



LGBTI RIGHTS

An activity pack for teachers of
children and young people

CONTENTS

ACTIVITY 1	What does a family need?
ACTIVITY 2	LGBTI artists and influential people
ACTIVITY 3	Word power
ACTIVITY 4	Killing tunes
ACTIVITY 5	Time to end hate Student information sheets – 4 case studies
ACTIVITY 6	Is it a crime to be gay in Boldovia? Student information sheets – 8 role cards
Appendices	1 Useful organisations; 2 Summary of the Universal Declaration of Human Rights; 3 Sexual orientation and gender identity; 4 Curriculum links

Amnesty International

LGBTI RIGHTS

This resource enables teachers to explore the human rights of sexual minority groups with children and young people. LGBTI stands for Lesbian, Gay, Bisexual, Transgender and Intersex people. Every person has the same human rights, but LGBTI people still suffer discrimination and abuse. Their rights are violated simply because of who they are. This happens around the world and it also happens in the UK.

Recent reports have highlighted the serious impact of hate crime on LGBTI people in the UK. Many live in fear. This is also the case for young people and children; homophobic bullying is endemic in UK schools. Stonewall's 2012 School Report found that more than half of lesbian, gay and bisexual students have experienced direct bullying and 99 per cent hear the word gay used in a derogatory way. Three in five gay pupils who experience homophobic bullying say that teachers who witness the bullying never intervene.

At Amnesty International we know many teachers are actively looking for resources to tackle this issue with young people. These activities are designed to enable young people to use language positively, to celebrate diversity and tolerance. Teachers of primary, secondary and FE students can look at the suggested age-range of each activity and select appropriately for their students.

Activities meet statutory curricular requirements across the UK (see Appendix 4). In addition, under the Education and Inspections Act 2006, schools have a legal duty to ensure homophobic bullying is dealt with in schools. Since September 2012 OFSTED Inspections Teams have been proactive in inspecting schools' actions to prevent homophobia and transphobia and this is reflected in materials for inspectors.

Most importantly, ensuring LGBTI rights are enjoyed in schools makes it safe for young people to learn and thrive. Stonewall's 2012 School Report found more than half of gay young people said homophobic bullying impacts directly on their schoolwork and 41 per cent have attempted or thought about suicide. This needs to change.



Kate Allen
Director

Acknowledgement

Amnesty International UK thanks Shaun Dellenty, Deputy Head of Alfred Salter Primary School and founder of Inclusion for All, for his advice and guidance in the creation of this activity pack.

ACTIVITY 1

WHAT DOES A FAMILY NEED?

This activity explores a diversity of families with young children aged 5-8.

Resources: large paper, pre-prepared word cards, scissors and glue

Organise the class into small groups of 4-6 children and tell the children that they are all going to create an imaginary family. On cards write out the words 'Mum', 'Dad', 'Son', 'Daughter', 'Gran', 'Grandad' and distribute one card to each child so that some groups have a range of families represented: some may have 2 Mum cards, some have 2 Dad cards, some have one parent, some grandparents and so on. Teachers may also wish to add other cards (Carer, Auntie, Uncle etc) to represent the families of their class.

Ask each child to draw a picture of the family member on their card and cut out the figure. For younger children, you may wish to prepare outlines that they can colour. Hand out a big piece of paper to each group and ask the group to stick their people onto the paper.

Invite the groups to imagine that this is a family. As a class discuss the types of families that the children have made.

Distribute cards to each group with some or all of the words 'Play' 'Safety' 'Home' 'Food' 'Water' 'Rest'. Check understanding of the words and inform the class that each word is a human right. Ask each group to organise their cards in a line on the desk with the most important thing a family needs at the top and the least important thing at the bottom.

Discuss the groups' arrangements as a class. What else does the class think a family needs? Ask each group to write the one most important thing they think a family needs onto their group picture.

Inform the class that all the children in their pictures have the same rights as each other, no matter who is in their family. Inform the class that they also all have equal rights and that these are set down in the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

Follow up:

- Display the children's imaginary families around the title 'What does a family need?'
- Ask children to draw a picture of their own family and display it around a title such as, 'All families are different and I am proud of my family'
- Develop further understanding of rights with an activity about children's rights (suggested activities in Amnesty International UK's free resource, 'Learning About Human Rights in the Primary School').
- Ensure that children have a diversity of families represented in books read to individually and in circle time. You will find a comprehensive list at:

https://stonewall.org.uk/what_we_do/at_school/3818.asp

Or go to: www.letterboxlibrary.com, a non-profit bookseller specialising in books that represent a diversity of characters.

ACTIVITY 2

LGBTI ARTISTS AND INFLUENTIAL PEOPLE

An activity to celebrate LGBTI people with children and young people aged 9-14

Resources: access to Internet or library; A3 sized paper

LGBTI people have made extraordinary contributions to culture, knowledge and discovery through the ages and around the world. Below is a list of distinguished LGBTI figures.

Divide this list of names among groups of students. Invite each group to search on the Internet or in the library to find a picture of their personalities and information about their lives: where they are from, when they were born, what they have done. If possible include an actual quotation from them or the name of something that they have made. Students can also add people to this list of personalities.

Each group is to make an A3 sized poster of one or more of their personalities and prepare a two-minute presentation to the rest of the class about them and their contribution to the world. They should line their personalities up in chronological order on a time line before the presentations begin.

Extension: students can meet each other in the role of their character and role-play a conversation between characters. Alternatively students could prepare a podcast (either as a recording or as an oral/written script) to compare the life experiences of two of the personalities from different historical eras or geographical places.

