quarter reported some positive and some negative effects. Following up on these studies, a recent paper by Ansary et al. (2015) argued that successful programmes share the following common features: (i) central values that emphasise a positive school climate with a basis in social-emotional development; (ii) a commitment to effective programme implementation including sustainability; and (iii) clear and consistent strategies outlining what to do when bullying occurs.

The review by Olweus and Limber (2010) was concerned with evaluation of the *Olweus Bullying Prevention Programme*, which is a whole school intervention designed to reduce bullying and facilitate better peer relations in both primary and second-level schools. Its importance derives from its direct relevance to homophobic and transphobic bullying and the fundamental principles on which it is based: (i) schools showing a positive interest in all their students; (ii) setting firm limits on unacceptable behaviour; (iii) schools using consistent negative (but not hostile) consequences when rules are broken; and (iv) schools and teachers being positive role models. Evaluations of the programme show clear positive effects in Norway but with less consistent results in the USA.

The work of De Palma and Atkinson (2010) is based the *No Outsiders* project involving 26 primary teachers throughout the UK who developed an action research project that addressed LGBT equality in their own schools and classrooms. The teachers worked in three regional research groups and data were shared with colleagues through an ongoing virtual discussion

forum. A core principle was to challenge the prevailing conception of heteronormativity as part of the promotion of equality of LGBT people and that this should be part of a school ethos that celebrates diversity. Drawing on earlier research, the *No Outsiders* project is based on key principles: (i) teacher willingness and motivation; (ii) recognition by relevant educational authorities; (iii) having strong collegial support; and (iv) having the relevant expertise and resources.

The study by Domino (2013) was concerned with prevention of bullying in general through strengthening of social competencies. In her study, 7th grade students (one grade later than primary grades) participated in a programme called *Take the Lead* (TTL) which is a 16 session curriculum designed to enhance social-personal skills. The evaluation results showed that compared to controls, the participants in the TTL reported significant reductions in both bullying and victimization. It is a significant connection that much of the Irish SPHE primary school curriculum focuses on the kinds of competencies that were found to be influential in reducing bullying in this study.

Implications of Research

Even a brief overview of research underlines a number of themes that are of major importance in the present pilot project. Firstly, all studies that have examined the prevalence of homophobic and transphobic bullying have shown that a substantial number of children and adolescents have been the targets of such behaviour during the primary as well as post-primary school years. Furthermore, the profile emerging from the relatively small number of Irish studies shows a similarity with the international literature. Associated with the findings on prevalence, evidence on negative outcomes emerges for both bullies and victims in the short- and long-term.

Secondly, the indications are that nationally as well as internationally, despite school personnel being aware of incidents of homophobic and transphobic bullying, a follow-up happens only on some occasions. The reasons vary greatly, depending on school and cultural influences. There is however agreement by schools that they have an obligation in this regard. This suggests that in-service training might provide skills and competencies to enable schools to respond appropriately to such incidents.

Thirdly, the literature on prevention of bullying demonstrates that it is possible to implement programmes that address both conventional bullying as well as homophobic/transphobic bullying. It is appropriate therefore, to devise a programme for primary schools that is based on the principles of those approaches that have been shown to be effective. That this move supports teachers and schools in implementing recommendations from the National *Action Plan on Bullying* (2013) and DES policy (2013) is significant.

3. EXAMPLES OF PRIMARY SCHOOL RESOURCES: VARIOUS JURISDICTIONS

There have been a number of school resources developed internationally which aim to tackle homophobic and transphobic bullying in schools. The countries chosen for the comparative study outlined here were selected in consultation with BeLonG To. Of those surveyed, considerably more are targeted at post-primary schools, however in this section we focus on those that have been developed for a primary school pupil audience. Canada, Australia and the USA are vast regions with each having differing educational regulations depending on the province/territory/state. It is beyond the scope of this report to outline programmes that deal with homophobic and transphobic bullying in all of these provinces/territories/states. Instead, sample programmes and resources from Canada, Australia and the USA are outlined to provide a flavour of what is available to kindergarten and elementary teachers who teach equivalent age ranges to Irish primary schools.

Canada

In Canada the province of Ontario was the focus. In 2012, Ontario enacted the Accepting Schools Act which requires all school boards to prevent and deal with bullying in their schools and “to support students who want to promote understanding and respect for all” (edu.gov.on.ca/eng/teachers/safeschools.html). This Act is supported by a Premier’s award scheme for accepting schools. In addition, Ontario Ministry of Education designated a special focus Bullying Awareness and Prevention Week in November 2015 and invited schools to submit samples of the types of activities undertaken. Of those uploaded, the majority were based in post-primary schools, suggesting that this work may be seen as more suitable for older students (edu.gov.on.ca/eng/safeschools/stories.html).

Many of the resources that we accessed in Ontario are for use in post-primary schools. For example, the Ontario Human Rights Commission has a publication: *Teaching Human Rights in Ontario: A Guide for Ontario Schools* (2013). Using a case study approach, students explore rights violations included in the Ontario Human Rights Code (updated in June 2012) to cover gender identity and gender expression. This is similar to the approach taken in the pilot materials which are based on the Equality Act (2004) and the Gender Recognition Act

(2015). Similarly, the Gay Straight Alliance (mygsa.ca) has a series of lesson plans but their content suggests that it is post-primary schools they are aimed at.

Positive Space LGBT Take Action Kit

The Elementary Teachers' Federation of Ontario (ETFO) have developed an LGBT kit specifically designed for elementary schools. This includes a poster (Positive Space), brochures and stickers available from their website (etfo.ca). In the *Positive Space LGBT Take Action Kit* (2011), key initiatives are outlined for schools who want to promote a "safe and inclusive space" for LGBT youth. These include ideas for working at professional development level (e.g. teacher training); at local level (through for example working with local social justice committees or school boards); supporting LGBT initiatives (such as International Pink Day, local Pride events such as parades); reaching out to LGBT families; and working to promote schools as safe spaces. Reference is made to a resource called *Imagine a World that is Free from Fear*, a "K-8 resource addressing issues relating to homophobia and heterosexism" (ETFO 2011: 4). This resource is now out of print but a few sample lessons are available online. The approach used is similar to the pilot *All Together Now!* lessons in terms of content and pedagogy. Children are invited to discuss conflict, bullies and bullying (grade 1) and a story book (*Respect is Correct* by Linda Sky Grossman) is recommended, while in grade 7 children explore stereotypes and bullying through the use of a class novel (*Stitches* by Glen Huser). At both levels, children complete journals as a way of consolidating learning. What is interesting here is the introduction of concepts around bullying at a relatively early stage in schools, however this is done in a general way and terms such as "lesbian" and "gay" are not explored till later (grade 7), in line with the Irish pilot project. Another point to note is that currently there are no plans to reprint the resource within which these lessons are contained, and that teachers had to pay for the full resource when it was available – this obviously has implications around implementation.

Other materials that can be accessed on the ETFO website include: *LGBTQ Rights in the Workplace* (2014); and *Welcoming and Supporting Lesbian, Gay, Bisexual and Transgender Families* (2014) pamphlets. These are similar to resources that are available through the INTO, BeLonG To and GLEN websites. In addition, resources such as *Social Justice Begins with Me* (ETFO 2011) use a literature-based approach to engage children in issues such as

heteronormativity and racism (among other “isms”) - as such it may represent a more generalised approach to LGBT issues in schools. For a comprehensive overview of the many gender-based anti-bullying resources available in Ontario, readers are directed to the Toronto District School Board website:

www.tdsb.on.ca/AboutUs/Innovation/GenderBasedViolencePrevention.aspx).

USA

Established in 1990, The Gay, Lesbian and Straight Education Network (GLSEN) is the USA’s leading national LGBT education organisation based in New York. GLSEN are focussed on ensuring safe schools for all students (K-12) where every child:

...learns to respect and accept all people, regardless of sexual orientation or gender identity/expression...where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. (www.glsen.org)

In order to achieve the above, GLSEN work with decision-makers and other national education organisations, conduct research and provide professional development for educators (webinars, videos, self-guided readings and face to face workshops). Additionally, they have devised resources and toolkits such as *Working with LGBT Students of Color: A Guide for Educators*, *GLSEN’s Safe Space Kit: Be an ALLY to LGBT Youth*, *LGBT-Inclusive Curriculum Guide for Educators* and *Ready, Set, Respect! Elementary Toolkit*.

Ready, Set, Respect! Elementary Toolkit

Ready, Set, Respect! was developed in partnership with the National Association of Elementary School Principals (NAESP), an organisation that serves elementary and middle school Principals in the United States, Canada and overseas, and the National Association for the Education of Young Children (NAEYC), the world's largest organisation working on behalf of young children (www.glsen.org). This elementary toolkit is divided into three lesson sets which address a different theme. Set one is titled *Name-Calling, Bullying and Bias*; set two is *Family Diversity*; and set three is *Gender Roles and Diversity*. Sets one and three address similar issues to the pilot lessons whereas set two is similar to existing resources developed by GLEN and INTO LGBT Teachers’ Group. Each GLSEN set

comprises of four lessons with two developed at K-2 and two at grades 3-5. The lesson plans contain two scenarios based on actual classroom situations that teachers have encountered. Pre-teaching questions are posed to help teachers recognise if their pupils are ready for explicit learning about respect and the means by which they can prepare to engage them in such learning. Furthermore, tips for everyday inclusion, respectful yard time, developmentally-appropriate responses to disrespectful behaviours and a list of age-appropriate books, music and videos complete the kit.

Welcoming Schools

Welcoming Schools is a project of the Human Rights Campaign Foundation, based in the USA, which adopts an LGBT-inclusive approach to creating respectful and supportive elementary schools for all students and their families (www.welcomingschools.org). Three key areas are addressed: embracing *Family Diversity*; avoiding *Gender Stereotyping and Accepting Diverse Gender Identities*; and ending *Name Calling and Bullying*. *Welcoming Schools* provide a variety of educational materials such as recommended storybooks for Principals, teachers and parents/guardians. Similar to GLSEN, professional development training is provided for administrators, educators and all adults in the school community along with guides for school community and family engagement sessions. Lesson plans have also been developed which encompass the three key areas mentioned above. There are 22 lessons in total. Each is allocated the specific class level to which it is most age-appropriate. In addition, short video clips which feature students and teachers highlighting what they hear in school, what they need, and what can be done to create a more welcoming school environment are available.

Australia

In Australia some pertinent and interesting developments have occurred in the provision of gender education nationally in the last year which are relevant to the current pilot project. The Safe Schools Coalition (www.safeschoolscoalition.org.au) have a comprehensive array of LGBT-related educational and community resources e.g. *Who's in Your Family* poster similar to *Different Families Same Love*. Their school membership is spread across all areas in Australia.

All of Us

Recently the Safe Schools Coalition launched a resource called *All of Us* (2015) targeted at grades 7-8 (11-13 year olds). It aims to explore “gender diversity, sexual diversity and intersex topics” through 8 lessons which include teaching activities and 7 short video clips. An examination of the content suggests that it is more advanced than the *All Together Now!* pilot materials which are designed for roughly the same age range. The videos outline the real-life experiences of LGBTI young people (for example Jaimee is lesbian, Nevo and Margot are transgender, Phoebe is intersex), and appear to have much in common with the *Stand Up!* video clips outlined in a later section in this Report. The lesson plans follow a pattern of discussion of key terms, short activities (e.g. think-pair-share), viewing of the video clips leading to further discussion and worksheet or homework assignments. While these are all educationally and pedagogically sound, the content is beyond what would be considered as age-appropriate for upper primary school children in the Irish context.

