



FREE TO BE
Challenging Prejudice

FORM TIME RESOURCES

Anne Frank.

The Anne Frank Trust UK

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The Anne Frank Trust UK

Prejudice and discrimination harms individuals, communities and society. The Anne Frank Trust is an education charity. We use Anne Frank's life and diary to empower young people with the knowledge skills and confidence to challenge all forms of prejudice and discrimination.

We partner with schools, local authorities, the criminal justice sector and others, to deliver education to young people in a variety of settings, predominantly in schools. Our interactive schools programmes includes an exhibition of Anne Frank's life and diary combined with workshops, peer education and an ambassador programme.

Our programmes have a proven track record of reducing prejudice, increasing respect and developing life skills.

Free to Be

Free to Be is our newest programme, developed with backing and funding from the Department for Education. Prejudice towards groups perceived as different is often at the heart of bullying in schools. Free to Be puts pupils centre stage in finding solutions to issues of bullying and prejudice in school and consists of workshops and an Ambassador programme facilitated by our education delivery teams around the country.

"Free to Be has had a widespread impact in shifting a culture of passive acceptance amongst our students. They are now willing to tackle prejudice when they see it and are quick to call it out when it happens." **Teacher, Outwood Academy, Ormesby**

Overall, it encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those in school and to society more widely.

More information about our full programme and how to book it can be found at the back of this booklet.

About this pack

The resource pack, consisting of a set of three films and this booklet, allows form tutors to use some of our Free to Be resources directly with their pupils. The films and activities are designed to stimulate discussion, empathy and critical thinking around issues that can often be sensitive or challenging.

The films explore three commonly held prejudices: homophobia, Islamophobia and gender discrimination/sexism. They aim to start or help pupils further along the road to the following outcomes:

- 1) An increased understanding of homophobia, Islamophobia and gender discrimination/sexism
- 2) An increased understanding of prejudice-based bullying and its effects
- 3) An increased empathy amongst some participants towards others

The resources are easy to use and can be adapted to suit the needs of different classes given their age, ability and current level of knowledge and/or attitudes around the three topics. Form tutors can choose to explore one or more of the topics in any order as each topic is self-contained and uses identical methodology, but inevitably links to issues raised when discussing other topics such as the use of language in prejudice and bullying. Depending on the time available, one topic can be explored during one period of form time or spread out over more sessions. The films and activities are bite-sized to allow for this flexibility.

HOMOPHOBIA

Description of film

The film is divided into three parts with a clear pause screen between each to allow for discussion or activity if desired.

Part one presents a fictional but commonplace scenario in which a group of boys is using terms such as 'gay' or 'queer' to describe things in a negative way. They also imply that being gay is something to be ashamed of. Another boy sits quietly looking upset. He may or may not be gay and we can't tell if the comments are necessarily directed towards him.

Part two presents two recent statistics showing that the use of language like this is very commonplace in schools and also that more LGBT pupils skip school when compared to their peers.

Part three presents a number of interviews with people who have either been on the receiving end of prejudiced views about their sexuality or who simply give their opinions on the causes and effects of prejudiced based bullying.



This film is also suitable for exploring the boundaries around banter and bullying.

Activity one – Spectrum of Difference

‘Spectrum of Difference’ is a practical way of getting all students to respond to a statement. In relation to the chosen key question, facilitators make different statements.

1. View part one of the film.
2. Ask pupils to stand in an area of the space depending on whether they ‘strongly agree’, ‘agree’, ‘disagree’ or ‘strongly disagree’ with the statement. Once in position, students should be prepared to justify their decision to stand in the area they have. Choose a few pupils to share their views.
3. For each statement, you can fill in a very simple tally chart which records the numbers of pupils who stood in particular positions. You might want to refer to this later when the activity is repeated.

Spectrum of difference
Statements
1) The boys in the film are just having a bit of banter. It can't do any harm.
2) Calling things gay or queer in a negative way is damaging.
3) If you are gay it shouldn't matter if you're called gay to your face.
4) People have a choice about their sexuality.
5) Stereotypes of gay men or gay women tend to be true.

Suggested statements:

Activity two – Inside and Out

‘Inside and Out’ is a way for pupils to consider external experiences and the emotional responses to those experiencing bullying or feeling isolated. It can also be adapted to explore factors influencing the perpetrators of bullying.

1. Working in pairs or small groups, pupils draw the outline of a person – think gingerbread man – on a piece of paper. Outside the figure they write words or phrases that someone might experience if they are being bullied e.g. ‘abuse’, ‘ignored’, ‘threats’ etc. Inside the figure they write the feelings someone might have if being bullied e.g. ‘scared’, ‘angry’, ‘helpless’.
2. Watch the whole film again. Pupils add any further thoughts to the figure and each group shares and compares their ideas.
3. If you wish, repeat the activity for someone carrying out bullying and/or experiencing prejudice. You might find that exploring where prejudices originate or become reinforced to be a particularly valuable line of questioning e.g. social media, family, peers, politics etc.

