



Anti-Bullying Week: KS3/KS4 assembly

Session summary		Pupil context
This assembly is designed to help students understand anti-LGBT+ bullying and its impacts. It also aims to make them think about how they can make their school a safe place for LGBT+ people.		Secondary students
Session aims	Session outcomes	Resources needed
<p>To understand what anti-LGBT+ bullying is and why it is harmful.</p> <p>To understand how they can play a part in making their school a safer space for LGBT+ students.</p>	<p>Students will understand the different forms of anti-LGBT+ bullying and the impacts that they can have on LGBT+ students.</p> <p>They will understand what to do if they witness it and how they can contribute to making their school a safe place.</p>	Slides
Preparation ahead of the session		
There may be students who have personal experience of the issues mentioned in this assembly, which you will need to take into account. You may want to let students know beforehand so they can leave the assembly. Make sure you are clear on who students can talk to after, if they feel upset, this information can be added at the end of the slides.		

Timing	Activity	Aim(s) and link(s)
0-5	<p>Explain that it is Anti-Bullying Week and that today will be focused on a specific type of bullying; anti-LGBT+ bullying.</p> <p>Explain what LGBT+ means and then what anti-LGBT+ bullying is.</p> <p>Explain that there are many different forms that this bullying can take, including:</p> <ul style="list-style-type: none"> Making comments about a person's gender or 	To introduce the focus of the session and to make sure students are aware of the ways that anti-LGBT+ bullying can manifest.

	<p>sexuality that deliberately makes them feel uncomfortable</p> <ul style="list-style-type: none"> • Calling a person names or teasing them • Hitting, kicking, punching or physically hurting them • Inappropriate sexual comments or gestures • Refusing to work or cooperate with someone because of their real or perceived sexual orientation • Making nasty comments about a person online • Mocking or imitating someone's voice, mannerisms etc 	
5-15	<p>Play students the video of Just Like Us ambassadors</p> <ul style="list-style-type: none"> - How did the bullying make this person feel? - How did it impact their daily life? - How do you think it changed how they felt about their identity? <p>My LGBT+ story: Sam (1:17-3:50) https://www.youtube.com/watch?v=fWSoln044vY&list=PL9-RZux3Bsq1bVeqNgNg0aRQ_uUz4UYO6&index=35 Sam explains his experiences of being gay at a boy's school.</p> <p>My LGBT+ story: Kayla (4:45-7:00 minutes) https://www.youtube.com/watch?v=jVXZA--ZJX0&list=PL9-RZux3Bsq1bVeqNgNg0aRQ_uUz4UYO6&index=30 - Kayla talks specifically about a specific incident and how this felt and also importantly, how the use of gay even when it isn't meant as a homophobic insult can be very damaging</p> <p>Give the students some time to think after each video, maybe with a partner if this is appropriate in your setting.</p>	<p>To help students develop an awareness of the impact of anti-LGBT+ bullying.</p>
	<p>Explain that schools should be a safe space and everyone at a school can contribute to this. Ask students to think about how they would react to anti-LGBT+ bullying: Would they intervene? What would you say if you saw a friend doing this? Do they know which adults they can talk to?</p> <p>Show slide explaining what someone can do if they experience anti-LGBT+ bullying - there are also two slides about specific faith-based LGBT+ organisations, which you could either leave in or take out depending on the religious diversity at your school.</p> <p>In the final section, there is space to put in any specific school information. This could be:</p> <ul style="list-style-type: none"> - School procedures - School staff that students can talk to 	<p>To give students the tools and information to act in a respectful way and to report any HBT bullying they witness.</p>

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| | - Local organisations that students could go to | |
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Comments and adaptations

If this was being run with a smaller group, for example in form time, it would be good to build in some interaction – thinking with a partner about what they could do to help, thinking about how it might make people feel.