

UNIT 3

HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC (HBT) BULLYING

Note: You should review these resources and links before use to check if they are appropriate for your pupils at Key Stage 3 or Key Stage 4 and in line with your school's ethos and RSE policy. Before teaching these lessons, you should liaise with your class tutor or pastoral link to establish if there are issues or sensitivities in the class that need to be considered.

LEARNING INTENTIONS

Pupils are learning to:

- understand what HBT bullying is;
- understand statistics linked to young people's experiences of HBT bullying;
- understand the impact of HBT bullying;
- explore ways to prevent HBT bullying and make sure that their school is an inclusive and safe space for all pupils;
- respect everyone's voice, even if their beliefs and choices are different from mine; and
- understand that any form of bullying is unacceptable and will be addressed through the school's anti-bullying policy.

SKILLS AND CAPABILITIES

- Working with Others
- Thinking, Problem Solving and Decision Making
- Communication.

LEARNING EXPERIENCES

- Skills integrated
- Supportive environment
- Positive reinforcement
- Active and hands on.

ATTITUDES AND DISPOSITIONS

- Respect
- Concern for others
- Tolerance
- Openness to new ideas
- Integrity.

Resources

- Resources A–E
- Envelopes or folders
- Post-it notes
- [Cara-Friend – Still Shouting: The needs and experiences of young people in Northern Ireland who identify as lesbian, gay, bisexual and/or transgender](#)
- [Active Learning and Teaching Methods for Key Stage 3](#)

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Activity 1

What is HBT bullying?

- Start this activity by revisiting some of the terms from Unit 1, such as LGBTQ+, non-binary and transgender.
- Then ask the pupils to suggest what the word **phobia** means.
- Give the pupils:
 - a simple definition of phobia, such as this one from the NHS: ‘an overwhelming and debilitating fear of an object, place, situation, feeling or animal’; and
 - some examples of phobias that they may be familiar with, such as arachnophobia (fear of spiders) or claustrophobia (fear of confined spaces).
- Write HBT on the board and ask the class to suggest what the letters could stand for.
- With the class, look at the school’s anti-bullying policy and then give the class the following definition of HBT bullying from the Anti-Bullying Alliance, making sure that the pupils understand what each term means.
- ‘Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT).’
- Print out enough copies of Resource A for small groups in the class.
- Cut out the statements and percentages on Resource A, shuffle them and put them into an envelope or folder.
- Ask the groups to match the correct percentage with each statement about the experience of LGBT young people in Northern Ireland.
- When they have finished, show the class the correct answers, which are on Resource B.
- Ask the pupils which statistics they found most surprising and why.
- Discuss their responses as a class.



Activity 2

Dealing with offensive language

- Ask the pupils to discuss the negative use of the word **gay** and then discuss the following questions in groups of three or four:
 - Is this word being used negatively around school or in the community? What do you think people mean when they call something or someone gay?
 - If you heard it being used negatively, would you challenge it? If so, how? If not, why not?
 - What impact might the negative use of the word gay have on pupils or staff who identify as LGBTQ+?
 - Does HBT bullying also occur online? If so, how?
- Give each group a copy of Resource C, which contains a list of phrases. Explain to the class that when these phrases are used towards LGBTQ+ people, they are offensive and hurtful.
- Ask the groups to discuss the negative impact that this type of language could have on an LGBTQ+ pupil.
- You could also ask the pupils to add other examples of negative language, but make sure that the language they use is appropriate.
- Ask the groups to share their responses with the rest of the class for discussion.
- Write any key points of understanding on the board.
- Then explain to the class that someone who supports equality and fairness for the LGBTQ+ community and actively challenges HBT bullying is often described as an **ally**.
- Do you think everyone who challenges HBT bullying would be happy to be referred to as an ally?

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Activity 3

The impact of HBT bullying

- Ask the pupils to suggest examples of the potential negative impact that HBT bullying can have on young people.
- Divide the class into groups and give each group a copy of Resource D, which contains four examples of the impact of HBT bullying.
- Ask the pupils to add five more examples to the diagram.
- Then ask the groups to share their ideas with the rest of the class.