Activity three – Spectrum of Difference revisited

This is an opportunity for pupils to apply their new knowledge and recent thoughts on the topic to the original statements considered.

1. As before, ask pupils to stand in an area of the space depending on whether they ‘strongly agree’, ‘agree’, ‘disagree’ or ‘strongly disagree’ with the statement. Once in position, students should be prepared to justify their decision to stand in the area they have.
2. Choose a few pupils to share their views and make a point of asking those whose opinions have changed since the first time you ran this activity. Be prepared to play devil’s advocate and draw on the evidence of the film.
3. For each statement, you can fill in a very simple tally chart which records the numbers of pupils who stood in particular positions. You might want to compare this to the original tally and share with the form.

Finally – Signposting

Issues of prejudice and bullying are important to discuss in the abstract but may be the reality for some pupils. Use this as an opportunity to share your school’s guidance on who to turn to when experiencing bullying and what the school’s bullying policy is. A selection of external organisations who can be of help to pupils is provided within this pack. Print and display in your classroom.

ISLAMOPHOBIA

Description of film

The film is divided into three parts with a clear pause screen between each to allow for discussion or activity if desired.

Part one presents a fictional but commonplace scenario in which a group of pupils (we assume they are non-Muslim) are waiting to be picked up from school. It’s a cold day and one wraps a scarf round his head to keep warm. Another says he looks like a terrorist, playing to common perceptions that all Muslims are terrorists, and the rest laugh. As the boy is collected from school by his dad, we hear a genuine news article about Muslims being targeted in the wake of the Manchester Arena terror attack.

Part two presents a recent statistic on attacks against Muslims in the UK and another outlines another incident of Islamophobia perpetrated against a doctor who helped to save victims of the Manchester bombing in May 2017.

Part three presents a number of interviews with people who have either been on the receiving end of prejudiced views because they are a Muslim or who simply give their opinions on the causes and effects of prejudiced based bullying.



Activity one – Spectrum of difference

'Spectrum of Difference' is a practical way of getting all students to respond to a statement. In relation to the chosen key question, facilitators make different statements.

1. View part one of the film.
2. Ask pupils to stand in an area of the space depending on whether they 'strongly agree', 'agree', 'disagree' or 'strongly disagree' with the statement. Once in position, students should be prepared to justify their decision to stand in the area they have. Choose a few pupils to share their views.
3. For each statement, you can fill in a very simple tally chart which records the numbers of pupils who stood in particular positions. You might want to refer to this later when the activity is repeated.

Suggested statements:

Spectrum of difference	
Statements	
1) The boys in the film are just having a bit of banter. It can't do any harm.	
2) People should be allowed to say things like, "All Muslims are terrorists."	
3) It should be OK to refuse to give someone a job based on their religion or the country they're from.	
4) Stereotypes of Muslims tend to be more negative than positive.	
5) It's not OK to judge someone based just on one part of their identity.	

Activity two – Inside and Out

'Inside and Out' is a way for pupils to consider external experiences and the emotional responses to those experiencing bullying or feeling isolated. It can also be adapted to explore factors influencing the perpetrators of bullying.

1. Working in pairs or small groups, pupils draw the outline of a person – think gingerbread man – on a piece of paper. Outside the figure they write words or phrases that someone might experience if they are being bullied e.g. 'abuse', 'ignored', 'threats' etc. Inside the figure they write the feelings someone might have if being bullied e.g. 'scared', 'angry', 'helpless'.
2. Watch the whole film again. Pupils add any further thoughts to the figure and each group shares and compares their ideas.
3. If you wish, repeat the activity for someone carrying out bullying and/or experiencing prejudice. You might find that exploring where prejudices originate or become reinforced to be a particularly valuable line of questioning e.g. social media, family, peers, politics etc.

Activity three – Spectrum of Difference revisited

This is an opportunity for pupils to apply their new knowledge and recent thoughts on the topic to the original statements considered.

1. As before, ask pupils to stand in an area of the space depending on whether they 'strongly agree', 'agree', 'disagree' or 'strongly disagree' with the statement. Once in position, students should be prepared to justify their decision to stand in the area they have.
2. Choose a few pupils to share their views and make a point of asking those whose opinions have changed since the first time you ran this activity. Be prepared to play devil's advocate and draw on the evidence of the film.
3. For each statement, you can fill in a very simple tally chart which records the numbers of pupils who stood in particular positions. You might want to compare this to the original tally and share with the form.

