

Jake



Emma

FREE activity pack



Linus



Stonewall
Education for all

FREE is a ground-breaking film for primary school pupils that conveys a powerful message about difference, diversity and respect. The film follows the stories of three children as they explore family, friendship and what it means to be yourself. Designed in conjunction with primary school teachers, FREE complements the Key Stage 2 personal, social, health and economic (PSHE) education curriculum.

Stonewall has produced this activity pack to help school staff use FREE in class and to talk about difference and diversity in an engaging and age-appropriate way. The activities will help pupils to explore key themes and ideas from the film and are designed to build on work that pupils are already doing in the English and PSHE curriculum.

You will need to introduce and prepare the class for each activity, having watched at least one chapter of FREE. It may be useful to recap what pupils have already learnt in literacy about different writing techniques. The activities have been designed for KS2 pupils but should be adapted to suit different pupils and settings.

You can watch the film and download lesson plans, activities and further information at www.stonewallprimary.org.uk.

Chapter summaries for staff

FREE follows three primary aged children as they begin to explore their identity and what makes them unique. Each chapter focuses on different issues a young person might encounter as part of growing up. The chapter summaries and 'where to start' sections below have been taken from the **supporting DVD booklet** (available at www.stonewallprimary.org.uk), which also contains key discussion points for each chapter. We recommend that you use the booklet and the activity notes overleaf alongside the activities in this pack.

Jake's story

Jake and Harry are best friends but they don't like all the same things – Jake loves singing and dancing while Harry wants to be a footballing pro and can't understand why Jake doesn't like 'boy things'. Their friendship is put to the test when Jake admits that he'd rather go to a drama lesson than watch Harry's football match.

Where to start: Jake's story looks at friendships, stereotypes and celebrating difference. Pupils should explore the differences and similarities between people, the importance of supporting your friends and what it is that makes everyone special.

Emma's story

Emma loves her two mums and her two dads even if, like all parents, they can be annoying. But when Emma's friend Genesis tells her she's not allowed to sleep over because her mum doesn't like Emma's parents, Emma starts to wonder if there's something wrong with her family.

Where to start: Emma's story looks at different families, identity and prejudice towards gay people. Use Emma's story to explore the range of families and cultures that young people come from and to help them understand the most important thing is that families love one another. You can also explore why some people have negative attitudes towards others because of who they love, for example towards lesbian, gay or bisexual people.

Linus' story

Linus is really proud that his older brother Jordan is about to become a professional footballer. But Linus doesn't like the fact that Jordan has a boyfriend, Toby. He thinks professional footballers can't be gay and that he'll get bullied for having a gay brother, so he comes up with a plan to break up Jordan and Toby.

Where to start: Linus' story looks at family relationships, stereotypes in sport and homophobic language. Use Linus' story to talk about what makes every family different and how our actions can affect others. You can also explore the impact of bullying and why using the word 'gay' to mean rubbish is wrong.

Activity notes for school staff

Activity 1 – Exploring themes in FREE

Recommended pupils have watched two chapters or more

Before the activity: Support pupils to come up with themes explored in FREE, or a particular chapter of FREE. Suggestions include: family, friendship, kindness, respect, love (listed on worksheet), superpowers, acceptance, loyalty, being yourself, bullying, hurtful language, keeping secrets.

After the activity: Ask if pupils would like to share their creative writing with the class and encourage performances of song lyrics or poems. You might want to focus the discussion by talking about some of the key issues explored in the film, such as gender stereotypes and different families. Discuss which themes they used in their writing and which pupils feel are particularly important in the film.

Activity 2 – Guess who

This activity would work if pupils have only watched one chapter

Before the activity: Support pupils to work as a class to come up with as many characters in FREE as they can. Characters include: Jamie, Linus, Freddie, Mr Dawes, Jake, Harry, Baz, Emma, Linus, Jordan, Toby, Freddie, Genesis, Emma's mums, Emma's dads, Genesis' mum.

After the activity: Divide pupils into small groups. Ask one pupil to read out one of their completed sentences. Ask the other pupils in their group to guess which character the sentence is about. The correct pupil receives a point. The first pupil to 5 points is the winner. You could also do this exercise as a class.

Activity 3 – Film critic!

This activity would work if pupils have only watched one chapter

Before the activity: Introduce the topic of film reviews. Prompt pupils to discuss what they think the purpose of a film review is. You may wish to show pupils an example and discuss the way the writing is structured and the kind of language used.

After the activity: Use the completed film reviews as a way to start a class discussion about FREE or the chapters pupils have seen. Encourage pupils to share their opinions and what the film made them think about.

Activity 4 – Thoughts and feelings

Recommended pupils have watched two chapters or more

Preparing pupils for this activity: It is a good idea to spend some time preparing pupils for this activity by introducing the four sentences and talking about what they might mean in relation to FREE. This could involve asking pupils to make links between sentences and particular storylines or chapters, so that they have the appropriate context in mind when they complete the activity.

Before the activity: Explain that the aim of this activity is to consider how different characters in the film feel about the same things, such as 'different families'. Stress that the four sentences provided are **viewpoints** and that during and after the activity pupils will have the opportunity to share what they think too. Direct pupils to relevant chapters and characters, for example Linus' and Emma's stories would be good to think about in relation to 'All families are different', Jake's story for 'Being friends with someone means you like all of the same things they do'.

After the activity: Hold a class discussion and address each sentence in turn. Use the opportunity to talk to pupils about the importance of celebrating difference, challenging gender stereotypes and being yourself.

Activity 5 – Same and different

This activity would work if pupils have watched any chapter, although choosing another 'main' character may make it easier for pupils to complete

Before the activity: Ask pupils about the things that make us who we are, such as our friendships, the things we like doing, our personality or the way we respond in situations. Divide pupils into groups and ask them to discuss which of these things they think are the most important to our 'identity' and why. Then, introduce the activity by telling pupils they will be focusing on two characters from FREE and exploring what, in their opinion, makes them the 'same' and 'different'.

After the activity: Pupils may want to share their pieces of writing with each other to see whether they agree with the conclusions they have drawn. Ask pupils to discuss whether it is possible for a person to know what makes someone else who they are. You could ask pupils to think about what makes them who they are and what makes them special.

Activity 6 – Who and how?

This activity would work if pupils have only watched one chapter

Before the activity: Use this activity to build on work pupils have already done on adjectives. Explain that this activity will focus on adjectives that describe a person's behaviour.

After the activity: Ask pupils to read out the definitions they have come up with for the listed adjectives and provide a definition from the dictionary if pupils are unsure. Talk through the examples pupils have chosen for each adjective and see if they all agree, and if not, why. Ask pupils to think about the following questions:

- Overall, do you think the characters in FREE treat each other well?
- Are there any characters who cause others problems?
- Does any of the characters' behaviour change as the film develops? How?
- How do we treat each other in our school? What is a nice way to treat others?

EXPLORING THEMES IN FREE

In the space below write a list of all the themes in FREE that you can think of.

Theme box

family

friendship

kindness

respect

love

DIARY ENTRY

Imagine you are Linus, Jake or Emma, or your favourite character from FREE. Write a diary entry about your day based on one of the themes from the theme box.

Don't forget...

- Think about which tense is most appropriate for your diary entry
- Use an informal tone
- Use adjectives to describe feelings and emotions



Dear Diary,

Date

Today

I felt

At the end of the day

Signed



RETELL THE STORY!

Choose a chapter or storyline from FREE and retell the story as best you can using one of the themes from the theme box. For example, you could retell **any story**, thinking about the theme **'friendship'**. Don't forget to add your own opinion at the end!



Don't forget...

- Describe events in detail and in chronological order
- Keep your reader interested!

I have chosen to write about

and my theme is

First

Then

Next

Then

Finally

My opinion is

WRITE A LETTER!

Write a letter to one of the characters in FREE using a theme from the theme box. You might want to tell them what you thought of their story, or describe a particular part that made you think or that you enjoyed. For example you could write to Linus about his **family**.

Don't forget...