- | | |
|----------------------------------|------------------------|
| 1 Alexander the Great of Macedon | 24 Neil Patrick Harris |
| 2 Andrew Scott | 25 Nick Grimshaw |
| 3 April Ashley | 26 Nicola Adams |
| 4 Billie Jean King | 27 Oscar Wilde |
| 5 Claire Balding | 28 Pedro Almodóvar |
| 6 Czar Alexander I of Russia | 29 Plato |
| 7 Drew Barrymore | 30 Robbie Rogers |
| 8 Ellen Page | 31 Russell Tovey |
| 9 Elton John | 32 Sam Smith |
| 10 Federico Garcia Lorca | 33 Sappho |
| 11 Freddie Mercury | 34 Scott Mills |
| 12 Gareth Thomas | 35 Sir Francis Bacon |
| 13 George Michael | 36 Socrates |
| 14 Giorgio Armani | 37 Sue Perkins |
| 15 Hans Christian Andersen | 38 Tennessee Williams |
| 16 James Dean | 39 Tom Daley |
| 17 Laverne Cox | 40 Virginia Woolf |
| 18 King Edward II of England | 41 Walt Whitman |
| 19 Leonardo da Vinci | 42 Will Young |
| 20 Lord Byron | 43 Yves Saint Laurent |
| 21 Martina Navratilova | 44 Zachary Quinto |
| 22 Michelangelo (Buonarotti) | 45 Thomas Hitzlsperger |
| 23 Miriam Margolyes | |

ACTIVITY 3

WORD POWER

This activity considers the effect of insults and explores how to encourage the positive use of the words 'gay' and 'lesbian'. It can be used with students aged 9-14 and the range of extension activities can be used to develop this for older students.

Resources: Information below. Whiteboard / flipchart to draw table.

Ask the students in small groups (2-3) to discuss an experience of being insulted or taunted:

- what happened?
- how did they feel and react at the time?
- why do they think it happened?
- how would they deal with a similar situation now?

Share some of the experiences with the class. As an alternative, ask students in small groups to act out the experience of one of the students in their group and share with the class, allowing students to comment on what has happened and how this could make people feel.

Let the students know that in this lesson you will be exploring how they use language and, if appropriate, inform them that they will not get into trouble for sharing words they hear or say. Now invite the students in small groups to honestly consider what words they might have used or heard being used to taunt or insult others. You might prompt them by asking if they ever said anything that they wished they could 'unsay'? Or maybe they wanted to stick up for someone but it was too late? Ask each group to make a list of taunts.

Invite the students to circle any of the taunts that refer to aspects of 'difference', eg skin colour, size, physical impairment, sexuality, being unusual, being unfashionable, etc.

Feedback some of these words to the class. If the words, 'gay' or 'lesbian' are not on the list ask the class if they have heard these words used as insults.

To explain the meaning of the word gay and enable students to discuss how the word can be used appropriately and inappropriately, draw a table on the board like the one here:

Meaning of the word gay:

Old-fashioned	Modern	Derogatory
Happy, joyful	A person who loves or is attracted to someone of the same sex.	eg 'you're so gay.'

Discuss which of these the students have heard and what they would write as a definition for the third column.

Ask them to consider which of these is appropriate to use and which could hurt someone.

The whole class can then discuss:

- What message does using these words as taunts give about what is 'normal' and 'acceptable'?
- Where might these messages come from?
- Would they want to live in a society where everyone was exactly the same?
- Would they want to go to a school where people felt afraid to be themselves?

Inform the class that all students have the right to their own identity, including their own sexual identity. Inform them that the words 'gay' and 'lesbian' are not insults but descriptions and that both words can be used positively. This may also be the case for other taunts on their list.

Follow-up:

- Share the statistics in the introduction to this resource with your class and inform them that your school is a place where people should feel safe to learn and be themselves.
- Display a poster, eg Stonewall's 'Some people are gay. Get over it', available at www.stonewall.org.uk, and ask students to design their own poster to stop homophobic bullying.
- Ask students to design a poster explaining how to use the word gay appropriately.

EXTENSION ACTIVITIES FOR OLDER STUDENTS**EXTENSION 1: MEANINGS**

Ask students to find out the real meanings and origins of the following terms. Print the words on cards to share among groups of students.

Groups now write definitions of their word/s. When they have finished ask them to look up their word/s in a dictionary or an encyclopaedia. How accurate were their definitions?

- Gay
- Homophobic
- Lesbian
- Sexual orientation
- Transvestite
- Prejudice
- Intersex
- Bisexual
- Gender identity
- Biological sex
- Transgender
- Heterosexual

EXTENSION 2: JOURNAL

Ask students to keep a journal for a week and note words, phrases and conversations that they hear/encounter about sexuality. Their data should record the situation, the apparent intention of the speaker and the context in which the words were used. Their record should be anonymous – nobody's names should be used – but the approximate age of those involved could be noted. The record should aim at accurate reporting, so notes should be made as soon after the conversation as possible.

At the end of the week students pool their data and analyse it:

- What words and phrases were most commonly used?
- Were the words used in a positive way or in a negative way?
- What was the probable intention of the speaker?
- What reactions, if any, did the remarks produce?
- What common patterns can they find in the class?

Students could then present their data to another class or in an assembly to share their research and widen the discussion in the school.

EXTENSION 3: OPINIONS AND EXPRESSION

Groups can look at the list of statements below, discuss them and rank them in order from 'strongly agree' to 'strongly disagree'. After they have ranked them they can feedback their ideas and opinions to the class.