In February 2015, the Ministry of Education and Training in Australia commissioned a review of all Safe Schools Coalition resources for school, and in particular the *All of Us* resource. This desktop review was completed in March 2015 by an academic. The tone of the report is generally positive, with the author stating that the resource:

...is consistent with the aims of the program, is suitable, robust, age-appropriate, educationally sound and aligned with the Australian Curriculum. It contains more material than would be likely to be used in most schools, and some material that individual schools and teachers would choose not to use. These choices fall within the range of reasonable teacher judgement and school policy.

(Louden 2015: 2)

Teacher judgement was also underlined in email correspondence with the consultants and the Safe Schools Coalition who confirmed that the resource was available to all schools, including primary, and that it was “up to teachers to decide what resources to use in their classroom with regard to their students’ abilities/interests etc.” (email 10 March 2016). In contrast, a media release issued by the Minister for Education and Training on 18th March 2016 (www.ministers.education.gov.au) is less empowering of schools, and suggests that all

resources are “restricted to secondary school setting only” and that parents “should have a right to withdraw their child from classes dealing with such matters (ibid). The difference in tone between the review and the media release is striking, and contrasts with the support of the DES of the *All Together Now!* pilot project in Ireland.

Learn to Include

Another programme available to Australian primary schools since 2005 is from a non-profit organisation called *Learn to Include*. They explore family diversity through publishing inclusive storybooks. One of their publications comprises of four story books (*My House; Going to Fair Day; The Rainbow Cubby House; and Koalas on Parade*) aimed at lower primary. This is similar to Irish resources available on the INTO and GLEN websites. We could find no evidence of any LGBT resources on the teaching union websites (e.g. Australian Education Union).

United Kingdom

In the UK extensive work and progress has been made in developing LGBT materials for schools. The *No Outsiders* project was the first ambitious project developed and trialled in primary schools in 2006. Through use of stories, such as *And Tango Makes Three* and *King and King*, the project aimed to foster respect for all amongst children at primary level. Two of the current leading programme and material developers in primary schools in the UK are *Stonewall* and *Educate and Celebrate*.

Stonewall

Stonewall is the UK’s leading organisation in relation to tackling homophobic and biphobic bullying behaviours, having bases in England, Scotland and Wales. They deliver teacher training, have developed guidelines and programmes, and have also produced a range of resources for teachers at both primary and post-primary level. At primary level the resources include dvds, lesson plans, posters, stickers and postcards. The free resource pack comprises of short films based on four primary school-aged children that convey “...a powerful message about difference, diversity and respect... [and explores] family, friends and what it means to be yourself.” (www.stonewallprimary.org.uk). There are accompanying activity

sheets and activities based on the four short films. The activities include diary entries, film reviews, re-telling stories, letter writing, songs and poetry and a written activity called *Guess Who?* Three posters are also part of the free resource pack. Two contain a caption namely: “When you’re strong enough to be yourself, you free everyone”; and “What makes a superhero is being a super friend”. The third poster is blank to give the pupils the opportunity to create their own caption and poster.

Another poster resource developed by Stonewall is their *Different Families, Same Love* poster. There are also postcards and stickers based on this poster. It is aimed at helping schools foster a school climate where every family type is respected and celebrated. Stonewall provide practical guidance on how to include children from different families and their parents in the curriculum and school life.

Stonewall’s *Primary Best Practice Guide* provides advice to schools on how to tackle homophobic language and bullying, develop an inclusive curriculum, celebrate difference, and manage resistance. It also includes exemplars with photographs of how primary schools across the UK are putting Stonewall resources into practice to tackle homophobic bullying. Other helpful guidelines for schools are *Challenging Homophobic Language* and *Including Different Families*, as mentioned earlier. Their research reports such as *The Teacher’s Report* (2014, with YouGov) and *Different Families* (2010) clearly articulate the need for and importance of celebrating difference and tackling homophobic bullying at primary level. These reports also illustrate how effective their materials can be when adopted by schools.

Another programme run by Stonewall is the *School Champions Programme*. This is for both primary and second-level schools. The programme aims to recognise the efforts schools are making to address homophobic, biphobic and transphobic bullying issues and celebrate difference. Specific criteria are outlined for schools to follow in order to achieve bronze, silver and gold awards. To participate in Stonewall’s *School Champions Programme*, a fee is paid by each school involved.

Last year (February 2015), Stonewall announced that their campaign for equality was going to extend to and be inclusive of transgender in future materials. In October 2015 a Trans Advisory Group was set up to guide their work in this field.

Educate and Celebrate

Educate and Celebrate is an Office for Standards in Education (Ofsted)-recognised programme which encompasses a whole school community approach to change by addressing the areas of teacher training, policy, curriculum, the community itself and the environment. Similar to Stonewall, their focus is on addressing homophobia, biphobia and transphobia issues in schools across the UK. One of their popular published resources is called *CHIPS (Challenging Homophobia in Primary Schools)*. This resource was created by Andrew Moffat who was part of the *No Outsiders* project team. It comprises of three weekly lessons from Reception to Year 6 which support the objectives in SEAL (Social and Emotional Aspects of Learning) and are embedded into literacy planning. The aim of the *CHIPS* programme is to create a healthy attitude towards diversity and to develop an understanding of homophobia in primary schools, thereby helping to lower the incidence of bullying and discrimination. The stimuli for each lesson are storybooks and role-play. There are 21 *CHIPS* books in total, many of which are also used in Stonewall's materials and other organisations' LGBT resources for primary schools. Recently Andrew Moffat published a book titled *No Outsiders In Our School: Teaching the Equality Act in Primary Schools*. Issues addressed include: gender and gender identity, religion, sexual orientation, disability and age. This is achieved through the inclusion of 5 lesson plans for every primary school year group (Early Years- Y6) based upon a selection of 35 picture books.

The introductory chapter details the legal framework behind the resource. It also contains chapters focussing on creating the whole school ethos through assemblies, school displays and after school clubs and engaging parents.

There are many other materials and resources available which have been developed across the UK by smaller organisations and at a local level to tackle homophobia and transphobia in primary schools. One such one is *Where do the Mermaids stand?* by the London-based organisation *Mermaids*⁴. This publication is an anthology of poetry, prose, artwork and personal stories created by children, young people and their parents. In Brighton and Hove City the Council, in partnership with Allsorts Youth Project, has produced a *Trans Inclusion Schools Toolkit* for children and young people attending schools and colleges in that area.

⁴ This organisation offers family and individual support for teenagers and children with gender identity issues.

Ireland

At a national level, materials and resources have been developed to assist primary school teachers in celebrating difference and promoting change when tackling homophobic and transphobic issues. These have been developed by GLEN and the INTO LGBT Teachers' Group.

Different Families, Same Love

This is the most recent resource which has been developed by the INTO LGBT Teachers' Group to celebrate difference and diversity amongst family types. Similar to Stonewall's *Different Families, Same Love* poster, this poster also displays an array of family types which provides a stimulus for classroom discussion. Accompanying the poster are key questions based on the poster and lesson ideas for different class levels. The objectives for each lesson are grounded in the SPHE curriculum.

Different Families – Picture book lessons

This resource, written by Pól de Chnuic and designed by Fiona Ní Mhairtín (www.glen.ie), uses storybooks as the stimuli for discussion about different families. Four books are used to cater for different class levels. These are: *The Family Book* (Junior/Senior Infants); *And Tango Makes Three* (1st and 2nd Class); *The Seven Chinese Sisters* (3rd and 4th Class); and *The Different Dragon* (5th and 6th Class). Similar to the *Different Families, Same Love* poster, the objectives are set in the SPHE curriculum. Each lesson also outlines key questions, integration opportunities with other curricular subjects and additional activities. An activity sheet also accompanies each lesson.

RESPECT

This resource is published by INTO, INTO LGBT Teachers' Group and GLEN. Complementing the *Different Families Same Love* poster and the *Different Families* lesson resources, *RESPECT* provides guidelines for primary teachers and school staff in how to address LGBT issues in their schools. These guidelines highlight the three key things which

each primary school is expected to do: (i) update the school's anti-bullying policy; (ii) name homophobic and transphobic bullying as part of identity-based bullying; and (iii) engage in education and preventative strategies. It also provides a glossary of LGBT vocabulary. Practical suggestions to issues that may arise in primary schools in relation to homophobia and transphobia are also addressed through locating them in the classroom, the playground, staffroom and school policies and programmes.

As highlighted above there are many similarities amongst the programmes available both at an international and national level for primary schools e.g. the storybooks used, use of video-clips, and the themes/topics covered. Although there are existing LGBT resources available for primary schools in Ireland there is plenty of scope for the further advancement of materials and programmes. As Olweus and Limber (2010) outline in their extensive research on bullying, an area that warrants further development is bullying as an issue of human rights: "...a fundamental human right for a child to be safe in school and to be spared the oppression and repeated humiliation implied in bullying" (p.126). They illustrate this point clearly in highlighting how the Convention on the Rights of a Child (CRC) states that governments must:

...take all appropriate legislative, administrative, social, and educational means to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation . . . while in the care of parent(s), legal guardian(s), or any person who has the care of the child.

(Article 19 CRC, 1989 as cited in Olweus & Limber, 2010)

This human rights/equality perspective has informed the development of the classroom materials in the *All Together Now!* pilot project similar to the *Welcoming Schools* approach in the USA which is also rooted in this perspective.

4. REVIEW OF *STAND UP!* POST-PRIMARY RESOURCES

Stand Up! Awareness Week is BeLonG To's annual national event aimed at tackling homophobic and transphobic bullying in post-primary schools and youth services. BeLonG To's website (see www.belongto.org) has a suite of resources for *Stand Up!* Week. The resources comprise:

- Video Clips (8)
- *Stand Up!* Gallery (set of photos)
- *Stand Up!* Activities Pack and Poster

The consultants were asked to review these resources with a view to ascertaining if they would be useful for the pilot project in primary schools. The following sections address this request.

***Stand Up!* Activities Pack and Poster 2015**

The *Stand Up! Guide for Teachers and Youth Workers* was updated in advance of *Stand Up!* Week (23-27 November 2015). The bilingual guide includes sections on: *What You Can Do for Stand Up Week*; *Learning Activity: LGBT Words*; *Why Do We Need Stand Up!?: Ideas from Transgender Students*. The pack is attractively illustrated with photographs (in mainly school settings) and art ideas – ideally this should be replicated in any primary school pack, and the pilot project pack would benefit from the inclusion of some of the photos. The reader is referred to the BeLonG To website for videos and other suitable activities for *Stand Up!* Week. A bilingual poster is available on the website which encourages everyone to stand up for LGBT people. Teachers and youth workers can access training/resources in advance of the awareness week.

In terms of suitability for use in the current pilot project, the activities pack has a number of features that would be of benefit to primary teachers – for example, the *Learning Activity: LGBT words* should be inserted in to any primary school pack that is developed so that teachers know the correct terminology. The potential to teach some of the terminology to the children as part of the pilot lessons was explored with the participating teachers during training.