- Think about the language you will use. You will need to decide whether you would like your letter to be informal and chatty, for example to a friend, or more formal, for example to someone you don't know very well
- Think of an engaging way to begin your letter. For example, you could ask your character a question



Dear

Date

I enjoyed your story because

I did have a question about

Yours sincerely,

SONGS AND POETRY!

Choose a theme from the theme box and write lyrics for a song or a short poem based on FREE.



Don't forget...

- Think about how many lines and verses your song or poem should have and if it should rhyme
- Think about who is speaking (the narrative – or teller's – voice in your song or poem)
- Songs and poems are usually written to be performed out loud

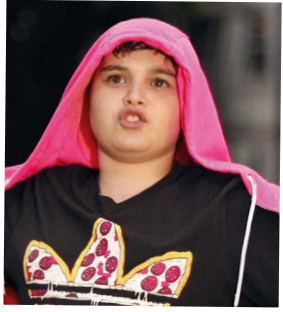
Title _____

GUESS WHO

Fill in Jake's character description below. Then, complete the rest of the descriptions choosing three more characters from the film. Don't forget to draw their pictures!

Don't forget...

- You may not know all of this information about your characters, so be creative and use your imagination!



Name

Age

My closest friend is

One interesting thing about me is

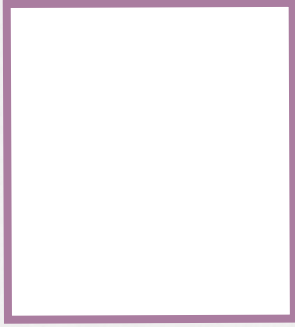
One word you could use to describe me is

Someone I really admire is because

Something difficult that happens to me in my story is

My best quality is

When I grow up I want to be



Name

Age

My closest friend is

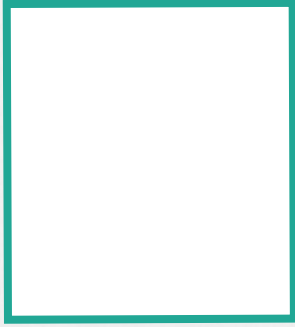
One of my favourite hobbies is

One word you could use to describe me is

In my story I learn

My best quality is

Something else I want to tell you is



Name

Age

My closest friend is

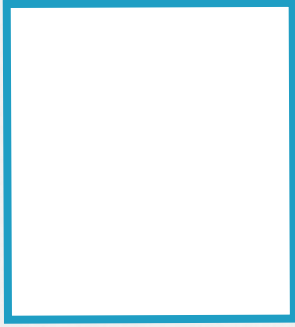
In my story I learn

One word you could use to describe me is

One interesting thing about me is

Something difficult that happens to me in my story is

My best quality is



Name

Age

My closest friend is

One interesting thing about me is

**Someone I really admire is
because**

My best quality is

When I grow up I want to be

Something else I want to tell you is

3 FILM CRITIC!

Choose one chapter or storyline from FREE and fill in the post-it notes below.

What

Which chapter or storyline have you chosen?

How

How did the chapter or storyline make you feel?

Who

Who was your favourite character and why?

Write a film review of your chapter or of FREE. Remember, film reviews are supposed to help other people decide whether they would like to see the film!



Your film review should include:

- **An introduction** that makes your reader want to keep reading on
- **A short synopsis** (story summary) that doesn't spoil the ending!
- **Interesting information about the film**, for example the genre (type of film), characters and anything else you can think of
- **What did you like or dislike?** Remember to explain **why**
- **What the film made you think about**
- **A closing summary**, and whether you would recommend the film

Top tip: try to provide a mixture of facts about the film and your own opinion.

Daily Newspaper

FILM REVIEW!

Reviewed by

Date

I give this film ____ stars



THOUGHTS AND FEELINGS

Read the sentences in the boxes below and fill in the thought bubbles. Choose two characters from FREE and write down what they think about the sentence 'All families are different'. Try to use examples of what the characters do or say during the film to support your answer. Continue until you have completed the bubbles for all four sentences.

What does _____ think?

All families are different

What does _____ think?

What do you think?

What does _____ think?

Don't forget...

- Say what you think too!



What do you think?

What does _____ think?

Being friends with someone means you like all of the same things they do

Real girls play with dolls

What does _____ think?

What does _____ think?

What do you think?

What does _____ think?

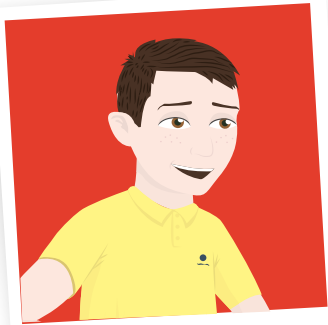
What do you think?

What does _____ think?

Is it a good idea to keep secrets about who you are?

SAME AND DIFFERENT

Choose a character from FREE. Write their name and draw their picture in the box at the bottom of the page. Next, think about the ways Jake and the character you have chosen are the same and different. In the middle section of the Venn diagram write down anything that, in your opinion, is similar or the same about both characters. At the top and bottom sections of the diagram write down things which are unique to the characters. Think about how they behave in the film when comparing your characters.



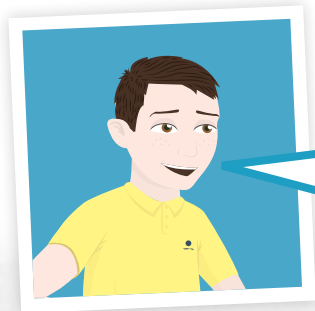
For example, what hobbies do they have?

What makes them happy?

Who are they friends with?

What do you know about their family?

Use what you've written to help you complete a piece of writing comparing the two characters and their similarities and differences. You may need to continue your writing on another piece of paper.



Don't forget...

- All writing needs to have a structure so try and think about how you are going to put together your different ideas.
- For example you could structure your writing like this:
 - Short introduction (explaining what your piece of writing is about)
 - A paragraph about the similarities between the characters
 - A paragraph about the differences between the characters
 - Short conclusion (summarising what you've decided about how similar or different your characters are in your writing)
- Or you could structure it differently. It's up to you!
- Think about which words are helpful when making comparisons. For example:

whereas

in contrast

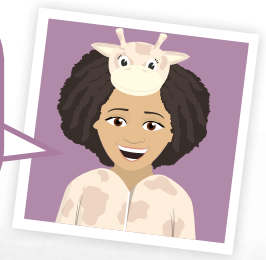
instead

WHO AND HOW?

Explain what an adjective is in your own words.
Try to give some examples.

Don't forget...

- You may find a dictionary useful for this activity!



Look at the list of adjectives below. Try and explain what each adjective means in your own words. Then, think about the chapter/s of FREE you've seen. For each adjective, write down an example in FREE of a time when a character behaves like this. Think about which tense is best to use when writing your answers.

Confident

In your own words

Who?

When?

What effect does this have?



Insensitive

Who?

When?

What effect does this have?



Hurtful

Who?

When?

What effect does this have?



Supportive

Who?

When?

What effect does this have?



Now think of a time when one of your friends or family members was...

Generous

Who?

When?

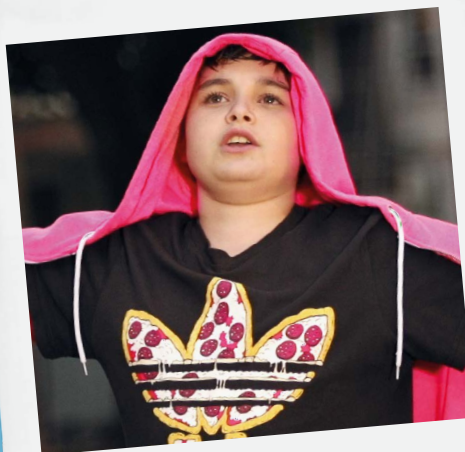
How did it make you/others feel?