- There are some words that are so offensive they should never be used.
- Everyone should be able to say anything they want to say.
- It is all right to say something offensive in private but not in public.
- It is better to let hateful opinions be spoken so that they can be known and challenged.
- Hate speech is more dangerous than censorship.
- It is alright for someone to use an offensive word to describe themselves.
- It's equally damaging if a woman tells a sexist joke or a black person tells a racist joke.

ACTIVITY 4

KILLING TUNES

This activity provides opportunities for students aged 12-15 to discuss and reflect upon sexism and homophobia in pop music.

Resources: Information below.

Introduce students to the following:

In 2004 there were moves in the UK to ban performances and records and appearances on music award shows by a number of Jamaican reggae artists whose lyrics include the advocacy of violence, especially against gay men. Among those targeted have been Sizzla (Miguel Collins), with his controversial lyrics like 'Pump Up', which advocate burning men who have sex with men, Beanie Man, Bounty Killer, Vybz, Kartel and Buju Banton, whose songs also incite violence against gay men. Recently (2013) there have been moves to ban songs with lyrics that could advocate sexual violence towards women, with more than 20 student unions in the UK banning DJs from playing Robin Thicke's Blurred Lines.

Hand out copies of the UDHR (see Appendix 2).

Ask students to consider which human rights are affected by this issue and discuss how they are affected (students may find it useful to consider Articles 3, 19, 27 in particular). Discuss how different rights need to be balanced in a society. Hear students' responses to the issue.

- Hold a debate on the banning of bands that are recording music with sexist and homophobic lyrics. Students take on the following roles:
 - parents opposed to sexually explicit lyrics
 - record company executive
 - fans of the bands who think their lyrics are cool and funny
 - a group of school students who are fed up with the terms that fellow pupils have been calling them since the record came out
 - a DJ who refuses to play tracks with sexist and homophobic lyrics
 - anti-censorship campaigners, who operate on the principle that, no matter what the lyrics are, the band has the right to be heard.
- Alternatively, or as a follow-up, invite students in groups to find and create music to celebrate difference or to protest against human rights violations. For curricular-linked resources to write politically conscious protest songs, go to www.amnesty.org.uk/songwriter. Students can also enter their songs to Amnesty's prestigious annual Youth Awards.

ACTIVITY 5

TIME TO END HATE

An activity for students aged 14+ to consider the effects of hate crime and hate incidents, with a focus on transgender people.

Resources: Print outs of Student Information Sheets and UDHR for distribution – teachers should read cases carefully first to ensure they are suitable for the class.

Ask students in pairs to define ‘hate crime’ and feedback answers to the class.

Compare students’ ideas to the definition: ‘A hate crime is any criminal offence that is perceived to be motivated by hostility or prejudice towards a person or community on the basis of their identity.’ Another way to say it: ‘targeting people because of who they are’.

Ask students to consider which identities they think are at risk of hate crimes and list them. The most commonly recognised forms of hate crime in the UK are crimes motivated by someone’s disability, race, religion and belief, sexual orientation and transgender identity. But there can also be crimes motivated by hatred of other identities, such as belonging to an alternative subculture.

Check the class understand the term transgender: Transgender people’s innate sense of their own gender differs from the sex they were assigned at birth. Some transgender people – but not all – wish to change their name and gender markers on official documents, and/or seek surgical, hormonal or other medical treatments to modify their body in line with their gender identity. Inform the class that transgender people have the same human rights as everyone else.

Divide the class into pairs and distribute the student information sheets, allocating one case to each pair. Also distribute a copy of the UDHR to each pair.

Inform the class that they are going to read about hate crime and that some of the cases involve violence.

Ask pairs to read the case and consider:

- What has happened in this case?
- Why might this have happened?
- How does this story make them feel?
- What could be done to stop this from happening again?
- What human rights have been violated in this case (use the UDHR)?

Ask pairs to join with another pair with a different case to create a group of four. Invite pairs to share their cases and their responses to the prompts with each other. Now ask the groups to consider the similarities and differences between their two cases.

Feedback two or three groups to the class, ensuring that all four cases are discussed and that students reflect on which rights have been violated.

Inform students that a recent study in the UK shows that transgender people are the group of people most likely to live in fear of hate crime and most likely to have suicidal thoughts due to hate crimes and incidents (Williams, Tregigda 2013). Ask students to consider how they might be able to stop this and feed back to class.

Invite the class to sign a class pledge to treat all people with respect: display this on the classroom wall.

Follow-up: Students could respond creatively to the case studies they have read by writing a poem or description from the point of view of someone persecuted in this way. Similarly students could create an artwork, photograph or graphic design to illustrate transgender hate crime. For inspiration about creative responses to human rights, go to: www.amnesty.org.uk/youthawards

STUDENT INFORMATION SHEETS

CASE 1

Russian transgender woman beaten in public park

(an abridged version of an article by James Nichols that appeared in Huffington Post, 20 August 2013)

A horrifying new video hit the web this weekend, documenting what appears to be a brutal attack on a Russian transgender woman by five men after she had allegedly been ambushed in a public park.

In the video, the victim is repeatedly beaten and kicked over the entirety of her head and body while being dragged around the park by the men for several minutes, at one point by her underwear.

The woman appears to escape towards the end of the video and the viewer can then see one of the men rifling through the contents of her purse. At least one bystander is present throughout the attack, though no attempt is made to stop the men.