The rationale for the initiative which is outlined in the section: *Why Do We Need Stand Up!?* would be similarly beneficial for primary school teachers. Some of the suggestions for *Stand Up! Week* might also be useful for schools who wish to adopt a whole school approach to LGBT issues – however it is noted here that this was outside the scope of the pilot project which only involved 5th and 6th Class teachers.

The poster may not appeal to a primary school audience – what would be helpful at a later stage would be to develop a poster around the *All Together Now!* logo for use after the pilot phase. This might show children (in 5th and 6th Class) who are involved in some cooperative endeavour, with representation from different cultures/ethnicities (for example).

Stand Up! Video Clips

A number of video clips were available under the *Stand Up!* header on the BeLonG To website for the 2015 campaign. These are as follows: *Gay or Straight?; Coming Out; Coming out to each other; Best Friends Forever; Sticks and Stones; Irish Actors Support BeLonG To's Stand Up! Campaign; Stand Up! Don't Stand for Homophobic Bullying; Stand Up! For Jen*. While all are edited to a high professional standard, we agree with BeLonG To's assessment that their usefulness in primary schools is limited. Some have language that is inappropriate in a primary school context (e.g. *Sticks and Stones*). However, there are two videos that are powerful in terms of the message of inclusion and standing up/with LGBT young people: *Stand Up! Don't Stand for Homophobic Bullying* and *Stand Up for Jen*. The video clip *Stand Up for Your Friends* from a previous campaign also underlines this message. We decided to use one of these during the training sessions and some teachers went on to use *Stand Up! Don't Stand for Homophobic Bullying* in the pilot project while others did not on perceived age-appropriateness grounds.

Stand Up! Model of Delivery

The *Stand Up!* materials are designed to be delivered over a designated week of activities (signalled to schools in advance) in a post-primary school. This potentially raises the awareness of the whole school community to the ideals and principles of the *Stand Up!* initiative. As the pilot project involved only 5th and 6th Classes, this model of delivery was

deemed to be unsuitable for the primary pilot project. There may be potential to include the pilot materials into existing focus weeks (e.g. friendship/anti-bullying week) in the future.

5. REPORT ON KEY ACTIVITIES IN THE PILOT PROJECT

An outline of the key activities undertaken during the lifetime of the pilot project is presented in the following sections.

Recruitment of Schools

The consultants were tasked with recruiting and working with 20 schools in three clusters (Donegal, Dublin and Wexford). Initially it was planned to work through the education centre network (a national network for continuing professional development for teachers). For the Donegal cluster, initial contact was made with the Health Promotion Unit of the HSE who had a prior working relationship with BeLonG To.

While the Director of Wexford Education was very helpful in sending out an invitation to an information session, the response was poor. It was decided that personal contact would be made in Dublin and Wexford with schools known to the consultants. This yielded a positive response from most schools contacted and all were invited to training on various dates.

There was some attrition of school numbers prior to and after training. One large Dublin school pulled out on the morning of the training, while in Donegal, of the three schools that were represented at the training session, only one continued to pilot the classroom materials. In Dublin one school also pulled out after the training. In discussion with one Principal in Donegal, it appears that the Board of Management (BOM) did not approve the piloting of the programme, while in email correspondence another potential participant mentioned a delay with BOM approval which did not allow for piloting before the deadline. In addition, it was not possible to find a Church of Ireland school to pilot the materials within the timeframe.

While it is acknowledged that the number of schools falls below that which was envisaged at the outset of the project, we believe the number of classrooms involved and the range of school types was sufficient for the purposes of piloting. We are indebted to members of the Advisory Group (AG) for their help in the recruitment process.

The table below summarises the school information:

Schools	
<i>Catholic</i>	9
<i>Community National</i>	2
<i>Educate Together</i>	3
School Type	
<i>DEIS</i>	2
<i>Non DEIS</i>	12
School Gender	
<i>Mixed</i>	14
Class level	
4 th / 5 th	2
5 th	6
5 th / 6 th	2
6 th	17
Total Number of Classes	27
Total Number of Principals/Teachers who Attended Training	34

Liaison with Project Partners

As well as the contacts outlined earlier in this section, the main forum for liaison with project partners was the AG meetings (5 in all). The discussion and feedback at these meetings was been invaluable in informing the principles and content of the school work. The consultants wish to record their gratitude to the AG for their support and advice throughout the pilot project.

The consultants were in touch with the DES divisional inspector (Mr. Pauric Barnes) who liaised on the pilot project to update him on progress. The consultants also had a discussion with a representative from the National Parents' Council about linking with parents for feedback on the pilot lessons. While this option was offered to a small number of schools, it was not possible to arrange this within the timeframe of the project.

Project Literature/Information

The consultants developed a suite of documents to inform and support teachers and schools during the pilot project, in consultation with the AG. These included:

- *Project Information Sheet* (Appendix Six)
- *Invitation to schools* (Appendix Two)
- *Parent Consent Letter* (Appendix Three)

In addition, the consultants prepared a training pack for each participating school and teacher. This included: all of the project literature; lesson plans; supporting materials (such as copies of the United Nations Charter of Human Rights); relevant materials from INTO, GLEN and BeLonG To including dvds; lesson feedback templates; various information sheets and ancillary resources. These were distributed at the training and supplied to teachers who could not attend training.

In relation to the consent of parents, it was agreed to follow each schools' policy in this regard, while passive consent was the preferred option of the AG and the consultants. Half of the schools were contacted during the pilot phase to monitor progress. In most schools, there was little or no reaction from parents. In a few schools, parents looked for more information

before allowing their child to take part, while in one school, a family withdrew their children from the pilot programme.

Development of Classroom Materials

The aims of the pilot project have been outlined in an earlier section. These are in keeping with effective approaches to bullying outlined in earlier sections of this Report.

A number of ideas for classroom materials were discussed both within the consultant team and with the AG. Based on the locus of the pilot project (classes in upper primary schools) and the consultants' experience of working in such settings, it was decided to develop a series of lessons (4) to be piloted by 5th and 6th Class teachers. Underpinning these lessons is a human rights/equality perspective. The lessons are grounded in the SPHE primary school curriculum and are designed to address the directive to schools (*Circular 0045/2013*) to address homophobic and transphobic bullying. They are a unique contribution to the suite of materials available to primary schools to address these issues in an inclusive and positive way. These were drafted and redrafted over a number of months prior to their introduction to teachers and Principals at the training sessions. Feedback from piloting teachers is outlined in a later section. The lessons and accompanying resources are in Appendix One.

Training Sessions

A training module for school staff including Principals and 5th/6th Class teachers was scheduled for the January/February 2016. This was co-designed and co-facilitated by staff from BeLonG To and the consultant team. The training was planned as a twilight, 2.5 hour session in all cases (Dublin, Wexford and Donegal). Thirty teachers and Principals attended the training, with a smaller number of teachers (9) receiving a shorter training session in their schools due to unavailability for the dates of the training.

At the training the teachers were provided with a pack of resources. They were encouraged to seek support from the consultant team at any stage during the pilot phase. In addition, an online forum was set up which acted as a document repository as well as potentially a means of teachers discussing their progress. While attempts were made to initiate discussion through the online forum, this did not happen. One could speculate as to why teachers did not get involved in this way. The fact that they were piloting materials (of itself a precarious

undertaking), that they had not developed a relationship of trust with other schools in the project, and that other pressing school work intervened may all help to explain this lack of online engagement. What is obvious from the written feedback received is that teachers engaged in a committed way with the task of piloting the classroom materials and were enthusiastic about the work they were doing.

It should be noted that a small number of teachers in the pilot project did not receive any form of training but were anxious to pilot the materials nonetheless. This may explain some of the feedback received where some teachers were unsure of various aspects of the lessons.

6. EVALUATION METHODS IN THE PILOT PROJECT

A central component of the implementation of the pilot programme was the guiding idea that the various features should be evaluated as comprehensively as possible while taking into account the constraints (especially time). The evaluation was guided by three main considerations. Firstly, the various features of the programme should be evaluated, including the training of the school staff as well as the lessons that formed the core of the pilot project. Secondly, the opinions of the various interests should be taken into account rather than relying on one group. With this in mind the evaluation formally sought the views of schools (teachers and Principals) as well as the AG. Thirdly, as far as possible a mixed methods approach was adopted in line with modern views on evaluation. Thus, a combination of structured questionnaire items as well as open-ended questions were utilised in the results set out here. For copies of the questionnaires, see Appendices Four and Five.

The results of the evaluation reported here follow the order in which the various questionnaires were administered. A summary of the views of the participants on the training sessions is set out, followed by an overview of the perceptions of the teachers implementing the lessons. Next we examine the overall views of teachers on the pilot project and its implementation following which the views of the AG on the major issues around the project are set out.

For each component of the evaluation, the main trends and issues emerging are set out. In interpreting these findings, attention should be given to the relatively small number involved. At the same time, every effort has been made to gauge the reaction of participants at every level with a view to establishing the perceived need for resources such as *All Together Now!* and the extent to which the pilot project provides guidelines for future planning.

7. EVALUATION FINDINGS

Evaluation of Training Sessions

Thirty participants were involved in the training sessions in the three venues, including mainly class teachers and Principals. Towards the end of the training sessions, they were invited to complete a short anonymous questionnaire on their views on the session. The items were open-ended and were concerned with the participants' overall views on the training session, the contribution that the session made to their readiness for the project, whether there were any significant omissions in the session and their views on the format and style of the training session. Furthermore, the questionnaire included two items regarding the project and its implementation. All of the teachers/Principals who attended the full training session completed the questionnaire.

Overall views of training session

With regard to the overall views of the participants, of the 27 questionnaires returned, 24 were positive and included descriptions like '*very informative*', '*well delivered*', '*very practical*', '*interesting*' and '*far exceeding my expectations*'. About half gave a rationale for their endorsement and most of these drew attention to the interactive nature of the session and the deepening of their understanding of various aspects of bullying. The following comment was typical '*... I really enjoyed it all ... It was great to be in a room full of open-minded educators*'. In contrast, one of the participants thought that '*... the session was a little rushed*' and '*... would have like more time to discuss some of the important issues that were raised*'.

Contribution to understanding/delivery of the project

All of the participants commented in relation to this question. Six comments were concerned with the context of the project and the way in which the session helped them to understand the context of bullying. As one participant stated: '*... the human rights approach made great sense*'. A second set of comments referred to the overview of the project and how the lessons fitted with the rationale. One comment was that: '*... the whole package is no longer mysterious to me*'. Finally, there were five comments that were focused on the confidence

that the participants felt following the session and their sense that they could manage the delivery of the programme without undue challenges. One comment was: *'this has given me confidence to deliver the programme'*.

Significant omissions

In response to the question of what significant omissions were evident and that might have enhanced their readiness to deliver the programme, 19 of the participants either left this blank or said that there were *'none that they could think of'*. In line with this, one of the participants said that *'... I cannot identify any at present'*. Some referred to aspects of the programme that they would like to hear more about or in greater depth. As one said: *'... I would have liked more video clips...an interactive presentation would have made the lesson plans more real'*.