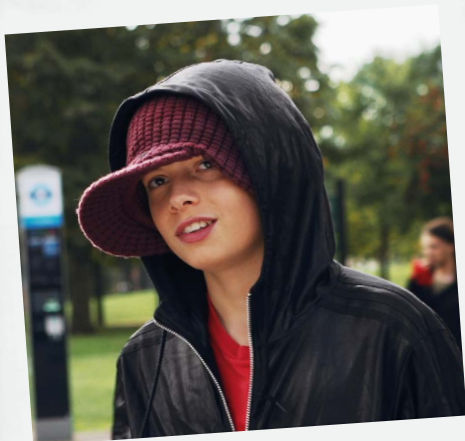
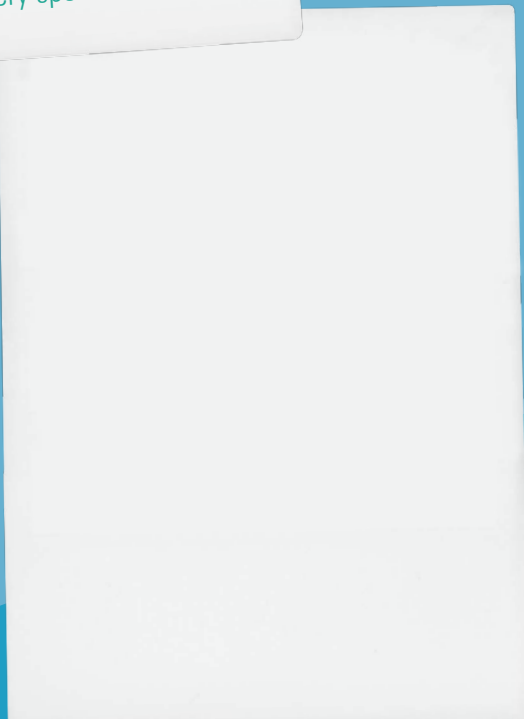
Emma

Emma loves her two mums and two dads and thinks her family is very special



Jake

Jake loves singing and dancing, and supports his friend Harry who loves football



Linus

Linus likes making films and is really proud of his older brother Jordan, a professional footballer

Draw your own FREE character and write a sentence about what makes them special

Get in touch with Stonewall

Everything we do is based on meeting the needs of schools, teachers and young people. Please do get in touch with us to share your experiences and tell us what you think about our materials.

If you have any questions or would like to speak to a member of Stonewall's education team please email education@stonewall.org.uk or call [020 7593 1862](tel:02075931862).

Information about Stonewall's education work can be found at www.stonewall.org.uk/get-involved/education.

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FREE

WORKSHOP PACK



ABOUT STONEWALL

Stonewall is a national lesbian, gay, bisexual and trans charity. We work with thousands of schools around the country to help them tackle homophobia, biphobia and transphobia and celebrate difference. We have developed a number of primary school resources to help staff address these issues including our *Different Families* materials and practical guidance on how to make sure every primary school pupil feels welcome and able to be themselves at school.



Stonewall's School Champions programme is a network of more than 1000 primary and secondary schools working with us and each other to tackle homophobic, biphobic and transphobic bullying and celebrate difference. Members receive ongoing support and resources and access to free events around the country.

To find out more about our education work, including teacher training, please contact education@stonewall.org.uk

ABOUT APPLE PIE



Apple PIE (Performance in Education) uses an interactive drama approach to teaching children, young people and adults.

Apple PIE can devise, write and perform bespoke pieces of drama and create resources to engage audiences and promote discussion. As part of the training we run we use drama techniques such as hot-seating, forum theatre and role-play to explore feelings and attitudes, as well as practice skills and gain knowledge that help to find solutions and explore positive outcomes.

To find out more about Apple PIE, please contact James Appleyard on 07857 679 719 or at james@apple-pie.org.uk www.apple-pie.org.uk

With thanks to members of Stonewall's Education Champions programme for sharing their ideas for this pack

Pack produced by Fay Bartram

Stonewall

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www.stonewall.org.uk/get-involved/education

Stonewall is a registered charity, number 1101255

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ABOUT THIS PACK

We have produced this workshop pack to enable school staff to run workshop sessions on FREE. The pack gives staff the tools to run fun and engaging workshops that provide children with the opportunity to explore the stories and their own ideas about the film in interactive and creative ways.

How it works

The exercises in this pack have been designed by education theatre company Apple PIE (Performance in Education). Exercises are focused on each of the four chapters of the film and:

- Are highly interactive
- Are easy for staff to run and require no expertise in drama or workshops
- Require minimal resources to deliver
- Can be adapted for different group sizes
- Can be combined in any way so as to create workshops of different lengths
- Are suitable for pupils who have already done a lot of work with FREE and pupils for whom this is the first time



The pack also includes a section on planning which gives you everything you need to put together your workshop. In addition, we recommend taking a look at our supporting resources on FREE for staff and young people before starting to plan (available at www.stonewallprimary.org.uk).

ABOUT FREE

You can stream **FREE** online at www.stonewallprimary.org.uk
or order hard copies at www.stonewall.org.uk/educationresources

FREE is Stonewall's ground-breaking film for primary school pupils that conveys a powerful message about difference, diversity and respect. The film follows the stories of four children as they explore family, friendship and what it means to be yourself. Developed in conjunction with a panel of leading primary school practitioners and designed to complement the KS2 PSHE curriculum, FREE directly challenges homophobic bullying, language and gender stereotypes, and shows the importance of celebrating difference and being yourself.

FREE

When you're strong enough to be yourself, you free everyone



CHAPTER SUMMARIES



Jake's story

Jake and Harry are best friends but they don't like all the same things – Jake loves singing and dancing while Harry wants to be a footballing pro and can't understand why Jake doesn't like 'boy things'. Their friendship is put to the test when Jake admits that he'd rather go to a drama lesson than watch Harry's football match.

Jake's story looks at friendships, stereotypes and celebrating difference.

(Year 3+)



Linus' story

Linus is really proud that his older brother Jordan is about to become a professional footballer. But Linus doesn't like the fact that Jordan has a boyfriend, Toby. He thinks professional footballers can't be gay and that he'll get bullied for having a gay brother, so he comes up with a plan to break up Jordan and Toby.

Linus' story looks at family relationships, stereotypes in sport and homophobic language.

(Year 5+)



Emma's story

Emma loves her two mums and her two dads even if, like all parents, they can be annoying. But when Emma's friend Genesis tells her she's not allowed to sleep over because her mum doesn't like Emma's parents, Emma starts to wonder if there's something wrong with her family.

Emma's story looks at different families, identity and prejudice towards gay people. **(Year 5+)**

MORE FREE RESOURCES

For additional supporting resources, classroom activities, posters, and to stream the film, visit www.stonewallprimary.org.uk

EXERCISES



Timings

The timings suggested for each exercise are a rough guide. Some of the exercises can be delivered more quickly and they can all easily be extended. We have provided at least an hour's worth of exercises for each chapter of the film.

Group sizes

While the exercises were written with a group size of 30 in mind, all exercises can be adapted to suit smaller and larger groups (for example a year group screening and workshop session).

Extension topics

Listed at the end of each exercise is an 'extension topic'. Staff may wish to create a discussion or plenary around the extension topic to lengthen the session or address a different aspect of the chapter.

WARM-UP EXERCISES

SIMILARITIES/DIFFERENCES GAME

20 mins

Ask pupils to stand in the middle of the space. Explain that they will be playing a game to discover how similar they are to each other. You will ask pupils a series of questions and they must answer by moving to the side of the room that represents their answer. Once pupils have done so they will look around to see who else has answered in the same way. This will be discussed at the end.

Possible questions:

Do you prefer fruit or vegetables? (Stand on one side of the space for fruit, the other side for vegetables. Briefly get a few responses as to why pupils have made their decision)

Do you have any pets or no pets?

Do you prefer maths or literacy?

Do you prefer singing or dancing?

Do you prefer funny programmes or scary programmes?

Do you have siblings or no siblings?

Sit the group in a circle and ask if anyone thinks they made the same decision as someone else in the group for every question.