This terrifying video is unfortunately not the first of its kind to emerge following Russia's passage of anti-gay legislation. A disturbing trend among Russian social media involves anti-gay and anti-trans hate groups luring young gay and trans individuals through the Internet into a real life meeting. The self-proclaimed 'vigilantes' then beat, torture and humiliate the young victims while filming the attack, and then post the video on popular Russian social media sites.

Russia's violence against lesbian, gay, bisexual and transgender (LGBT) individuals and state-sanctioned discrimination through anti-gay 'propaganda laws' have come under international scrutiny since their introduction in June 2013.

CASE 2

Ipswich: building worker convicted of threatening behaviour towards transsexual

(an abridged version of article in EADT24 by Colin Adwent, 2 July 2012)

A building worker has been convicted of threatening behaviour towards a transsexual in Suffolk's first successful transphobic hate crime prosecution.

Today, Thomas Sawyer's defiant victim Julia Ford told how the abuse she suffered from others as a result of police getting involved in the case drove her to the brink of despair.

The 54-year-old said people would shout abuse and physically block her, leaving her fearing for her safety. As a result Miss Ford suffered drastic weight loss and police felt compelled to move her from her home.

She said: 'I felt it was destroying my soul. I turned from the happy, bubbly person I was to this gibbering wreck when police came and rescued me from my flat.'

'I was just completely drained and exhausted. I lost a stone in weight. I was sleeping with the light on. I barricaded my door at night. I felt I couldn't get out. I was trapped.'

During Sawyer's case, prosecutor Lucy Miller said Miss Ford was disturbed by noise from the flats above hers at around 4am on February 16. Miss Ford walked up the stairs and saw Sawyer apparently breaking wood with a hammer. He became annoyed and started threatening her, calling her a 'tranny' and swearing. Sawyer then shouted obscenities through her door.

On February 24, at around 7.30pm, Miss Ford heard banging again, followed by loud footsteps and a hooting noise. When she peered through the peephole she saw a dark figure telling her she was going to die and hurling more abuse. As a result Sawyer was arrested again.

Magistrates ordered Sawyer to pay a total of £800 in fines and costs. He was also given a 12-month restraining order preventing him from contacting Miss Ford.

CASE 3

I'm trans, I'm bullied, I'm fighting back

(abridged version of article by Lucas Silveira in Huffington Post, 17 July 2013)

I'm no stranger to harsh words from ignorant people. I was bullied as a kid like many of us were. The consistent verbal attacks from people who felt that my gender presentation, even as a child, was some kind of attack on their own, have left a collective imprint of emotional bruising.

I was born a girl and dressed like a boy. I begged to keep my hair short and cried every time my mother tried to put a dress on me so she just gave up trying and let me dress how I wanted to most of the time.

I was repetitively asked 'Are you a boy or a girl?' throughout childhood and adolescence and usually followed by 'Dyke!' It wasn't just kids either. When I was 12, a Portuguese female customs officer loudly asked the question in front of other travellers. When I answered she said, 'Next time you come through here, try looking like one.'

This consistent public humiliation left me scarred for life. This hurt is triggered every time someone violates a part of my identity now.

Words can be violent. Especially for someone who is transgender when it is language used around our bodies. We spend most of our lives confused or hating ourselves so when people crawl into our psyches and make that worse, it becomes dangerous. We feel alone and unwanted and freakish.

CASE 4

Sophie Lancaster

(abridged version of *I have to give my daughter a voice* by Guilia Rhodes, Express, April 2014)

Life was working out well for Sophie Lancaster. In the summer of 2007 she was 20 years old and looking forward to starting an English degree that autumn. She and Rob, her boyfriend of three years, had recently moved into a flat together in Bacup, Lancashire. There was talk of marriage.

‘She was right on the cusp of adult life,’ says her mother, Sylvia, 58. ‘She was so happy and she had dreams.’

Those dreams were dashed when, on August 11, Sophie and Rob walked home from a friend’s house in the early hours. Their route took them through a park where a group of teenage boys had spent the evening drinking. Sophie and Rob caught the boys’ attention because their dark clothes, dreadlocks and facial piercings marked them out as goths.

The young couple were used to being taunted, but this time their attempts to defuse the tension got nowhere. The gang set upon Rob and when Sophie pleaded with them to stop, she was beaten too.

A horrified witness called the emergency services, but by the time help arrived the attackers had fled and Sophie and Rob were both unconscious.

Sophie never came round. She died 13 days later, when her parents took the agonising decision to turn off her life-support machine. Rob survived but has never completely recovered.

Six years on, Sylvia Lancaster has carved out a new life trying to spare others from the suffering that her family has endured. The charity she set up in Sophie’s name uses her initials to spell out its aim – to Stamp Out Prejudice, Hatred and Intolerance Everywhere.

Sylvia has not taken a holiday since Sophie died. All her energy goes into visiting schools, youth groups, police forces and politicians, bearing her message of tolerance and understanding. She is also campaigning to get the current UK hate crime legislation extended to include attacks on people of alternative subcultures and appearances.

‘I need to make some good come out of this,’ says Sylvia.

ACTIVITY 6

IS IT A CRIME TO BE GAY IN BOLDOVIA?

This discussion activity allows students aged 14-18 to explore the rights of sexual minorities in an imaginary country with parallels to recent political situations.

Resources: Print outs of Student Information Sheets and Role Cards

Ask students to read the handout describing the background situation in 'Boldovia'. (The situation in the fictional country of Boldovia has some parallels to the situation in Romania in 1997, when homosexual acts between consenting adults were still illegal, as they were in a third of the countries around the world.)