Format and style of the presentation

All of the 27 respondents commented on the format and style of the presentation. The comments were quite positive and fell into broad categories as follows: (i) comments on the structure of the session; (ii) the balance and combination of different styles in the presentation; and (iii) the opportunities for discussion. On the overall structure there were ten comments and the main theme was that the format of the sessions was straightforward and easy to follow. Many commented on the momentum of the session which they perceived was maintained for the two hours. One participant said that: *'... the session was clearly laid out ... with adequate detail and opportunities to be active'*. Related to this was a second set of comments regarding the different styles of the four presenters. This aspect was perceived to have maintained interest throughout the session and kept the participants' attention. As one said *'...the fact that the presenters varied their style meant that the momentum was there...and this helped to keep my interest'*.

Perceived need for a programme

The participants were asked the more general question regarding their views on the need for a programme like *All Together Now!* Just 20 of the 27 respondents commented on this issue. Overall there was agreement that there was a need for a programme to address homophobic

and transphobic bullying and this should be of the kind being developed. The participants gave a variety of reasons why such a programme was needed with five participants agreeing but urging some caution.

As regards the perception that the timing of the piloting was right, at least five comments mentioned other developments in recent times that created an atmosphere that was conducive to the acceptance of the programme. These developments concerned both educational changes and developments in society in general. One comment was that: ‘... *there is a momentum to make SPHE directly relevant to the needs of children and families and this programmes fits well with that momentum*’.

However, while the perceived need was strongly endorsed, some comments (4 in all) drew attention to a perceived need for caution. These comments fell into two groups. One focused on the need to ensure that the programme was appropriate for the age group for which it was targeted. A respondent said that: ‘... *while it is very important some version of the programme is in all classes, it is essential that it matches the needs and understanding of the children*’.

Possible difficulties

The final question asked about possible difficulties that schools and teachers might experience in implementing the programme in primary schools. Just 19 participants responded to this item and the responses fell into three broad categories: (i) possible reactions of parents and some staff members; (ii) possible negative reactions of BOM; and (iii) time pressure due to the overcrowded curriculum.

With regard to views of parents, one said: ‘*I am worried about getting the consent of some parents*’. With regard to BOMs, three of the respondents expressed concerns that they might have misgivings. In some cases the difficulty was with regard to an influential member of the Board. As one said: ‘... *because of the ethos of the school, some members may take the view that the programme is not suitable*’. Finally, two respondents thought that a potential difficulty was finding the time, given the demands on teachers with new programmes and initiatives. As one said: ‘... *the problem is simply one of TIME*’.

Lesson Evaluations

Every teacher that participated in the pilot programme received four lesson feedback sheets to be completed after the delivery of each lesson. The feedback sheets comprised of five questions:

- What went well?
- What didn't go well?
- What would make this lesson better?
- How do you think the children reacted to the lesson content/activities?
- Any further comments?

It should be noted that there was less feedback received on Lesson Four as some teachers did not get a chance to pilot this lesson.

What went well?

Across the two class levels, the feedback under this question and the question *what didn't go well?* are presented under “general” (ie relating to all lessons) and “specific” (ie feedback that refers to one of the four lessons). The first question on the feedback sheet asked teachers to specify what went well.

General

The generic feedback amongst the teachers for this question related to the active learning that took place throughout the four lessons. Many teachers pointed out that the lessons were great for engaging pupils through whole-class and group discussions and activities. This enabled the pupils to share their opinions and attitudes providing teachers with an insight into their perceptions on aspects such as equality, bullying behaviours and belonging:

...where we thought they would giggle, they didn't even blink an eye! It seems that when things are just explained to them, they are not taboo and it's not as likely that they will use those words to tease someone especially at school.

(6th Class teacher)

Teachers also liked the human rights and equality approach to these lessons and the inclusion of reference to their school's Anti-bullying Policy in lessons:

...using rights and equality as a starting point contextualise the bullying scenarios very well.

(5th Class teacher)

I liked that we were told to refer to the school's Anti-bullying Policy and gave us an opportunity to explain what it is and why it's in place.

(4th/5th Class teacher)

Specific

The bullet points listed in the following sections highlight the aspects of individual lessons that teachers mentioned most frequently as having gone well.

Lesson One:

- Rights and nine grounds discussion
- Scenarios
- Awareness of various Acts and Charter of Children's Rights
- Drama activities
- Video clips

...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)

Conversation around the nine grounds was very interesting and children were very tuned in when sexual orientation was discussed because to some these are such forlorn words...The scenarios were great and very real life and really created awareness to how easily people can be discriminated against in everyday situations and how it may have often happened to them.

(4th/5th Class teacher)

The activity matching scenarios to nine grounds worked well and plenty of interesting discussion developed.

(5th Class teacher)

Lesson Two:

- Bullying perception discussion
- Scenarios
- Hurt scale
- Bully circle
- Attention to school's own Anti-bullying Policy
- Group activities

...the scenarios were really good as they related to contemporary children's lives (Snapchat/screenshots/Nike Roshes etc). One of the girls really identified with the scenario about the girl who was always playing with the boys. She very confidently said that was like her. She said she wished she was a boy sometimes.

(6th Class teacher)

The Hurt Scale was great because it really allowed them the opportunity to think about all the different bullying behaviours and what they feel hurts more than others. This created a bit of controversy as all children have different opinions so it opened up very interesting conversations.

(4th/5th Class teacher)

The Bully Circle was so interesting! It was great to have this resource to show the children and it was a great opportunity for them to think about where they fit in. I've never had a chance to discuss this before with a class, Usually you focus on the bully and the victim...I can't stress enough how great I thought the Bully Circle resource was. It explained everything at their level.

(5th Class teacher)

Lesson Three:

- Placemat activity
- Novel extract – *The Boy in the Dress*
- Key points of being bullied
- Re-visiting scenarios and hearing each other's responses
- 5 stage model language
- Bully circle linkage
- Difference between telling tales and reporting bullying incidents

The children enjoyed the excerpt from The Boy in the Dress and it led to a great discussion around children and their toys e.g. why can't boys play with Barbies? Why are kitchens and dolls in the girl section of toy catalogues?

(6th Class teacher)

The children loved the novel extract. They suggested that the problem actually lay with the father, not the child, and to me this was evidence that the programme was a success.

(6th Class teacher)

Placemat scenarios were a very effective resource. It worked well. Each child's voice was heard, without having to orally contribute to the class, which many may find difficult when based on such personal and important topic. The scenarios were appropriate and based on things that occur every day in older children's lives.

(5th Class teacher)

Lesson Four:

- Recap on previous lessons
- Discussion on belonging
- Creating positive endings
- Rainbow symbol
- Belonging sheet
- BeLonG To website and video clips
- Art lesson/rainbow collage

The recap was used as an opportunity to gauge the learning of the children during the programme. I was delighted with the response. They recalled lots of the Rights of the Child, types of bullying, members of the bullying circle and remembered all of the activities.

(6th Class teacher)

Brainstorm activity on belonging went well. Made children realise how we belong from micro-unit (e.g. family) to macro-unit (e.g. country). Interesting discussion on the key questions.

(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)

What didn't go well?

It is noted that a small number of teachers (15-20% depending on the lesson) left this section blank, which may suggest that they encountered no difficulties in piloting the lessons.

Furthermore, it should be considered that the teachers who identified aspects of lessons which did not go well may be those teachers that did not attend the teacher training sessions.

General

Feedback highlighted the length of time it took teachers to complete lessons with the children. The majority of the teachers commented that it took considerably longer than they had anticipated, with a smaller number mentioning the fact that the time allocation for SPHE on a weekly basis is 30 minutes. In some instances it was considered that there was too much content in the lessons. However, a significant number cited the engagement of children as a contributing factor to the length of time it took to complete lessons:

I don't think there is any part of this lesson that didn't go well. Personally, I timed it quite wrong. The children became so involved that I found I went way over time and had to continue this lesson the next day.

(6th Class teacher)

Specific

The difficulty of highlighting specific feedback on each lesson is the contradictory messages we received. For example, one teacher may have really enjoyed the *Hurt Scale* (Lesson 2): "... it did lead to positive debate over severity of different types of bullying", while another felt it was not necessary. In relation to the novel extract, one teacher said the children "responded extremely positively to the extract", while another suggested it should be removed. These personal preferences need to be borne in mind when reading specific feedback on lessons.

Lesson One:

- freeze frame difficult
- "found it hard to understand the difference between civil status and marital status"
- "UN Charter a little abstract"

Lesson Two:

- Too many scenarios
- Omit emojis (smiley faces)
- Types of bullying/bullying behaviours hard to understand

Lesson Three:

- Placemat activity took some work to understand
- Effects of bullying didn't work as well as other parts
- Novel extract "a little out of place"

Lesson Four:

- Not enough content
- Worksheet not appealing

What would make this lesson better?

General

Some of the same points outlined in the previous section were reiterated here. These relate mainly to the length of time it took to carry out the lessons with the children. In addition, teachers wanted to see more slide shows, dvd clips, animated cartoons and posters aimed at primary school children. One teacher had used the INTO *Different Families Same Love* provided in the training pack. A small number of teachers had used the BeLonG To dvds (described earlier), however others did not use any of these as they felt they were "a bit old for primary school aged kids" (5th/6th Class teacher). As in the previous section, a number of teachers left this question blank.

Specific

Lesson One:

- Small role plays leading to resolution (9 grounds activity)
- A video of a victim (school age) being interviewed
- Break up the lesson into two

Lesson Two:

- Role plays/drama based on scenarios
- More use of faces
- Slide show of bully circle

Lesson Three:

- Different scenarios to ones previously used: “children had tired of them”
- Novel excerpt as a separate activity or used at the beginning
- Other activities to make children empathise with victims (of bullying)

Lesson Four:

- Better activities for Belonging section
- Finish on a happy note

How do you think the children reacted?

General

Without exception, the response of the children was positive to all lessons as reported by the teachers. Their engagement in discussion was frequently mentioned as a reason for lesson overrun. In addition, many teachers spoke about children being respectful, open, honest and mature – the level of maturity shown took some teachers by surprise:

They were far more mature than I had hoped for. They shared ideas, thoughts and questions and I was delighted with their openness and honesty.

(6th Class teacher)

In a similar vein, a teacher of a mixed 5th and 6th Class stated:

The children were very open and honest and reacted well to the content. They approached the content in a mature way and were very eager to give their opinions and discuss the various aspects...

(5th/ 6th Class teacher)

Specific

As stated earlier, the children's reaction to all lessons was overwhelmingly positive. The following points highlight this positivity and other reactions.

Lesson One:

- “I was really pleased with how children reacted to the lesson...They were very curious to understand everything and had indepth questions...” (5th Class teacher)
- “They loved the drama activity. They also really enjoyed the video: Stand Up for your Friends”. (6th Class teacher)
- “There was some giggling and childish behaviour at first...” (4th/5th Class teacher)
- “They were quite subdued to begin with...but were comfortable hearing and using the language by the end of this lesson”. (5th Class teacher)

Lesson Two:

- “Through the use of the scenarios and the bullying circle, the majority of them felt they were the possible defender”. (5th Class teacher)
- “I was surprised that a lot of children knew of someone who was gay or lesbian”. (5th 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)
- “Overall well, inclined to get off topic when bullying is mentioned”. (5th Class teacher)

Lesson Three:

- “The children enjoyed the placemat activity and responded extremely positively to the extract from ‘The Boy in the Dress’. They ‘got’ it and could read the story at a deeper level than what I had expected them to”. (6th Class teacher)
- “Almost all of them seem to have taken on a more active role in the bully circle and seem to be more confident to do this”. (4th/5th Class teacher)

Lesson Four:

- “Children reacted very well. They shared a variety of places they belonged to and generated a lot of discussion”. (5th Class teacher)
- “Throughout the programme the children reacted brilliantly in the lessons. They showed a maturity which 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 delighted to fill out the reflection sheet. It brought it home to them that their opinions matter”. (6th Class teacher)
- “They found the belonging sheet difficult as they couldn’t think of enough answers...” (4th/5th Class teacher)

Note: while some teachers forwarded the pupil Reflections Sheet provided at the end of Lesson Four to the consultants, it was felt that we could not use these as data as we had not sought the children’s permission. It would be highly desirable in the future to engage children directly in research on homophobic and transphobic bullying prevention.