Choose someone who thinks they have and ask who it is in the group they answered in the same way to. Ask both pupils for some more details about the original questions. For example, *What pets do you have? Which funny/scary programmes do you like? How many siblings do you have?*

Choose another pupil who thinks they made all or lots of the same decisions as someone else, and ask them to answer in more detail too. Continue by asking others in the group.

The aim of the further questions is to discover the differences that lie behind their answers and between other pupils in the group.

Discuss with the group that although the original aim of the game was to see which pupils were similar to each other, by finding out more details we have discovered that everyone is different and these differences make us more interesting, special and unique.

Finish by asking the group if there are any other ways in which people can be different that haven't been discussed. *How can we celebrate these differences more in our school?*

CLAY MODELLING

15-20 mins

Split pupils into pairs (or fours to make a larger statue). One person will be the artist and the other the clay. Ask pupils to decide who the artist is and who the clay is.

The artist in each pair is going to create a statue to represent the word or sentence you give them. Choose words or sentences that directly relate to FREE. Some examples are listed below.

The artist will mould the clay by moving the clay's arms and legs into position or the artist can show the clay how to stand and then make adjustments and show the facial expression they want their statue to have.

After a few minutes ask the artists to stand away from their statues. The statues are now solid stone and cannot move.

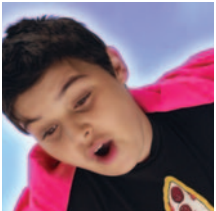
Ask all the artists to walk around the exhibition and look at the statues.

Pairs then swap over roles to make a new statue.

Statue ideas:

Winner Hero Excluded Pride Friendship Teamwork Family

Ask the artists what types of statues they enjoyed looking at when they looked round the exhibition. Ask what ideas they found most easy or difficult to convey with their clay.



JAKE'S STORY

THOUGHT TUNNEL

10-20 mins

Depending on the pupils in your group you may wish to alter this exercise to explore different moments in the film, Mr Dawes tells Linus there's something missing from his film, Genesis tells Emma her mum doesn't like Emma's family.

Look closely at the scene where Kyel and his gang are teasing (4 mins).

Ask the pupils what they think Jake is thinking and feeling.

Split pupils into two groups and ask them to line up side by side in two lines opposite each other with a gap of about two metres. This will create a corridor for someone to walk down.

One side of the line is going to say aloud what Jake is feeling, the other side is going to say what Jake is thinking. Choose a volunteer to be Jake and walk through the corridor to hear all the thoughts and feelings being expressed aloud by the pupils making up each line.

Tell the pupils not to worry if they repeat what others have said but try to encourage more responses than just saying 'sad' lots of times.

Try a few different pupils as Jake. Bring the group back together to ask the Jakes how it felt being Jake. This exercise often brings out different responses from different people. Some people playing Jake might feel reassured hearing all the thoughts and feelings expressed aloud, some might feel upset, confused or overwhelmed.

This exercise can be used to start a discussion around empathy and understanding people's

feelings when they are the victims of bullying. You could ask pupils, *What is the difference between the way a person **feels** and what a person **thinks** when they are being bullied? Is it important a person being bullied is able to share these feelings and thoughts with someone else? What can we do in our school to make sure that if someone is being bullied they feel safe to talk to someone?*

ROLE ON THE WALL

10-15 mins

This exercise could be adapted to suit any of the chapters, and/or the film as a whole. Pupils could start this at the beginning of the workshop session with Jake's story, but add to their drawings as they learn more about or meet new characters.

Materials – flipchart or sugar paper and pens

Ask pupils to name some of the main characters in a story.

Using some or all of these characters, pupils are going to create a role on the wall in smaller groups.

Ask the groups to draw a large body outline (gingerbread person type shape) onto a piece of flipchart paper, these can later be stuck up on the wall around the room.

Give each group a character and ask them to write **facts** about the character around the **outside** of the body (name, age, friends, family, likes/dislikes), and write **thoughts/feelings** on the **inside** of the body.

HOT SEATING

3-5 mins per character

Bring the smaller groups back together. Ask each group to decide on one person who will represent the role on the wall they have created. The person from each group will be asked questions by and given advice from the other groups as the character they are representing. Give pupils a moment to think about any questions they would like to ask or advice they would like to give the characters.

Each character can be asked questions separately, one character at a time, or with all the characters together (chat show style).

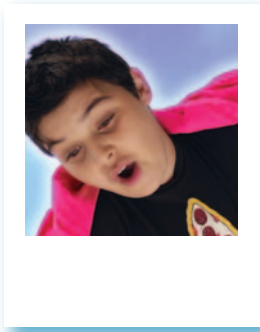
The aim is to explore solutions for the character's problems and to promote discussion around the issues in the chapter. Make sure that the 'bully characters' are not demonised in the hot seat but given a chance to think about their actions and advised on how to change their behaviour.

EXTENSION TOPIC: FAMILY

Ask pupils who they are close to. *Who do you talk to when you are feeling upset or down? Who do you go to for advice? Is there anyone who you give advice to or help when they feel sad?*

Why might it be important to talk to someone when you are feeling upset or confused? Where can you go at school if you feel like that?

To explore this further, try an activity where pupils draw around their hand on a piece of paper and at the tip of each finger write down who they would talk to if they were upset or being bullied.



JAKE'S STORY

STILL IMAGES

20-25 mins

Re-create a moment of Jake's story using still images (also known as freeze frames/tableaux).

Split pupils into small groups (four, five or six).

Give each group a moment of Jake's story to re-create as a still image (pupils can create additional characters to fit the scene if there are too few characters in the moment).

- Playing superheroes – '*Why can't you just be normal*' (0.30 - 1.20 mins)
Jake – Storm, Harry – Flame, Baz – Ice-man
- Friendship – Singing at Emma's house (4.27 – 5.40 mins)
Jake, Harry, Emma, Genesis and Lily singing karaoke in Emma's back garden
- Bullies – Emma and Harry stand up for Jake (7.48 – 09.07 mins)
Jake, Emma, Genesis, Lily, Harry and Baz playing football, Kyel and friends
- Football/Dance club (9.08 – 10.23 mins)
Harry at the football club and Jake at the dance club
- Jake shows up at the football match (10.52 – 11.20 mins)
Jake watching Harry play football
- Jake and Harry at the dance club together (11.49 – 12.48 mins)
Jake, Harry, Emma and friends at the dance club

It might be helpful to allocate moments before watching Jake's chapter so that groups can pay particular attention to the moment they will be recreating (*e.g. what happens and who is involved*).

Each person in the image must remain still and show what is happening or what the character is feeling using their body language and facial expressions. The images can be a realistic picture of that moment in the film or a more abstract representation of the characters' feelings.

Ask each person in the image to have a word or sentence ready to describe what their character is thinking or feeling. Once each group has practiced their freeze frame, ask them to perform it. Go round and tap each person on the shoulder to hear their word or sentence.

Ask pupils to think about the moments they have created. *How do the friendships between the characters vary from moment to moment?* Use these images to bring out different discussion points in the DVD booklet.

ROLE-PLAY

20-25 mins

Discuss how pupils would change some of the moments above to gain a more positive outcome. These can be brought to life and role-played.

For example:

- *Playing superheroes – what could the characters do in this situation?* Try it out and see if it works
- *Bullies – in what ways could Jake help himself in this situation? How else could Emma or Harry help Jake if he is being bullied?* Try these out and see if they work
- *Football/Dance club – what could they say to each other to make the situation better?* Try it out and see if it works

EXTENSION TOPIC: STEREOTYPES

Baz says to Jake 'You always spoil everything! This is a boy's game! Why can't you just be normal!'. Why does he say this? What does he mean by 'normal'?

What does the word 'stereotype' mean? Think about it in relation to gender (e.g. boys and girls). Can you think of some stereotypes of 'boy things'? Can you think of some stereotypes of 'girl things'?

Have you ever not taken part in an activity or changed something about yourself because you thought a friend or someone you know would say it wasn't 'normal'? When?