Divide the class into small groups. Appoint one group to be the Committee. They listen to the evidence in order to make recommendations about homosexuality to the Boldovian government. They must prepare questions to put to all the groups offering testimony.

Other groups are given the role-play cards. They prepare their testimony to present to the Committee. After they have heard all the testimonies the Committee debates and agrees its recommendations. The rest of the class, out of role, take notes on:

- Which testimonies were the Committee most persuaded by?
- Are any Committee member's personal views dominating the debate?
- What do they think of the Committee's decisions and reasons?

The whole class can then debrief using the following prompts:

- How did it feel to be in their group?
- Did they agree with the testimony of their own group?
- Which testimony did they most/least agree with and why?
- What do they think of the Committee's decision?
- What will be the consequence of the decision?

Follow-up: Visit the Amnesty International UK website (www.amnesty.org.uk) to find out Amnesty's current urgent actions for people suffering persecution on the basis of sexuality and gender identity and take action. Join Amnesty International UK's LGBTI network.

STUDENT INFORMATION SHEETS

IS IT A CRIME TO BE GAY IN BOLDOVIA?

Background information on the situation in Boldovia today:

You live in the newly democratic (imaginary) Eastern European state of Boldovia. After decades of totalitarian government, the country seeks to join the Council of Europe – the organisation of the European democracies that have more tolerant laws towards homosexuality than Boldovia.

The Council of Europe will not consider closer political, economic and cultural ties with Boldovia until it decriminalises homosexuality. The Boldovian government has appointed a Committee to review existing legislation.

One of the most controversial laws under review is Section 8 of the Penal Code. This law condemns homosexuality as 'an abomination against nature'. The punishment for promoting homosexuality is two years in jail. The punishment for adults found guilty of involvement in homosexual acts is five years in jail. The uncorroborated testimony of a single person is enough to convict someone under the Act. Section 8 has been used to arrest and discredit many people in Boldovia who were not gay men or lesbians.

A Committee of six members of the Boldovian Parliament has been set up to take testimony from the public, and to recommend if Section 8 should be repealed and, if so, what the consequences might be. The committee will listen to representatives of:

- The Boldovian police
- The Boldovian Council for Civil Liberties
- The Boldovian Council of Faiths
- The Boldovian Brigade of Light for Family Values
- The Boldovian Institute for Social Research
- The Boldovian Medical Association
- The Boldovian Campaign for Lesbian, Gay and Bisexual Equality
- Amnesty International

ROLE CARD 1 **THE BOLDOVIAN POLICE**

You represent the police force of Boldovia.

A survey of Boldovian police revealed the following, sometimes conflicting opinions:

- Most police do not like lesbian, gay and bisexual people or homosexuality.
- Some police are lesbian, gay or bisexual. The illegality of homosexual acts gives rise to blackmail of those involved.
- Homosexual acts between consenting adults are victimless crimes.
- Given the increasing rate of violent crime in Boldovia, resources that are now being used to arrest and jail lesbian, gay and bisexual people could be better used elsewhere.
- Decriminalisation of homosexuality may lead to an increase in pornography and prostitution.
- The current high rate of violent attacks on lesbian, gay and bisexual people would decrease if homosexuality were decriminalised.
- Police attitudes towards lesbian, gay and bisexual people would probably remain hostile even if Section 8 were abolished.

ROLE CARD 2 **THE BOLDOVIAN COUNCIL FOR CIVIL LIBERTIES**

You represent the newly established Boldovian Commission for Civil Liberties.

Human rights and civil liberty organisations in Boldovia and abroad believe that:

- Sexual minorities should have the right to expect complete equality under Boldovian law as do all other minorities.
- Sexual activity between consenting adults is a private matter and is not appropriate for state legislation.
- As Boldovia is now a signatory to the European Convention on Human Rights, it must respect the European Court of Human Rights, which has ruled that it is illegal for nations to criminalise lesbian, gay and bisexual relationships between consenting adults.

ROLE CARD 3 **THE BOLDOVIAN COUNCIL OF FAITHS**

The Boldovian Council of Faiths speaks for all the main religious faiths in the country – Islamic, Jewish and all the main Christian churches, Orthodox, Catholic and Protestant.

The council contains a conservative element and a liberal element – both of whom are represented on the delegation. The council claims to speak for 68 per cent of the Boldovian population.

Some of your council's liberal members believe:

- Lesbian, gay and bisexual people should receive support and not punishment.
- The laws against homosexuality should be abolished.
- State recognition of lesbian and gay marriages is 'going too far'.

Some of your council's conservative members believe:

- Holy scriptures condemn homosexual acts as a sin.
- The state should strengthen traditional morality.
- Your followers can be mobilised to pressure lawmakers against repealing Section 8.

ROLE CARD 4

THE BOLDOVIAN BRIGADE OF LIGHT FOR FAMILY VALUES

The brigade is a conservative group, small in number but very vocal, with some support in the new government and the media. You believe that:

- God ordained the natural order of things – men and women – Adam and Eve, not Adam and Adam.
- Homosexuality is a perversion and a mental illness.
- Lesbian, gay and bisexual people should be pitied and should receive treatment to try and cure them.
- This is best done in prison.
- No child will be safe from influence and abuse if lesbian, gay and bisexual people are allowed to become teachers, parents, or youth workers.
- The traditional family unit is the only place to bring up children. The brigade will strongly resist any attempts by the government to broaden the definition of 'family'.

ROLE CARD 5

BOLDOVIAN INSTITUTE FOR SOCIAL RESEARCH

You are a member of the state body that organises social research in Boldovia.