Further comments

A “sweeper” question at the end of the lesson evaluation sheets invited teachers to write down any additional comments. These tended to be more generic than specific to individual lessons, and there is much overlap between what the teachers wrote in this section and

responses outlined earlier. For example, the length of the lessons was mentioned, positive comments about particular activities, the need for age appropriate resources (including video clips) and some suggestions for moving activities around. However, the overriding sense was of a very worthwhile pilot project, as evidenced in the following representative quotes:

Having seen the maturity of the children I plan to use the video clips to give a final impact on how they can stand up for one another.

(5th Class teacher)

I believe the content is very important especially for 6th Class moving forward in to secondary school and because of everyday life, media, t.v. programmes.

(5th/6th Class teacher)

This course has been a pleasure to teach. I have really enjoyed and will definitely use its content again in the future...I am proud of my pupils and the way they responded to the programme. It really is a great series of lessons and I congratulate you all on your hard work because it has certainly paid off.

(6th Class teacher)

Based on my own observations and the feedback from the children, they gained a lot from these lessons and enjoyed them.

(6th Class teacher)

Teacher and Principal Evaluation of the Pilot Project

Overview and questionnaire

Towards the completion of the pilot programme, the participants (including Principals and piloting teachers) had the opportunity to respond to an anonymous questionnaire that focused on their views on the various features of the pilot project. The items in the questionnaire were concerned with the perceived success of the project, the extent to which the partners in the project were prepared for its implementation, and how suitable they saw the lesson plans to be. They were also asked about aspects of the delivery of the project that might merit

more attention in the future, as well as recommendations they would like to make. Most of the questions were structured in a multiple choice format while an open-end question towards the end invited the respondents to make any other comments regarding the programme, if they wished (Appendix Four). Of the 11 participants who responded, 9 were class teachers and 2 were school Principals. This response rate suggests that close to half of the participants completed the questionnaire within the strict time limit.

Perceived success of the project

The respondents were asked about their perception of the success of the project with regard to the planning of the project, the topics included, linkages with the existing curriculum as well as the aims of the project. For each of these dimensions, respondents were asked to say how successful the project was from 'Very successful' to 'Not successful at all' on a 5 point scale. All of the respondents took the view the project was successful/very successful with respect to each dimension.

Open-ended comments tended to be positive with a few focusing on the importance of the area including the view that '*... there is a real need for a programme like this.*' One other comment was that time was an issue: '*8-10 lessons would be needed to deliver the content effectively.*'

Being prepared for the project

Questions focusing on the extent which the relevant partners were prepared for the project looked to the extent to which teachers, school management, school community and parents were prepared for the implementation of *All Together Now!* For each of these, the respondents were asked to indicate their perception of how well prepared each was on a five point scale from 'very well prepared' to 'not prepared at all'. Nine of the 11 thought that the relevant partners were very well or well prepared. Two took the view that it was 'hard to say' with regard to parents and the school community.

Comments were generally in line with these positive views. One respondent said that: '*... the programme was fully embraced by all involved partners.*' Another agreed and made the

point that: *'Parents should not have the choice for their children not to be included ... because of the increasing importance of the topic.'*

Suitability of lessons

The respondents were asked to indicate how suitable the lessons were with respect to the following: being age appropriate; the handling of issues; sustaining interest; and involvement of children. For each dimension they were asked to say how suitable on a five point scale from 'very suitable' to 'not suitable at all'.

Overall the views of the respondents were very positive and for each dimension rated, with almost all of the respondents (10 of the 11) that the lessons were suitable/very suitable in all of the respects listed. In line with these views, the comments were generally positive. As one said: *'... the subject matter was needed in SPHE ... in a changing society.'* Some commented on the DVD: *'... not suitable for primary school classes.'*

Planning for the future

The participants were asked about matters that might deserve particular attention in the future planning of the programme. These ranged from provision of in-service to developing ideas guiding the programme, linking with post-primary and taking into account the views of schools and teachers. The respondents were asked to say for each how much attention was needed ranging from 'a lot more attention' to 'less attention on a five point scale.

As might be expected there were differences between the various features. Most respondents endorsed the idea of giving more attention to in service and to lesson guidelines. In contrast, the ideas guiding the programme were not regarded as meriting more attention by nearly half of the respondents.

Following these items, the respondents were asked about recommendations for the future. Most commented in some detail on this matter and because of its importance, the recommendations that they made (many of which centred on lesson length) are included in a later section.

Advisory Group Evaluation of the Project

In early March, an anonymous questionnaire was designed and sent to members of the AG (Appendix Five). It was thought appropriate that the questionnaire should be open-ended. The items concerned the most important issues (including the need for such a project); the planning of the pilot project (including initial contact with schools); and the involvement of the AG. They were also asked about their perception of the lesson development and training of school staff, whether there were any aspect that they thought made a significant contribution to implementation of the project and if there were some ways in which the delivery of the pilot project might have been made more effective. By the closing date six responses had been received and the results summarised below are based on these.

Need for the project

With regard to the perceived need for the project all of the respondents strongly took the view that there was a need for a set of lessons like *All Together Now!* As one said: *‘There are proven instance of homophobic and transphobic bullying in primary schools.’* Another said that the evidence shows that: *‘... many LGBTI people do not feel they fully belong in their schools because of their identity.’* No comment ran contrary to these strongly stated views.

Planning, lesson development and training

For five of the six respondents who expressed an opinion the consensus was that the pilot project as well planned, especially with regard to contact with schools. There was also satisfaction with the involvement of the AG from the beginning. As one member said: *‘... I am happy that the project was professionally managed and that the view and opinions of the Advisory Group were taken on board.’* Another expressed satisfaction and suggested that: *‘... the initial timeframe was somewhat unrealistic but the AG was valuable in changing this to a more manageable schedule.’*

With regard to lesson development and training, three of the six members indicated that they did not have the opportunity to familiarise themselves with this process. However, the three people who commented were extremely positive. As one said: *‘... the lessons were very well structured ...the teachers strongly agreed with the interactive nature of the lessons.’* Another

said that: '*... the expertise and experience of the organisers was evident in the way the lessons were developed and in the responses of the teachers.*'

Awareness of AG and implementation

When asked about the extent to which the AG was kept aware of developments as the pilot project was rolled out, five of the six respondents indicated that they were happy that they had been kept informed. Typical of these comments were: '*I think we were kept well informed on all relevant aspects of the planning and implementation of the programme*' and also: '*... the inputs of the design team helped considerably.*' The member who held somewhat different views was of the opinion that: '*There seemed to be long gaps at times when communication was sparse.*' Also s/he took the view that: '*I would like to have seen the full draft of the final lesson plans before they were issued to schools.*'

The AG were asked if there was any aspect that the thought made a significant contribution to the implementation of the project. Three of the respondents mentioned aspects of the work of the AG committee. As one said: '*... there were useful discussions at the AG meetings which were very important in relation to the advocacy for such a programme ...taking into account the experience and background of the group.*' Another mentioned that: '*... contacting the right schools initially was strategically very important.*' Another took the view that: '*... starting with the Human Rights /Equal Status act was an excellent starting point for delivering the key message.*'

Making the delivery more effective

This question concerned ways in which the delivery of the pilot project might have been made more effective. Three of the respondents said that they were happy with the way it had been delivered and they could not add anything that might make the project more effective. The three who made suggestions focused on the recruitment of schools and on broader consultation. As one said: '*... it would have been a good idea to contact more schools initially in order to compensate for any schools that did not go ahead with the programme.*' Another comment was that: '*... parents and Boards of Management might be given more information about the rationale for the programme and this in turn would allow for a fully informed decision about participation.*'

Recommendations for the future

All groups surveyed were asked to make recommendations for the future of the project. These are included in the final section of this Report.

8. CONCLUSIONS AND RECOMMENDATIONS

This pilot project, initiated in 2015 by BeLonG To, built on recommendations in the *Action Plan on Bullying* (2013), and sought to provide primary schools with materials to tackle homophobic and transphobic bullying as required under *Anti-bullying Procedures for Schools* (2013) and *Circular 0045/2013*. The funding for the project was received from the Department of Education and Skills (DES).

That this initiative is necessary is borne out by the recently-launched study (Higgins et al. 2016) which clearly shows that young LGBTI people in particular are at risk from depression, self-harm, suicide ideation and discrimination, and that schools in many instances are not the safe spaces they should be. As former President of Ireland, Dr. Mary McAleese stated at the launch:

Parents need reassurance that the mental wellbeing of their LGBTI children is high among the priorities of the schools to which they entrust the education of their children. Our LGBTI children need reassurance that the schools we have chosen for them are places where they experience healthy attitudes and acceptance.

(Media Release 22 March 2016)

The *All Together Now!* pilot project sought to equip primary schools, and 5th and 6th Class teachers in particular, with training and resources that would foreground an equality and rights-based approach to tackling homophobic and transphobic bullying in their schools. The pilot classroom materials enabled schools to address the directive of the DES to tackle all types of bullying in schools, including homophobic and transphobic bullying.

Farrelly's (2014) research highlighted the prevalence of this type of bullying in primary schools, while the teachers and Principals we met confirmed that they too were aware of the need to educate children to counter the all-too prevalent taunts that they heard in the school environs. Higgins et al's research (2016) showed that 12 years is the most common age to become aware of one's LGBTI identity. A survey of the research and programmes in other jurisdictions told us that the work we were undertaking was both timely and in keeping with best practice internationally. While we are keeping up with our international educational

counterparts in most instances, it is noted that we have only begun to face the challenge of intersex status in schools.

The pilot project was supported by an AG that comprised of representation from key partners in education, along with BeLonG To who initiated the project. The recruitment of schools was greatly assisted by the AG, however it was not without its challenges. While many schools contacted were supportive of the piloting of materials in their schools, a small number were fearful of BOM and parental disapproval, leading to some withdrawals in the early stages. It is to the credit of those schools who committed that they stuck with the process in spite of questions being raised about the Catholic Primary Schools Management Association's (CPSMA's) participation in the project.

The feedback from the teachers in relation to the classroom lessons is overwhelmingly positive, in spite of the fact that the lessons took more time to implement than they had originally envisaged. Their assessment of children's reactions is equally enthusiastic, and in many instances, teachers were surprised and affirmed by children's mature and open responses to lesson content.