How can we support each other to be ourselves in school? Name three things that we can do from now on to ensure everyone feels comfortable to like the things they like and be who they are without feeling worried or afraid. How could we turn this into a campaign we share with the rest of the school?

LINUS' STORY

ANGELS AND DEVILS

15-20 mins

Look at the scene where Linus sets up a meeting with the Guardian reporter and rearranges Jordan and Toby's meeting (8 mins).

Discuss the following question with pupils:

Why do you think Linus wants to break up his brother's relationship with Toby? Do you think Linus wants to upset Jordan? Discuss what is going through Linus' head as he is standing outside the bathroom with Jordan's phone.

Split pupils into groups of three.

Ask pupils to decide who in the group will play Linus, who will be the 'Angel', and who will be the 'Devil'. The Angel and Devil characters stand either side of Linus and take turns to give reasons why he should or should not change Jordan's meeting.

Ask pupils who played Linus how they felt in the middle. *Who made the best argument? Which decision would you make? Why?* Ask some of the groups to show the wider group.

Rotate the roles so that pupils have the chance to play each character.

NEWS REPORT

30-45 mins

Discuss what the media reaction might be to Jordan's press conference (17 mins).

Split the class into groups of up to six and ask pupils to play the parts of news reporter, Jordan, Linus, Mum, Dad and Toby.

Ask each group to create news reports about Jordan's press conference. They could include interviews or comments from Jordan and the other characters in his life.

What positive things could you tell the audience about a footballer coming out as gay?

Ask the groups to perform their news reports.

Bring pupils back together for a discussion. *Can you think of any other current footballers or sports people that are openly gay?*



Examples:

Gareth Thomas Nigel Owens Casey Stoney
Keegan Hirst Tom Daley Beth Fisher

Why might some sports people wait till they have retired before they come out?

Are stereotypes about activities/hobbies/sports/countries/religions/genders helpful? What could we do in our school to encourage people to think outside of stereotypes?

EXTENSION TOPIC: HOMOPHOBIC LANGUAGE

What does the word 'gay' mean? What did it mean in the film? (used correctly but also used by some characters to mean something bad or 'rubbish').

Ask children to line up on a scale of never/sometimes/often:

- *Have you heard the word 'gay' used to mean 'rubbish' or as an insult?*
- *Have you ever used the word 'gay' used to mean 'rubbish' or as an insult?*
- *Do you think it's okay to use it in this way?*
- *Is homophobic language, or any other hurtful language, okay to use in our school? What could we do to raise awareness of the importance of challenging this language and using kind and respectful language with others? Does Stonewall have any materials that could help us address homophobic language?*



EMMA'S STORY

FAMILY PORTRAITS

10-15 mins

Materials – flipchart or sugar paper and pens

Split pupils into groups of six to ten. Explain that, inspired by FREE and Emma's chapter, each group is going to get into position for a family photograph which you are going to take.

Pupils can be any family member they want, including extended family and pets.

After some time to prepare they will strike a pose as a family on the count of three.

Each family portrait is going to have a different theme:

Examples:

Circus family Jungle family Alien family Pop star family Sports family

Don't give groups too much time to prepare or to consult with each other about the different family member they will be. This way they are more likely to focus on the character rather than the role they play in the family. This might lead to more diversity in the family portrait, for example there being more than one mum and dad, foster parents or lots of children or pets.

Once each group has posed for their photo bring pupils back together and, with the portraits they've just posed for in mind, start a discussion about how families are made up and can come in lots of different forms.

Link back to Emma's story, and bring in any of the other chapters pupils have seen too. *What differences are there between the families in the film?* For example, Emma has two mums and two dads, Linus has an adopted older brother!

THE GREAT BRITISH FAMILY BAKE OFF

30-45 mins

Split pupils into groups of four or five.

Explain to the groups that they are going to present a cookery show.

Each group will need to decide what they are going to bake, for example, cake, bread, pudding etc.

Then they will need to decide on the ingredients that make up their baking. For each ingredient they use they need to add a family quality to it, for example, six eggs of fun, 500g love flour, 200g helpful sugar. Ask groups to think of at least five ingredients.

Groups will then need to practice the cookery show ready to perform to the wider group. Each pupil can have a different role, for example chef, assistant, presenter, camera person.

Watch each cookery show in turn and discuss together the different qualities each group has come up with. *What would happen to the recipe if you forgot the six eggs of fun?* The 'cake' wouldn't work as well, or would be different, just like a family wouldn't work as well or in the same way as if some of the qualities were missing.

Can these qualities only come from a family with a mum and a dad?

Are these qualities different for families in different countries?

This can lead to some of the discussion questions in the DVD booklet.

What is the most important thing about being in a family?

Are four parents better than two? Are two better than one?

Where do your parents/grandparents come from?

What makes someone British?

What is special/different about your family?

EXTENSION TOPIC: FRIENDSHIP

Emma and Genesis' friendship is put to the test because Genesis' mum doesn't like Emma's family.

Why not?

Does Genesis agree with her mum? Is she honest with Emma about why she can't come to the sleepover?

Emma asks Linus what he thinks of her family. She says, 'Do you think my parents are freaks because they're gay?' *What does Linus say about Emma's family? Is he supportive?*

How do you think Emma feels when she finds out why Genesis can't come to her sleepover?

How important do you think it is to have friends that are open and honest with you? Why is Linus' response important? What does it show Emma about her family?

PLENARY EXERCISE

FEELINGS CIRCLE

10-15 mins

Ask the group what emotions/feelings the characters of today's exercises have felt.

Examples:

<i>Nervous</i>	<i>Scared</i>	<i>Embarrassed</i>	<i>Lonely</i>	<i>Angry</i>
<i>Happy</i>	<i>Excited</i>	<i>Relieved</i>	<i>Joyful</i>	

Ask pupils to stand in a circle facing outwards. If possible try to do this as a whole group – even if it means a very big circle! You are going to name one of the emotions and count to three. On three the group will turn around and show that emotion with their faces and bodies.

Ask pupils, *Which emotions did you prefer to show? Which did you find easiest to show? When you come to school which emotions do you prefer to have? What could you do if you're feeling any negative emotions? What could you do if someone around you was feeling any negative emotions?*

Finish by asking what pupils have enjoyed about the workshop session they have done today. Choose some pupils to stand up and tell everyone one thing they have thought about today that might be useful or important to remember.

PLANNING YOUR WORKSHOP SESSION

HOW TO DO IT

Only have an hour?

Focus on a particular topic, for example gender stereotypes. Look at the exercises, DVD booklet and chapters of FREE to help you decide which clips to show and exercises to run as part of your session.

Topics

Gender stereotypes, bullying, being yourself, friendship, family, stereotypes in sport, love, homophobic language

Programme

Topic – Friendship

- Introduce the film, your session and group agreement (5 mins)
- Warm-up exercise – shortened (10 mins)
- Play Jake's chapter/or discuss if pupils very familiar (15 mins)
- Still Images exercise (20 mins)
- Plenary – Discussion about friendship drawing on the exercise and using questions from the DVD booklet.
Are Jake and Harry good friends? How can you tell?
What do you and your friends like doing?
Do friends have to like all the same things? (10 mins)

Planning a two hour session?

Focus on one chapter of FREE. Use the session to address different topics raised in the chapter.

Emma's story

- Introduce the film, your session and group agreement
- Warm-up exercise – Similarities/Differences
- Play Emma's chapter
- Family Portraits exercise
- The Great Family Bake Off exercise
- Plenary – warm-down exercise

Half a day

Hold a screening of FREE, complete with chapters, exercises and popcorn breaks!

Programme

- Introduce the film, your session and group agreement
- Warm-up exercise – Clay Modelling
- Play chapter followed by Role on the Wall exercise
- Play Jake's chapter followed by a discussion using the extension topic ideas

Break – popcorn!

- Play Linus' chapter followed by Angels and Devils exercise

Break – popcorn!