From your information you believe that:

- Approximately one Boldovian in 10 is a lesbian or a gay man – figures that reflect international statistics.
- Children suffer no harm from having a lesbian or gay parent.
- The current high rate of suicide among lesbians and gay men would be reduced if homosexuality were decriminalised.

ROLE CARD 6

BOLDOVIAN MEDICAL ASSOCIATION

The Boldovian Medical Association represents the doctors of Boldovia.

- Health care and health education should reach as much of the population as possible.
- It is impossible effectively to teach safe sex and HIV prevention without acknowledging the reality of sexual diversity, and the widespread practice of same-sex relationships in Boldovia.
- More people would be tested for HIV infection if lesbian, gay and bisexual relationships were not illegal.

ROLE CARD 7

BOLDOVIAN CAMPAIGN FOR LESBIAN, GAY AND BISEXUAL EQUALITY

- You are members of the recently formed Boldovian Campaign for Lesbian, Gay and Bisexual Equality.
- Some of your members are prominent Boldovian lesbians and gay men. You have gathered international support for your campaign for equal status and rights for lesbian, gay and bisexual people. The main points of your campaign are:
 - Lesbian, gay and bisexual people should be full citizens with equal protection under the law.
 - All laws against homosexual acts among consenting adults and against the promotion of homosexuality should be abolished.

ROLE CARD 8

AMNESTY INTERNATIONAL (AI)

You represent an international human rights organisation. AI maintains that it is a violation of human rights to imprison people on the grounds of their sexual or gender identity. You are therefore demanding that: Section 8 be repealed and homosexuality be decriminalised in Boldovia. All persons imprisoned because of consensual relations with a partner of the same sex should be released immediately.

APPENDIX 1

USEFUL ORGANISATIONS

This is a list of organisations that young people can contact for support about sexuality and sexual identity or if they are experiencing homophobic or transphobic bullying. You may find it useful to display in your classroom or hand it out to students.

Galop

Provides advice, support, research and lobbying around the issues of LGBTI policing and provides the only specialist LGBTI sexual abuse support in the country. www.galop.org.uk

The Albert Kennedy Trust

Aims to ensure that all lesbian, gay, bisexual and trans young people are able to live in accepting, supportive and caring homes, by providing a range of services to meet the individual needs of those who would otherwise be homeless or living in a hostile environment. www.akt.org.uk

Stonewall

A leading campaigning and lobbying charity. Working for the rights of lesbian, gay and bisexual people since 1989. www.stonewall.org.uk

Stop Hate

Stop Hate UK is a national organisation working to challenge all forms of hate crime and discrimination, based on any aspect of an individual's identity. Stop Hate UK provides independent, confidential and accessible reporting and support for victims, witnesses and third parties. www.stophateuk.org

Gendered Intelligence

Gendered Intelligence is a community interest company that looks to engage people in debates about gender. Their work is predominantly within young people's settings and young trans people are central to the organization. www.genderedintelligence.co.uk

Inclusion for All

A pioneering campaigning and educational charitable organisation working in a variety of educational settings to train individuals and establishments to effectively tackle homophobia and other discriminatory bullying and attitudes within schools. www.inclusionforall.co.uk

Mermaids

Mermaids is a support group for gender variant children and teenagers and their families. www.mermaidsuk.org

United Kingdom Intersex Association

Provides information and support services. www.ukia.co.uk

LGBT Youth Scotland

Provides a range of services for LGBT Youth in Scotland www.lgbtyouth.org.uk

The Lesbian and Gay Foundation

The Lesbian and Gay Foundation (LGF) provides a wide range of support services to lesbian, gay and bisexual people. www.lgf.org.uk/get-support

APPENDIX 2

SUMMARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The 30 articles of the Universal Declaration of Human Rights proclaim in clear and simple terms the rights that belong equally to every person on this earth. These rights are your rights. Familiarise yourself with them and help to promote and defend them for yourself as well as for your fellow human beings.

Your rights can be restricted only in limited circumstances, such as to protect other people's rights. No person or state may use any of the articles in the Universal Declaration of Human Rights to justify undermining the rights to which we are all entitled.

ARTICLE 1

'All human beings are born free and equal in dignity and rights'

You have the same human rights as everyone else in the world because you are a human being. These rights are inalienable — they cannot be taken away from you. Every individual, no matter who they are or where they live, should be treated with dignity.

ARTICLE 2

'Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind'

You should not suffer discrimination, or be deprived of any of your rights, because of your race, colour, sex, language, religion or political opinions. When it comes to respect for your basic rights, it should not matter what country you were born in, what social class you belong to, or how rich or poor you are. Everyone should enjoy all the rights in the Universal Declaration of Human Rights.

ARTICLE 3

'Everyone has the right to life, liberty and security of person'

We all have the right to live in freedom and safety. No one should be arbitrarily killed or deprived of their liberty without good reason.

ARTICLE 4

'No one shall be held in slavery or servitude'

Human beings must not be owned, bought or sold. No one has the right to enslave anyone else. Slavery is a crime.

ARTICLE 5

'No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment'

Torture is forbidden at all times and in all circumstances. No one should suffer treatment or punishment that is cruel or makes them feel less than human. These rules apply everywhere – in police stations, prisons, on the streets, in peacetime or during a war.

ARTICLE 6

'Everyone has the right to recognition everywhere as a person before the law'

Every human being has the right to be treated as a person in the eyes of the law. We must all be granted the rights and bear the obligations accorded to every person by the law.