Activity 4

What can your school do?

- Give each pupil a Post-it note and ask them to write down one way to prevent HBT bullying in their school and make it a safe and inclusive space for all pupils. Revisit the concept that someone can object to or prevent bullying without necessarily agreeing with how other people live their lives.
- Ask the pupils to stick their Post-it note on the board or classroom wall.
- Then ask the pupils to walk round the displayed Post-it notes, read each suggestion and agree their top six ways to prevent and stop HBT bullying.
- Give each pupil a copy of Resource E, which is their Class Promise for Preventing HBT Bullying.
- Ask the pupils to complete the promise by writing down the top six ways they have agreed to prevent and stop HBT bullying.
- Then offer the pupils the opportunity to sign an individual promise and agree to be ambassadors for the school in preventing HBT bullying. Pupil decisions to sign or not must be respected. Ensure that disclosure of bullying of any sort is dealt with through implementing the school's anti-bullying policy.



Activity 5

Review of learning intentions

It's important that pupils have opportunities to reflect on their learning. You can choose from a range of methods detailed in our [Active Learning and Teaching Methods for Key Stage 3](#) resource, such as:

- Dartboard Evaluation
- Graffiti Board
- Fist-to-Five
- KWL (Know – Want to Know – Learned) Grid
- Post-It Collection
- Think, Pair and Share.

RESOURCE A:
MATCH THE STATEMENT WITH THE CORRECT PERCENTAGE

Statement	Percentage
Young people who reported being bullied in school because of their sexual orientation and/or gender identity	68%
Young people who experienced homophobic or transphobic attitudes from family members	50%
Young people who reported self-harming because of their sexual orientation and/or gender identity	52%
LGBT young people who said they felt compelled to move away from the family home to find accommodation elsewhere	26%
Young people who dropped out of school because of their experiences based on their sexual orientation and/or gender identity	12%
The rate of truancy among LGBT young people because of their negative experiences in school	25%
Young people who reported experiencing suicidal thoughts because of their sexual orientation and/or gender identity	61%



RESOURCE B:
MATCH THE STATEMENT WITH THE CORRECT PERCENTAGE
(CORRECT ANSWERS)

Statement	Percentage
Young people who reported being bullied in school because of their sexual orientation and/or gender identity	68%
Young people who experienced homophobic or transphobic attitudes from family members	50%
Young people who reported self-harming because of their sexual orientation and/or gender identity	52%
LGBT young people who said they felt compelled to move away from the family home to find accommodation elsewhere	26%
Young people who dropped out of school because of their experiences based on their sexual orientation and/or gender identity	12%
The rate of truancy among LGBT young people because of their negative experiences in school	25%
Young people who reported experiencing suicidal thoughts because of their sexual orientation and/or gender identity	61%

These figures are from [Still Shouting: The needs and experiences of young people in Northern Ireland who identify as lesbian, gay, bisexual and/or transgender](https://www.cara-friend.org.uk/resources/still-shouting), available at www.cara-friend.org.uk, which was based on a survey of 270 LGBT young people aged 12–25 in Northern Ireland.

RESOURCE C:
NEGATIVE LANGUAGE AND ITS IMPACT

Why are you such
a tomboy?

You throw
like a girl!