- Play Emma's chapter followed by The Great Family Bake Off exercise
- Plenary – warm-down exercise

Examples

Group agreement

- We will listen to each other
- We will respect each other's views
- We will try our best to join in
- We have the right to remain quiet
- We will not laugh at anyone else's comments or mistakes
- If there's something we're not sure of we'll put our hand up to ask
- We will not shout out

Ideas for introducing your workshop

You could:

- Cover why you are running the workshop session
- Ask pupils to think about the key messages of the film as the session progresses
- Ask pupils to think about how the workshop session fits into other work they are doing
- Ask pupils to think about how they can become 'champions' of the messages of the film, for example by challenging hurtful language they hear, reporting bullying, being kind to someone who is being bullied, making friends with people they don't normally speak to and finding out a bit more about them
- Ask pupils to think about how they could share this work with other classes/year groups after the day is finished

THINKING ABOUT THE IMPACT OF YOUR SESSION

Example questions

Pre-session survey

- What do you know about the film FREE?
- Are you looking forward to the workshop session? (0-5)
- Circle how are you feeling about the workshop session [e.g. excited, worried, nervous, unsure, open-minded, curious, enthusiastic]
- In our workshop session we are going to think about [insert key theme]. What would you like to know about this topic?
- Circle any of the following you would like to know more about during the workshop session [insert key themes]

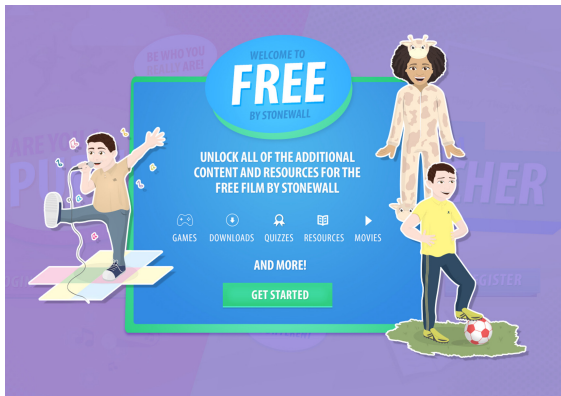
Post-session survey

- How much did you enjoy the workshop session? (0-5)
- What three things did you like about the workshop?
- What did you learn about [insert key theme]?
- What do you wish you could learn more about?
- How would you deal with [insert situation from the film]?
- Circle any of the following that you felt during the session, for example when watching chapters or thinking about the stories [e.g. happy, confused, sad, angry, surprised, frustrated, proud, disappointed, curious] Can you explain why?
- Would you recommend FREE to a friend or family member?

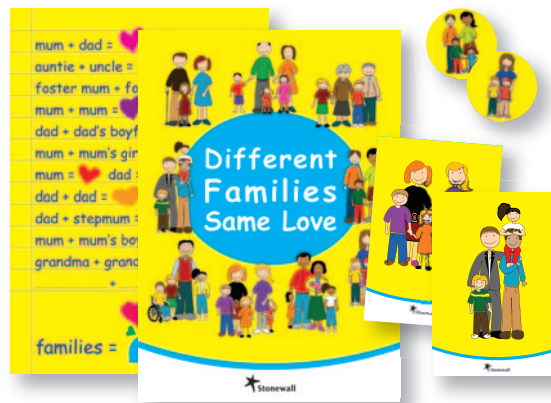
TOP 5 TIPS FOR PLANNING YOUR WORKSHOP SESSION

- **Use the workshop as an opportunity to bring different groups of pupils together,** for example across classes or year groups. Survey pupils before and after you run your session/s to find out their expectations and what they made of the day (example questions above)
- **Decide what to focus on.** This could be a character, theme or moment from the film. FREE allows you to focus on lots of different areas, including those you may already be discussing as part of PSHE lessons and in other subjects
- **Incorporate your workshop session into a wider scheme of work** for example on different families, stereotypes or celebrating the diversity of the school community. Link it to work around SMSC and British Values and to any anti-bullying initiatives you have in your school. Continue your work with FREE in the classroom using the **activity pack** and **template lesson plans** (available online)
- **Share the best bits from your session with the rest of the school** for example through a display about the day. Build on the exercises provided by asking pupils to put together a performance for an assembly or diversity day showcasing what they got up to in their workshop session
- **Aim big!** Use your session to highlight and celebrate the work you've been doing with FREE, or as the perfect way to launch the film in school. Invite a local school to take part, involve parents and carers and don't forget to let Stonewall know what you've been up to!

RESOURCES



Watch FREE online at www.stonewallprimary.org.uk
Access support materials via the teachers' area and interactive and fun games for young people via the pupil area



Different Families posters, stickers, postcards and Mother's and Father's day cards



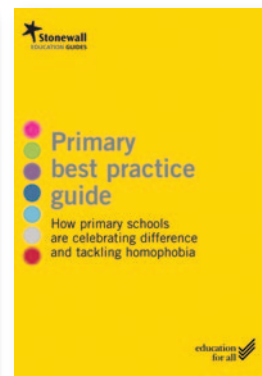
Celebrating difference equips primary school staff to tackle homophobic bullying in school



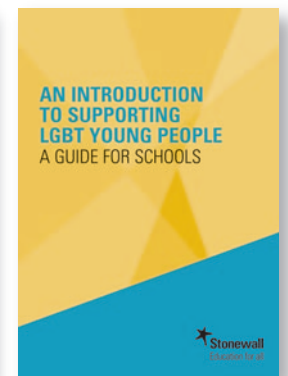
Different activities on FREE to use with pupils in the classroom



Getting Started
A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools



Education guides *Primary best practice* and *An introduction to supporting LGBT young people*



GET IN TOUCH WITH STONEWALL

Everything we do is based on meeting the needs of schools, staff and young people. Please do get in touch with us to share your experiences and tell us what you think about our materials.

If you have any questions or would like to speak to Stonewall's education staff please email education@stonewall.org.uk or call Stonewall's Schools Helpline **020 7593 1881**.

Stonewall's resources are available at www.stonewall.org.uk/educationresources

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FREE

WORKSHOP PACK



JAKE

- 1. Activity:** Brainstorm superheroes e.g. Iron Man, Superman, Green Lantern, Spiderman, Hulk, Thor, Elektra, Batwoman, Catwoman, Wonder Woman, Storm, Rogue, Mystique. Explore their common traits
 - extraordinary powers or abilities - what can they do that no one else can?
 - motivation - what makes them do the right thing? Who do they fight for?
 - secret identity - why do they hide who they are?
 - costume - explore colours and design of costume including special extras e.g. Wonder Woman's lasso, Thor's hammer
 - theme that affects the hero's name e.g. the Batmobile; Spiderman shooting webs
 - supporting cast - friends, love interest
 - enemies - regular adversaries who never quite get killed off
 - headquarters/base - e.g. the Bat Cave
 - backstory - how did they become the superhero?
 - Discuss: why do the children think that superheroes are so popular in the LGBT community?
- 2. Activity:** You will need: photos of various "out" lesbian or gay sportspeople and people in the media e.g. Graham Norton, Ellen DeGeneres, Sue Perkins; pictures from the "Stereotypes" stock. Explore ways in which people try to fit in or "hide" e.g. dressing alike; wearing clothes that identify us as a particular group; school uniform.
 - Discuss: Why do people try to fit in? What happens if you don't fit in? Explore why gays/lesbians choose to hide their sexuality. Why might it be more difficult for a sportsperson to come out than a TV presenter? Refer to Gareth Thomas, Thomas Hitzlsperger, Tom Daley, Justin Fashanu, Liam Davis, Clare Balding, Billie Jean King. Discuss why a gay sportsperson might choose to wait until their professional career was over before coming out.
 - With the pictures from the "Stereotypes" stock, encourage the children to think about sentences/words to stick under or around the pictures that go with that picture. E.g. Nuns are kind and caring; skinheads are scary; the punk is angry and violent.
 - Teachers: write sentences to go with the pictures that challenge the children's stereotypical view of these people e.g. for the punk - "I like flower arranging"; for the skinhead - "How I look is very important to me"; for the black woman in the purple dress - "Parents should be strict with their children". You could even go down the route of asking the children to speculate on the sexuality of the people in the pictures. I'm guessing that many children wouldn't see the skinhead as being gay or the nun as a lesbian. Refer to Stonewall's new campaign of "One of these people is gay/lesbian/bisexual. If that bothers people, our work continues." The message here is that it's not always obvious to tell a person's sexuality just by looking at them.
- 3. Activity:** You will need: a piece of plain paper; ruler; pens/pencils. Create a comparison grid of superheroes. Look for similarities and differences.
- 4. Activity:** You will need: paper; mixed media including paint, colouring pencils, collage materials etc. Create your own superhero - yourself with special powers. What powers

would you have? Why? How would you dress? Where would you live? Who would you fight for? Create a piece of artwork.