ARTICLE 7

'All are equal before the law and are entitled without any discrimination to equal protection of the law'

You have the right to be treated by law in the same way as everyone else. You have the same right to be protected by the laws of your country as anyone else.

ARTICLE 8

'Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law'

If your rights under the law are violated by someone else – be they another individual or a member of the police or security forces – you have the right to see justice done.

ARTICLE 9

'No one shall be subjected to arbitrary arrest, detention or exile'

You may not be arrested or held in a police station or prison without good reason. You may not be kept out of your own country. If you are detained, you have the right to challenge the detention in a court of law.

ARTICLE 10

'Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal'

You have the right to a fair and public hearing if you are ever accused of breaking the law, or if you have to go to court for some other reason. The courts must be independent from the government, competent to interpret the law and free to make their own decisions.

ARTICLE 11

'Everyone charged with a penal offence has the right to be presumed innocent until proved guilty'

If you are accused of a crime, you have the right to be treated as innocent, unless or until you are proved guilty, according to the law, in a fair and public trial, where you are allowed to mount a proper defence. You cannot be tried for doing something which was not a criminal offence in law at the time it was done.

ARTICLE 12

'No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation'

No one has the right to intrude in your private life or to interfere with your home or family without good reason. No one has the right to attack your good name without reason. The law should protect you against such interference.

ARTICLE 13

'Everyone has the right to freedom of movement'

You have the right to move about freely within your country. You also have the right to travel freely to and from your own country, and to leave any country.

ARTICLE 14

'Everyone has the right to seek and to enjoy in other countries asylum from persecution'

If you are forced to flee your home because of human rights abuses, you have the right to seek safety in another country. This means that border police or other authorities may not refuse you entry, or return you to your own country, without proper consideration being given to your request for asylum.

ARTICLE 15

'Everyone has the right to a nationality'

You have the right to be treated as a citizen of the country you come from. No one can take away your citizenship, or prevent you from changing your nationality, without good reason.

ARTICLE 16

'Men and women... have the right to marry and to found a family'

All adults have the right to marry, regardless of their race, country or religion. Both partners have equal rights in the marriage, and their free and full agreement is needed for the marriage to take place. The family is entitled to protection by the state.

ARTICLE 17

'Everyone has the right to own property'

You have the right to own goods, land and other property, alone or with other people. No one has the right to take your property away without good reason.

ARTICLE 18

'Everyone has the right to freedom of thought, conscience and religion'

You have the right to hold views on any issue you like without fear of punishment or censure. You also have the right to believe in any religion – or none at all. You have the right to change your religion if you wish, and to practise and teach your religion or beliefs.

ARTICLE 19

'Everyone has the right to freedom of opinion and expression'

You have the right to tell people your opinion. You should be able to express your views, however unpopular, without fear of punishment. You have the right to communicate your views within your country and to people in other countries.

ARTICLE 20

'Everyone has the right to freedom of peaceful assembly and association'

You have the right to gather together with other people, in public or private. You have the right to hold meetings and organise peaceful demonstrations. Everyone has the right to form or join societies, trade unions, political groups and other associations. No one may force you to join any group if you do not wish to.

ARTICLE 21

'Everyone has the right to take part in the government of his country'

You have the right to be part of your government, either by being in it yourself or by choosing others to represent you. Governments have the authority to govern because they represent the will of the people. This means there should be free and fair elections on a regular basis.

ARTICLE 22

'Everyone, as a member of society, has the right to social security and is entitled to realisation... of... economic, social and cultural rights'

You have the right – by virtue of being a human being – to have your basic needs met. Everyone is entitled to live in economic, social and cultural conditions that allow them dignity and let them develop as individuals. All countries should do everything they can to make this happen.

ARTICLE 23

'Everyone has the right to work... Everyone has the right to form and to join trade unions'

You have the right to work in fair and safe conditions and to choose your job. You have the right to be paid enough for a decent standard of living, or to receive supplementary benefits. You also have the right to form or join trade unions to protect your interests.

ARTICLE 24

'Everyone has the right to rest and leisure'

You have the right to time off from work. No one may force you to work unreasonable hours, and you have the right to holidays with pay.

ARTICLE 25

'Everyone has the right to a standard of living adequate for... health and well-being'

Every human being has the right to a decent life, including adequate food, clothing, housing, medical care and social services. Society should help those unable to work because they are unemployed, sick, disabled or too old to work. Mothers and children are entitled to special care and assistance.

ARTICLE 26

'Everyone has the right to education'

Everyone has the right to an education. It should be free of charge, and everyone should be required to complete at least the early years of schooling. Education at a higher level should be equally available to everyone on the basis of merit. Education should strengthen respect for human rights.

ARTICLE 27

'Everyone has the right freely to participate in the cultural life of the community'

No one may stop you joining in cultural events organised within your community. You have the right to enjoy music, plays, exhibitions, poetry or any other form of artistic or collective expression. You have the right to share in the benefits that scientific discovery may bring.

ARTICLE 28

'Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised'

Human beings have the right to live in the kind of world where their rights and freedoms are respected.

ARTICLE 29

'Everyone has duties to the community'

We all have a responsibility to the people around us, and we can only develop fully as individuals by taking care of each other. All the rights in the Universal Declaration of Human Rights can only be limited by law and only if necessary to protect other people's rights, meet society's sense of right and wrong, maintain order and look after the welfare of society as a whole.