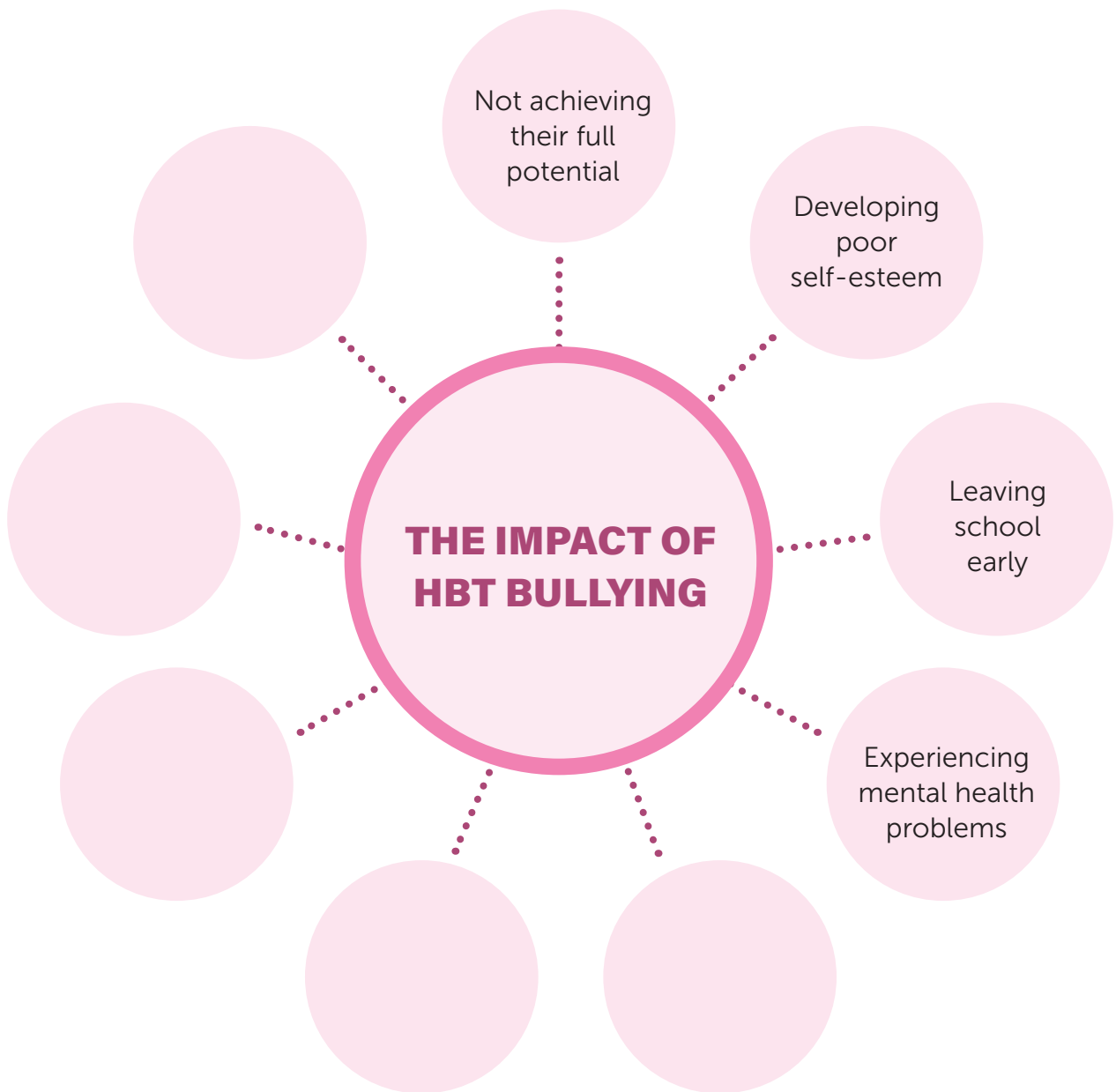
Boys don't
cry!

That's so gay!

So ... are you a boy or a girl?



RESOURCE D:
THE IMPACT OF HBT BULLYING ON YOUNG PEOPLE



RESOURCE E:
CLASS PROMISE FOR PREVENTING HBT BULLYING

Class Promise

This is to certify that I,

.....,

agree to be a school ambassador for
preventing HBT bullying in

.....

I promise I will prevent and stop HBT bullying by:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

I promise that I will strive to make
our school a safe, supportive and
understanding environment for
all pupils!

.....
Signed

.....
Date