5. **Activity:** You will need: a piece of plain paper/sugar paper; colouring pencils etc. Ask the children to draw their family tree - each child draws their own family. This could just be the people they live with. Children should be allowed to opt out if this is too intrusive or too sensitive an area. In this case they could draw a fictitious family they have made up or even a family such as “The Simpsons”.
If the child is the trunk of the tree, s/he can decide which way the roots and the branches of the tree will grow and how they will be labelled. This more flexible structure validates many different kinds of families, leaving space for step-parents, birth parents etc. Extend this by looking at the Stonewall “Different Families” posters. Discuss what makes a family.
6. **Activity:** Discuss: How do we show people we love them? How does this change for the different people in our life? Discuss different relationships including when two people of the same sex love each other in a romantic way, we call them gay or lesbian. Explain the difference between two friends of the same sex who love each other and two friends of the same sex who love each other in a romantic way.
7. **Activity:** You will need: a large sheet of paper/sugar paper; pens. Draw a friendship map - like a spider diagram linking us and our friends. This can include friends outside our school (including family members). Discuss: Can your mum/dad be a friend?
8. **Activity:** What activities do families do together? Ask the children to create a picture of the kinds of things their family does together. Discuss. Find differences and similarities. (Surprise! Children with same sex parents go shopping, have birthday parties, argue too!)
9. **Activity:** Discuss: when is it okay to break a promise? Talk about the kinds of language we can use to let someone down gently. Is someone still our friend if they break a promise?
10. **Activity:** You will need: large sheets of paper; colouring pencils/pens etc. Make a poster which explores the gender-typical/traditional roles that children/adults take e.g. boys play football, girls do sewing; men go out to work; women stay at home and look after the children.
Explore how attitudes have changed e.g. not so long ago, married women couldn't be teachers; only men were senior managers
Create a poster of non-traditional gender roles.

RELATED BOOKS:

These books explore the themes found in the film about Jake:

“Bill’s New Frock” by Anne Fine

“The Boy in the Dress” by David Walliams

“The Boy Who Cried Fabulous” by Lesleá Newman

“The Boy With Pink Hair” by Perez Hilton

“The Different Dragon” by Jennifer Bryan and Danamarie Hosler

“Dogs Don’t Do Ballet” by Anna Kemp

“Elmer” by David McKee

“Girls Will Be Boys Will Be Girls Will Be” by Jacinta Bunnell and Irit Reinheimer

“Hitler’s Canary” by Sandi Toksvig

“It’s A George Thing” by David Bedford and Russell Julian
“It’s Okay To Be Different”, “The Family Book” and “The Okay Book” by Todd Parr
“No Matter What” by Debi Gliori
“Oliver Button is a Sissy” by Tomie dePaola
“Pink!” by Lynne Rickards
“The Sissy Duckling” by Harvey Fierstein
“William’s Doll” by Charlotte Zolotow

RELATED MUSIC

“Stand Up” by Jessie J
“Fighter” by Christina Aguilera
“Stole” by Kelly Rowland
“Sticks + Stones” by Nicola Roberts
“Beautiful” by Christina Aguilera
“Firework” by Katy Perry
“Gold” by Britt Nicole

EMMA

- 1. Activity:** You will need: large sheets of paper (A3 or larger); various colouring equipment.
 - Look at the Stonewall “Different Families” poster. Explore with the children the different kinds of families they can see.
 - Look at the poster with the different families written in words. Discuss. Are there any family combinations the children can think of in addition to these? Ask the children to create their own version of the Stonewall posters.
- 2. Activity:** Explore “What is a family?” Look at different families on TV and in books e.g. The Simpsons, “Modern Family”, “The Croods”, “And Tango Makes Three”, “Spacegirl Pukes”, various soaps (“Coronation Street”, “EastEnders”, “Emmerdale” etc).
 - Discuss “What is important in a family?” Hopefully this discussion will elicit things like ‘love’, ‘respect’, ‘somewhere to live’, ‘food’, ‘care’, ‘clothes’ etc. These are things that same sex parents can provide as well as parents from traditional families. Create a poster showing the things that children need to grow up as healthy human beings.
 - Can the children find any differences and/or similarities between fictional families and their own?
 - Think also about single parents. What about single LGBT parents? Are there any differences there between them and their heterosexual counterparts?
 - Ask the children to create a PowerPoint presentation as a quiz for the rest of the class either leaving out one family member so the rest of the class have to guess the family or providing pictures of all family members except one and the class guess who has been left out or providing a picture of one family member and the class have to guess which book/film/TV show the family comes from.
- 3. Visit** <http://www.bu.edu/today/2013/gay-parents-as-good-as-straight-ones/> for some interesting research done in the USA.
 - Similarly in Australia:
http://www.salon.com/2013/06/05/worlds_largest_study_on_gay_parents_finds_the_kids_are_more_than_all_right/
 - And <http://www.theage.com.au/victoria/tick-for-samesex-families-20130605-2npxf.html>
 - Explore these articles. Is there anything that same sex parents can’t provide? (Some might argue the absence of male role models (in lesbian same sex parents) or female role models (in gay male same sex parents). However, as these studies have shown, this doesn’t affect the children in any negative way).
- 4. Activity:** You will need: some large sheets of sugar paper; scissors; plain paper; pencils; colouring pencils.
 - Ask the children to draw the things they can’t do without. Then draw the things they could do without. Cut them out and put them on opposite sides of the paper.
 - Give the children the opportunity to move any pictures around before they stick them down. Ask the children which pictures they moved.
 - Extend this by asking the children to think of:
 - 1) someone older than them
 - 2) someone who is a different gender

- 3) someone LGBT
 - 4) a parent
 - 5) someone from a completely different culture/background/country
- How would their final picture look? How would it be different to their original personal picture?
 - Explore the question “What is the greatest gift you have ever been given?” (Some might say material things; some more abstract things e.g. love, family, life).
5. **Activity:** Discuss “What could Emma do to help her Genesis’ Mum understand about her family?” Brainstorm ideas.
- Create a piece of drama which explores the different ways that Emma could help Genesis’ Mum understand about her family. Will Genesis’ Mum actually get it? Does it matter if she doesn’t? Will it stop Emma and Genesis being friends?
 - Why might some people not accept different families? Religious views; an age thing (people from different generations might not get it); a cultural difference; tradition; lack of understanding; morals. Does approval matter? Are tolerance and respect the most important things here?
6. **Activity:** You will need: a small notebook either pre-made or make on using folded A4 paper.
- List and explore the slang used in this film (and the other three!). Make a slang dictionary. Extend by adding synonyms and antonyms.
 - Why is slang used? What slang words do children use now that their parents didn’t?
 - What is “cool”? (Is it “cool” to have same sex parents?)
7. **Activity:** You will need: a piece of plain paper/sugar paper; colouring pencils etc. Ask the children to draw their family tree - each child draws their own family. This could just be the people they live with. Children should be allowed to opt out if this is too intrusive or too sensitive an area. In this case they could draw a fictitious family they have made up or even a family such as “The Simpsons”.
- If the child is the trunk of the tree, s/he can decide which way the roots and the branches of the tree will grow and how they will be labelled. This more flexible structure validates many different kinds of families, leaving space for step-parents, birth parents etc.
8. **Activity:** You will need a range of different papers; a camera (or similar device for taking pictures); a scrapbook (or similar); a range of different art materials.
- Ask the children to create a book called “All About Me”. This can include photos, drawings and writing about them. The book might also be called “I Am Special”.
 - This book could be produced in the language the child speaks at home if this is different to English. The company “Mantra Lingua” provides an excellent resource for this called “All About Me” which is a CD-ROM of booklets in many different languages. The website ‘Bing Translate’ might also be of use.
 - This book might also take the form of an “alphabiography” as found in “Totally Joe”. This is particularly suitable for older children.
 - Being sensitive to children’s different family backgrounds, this book will include anything the child feels comfortable in sharing. Children could, of course, produce a book about a fictitious family providing research into who created the family as well as fictitious backgrounds for each family (if not much is known).
9. **Activity:** You will need: paper and pens.
- Visit: http://www.youtube.com/watch?v=BuOOTAe_TVQ
 - Listen to the poem about “Family”