In addition, the views of those who completed questionnaires from participating schools and the AG are extremely positive about the necessity for the project, the approach taken in the classroom materials and the general management of the project. The desirability of contacting more schools to allow for the inevitable drop outs is accepted by the consultant team. It should be noted that tight deadlines, the pressure schools were under with regard to 1916 centenary commemorations and the early date for Easter holidays were all factors the consultant team had to juggle with, along with the challenging nature of the classroom materials themselves. Throughout the project, we were consistently impressed with the commitment of the Principals and teachers to the pilot process, in spite of many competing demands, and we thank them for their cooperation and diligence. With their feedback, it will be possible to make the classroom materials a desirable resource in primary schools.

Recommendations

The recommendations listed here are drawn from the feedback received from teachers, Principals and the AG throughout and at the end of the pilot process and the views of the three consultants who worked on the project. They range from specific to more general ones.

Specific

1. The lesson plans and ancillary materials need to be edited to take into account the feedback received. While preserving the many positive features highlighted by teachers, the issue of the length of the lessons needs to be tackled as this may inhibit more widespread use of these lessons in the future.
2. In tandem with the re-writing of the lessons, consideration needs to be given to developing age-appropriate ancillary resources for tackling homophobia and transphobia with upper primary school classes. Teachers appreciate when they are supplied with supporting resources such as video clips, slide shows, and posters (for example). While a small number of teachers used the existing BeLonG To dvds, many did not. Some of the additional resources suggested by teachers would require a considerable budget, while others may be easily created.
3. The training provided at the beginning of the pilot project was a key factor in drawing schools in, and was highly rated by the participants. While it would be desirable to offer this training on a national basis, this requires careful consideration given how labour intensive it might be. The possibility of partnership between BeLonG To and the Professional Development Service for Teachers (PDST) is an avenue worth exploring.

Given the apparent reluctance of some BOMs to approve the pilot project in their schools, it would be also useful to identify opportunities to provide training for this particular group.

In addition, training opportunities for parents might also increase support for the implementation of the DES Anti-Bullying Procedures in relation to homophobic and transphobic bullying and the implementation of the *All Together Now!* materials in schools.

4. The grounding of *All Together Now!* in the SPHE curriculum and the Equality and Gender Recognition Acts was considered a strength in these materials. Future resource developments need to take into account the issue of curriculum overload in the primary school.

General

1. Any developments of resources needs to take into account curriculum developments at primary school level. The National Council for Curriculum and Assessment (NCCA) are working towards the introduction of a curriculum in Ethics and Education about Religions and Beliefs (ERB). It may be that the future curriculum “home” of materials such as *All Together Now!* will be located between SPHE and Ethics Education. A careful eye on these developments will ensure that the piloted classroom materials remain linked to curriculum provision.

In addition, liaison with the NCCA in relation to current curriculum developments and the case for naming these specific issues in any new curriculum documentation should be explored by BeLonG To at the earliest opportunity.
2. Future training design and development needs to take account of the Teaching Council’s new framework for recognition of professional development (Cosán) launched on 15th March 2016. While full implementation is not due to take place till 2020, it will have an impact on in-service providers (such as BeLonG To) who will need to tailor their offerings to the professional requirements in order to remain attractive to teachers.
3. While the pilot materials were implemented in a number of Catholic schools, it appears that a small number were hesitant to get involved, while BOMs did not approve the project in some schools. It is also unfortunate that no Church of Ireland school accepted our invitation to participate within the timeframe of the project. The place of materials such as *All Together Now!* in denominational schools (the majority of schools in Ireland) needs to be clearly articulated and schools need to be provided with a strong rationale that reconciles the constraints of school ethos with legislative and policy imperatives such as the need to implement the DES (2013) anti-bullying

procedures and circulars in relation to homophobic and transphobic bullying. Leadership from Trustee/Patron bodies in this regard would be particularly helpful. Additionally, clarification on the role of BOMs in approving curriculum materials could be sought from the DES by BeLonG To.

4. The consultants are aware of the limitations of the present pilot project, including the relatively small numbers of schools involved and the lack of data pertaining to the views of children and parents (among others). The possibilities of conducting research with these groups and of extending the pilot to a wider range of schools could be explored in the future, should additional funding become available.
5. The possibility of extending the *All Together Now!* materials to include all nine grounds in the Equality Act (2004) was mooted at AG level on a number of occasions. While this would require considerable additional resources, it would make this a substantial resource for schools. It might also increase its acceptance in schools that are hesitant to just focus on homophobic and transphobic issues. Any potential development needs to take account of reservations expressed by the AG in relation to dilution of the focus on homophobic and transphobic bullying in such a scenario.
6. The potential to develop children's empathy, understanding and acceptance of diversity is one that could be explored at all class levels, building on existing materials such as those developed by the INTO-LGBT Group and GLEN, and extending the current pilot materials to include middle and junior classes.

The consultant team are very grateful for the opportunity of being involved in this groundbreaking project which has been stimulating, challenging and rewarding. We wish to record our thanks to BeLonG To; the AG; the schools (Principals and teachers); the parents who allowed their children to take part in the pilot project; and the children who engaged so enthusiastically with the lesson materials. We look forward to hearing about future developments in the elimination of homophobic and transphobic bullying in all our schools, and we would be happy to continue our involvement if that should be considered useful.

Dr. Bernie Collins

Dr. Seline Keating

Professor Mark Morgan

April 2016

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WEB-BASED RESOURCES/REFERENCES

www.belongto.org

www.education.gov.au

<http://www.education.ie/en>

<http://edu.gov.on.ca/eng/teachers/safeschools.html>
www.glen.ie

www.mygsa.ca

www.safeschoolscoalition.org.au

www.stonewallprimary.org.uk

www.tdsb.on.ca/AboutUs/Innovation/GenderBasedViolencePrevention.aspx

www.into.ie/lgbt/EducationalResources

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

<http://www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf>

Appendix One: Draft Lesson Plans (As Piloted)



A Pilot Educational Awareness Programme on Homophobic and Transphobic Bullying in Primary Schools

Drafted by: Dr. Bernie Collins; Dr. Seline Keating; Professor Mark Morgan.

This project is funded by the Department of Education and Skills and is a partnership between BeLonG To Youth Services and St. Patrick's College. It is supported by an Advisory Group whose membership includes: INTO; INTO-LGBT Teachers' Group; IPPN; National Parents' Council; CPSMA; PDST, Educate Together; Community National Schools-DDL; Church of Ireland - Board of Education; GLEN; TENI.

CONTENTS:





AIMS:

- to allow children to become familiar with human rights with specific reference to homophobic and transphobic bullying
- to explore the Equality Act/Gender Recognition Act (2015) and identify what constitutes discrimination/harassment and how individuals can counter these

CONTENT OBJECTIVES:

Strand: Myself and others

Strand Unit: My friends and other people

- 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

Strand: Myself and the wider world

Strand Unit: Developing citizenship

- 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

- 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

RESOURCES:

- www.childrensrights.ie
- www.ihrec.ie
- Copy of UNCRC – handout for each child or display on IWB:
www.oco.ie/education-and-human-rights/education/
- Powerpoint slides of Rights (provided at training)
- Cut outs of 10 Scenarios

INTEGRATION:

- SESE (History e.g. UNCRC)
- Visual Arts
- Drama (freeze-frames, role-play)



DETAILED PLAN:

The Charter of Children's Rights

The teacher writes the words *Rights* and *Equality* 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 *United Nations Convention on Human Rights* and *The Charter of Children's Rights* (see information box below). Specific rights are highlighted through use of slides e.g. 1; 2; 3; 16; 26; 28; 29; 30. Emphasis is placed on the *right to be safe*. **A copy of the UNCHR is included in teacher's pack.**

Key questions:

What is your favourite right of those highlighted?

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

(Teachers may refer to the full copy of UNCHR to facilitate this discussion.)

Whole class discussion on how we may sometimes talk about things we *want/need* (e.g. I want/need a new playstation) as if they are a *right* – so it's a good idea to know the difference!

Background information

Rights

Human rights recognise the equal dignity and worth of each person, regardless of our background, where we live, what we look like, what we think or what we believe. Human rights laws aim to prevent violations of human rights. The IHREC has a role to protect the human rights set out in the *Irish Constitution*, the *European Convention on Human Rights* and in the many *international treaties and conventions* that Ireland has committed to protect, respect and fulfil.

Equality

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 maybe needed by different individuals and groups to achieve equality.

[www.ihrec.ie.]

The United Nations Convention on Human Rights

The United Nations Convention on Human Rights was held almost 70 years ago and the Universal Declaration of Human Rights was agreed on 10th December 1948. Ireland signed up to the *Charter of Children's Rights* in 1992 and a number of organisations monitor progress in this area (e.g. Children's Rights Alliance).

The Equality Act

The teacher provides some background to the *Equality Act* in Ireland which is directly linked to *Article 2* of the Declaration of Human Rights (see slides): e.g. nine grounds; discrimination; harassment.

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. The pupils have to identify how someone might be discriminated/harassed on the particular ground. When this has been identified it is displayed to the rest of the class as a freeze frame. The other groups are encouraged to guess what ground is being portrayed. Following this activity the children consider how each freeze frame could be modified to uphold equality. This is explored through use of role play. The teacher scaffolds those who may need guidance.

Key questions:

Which ground is being portrayed?

How could things change to uphold equality?

It might be useful to have some examples here – maybe newspaper articles (online versions) – for example in the irishsun.ie you can get details of Eva Carneiro's legal case against Chelsea for wrongful dismissal and sexual discrimination. Teachers need to make sure that anything they show to children is age-appropriate!

Scenarios

Scenarios based on previous activities are distributed to the small groups here to consolidate learning. Key questions are discussed, recorded and shared with the whole class. One scenario relates to gender identity. See below for some background on the Gender Recognition Act (2015).

Key questions:

What do you think is happening in this scenario?

Does this relate to a right? Why?

Does it relate to an equality ground? Why?

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

Gender Recognition Act (2015)

The children could be updated on the recent passing of the Gender Recognition Act (2015) at this point which recognises the right of trans people to be legally recognised as their preferred gender. 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.

Human Rights Champions

Following the above the class teacher leads a discussion which explores with the children:

Why do people discriminate/harass?

Is there anything we can we do about that?

Human rights champions are explored through story. 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*.

CLOSURE:

Children can reflect on what they have learned, or ask questions.

ADDITIONAL ACTIVITIES:

- Drama (role-play, conscience-alley)

Charter of Children's Rights

(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

Nine Grounds



GENDER	FAMILY STATUS	CIVIL STATUS
AGE	SEXUAL ORIENTATION	RACE
DISABILITY	RELIGION	MEMBERSHIP OF THE TRAVELLING COMMUNITY

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...

Scenario 3

Conor tries to be a very good uncle to his nieces and nephews, particularly his god children 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've no dad" 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 even though he is in a 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

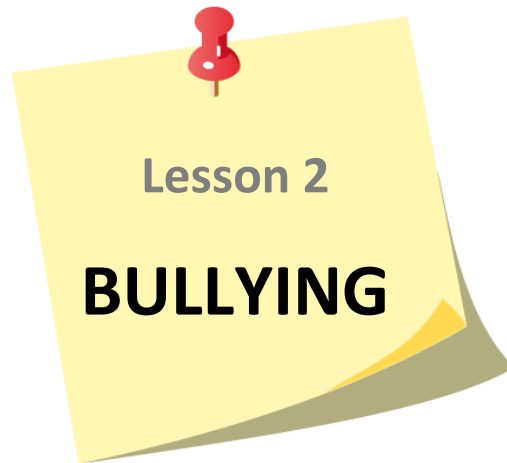
Shireen's parents enrolled her in her local primary school when she moved to Ireland. Although she is of a different religion to most of the children in the school, the principal and teachers never make her feel different, and sometimes the teacher even asks her to tell the other children about her religion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

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".