Article 30

'Nothing in this Declaration may be interpreted as implying... any right to engage in any activity... aimed at the destruction of any of the rights and freedoms set forth'

There is nothing in the Universal Declaration of Human Rights that justifies any person or state doing anything that undermines the rights to which we are all entitled.

APPENDIX 3

SEXUAL ORIENTATION AND GENDER IDENTITY

Commemorating the 60th anniversary of the Universal Declaration of Human Rights in 2008, Louise Arbour, the then High Commissioner for Human Rights, said that it is 'unthinkable' to exclude people from human rights protections because of their race, religion or social status, and so we must 'reject any attempt to do so on the basis of sexual orientation or gender identity'.

Yet, in many countries around the world, individuals are targeted for discrimination, abuse and violence because of their sexual orientation or gender identity.

In 76 countries, consensual same-sex sexual relations continue to be criminalised, and individuals who are, or are perceived to be, gay or lesbian, risk harassment, arrest or conviction. Even where not actively enforced, these laws may be used by state and non-state actors to legitimise discrimination in access to employment, education, housing and other services, and may be used to restrict the activities of health care workers.

Even in countries without laws that criminalise same-sex relationships, social attitudes may legitimise discrimination, harassment and violence against individuals because they are, or are perceived to be, lesbian, gay, bisexual, transgender or intersex (LGBTI). This may take the form of direct discrimination, abuse or denial of services. It may also be manifested as institutional discrimination: for example, in many countries, transgender individuals cannot obtain official documents (birth certificates, passports, identity cards) corresponding to their gender identity, and so face disclosing the fact that they are transgender – risking harassment or even violence – in any dealings with state actors or services.

LGBTI people may suffer from violations of their right to health, in the form of both denial of access to services and forced or unwanted medical treatment.

In many countries, intersex infants and children with genitalia that are not easily classifiable as male or female, often undergo genital surgery or pharmaceutical regimes to 'correct' their genital presentation and are then assigned a corresponding male or female gender. Often, multiple operations are performed, followed by hormone treatment to 'fix' the child in his or her assigned gender. Such treatment can result in serious emotional and physical trauma. These procedures are not medically necessary and are often performed on infants and children who are too young to give informed consent.

LGBTI individuals may also be denied access to employment; in many countries, they face the risk of discrimination or even dismissal from their jobs. In order to get a job, transgender people may be forced to conform to standards of dress that correspond to their gender at birth, rather than their identified gender. In many countries, LGBTI individuals may only be able to find work in the sex industry.

Individuals may also be denied access to education, either through expulsion or through the education system. In Cameroon, lesbians have been expelled from schools and universities because of their sexual orientation, while in Ireland, transgender individuals who are unable to change their legal documents may be unable to enter university if the name on their school leaving certificate does not match their legal name.

International human rights law recognises that sexual orientation and gender identity are integral to every person's dignity and humanity and must not be the basis for discrimination and abuse. Everyone, regardless of their real or perceived sexual orientation or gender identity, is entitled to enjoy the full range of human rights without fear of discrimination, persecution or violence.

Amnesty International (2014) Human Rights for Human Dignity: A Primer on Economic, Social and Cultural Rights. 2nd Edition. Amnesty International Publications, London.
<http://www.amnesty.org/en/library/asset/POL34/001/2014/en/b31f06dd-3c14-4422-b249-0ac799f018af/pol340012014en.pdf>

APPENDIX 4

CURRICULUM LINKS

Note around Statutory Guidance: Under the Education and Inspections Act 2006, schools have a legal duty to ensure homophobic bullying is dealt with in schools. For current guidance headteachers can refer to the OFSTED guidance, 'Exploring School's Actions to Prevent and Tackle Homophobic Bullying (January 2014)'.

England

Citizenship KS3 precious liberties; ways in which citizens work together to improve their communities. KS4 human rights; the different ways in which a citizen can contribute to the improvement of a community.

Scotland

Global Citizenship As embedded in the experiences and outcomes of the Curriculum for Excellence, this resource develops knowledge and understanding of global issues and provides opportunities for learners to explore the crosscutting themes of **political awareness and human rights**. **Interdisciplinary Learning** This resource provides an opportunity for interdisciplinary learning, as constitutes one of the four contexts for learning in 'Building the Curriculum 3'.

Health and Wellbeing HWB 309a; 409a

Social Studies SOC 3-16a; SOC 4 -17b

Religious and Moral Education RME 3-02a; RME 3-02b; RME 3-05b; RME 3-09b; RME 4-02b

Wales

PSE KS3 Active Citizenship – opportunities to be moved by injustice, exploitation and denial of human rights; to understand rights and entitlements; to understand topical global issues; to recognise and challenge effectively expressions of prejudice, racism and stereotyping; sustainable development and global citizenship; opportunities to develop a sense of personal responsibility towards local and global issues. **KS4** Active Citizenship – opportunities to be affronted by injustice, exploitation and denial of human rights, to understand the principles of the Universal Declaration of Human Rights; to challenge expressions of prejudice, racism and stereotyping.

ESDGC KS3 Develop opinions about the denial of human rights; understand what is meant by basic human rights and that not everybody has them. **KS4** Be interested in how global issues and current affairs can affect them; appreciate the responsibilities that accompany peoples' rights.

Northern Ireland

Learning for Life and Work, Local and Global Citizenship **KS3** Opportunities to investigate key human rights principles; to investigate why it is important to uphold human rights standards in modern societies; to investigate local and global scenarios where human rights have been seriously infringed.

KS4 **Identify and exercise rights and responsibilities in relation to local, national and global issues**; opportunities to engage in action-based project work, including human rights/social responsibility.