- Ask the children to write a poem about their family
- Discuss: Can we choose who we include in our family? Do pets count as part of the family? What about friends/neighbours?
- This could lead into a discussion about communities and “The Family of Man” i.e. the human race. Create an exhibition of photos about the family and what this means for each child. This works well as a whole school project with each child offering just one photo and is a great way of involving the whole school community in this work.

10.Activity: Explore the lyrics and/or the video for “Same Love” by Macklemore and Lewis (feat. Mary Lambert). Here: <http://www.azlyrics.com/lyrics/macklemore/samelove.html>

- Why might this song have won the MTV Music Award in 2014 for “Best Video with a Social Message”?
- Visit <http://www.hollywoodreporter.com/news/macklemore-madonna-perform-same-love-674168>
- And http://www.youtube.com/watch?v=hlVBg7_08n0 for the video
- And <http://www.youtube.com/watch?v=Ka9ybs5L-bY> for the ground-breaking Grammy’s performance
- Explore why this might be an important song in the history of rap (and for the LGBT community)
- Explore the Equal Marriage Act via the Stonewall website (www.stonewall.org.uk) and why this is an important piece of legislation for the LGBT community.
- Discuss: why do people get married? What legal rights do couples get by being married? What legal rights do couples have if they have children? (Remember to include adoption).

RELATED BOOKS:

These books explore the themes found in the film about Emma:

“Living in Secret” by Cristina Salat

“The Family Book”/”We Belong Together” by Todd Parr

“And Tango Makes Three” by Justin Richardson and Peter Parnell

“King and King and Family” by Linda de Haan and Ster Nijland

“Spacegirl Pukes”/“If I Had A Hundred Mummies” by Vanda Carter

“Totally Joe” by James Howe

“We Do: A Celebration of Gay and Lesbian Marriage” by Newsome/Rennert

RELATED MUSIC

“Same Love” by Macklemore and Lewis (feat. Mary Lambert)

LINUS

- 1. Activity:** “Google” LGBT sportspeople. Here’s a list to get you started: Nicola Adams, John Amaechi, Clare Balding, John Curry, Tom Daley, Justin Fashanu, Thomas Hitzlsperger, Billie Jean King, Greg Louganis, Martina Navratilova, Gareth Thomas.
 - Using the information the children find out, they could create mini-autobiographies of these, and other, sportspeople or poster-collages about LGBT sportspeople in a particular sport
 - Discuss: might there be a particular sport where it is more acceptable to be LGBT?
- 2. Activity:** Discuss: why do some sportspeople choose to “come out” after their professional career is over? What does “don’t ask, don’t tell” mean in sport? Is it more acceptable to come out as a lesbian woman than a gay man?
- 3. Activity:** You will need: one small piece of card per child; each card should be blank except for one that has an “X” or other symbol on that makes it different to the rest. The children mustn’t allow anyone to see their card. Each child has to guess who has the different card. Following the activity explore: Why (and how) do some people keep secrets? What things might someone choose to keep secret? Why might someone choose to keep their sexuality a secret? What are secrets that are okay to keep? What are not okay? **
 - Discuss: what does “conforming” mean? How do people try to conform? How do people try not to fit in?
- 4. Activity:** Discuss/write about what happens next in the story of Jordan now that he has signed to a professional football team as an ‘out’ player. Will there be repercussions on him? On the team? On Toby? On the family? On Jordan at his new secondary school (where it might not be “cool” to have a gay brother)?
 - Extend to write a newspaper article about Jordan either coming out or after playing his first game for Millwall
 - If Jordan had finished his interview with the journalist, what might she have written?
- 5. Activity:** You will need: large sheets of paper (A3 and larger if possible); colouring pens/pencils; paints/ different media. Create a poster: “I’m a boy/girl and I can...” Label it/write - girls can e.g. play football; do boxing; be a weightlifter etc; boys can e.g. do ballet; go baton twirling; do gymnastics. Extend this with a poster of: “Everyone can...” It’s interesting to limit this to just sports and it really generates a lot of deep discussion.
- 6. Activity:** Discuss the qualities needed by different sportspeople. Create a poem or short piece of writing starting with “Footballers need to be...” or “Boxers need to be...” Encourage the children to think about universal qualities i.e. common to both male and female sportspeople.
- 7. Activity:** Visit the “Kick It Out” website at www.kickitout.org This is a campaign to eradicate racism and homophobia in football. The children could design a placard which might be used at a demonstration. The placard should have a short, punchy slogan on it. The children could stage a “demonstration” as part of an assembly. This is visually really effective and gets the message about homophobia being wrong and as bad as racism.

8. **Activity:** Discuss: What can I do that my friends can't? What can I do that my friends can do? How are we different and the same?
- Take lolly sticks with the children's names on. Pick two. Those children stand up. Ask "How are you the same?" They respond with "I am the same as X because I..."
 - Continue this with "How are you different?" They respond with "I am different to X because I..."
 - Record this with a picture and writing. "I am the same as you because..." and "I am different to you because..."
 - Extend with exploring how people are different from each other. This should include physical features (eye colour, hair colour, skin colour); religious belief (including atheism, paganism); sexuality (gay, lesbian, bisexual).
 - Explore through discussion the reason why communities exist. For example, the school community, the black community, the gay community, the church/mosque etc. community. These are places where like people can support each other through their commonalities.

9. **Activity:** Discuss how Toby might have felt after Jordan left him out of the signing ceremony at Millwall FC. Why did Jordan leave him out?
- Make a collection of feelings that both Jordan and Toby might have felt. This can be extended to how Linus or Jordan's manager or Jordan's parents felt
 - Group these into feelings that are comfortable and uncomfortable for the characters in the film; extend this to feelings that I (the child) have had that I'm comfortable/uncomfortable with
 - Extend further with sentences such as "Things that make me ... are ..."
 - Compare with a friend (or two)
 - Discuss positive ways of dealing with uncomfortable feelings

10. **Activity:** You will need: a piece of paper; pencils. Write a "Me" poem using the following template:

Line 1: first name...

Line 2: four things that describe you well...

Line 3: brother/sister/daughter/son of...

Line 4: who loves (3 people or ideas)

Line 5: who needs (3 things)...

Line 6: who wonders about (3 things)...

Line 7: who would like to see...

Line 8: resident of (street name, town/area, city, country)

Line 9: last name

** Activity adapted from an idea by Andrew Moffat and included here with thanks to him.

RELATED BOOKS:

These books explore the themes found in the film about Linus:

"Living in Secret" by Cristina Salat

"No Matter What" by Debi Gliori

"The Family Book"/"We Belong Together" by Todd Parr

"Totally Joe" by James Howe

"Dogs Don't Do Ballet" by Anna Kemp

"Giraffes Can't Dance" by Giles Andreae

"Girls Will Be Boys Will Be Girls Will Be" by Jacinta Bunnell and Irit Reinheimer

"It's A George Thing" by David Bedford and Russell Julian

“Jump!” by Michelle Magorian

“Oliver Button is a Sissy” by Tomie dePaola

“The Turbulent Term of Tyke Tiler” by Gene Kemp

“The Princesses Have a Ball” by Teresa Bateman