

## COMMUNITY CHALLENGE

### Taking Pride in Supporting LGBTQ+ Rights

#### PURPOSE

The purpose of the Community Challenge is to develop learners' skills, whilst encouraging learners to identify, develop and participate in opportunities that will benefit the community. During the Community Challenge learners will explicitly develop skills of **Planning and Organisation** and **Personal Effectiveness** and apply them in an appropriate manner.

#### BRIEF

*“National attitudes surveys show that year on year positive attitudes to gay, lesbian and bisexual people are increasing in the general population, with younger generations leading the way in embracing diversity in sexual identities. There are, however, still barriers to overcome. I know that some young people experience bullying and insensitivity due to their sexuality or gendered identity and that this is not always robustly challenged and nor is support provided in all schools and youth settings. As the champion for the rights of all children and young people in Wales, I will speak up for the rights of LGBT\* young people to live full lives as equal citizens, free from stereotyping, bullying or institutional barriers” (Children’s Commissioner for Wales, <https://www.childcomwales.org.uk/our-work/sallys-blog/take-pride/>)*

The United Nations Convention on the Rights of the Child (the UNCRC) includes the right to an identity (including sexual identity), the right to be free from discrimination and abuse (including homophobic discrimination, bullying and violence). There are also government policies and acts which have to sort out any discrimination that causes inequalities (including sexual inequalities), safeguard children and young people’s well-being (including their sexual well-being) and there is school guidance on homophobic bullying.

Wales is one of the first countries in the UK to produce a tool-kit for children and young people to support them in raising awareness about sexuality equalities and challenging homophobia. It is called, ‘*Agenda: A Young People’s Guide to Making Positive Relationships Matter*’ and it will support you in this brief by providing you with resources, activities, and inspirational stories of how other young people in Wales have championed this issue.

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As a member of a team (3-6) your challenge is to spend 10 hours delivering training to your chosen key target group (e.g. younger students, staff, school governors, community group) that raises awareness of sexualities equality and the right to thrive no matter what our sexual orientation, in the wider context of children’s rights, well-being and social justice. Planning and delivering this training will improve your own and others’ understanding of sexualities equality and well-being, and the impact of homophobic practices on everyone’s lives. It will also develop everyone’s sexuality literacy and give people confidence to seek out support and advice.

In preparation consider how you can research, develop and extend your knowledge about sexuality. You may want to begin with finding out how definitions of sexual identity, or sexuality and the law have changed over time, or how the animal kingdom is full of sexuality-switching creatures. For further inspiration read the story of **Friends? (p.37-39 agenda.wales)**, where DIGON (a school-based LGBT youth group) organise different activities to challenge homophobia in society and support inclusive sex and relationships education.

You will plan and organise how you will spend 10 hours training your chosen target group and what resources and activities you will use to engage them. Fun and creative activities are often the best for delivering training on potentially sensitive issues (for poetry, drama, visual arts, music, movement and dance, and posters see agenda.wales, p.21)

You will create and manage an action plan when developing your opportunities for your school or community and with the use of feedback can reflect and review your personal performance in planning and carrying out the activity. For ideas of how to get started with your research go to page 69 of agenda.wales.

Email [agenda.wales@gmail.com](mailto:agenda.wales@gmail.com) to let us know when you have completed the challenge, and how many pupils and/or staff you trained. If you write up your case study in no more than 500 words, in addition to completing your challenge, we will feature it on the agenda.wales facebook page.

You can receive additional support for this challenge by contacting [agendawales@gmail.com](mailto:agendawales@gmail.com) and keep in touch with other students involved in similar community challenges by following AGENDA's facebook page, @agenda.wales.

### **Key Resource:**

*Agenda: A Young People's Guide to Making Positive Relationships Matter in Schools*, [www.agenda.wales](http://www.agenda.wales) (pages 37-39)

### **Additional Resources:**

*The Beyond Bullying Project* (San Francisco) - Students, teachers, and administrators went inside the booths and told their stories about LGBTQ sexuality — school assignments, crushes, families, friendships, break-ups, coming out, harassment, bravery, and aspirations. Read them at [www.beyondbullyingproject.com](http://www.beyondbullyingproject.com)

Sexual Attitudes and Lifestyles in Britain Infographic (NATSAL 2013)  
<http://www.natsal.ac.uk/media/2102/natsal-infographic.pdf>

Bullying linked to gender and sexuality often goes unchecked at schools (by Victoria Rawlings, 2016) <https://theconversation.com/bullying-linked-to-gender-and-sexuality-often-goes-unchecked-in-schools-55639>

We must celebrate gender and sexual diversity in our schools (by Lucy Nicholas) <https://theconversation.com/we-must-celebrate-gender-and-sexual-diversity-in-our-schools-54740>

Children and young people's books that support sexuality equalities, and challenge homophobia and discrimination against people's sexuality. <https://www.theguardian.com/childrens-books-site/2014/may/12/best-lgbt-books-children-teenagers-yas>

### **Contact details**

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### **Teachers**

LGBTI Rights: An Activity pack for teachers of children and young people  
[https://www.amnesty.org.uk/files/lgbti\\_rights\\_activity\\_pack\\_february\\_2015\\_0.pdf](https://www.amnesty.org.uk/files/lgbti_rights_activity_pack_february_2015_0.pdf)

The Classroom enables teachers to find a range of resources to make Lesbian Gay Bisexual Trans people visible in education  
<http://the-classroom.org.uk/home/>

Stonewall (2014) The Teacher's Report: Homophobic Bullying in Britain's Schools  
[http://www.stonewall.org.uk/sites/default/files/teachers\\_report\\_2014.pdf](http://www.stonewall.org.uk/sites/default/files/teachers_report_2014.pdf)

Making Schools Safer and More Welcoming for LGBTQI students  
<https://theconversation.com/making-schools-safer-and-more-welcoming-for-lgbtqi-students-39858>