AIM:

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

CONTENT OBJECTIVES:

Strand: Myself and others

Strand Unit: My friends and other people

- recognise, discuss and understand bullying and its effects
 - *what behaviour constitutes bullying*
 - *how and why bullying*
 - *know that bullying is always wrong*

Strand: Myself and others

Strand Unit: Relating to others (*Communicating*)

- 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
 - *finding positive ways of expressing views that differ from 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
 - *pressure to conform or to belong to a group*

Strand: Myself and others

Strand Unit: Relating to others (*Resolving conflict*)

- discuss how conflict can arise with different people and in different situations

RESOURCES:

- Cut outs of bullying perceptions
- Envelopes
- Cut outs of bullying behaviours
- Cut outs of types of bullying
- Smiley faces measuring hurt scale (provided at training session)
- Acceptable Usage Policy, Anti-Bullying Policy and DES Anti-Bullying Policy and Procedures for Primary and Post-Primary Schools (2013)
- “The Bullying Circle” image – IWB (provided at training session)
- LGBT Glossary/Welcoming School Handouts (provided at training session)

INTEGRATION:

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



DETAILED PLAN:

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.

3 key features of bullying:

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

2 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.

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: one being those which they perceive as being true and those which they perceive as being false. Whole class discussion based on the cut outs: *why do you think that? Does anyone agree/disagree?*

Types of Bullying / Bullying Behaviours

The teacher writes *Bullying Behaviours* inside a circle on the board. The varying types of bullying behaviours are elicited from the pupils and recorded 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>Types of Bullying</u>	<u>Bullying behaviours</u>
<p>Identity-based bullying (e.g. homophobia, member of the traveller community, race, transphobia, disabilities, Special Education Needs)</p>	<p><u>Direct</u></p> <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) - cyberbullying (bullying via electronic devices/means) <p><u>Indirect</u></p> <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 highest to lowest measuring scale image and an envelope containing the different *Types of Bullying*. Following group discussions these are rated and placed on the scale by the pupils. This activity will clearly display the children's own values and attitudes and provide an opportune moment to note that all types of bullying are wrong.

Each group receives another envelope. This envelope contains different *bullying behaviours*. Similar to the above, following a group discussion these are rated and placed on the scale by the pupils. Like the above, this activity will also display the children's own values and attitudes and provide an opportune moment to note that all bullying behaviours 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 type of bullying?

Why did you rate this as the worst bullying behaviour?

Did you find these rating activities difficult? Why?

“The Bullying Circle”

Elicit from the pupils what roles children may take in a bullying incident. Maybe get pupils to draw their perceptions of a bully/victim which may comprise of the often stereotypical image of a physically strong bully and physically weak victim. Display the image of “The Bullying Circle”. 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 which 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

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.

Emphasis and whole class discussion is placed on **Scenario 1** and the inappropriate use of the word “gay” as a negative adjective and insult. A language based focus and reference is made here through use of the **LGBT Glossary Handout**, **Welcoming Schools Handout**, the school’s own **Anti-Bullying Policy** and to the **DES Anti-Bullying Policy Procedures and Guidelines for Primary and Post-Primary Schools (2013)** with the following in mind.

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

- 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

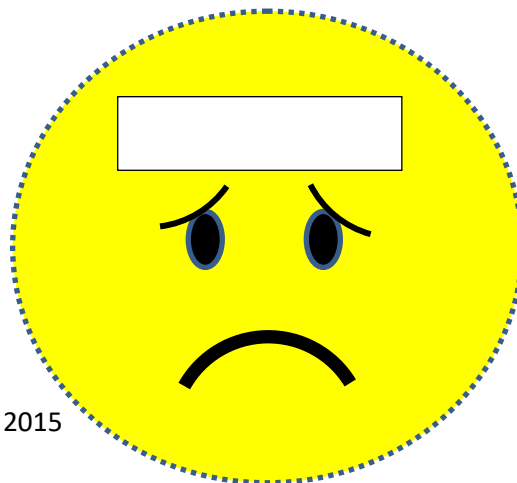
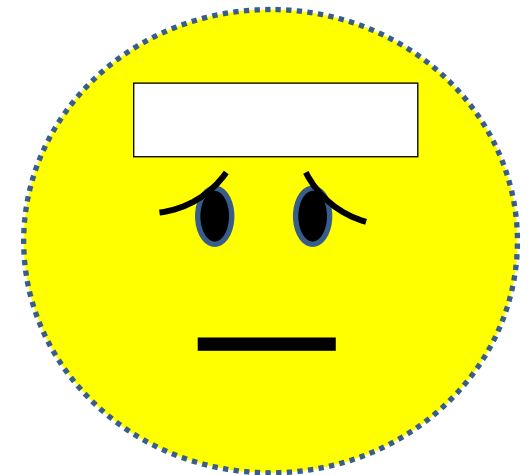
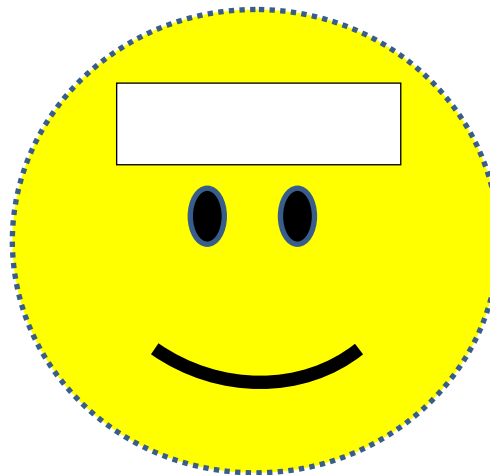
Bullying Perceptions



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.

TRUE	FALSE

Hurt Scale



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>Cyberbullying</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

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:

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:

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: _____



AIMS:

- Give children the confidence to respond to bullying as a victim and bystander
- Enhance pupil's empathetic skills

CONTENT OBJECTIVES:

Strand: Myself and others

Strand Unit: My friends and other people

- recognise, discuss and understand bullying and its effects
 - *what behaviour constitutes bullying*
 - *how and why bullying*
 - *know that bullying is always wrong*

Strand: Myself and others

Strand Unit: Relating to others (*Communicating*)

- 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
 - *finding positive ways of expressing views that differ from 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
 - *pressure to conform or to belong to a group*

Strand: Myself and others

Strand Unit: Relating to others (*Resolving conflict*)

- discuss how conflict can arise with different people and in different situations

RESOURCES:

- The school's Anti-Bullying Policy and Acceptable Usage Policy (AUP)
- A3 Placemat scenario worksheets (**provided at training**)
- An excerpt from David Walliam's novel "The Boy in the Dress"
- **Lesson 1** 10 Scenarios
- **Lesson 2** Scenarios 1 – 3

INTEGRATION:

- Literacy
- Drama
- ICT



DETAILED PLAN:

Responding to Bullying Behaviour

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 cyberbullied?

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

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)

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 cyberbullied

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

Placemat Activity

The class are divided into groups of five. Each pupil is allocated a number between 1 and 5. 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 box. When all of the groups have written their responses on each placemat a whole class discussion takes place on the scenarios with the emphasis being 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?

Scenarios Re-visited

The scenarios discussed in **Lesson 2** are re-visited. The contrasting angles of the scenarios are discussed through the eyes of the different characters and re-visiting “The Bullying Circle”.

Key questions

What should _____ (victim) do?

What should _____ (bystander) do?

Novel Excerpt

The Boy in the Dress by David Walliams

Excerpt

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. (*Excerpt 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?

The Effects of Bullying

The teacher leads a discussion based on the effects of bullying. The image of “The Bullying Circle” is used to illustrate the effect of bullying behaviours on the different roles involved e.g. *passive supporter, possible defender*. The DES Anti-Bullying Procedures and Guidelines for Primary Schools (2013) may be useful here also.

ADDITIONAL ACTIVITIES:

- Thought Box
- Literacy (acrostic poetry, script-writing, whole class reading of *The Boy in the Dress*)
- Drama (role-play of scenarios, conscience alley/hot-seating of characters from scenarios)

Placemat Activity Scenarios

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.

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?

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 & slagging you saying only girls would like that concert. Other boys join in.

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?

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 líne and on the corridors. Most of your other friends are joining in too.

What do you do?

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?



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

CONTENT OBJECTIVES:

Strand: Myself

Strand Unit: Myself and others (Safety and protection)

- 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

- identify the different groups to which friends can belong and recognise what constitutes a healthy group
 - *healthy group: inclusive, friendly, supportive, respectful of the rights and views of others*
- explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully
 - *who to confide in, when to tell, how to be assertive*

Strand Unit: Relating to others

- 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
 - *finding positive ways of expressing views that differ from others*

Strand: Myself and the wider world

Strand Unit: National, European and wider communities

- 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
...using inclusive language, exploring ways in which ... groups experience discrimination, examining the role of each individual in counteracting prejudice, discussing the need for empathy and mutual understanding

RESOURCES:

- Scenarios from **Lesson 1 and Lesson 2**
- Rainbow symbol images
- IWB for BeLonG To video clips
- Belonging activity sheet
- Reflection activity sheet

INTEGRATION:

- Drama
- Literacy
- Art



DETAILED PLAN:

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?

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 cyberbullied?

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 project “**All Together Now!**”.

Belonging

The teacher writes the word *Belong* in a bubble on the board. The pupils brainstorm the places 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 that help us feel we belong?

What could we say in these contexts 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 to help make others feel we belong?

What do you think people are thinking about us in these contexts 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 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.

Positive Endings

The bullying scenarios from **Lesson 2** and **Lesson 3** are re-visited. The teacher writes *What happens next?* on the board. In pairs pupils discuss and create positive endings to the 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 whilst 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.

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 is discussed possibly through a video clip (see BeLonG To dvd for some suitable clips) and Poster (see BeLonG To website). The IWB is used to display some of these images to the children.

Key questions:

Where have you seen the rainbow symbol displayed?

What does it mean to be an ally?

Reflection

The children are asked to identify one or two key ideas that they are taking from the project lessons. These are recorded on an activity sheet.

ADDITIONAL ACTIVITIES:

- 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!”)

Belonging

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: _____

Reflection on What I Learned in the *Altogether Now!* Project
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:

Feedback Sheet for Teachers/All Together Now! Pilot Project 2016

Please fill in for each lesson you pilot (what worked or not, any suggestions).
An on-line version will also be sent to you.

Level:	5th	6th	(please circle one)
Lesson:	1	2	3
			4 (please circle one)
What went well (be specific and include examples if possible)			
What didn't go well (be specific and include examples if possible)			
What would make this lesson better (e.g. activities/resources etc.)			

How do you think the children reacted to the lesson content/activities?
Any further comments?

Your feedback is appreciated and will be used to refine and improve the pilot lesson plans – thank you!