Finally – Signposting

Issues of prejudice and bullying are important to discuss in the abstract but may be the reality for some pupils. Use this as an opportunity to share your school's guidance on who to turn to when experiencing bullying and what the school's bullying policy is. A selection of external organisations who can be of help to pupils is provided within this pack. Print and display in your classroom.

GENDER EXPECTATIONS

Description of film

The film is divided into three parts with a clear pause screen between each to allow for discussion or activity if desired.

Part one presents a fictional but commonplace scenario in which two girls take selfies and post them online. They then receive comments on their appearance, some negative but many intended to be positive. This is set against the context of celebrity and Instagram culture of posting the 'perfect' selfie.

Part two presents two recent statistics showing how young people, boys and girls, feel about their appearance and how many girls believe that they will be judged primarily on their appearance.

Part three presents a number of interviews with people who have either been on the receiving end of prejudiced views about being female or who simply give their opinions on the causes and effects of prejudiced based bullying. Views on the damage this can do to boys is also expressed.

This film is also a suitable stimulus to explore sexism and prejudice and bullying relating to appearance.



Activity one – Spectrum of difference

'Spectrum of Difference' is a practical way of getting all students to respond to a statement. In relation to the chosen key question, facilitators make different statements.

1. View part one of the film.
2. Ask pupils to stand in an area of the space depending on whether they 'strongly agree', 'agree', 'disagree' or 'strongly disagree' with the statement. Once in position, students should be prepared to justify their decision to stand in the area they have. Choose a few pupils to share their views.

3. For each statement, you can fill in a very simple tally chart which records the numbers of pupils who stood in particular positions. You might want to refer to this later when the activity is repeated.

Spectrum of difference
Statements
1) There's no harm in judging someone on their looks.
2) It's more important for girls to look good than boys.
3) Only boys are sexist.
4) Sexism against women only affects women.
5) Telling someone they look hot should always be seen as a compliment.

Suggested statements:

Activity two – Inside and Out

'Inside and Out' is a way for pupils to consider external experiences and the emotional responses to those experiencing bullying or feeling isolated. It can also be adapted to explore factors influencing the perpetrators of bullying.

1. Working in pairs or small groups, pupils draw the outline of a person – think gingerbread man – on a piece of paper. Outside the figure they write words or phrases that someone might experience if they are being bullied e.g. 'abuse', 'ignored', 'threats' etc. Inside the figure they write the feelings someone might have if being bullied e.g. 'scared', 'angry', 'helpless'.
2. Watch the whole film again. Pupils add any further thoughts to the figure and each group shares and compares their ideas.
3. If you wish, repeat the activity for someone carrying out bullying and/or experiencing prejudice. You might find that exploring where prejudices originate or become reinforced to be a particularly valuable line of questioning e.g. social media, family, peers, politics etc.

Activity three – Spectrum of Difference revisited

This is an opportunity for pupils to apply their new knowledge and recent thoughts on the topic to the original statements considered.

1. As before, ask pupils to stand in an area of the space depending on whether they 'strongly agree', 'agree', 'disagree' or 'strongly disagree' with the statement. Once in position, students should be prepared to justify their decision to stand in the area they have.

2. Choose a few pupils to share their views and make a point of asking those whose opinions have changed since the first time you ran this activity. Be prepared to play devil’s advocate and draw on the evidence of the film.

3. For each statement, you can fill in a very simple tally chart which records the numbers of pupils who stood in particular positions. You might want to compare this to the original tally and share with the form.

Finally – Signposting

Issues of prejudice and bullying are important to discuss in the abstract but may be the reality for some pupils. Use this as an opportunity to share your school’s guidance on who to turn to when experiencing bullying and what the school’s bullying policy is. A selection of external organisations who can be of help to pupils is provided within this pack. Please print and display this in your classroom.

Further Information

We hope you enjoy using these resources and would love to hear how you’ve used them and how pupils responded. We also hope they have given you a flavour of the full Free to Be programme that we run directly in schools.

Primary Schools	Secondary Schools
Workshops on Anne Frank, stereotyping, prejudice and bullying	Workshops on prejudices that often give rise to bullying in schools such as homophobia, sexism and Islamophobia
Formation of an Ambassador group which identifies positive attitudes it wants to promote	Formation of an Ambassador group which identifies positive attitudes it wants to challenge
Ambassadors create an assembly to share with their peers and younger pupils in school	Ambassadors create a short film supported by a professional filmmaker
Suitable for Y5 and Y6 pupils and P6 and P7 pupils	Ambassadors create and deliver anti-prejudice activities using the film as a focus. Suitable for Years 7-11 and S1-S4

To comment on the resources or enquire about bringing Free to Be into your school please contact Heather Boyce, Head of Education Development on heather@annefrank.org.uk or info@annefrank.org.uk