Please send the completed forms (by post or email) by **11th March 2016** to:

**Dr. Bernie Collins,
Education Dept.,
St. Patrick's College,
Drumcondra,
Dublin 9**

Or

[Bernie.collins@dcu.i](mailto:Bernie.collins@dcu.ie)

Appendix Two: Letter/Email to Schools

Date:

Dear Principal,

A team from St. Patrick's College have been commissioned to develop classroom resources for a pilot project with 5th and 6th Class pupils in relation to bullying, and specifically homophobic and transphobic bullying*. These resources will take the form of 3-4 lesson plans which will include: **information** (e.g. UN Convention on the Rights of the Child [UNCRC]; Equality Act); **skills** in handling inappropriate language, bullying and discrimination; **attitudes** in relation to respecting diversity and difference; and the fostering of **dispositions** of respect and inclusion.

This pilot project is funded by the Department of Education and Skills, and the lesson content is based on the Social, Personal and Health Education (SPHE) curriculum for primary schools. It addresses the requirement of all schools to deal with bullying (including homophobic and transphobic bullying) outlined in **Circular 0045/2013**, and will have benefits for the wellbeing of all students.

We are now in the process of inviting schools and teachers to be part of this pilot project, and we are wondering if your school/teachers would be interested? Training will be provided in **January 2016** for Principals and teachers who wish to take part. In addition, the consultants will be available for on-going support and advice.

I attach/enclose an information sheet on the pilot project which gives more details in relation to aims, training and project partners. If you think you might be interested, or would like to get more information (without obligation), please feel free to email me at:

Bernie.collins@dcu.ie.

Yours sincerely,

.....

*Homophobic bullying refers to bullying based on a person's sexual orientation, or perceived sexual orientation. It may also include bullying based on the sexual orientation or perceived sexual orientation of family members.

*Transphobic bullying refers to bullying based on a person's gender where that differs from their birth gender, or perceived gender identity. It may also include bullying based on a family member's gender identity or perceived gender identity.

Appendix Three: Sample Parent Consent Letter

January 2016

Dear Parent/Guardian,

A team from St. Patrick's College have been asked to develop classroom resources for a pilot project with 5th and 6th Class pupils in relation to bullying, and specifically homophobic and transphobic bullying*. These resources will take the form of 3-4 lesson plans which will include: **information** (e.g. UN Convention on the Rights of the Child); **skills** in handling inappropriate language, bullying and discrimination; **attitudes** in relation to respecting diversity and difference; and the fostering of **dispositions** of respect and inclusion.

This pilot project is funded by the Department of Education and Skills, and the lesson content is based on the Social, Personal and Health Education (SPHE) curriculum for primary schools. Through these materials we hope to enhance the wellbeing and self-esteem of all pupils.

Your child's teacher (name?) has undertaken training around these issues and has agreed to pilot the classroom materials. We want to let you know that these lessons will be taught with the children in (February/March).

If for any reason you would prefer your child **not** to take part in these lessons, please fill in the slip below and return it to the class teacher. **If we don't hear from you we will assume that you are happy for your child to be present for these lessons.** If you are unsure please feel free to talk to the class teacher about this pilot project.

Yours sincerely,

.....

I am not happy for my child to be present for the lessons on bullying, including homophobic and transphobic bullying

Signed: _____ (parent/guardian)

Please print your name here: _____

*Homophobic bullying refers to bullying based on a person's sexual orientation, or perceived sexual orientation. It may also include bullying based on the sexual orientation or perceived sexual orientation of family members.

*Transphobic bullying refers to bullying based on a person's gender where that differs from their birth gender, or perceived gender identity. It may also include bullying based on a family member's gender identity or perceived gender identity.

Appendix Four: School Questionnaire

‘All Together Now’: Your Opinion on Main Features

Following your involvement in this programme, we would like to get your opinion on its main features to enable planning for the future. This will take only a few minutes to complete.

1. **What is your role in your school?** (tick one ✓)

Class teacher () Principal () Other (Please specify)

2. **Classes and Participation:** Please complete the following

How many of these classes in your school?	5 th	6 th	Mixed 5 th /6 th
Of these, how many participated in the pilot?			

3. How **successful** was the programme with respect to each of the following? (Tick the () that is closest to your opinion):

	Very successful	Successful	Hard to say	Not very successful	Not successful at all
Aimed at an important area	()	()	()	()	()
Programme planned broadly as it should be	()	()	()	()	()
Appropriate topics included	()	()	()	()	()
Good link with the curriculum	()	()	()	()	()

Any comments?

4. How **well prepared** were the relevant partners for the programme and its implementation? (tick one for each line)

	Very well prepared	Well prepared	Hard to say	Not well prepared	Not prepared at all
The teachers	()	()	()	()	()
School management	()	()	()	()	()
School community	()	()	()	()	()
Parents	()	()	()	()	()

Any comments?

5. In your opinion how **suitable were the lessons** with respect to the following? (tick one for each line)

	Very suitable	Quite suitable	Hard to say	Not very suitable	Not suitable at all
Age appropriate	()	()	()	()	()
Handling of issues	()	()	()	()	()
Interesting	()	()	()	()	()
Involvement of children	()	()	()	()	()

Any comments?

6. In planning for the future how much attention should be given to each of the following? (Tick one () for each line)

	Much more attention attention	More attention	Hard to say	Not more attention	Less
Inservice for teachers	()	()	()	()	()
Lesson guidelines	()	()	()	()	()
Ideas guiding the programme	()	()	()	()	()
Linking with post-primary	()	()	()	()	()
Views of schools and teachers	()	()	()	()	()

What are your recommendations for the future?

We greatly appreciate your cooperation and help in the piloting of this programme – thank you.

Please return completed questionnaires by email to: Mark.Morgan@dcu.ie

Or post to: Professor Mark Morgan,

St. Patrick's College,

Drumcondra,

Dublin 9.

The closing date for submission of the completed questionnaire is **Friday 18th March 2016.**

Bernie, Seline, Mark.

Appendix Five: Advisory Group Questionnaire

‘All Together Now’: Your Opinion on Main Features (Advisory Group)

Following your involvement on the Advisory Group (AG) for this pilot project, we would like to get your opinion on its main features and to enable planning for the future. This will take only a few minutes to complete.

1. In your opinion, how great a need exists for a programme like ‘All Together Now’?

2. What is your view on the planning of the pilot project, including initial contact with schools and involvement of the AG?

3. In your opinion, how effective was the lesson development and training of staff?

4. What is your view on the extent to which the AG was kept aware of developments as the pilot project was rolled out?

5. Looking back at your experience of the pilot project, is there any aspect that you think made a significant contribution to implementation of the programme?

6. Are there some ways in which, in your opinion, the delivery of the pilot project might have been more effective?

7. What recommendations would you make in relation to the future of the pilot materials or any other aspect of the pilot project?

8. Any other comments?

We greatly appreciate your cooperation and support in the implementation of this programme – thank you.

Please return completed questionnaires by email to: Mark.Morgan@dcu.ie

Or post to: Professor Mark Morgan,

St. Patrick's College,

Drumcondra,

Dublin 9.

The closing date for submission of the completed questionnaire is **Friday 18th March 2016.**

Bernie, Seline, Mark.

Appendix Six: Project Information Sheet



All Together Now!*

*A Pilot Educational Awareness Programme on Homophobic and Transphobic Bullying in Primary Schools***

Irish research has found that experiencing homophobic bullying when young is associated with seriously elevated levels of self-harm and suicidal behaviour (Mayock et al. 2009)ⁱ. Similar findings seem to be emerging from an even larger Trinity College survey of LGBT people (forthcoming)ⁱⁱ. Farrelly (2014)ⁱⁱⁱ reports that more than half (57%) of Irish primary school Principals surveyed said that they were aware of homophobic bullying or name calling in their schools. Research in the UK (Guasp 2014)^{iv} cites lack of training amongst primary school teachers as a barrier to tackling homophobic bullying. This pilot project will equip school staff with training and resources that will give them the confidence and support to deal with homophobic and transphobic bullying in their schools.

Aims of the Pilot Project

- Provide **practical ways** to prevent and deal with incidents of homophobic and transphobic bullying, including tackling inappropriate language and misconceptions about lesbian, gay, bisexual and transgender people amongst pupils;
- Open avenues of communication and discussion about homophobia and transphobia amongst **5th and 6th Class** pupils in order to foster **inclusion** and **respect**;
- Work with Principals and those in leadership in schools to identify links with existing primary school policies such as **Child Protection** and **Anti-bullying Policies**;
- Enhance pupils' sense of **belonging** and **self-esteem**;
- Ensure that **homophobic and transphobic bullying incidents** in primary schools are dealt with as effectively as incidents of other types of bullying;
- Integrate the pilot resources into **curriculum provision** and **school culture/ethos**.

The Approach

Training will be provided for teachers in the pilot project in **January 2016**. Each teacher will receive a resource pack (including lesson plans) for piloting with **5th or 6th Classes**. Lesson content will include: **information** (e.g. UN Convention on the Rights of the Child [UNCRC]; Equality Act); **skills** in handling inappropriate language, bullying and discrimination; **attitudes** in relation to respecting diversity and difference; and the fostering of **dispositions** of respect and inclusion. Teachers will have an opportunity to provide **feedback** during and after the pilot phase. This will be invaluable for refining and improving the pilot materials for more general dissemination.

The Partners

This project is funded by the Department of Education and Skills and is a partnership between BeLonG To Youth Services and St. Patrick's College. It is supported by an Advisory Group whose membership includes: **INTO; INTO-LGBT Teachers' Group; IPPN; National Parents' Council; CPSMA; Educate Together; Community National Schools-DDL; Church of Ireland - Board of Education; GLEN; TENI; PDST.**

The Consultants

The three consultants in the pilot project all have extensive experience of working in and with primary schools:

Dr. Bernie Collins is a lecturer in Social, Personal and Health Education (SPHE) in St. Patrick's College of Education. She was formerly the National Coordinator for the Walk Tall Programme.

Dr. Seline Keating is an assistant lecturer in SPHE in St. Patrick's College. Seline has worked with the Anti-bullying Centre (ABC) delivering workshops to parents, teachers and pupils in both primary and post-primary settings. She has taught for 10 years in primary schools.

Professor Mark Morgan has just completed four years as Co-director of the National Longitudinal study 'Growing up in Ireland' at the Children's Research Centre, Trinity College Dublin. Previously he was Head of Education at St. Patrick College.

How to Get Involved

If you would like to hear more about the pilot project, or get involved in the training and piloting, please email Bernie.collins@dcu.ie. We are looking for a variety of school types which will be clustered for ease of training and delivery (proposed clusters include Donegal, Dublin and Wexford). We are especially interested in hearing from Principals and teachers of **5th and 6th Classes** who have an interest in learning more about equality and human rights. We hope to have schools recruited by **mid-November 2015**. Please contact us as soon as possible to register your interest in case of over subscription. Looking forward to hearing from you!

References

ⁱ Mayock, P., Bryan, A., Carr, N., Kitching, K. (2009) *Supporting LGBT Lives: a study of the mental health and well-being of lesbian, gay, bisexual and transgender people*. Dublin: BeLonGTo/GLEN.

ⁱⁱ This research is led by Dr. Agnes Higgins in the School of Nursing, Trinity College.

ⁱⁱⁱ Farrelly, G. (2014) *Homophobic bullying and school leadership: an associated view*. (unpublished doctoral dissertation). Dublin: St Patrick's College/DCU.

^{iv} Guasp, A. (2010) *Different Families: The experiences of children with lesbian and gay parents*. Stonewall: Education for All.