**WORKSHEET ‘LESSON PREPARATION’**

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|  | **Why?**  Crossing Bridges are activities that are created to sensitize students for the topic of homosexuality, especially in surroundings where this is a sensitive field and the social or family background and expectations make this topic extremely hard and complicated to accept and live with. |
| **What?**  The applied activities are brainstorming (based on open class discussion), placemat activity (based on individual and group work) and making word cloud (based on the students’ word associations). |
| **How?**  During the lesson students gradually focus on the topic of homosexuality by recalling their previous experiences or thoughts of different everyday situations connected to the topic. They have discussions, express ideas, explore concepts and share ideas with each other. |

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| **Theme:** | Crossing Bridges |
| **School:** | Secondary |
| **Age group:** | 13-15 |
| **Duration:** | 90 minutes |
| **Participants:** | the whole class |
| **Class setting (tables and chairs):** | tables arranged in a way that groups can work separately, but for the second activity an open space is needed |
| **Relevant background information:** | heterogeneous groups would be needed (boys and girls in each groups, or students with different personalities etc.) |
| **Teaching strategy:** | gradually focusing on the topic of homosexuality, which is a sensitive field of the Hungarian era and family life, so with these activities based on everyday situations young people are sensitized for the topic, for further communication. |

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| Conditions:We recommend this game as an introduction on the subject of homosexuality and gender, especially in surroundings where this is a sensitive field and the social or family background and expectations make this topic extremely hard and complicated to accept and live with. On the other hand students are younger (13-15) or can be younger in these activities than students who are involved in other games that are mentioned.   During the lesson students gradually focus on the topic of homosexuality by recalling their previous experiences or thoughts of  different everyday situations connected to the topic. That is why the central idea is tolerance and it leads later to the acceptance of  several fields of life including homosexuality. Finally we tend to draw the students’ attention to the real problems and daily life  challenges of homosexuals. |

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| Content/theme:Crossing Bridges are activities that are created to sensitize students for the topic of homosexuality. But following the gradual way, first the word tolerance should be characterised with different colours. Colour terms are discussed with students for this activity. (Letters and Colours) What do different colours mean to them and which one can they use for the description of the world TOLERANCE. The activity of opinion line can give the opportunity to students of expressing their ideas by placing themselves on the line. Therefore, questions are asked which focus on situations that can be very uncomfortable for many people, and the students’ perspectives are very important for the further communication.  Place-mat activity is great for exploring ideas, concepts with groups of 3-5 students. It is a safe way to share information. This process is especially good for students who do not necessarily enjoy speaking in front of the class but like to share their ideas with their peers.  Word cloud is the closing activity of this section. A word cloud is a picture formed from a list of words. Typically, the more often a word appears in the list, the larger or more frequent it will be. It is a motivating activity when students transform their word association about tolerance into a word cloud. |

1. **Organisation of the lesson**

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| **Duration** | **Goal** | **Teacher’s**  **activity** | **Students’**  **activity** | **Educational situation:**  **content, working methods, media** | **Objectives / Competence-development**  **Assessment** |
| 15 minutes | **Letters & colours**  (**Warming up, getting close to the actual topic)** | The teacher puts cards onto the board with letters on them (T-O-L-E-R-A-N-C-E) (Appendix 1).  The teacher initiates a short discussion with the students:  We can link emotions with different colours.  The teacher make them share their knowledge about colours and their meanings. | Students should assemble the world.  If there are ideas, students can mention some colours of feelings like: red for love, green for hope, yellow for jealousy, black for mourning, white for purity etc. All students think which colour could be suitable for the word ‘tolerance’.  They can tell their reasons to each other. | Letters on the board  Class discussion  open class discussion, brainstorming  Colours indicate different feelings in different cultures. So more solutions can be accepted according to cultures and traditions.  The letters finally can be one colour or colourful but the students’ explanations would be very important.  coloured pencils | Raise the students’ attention to the topic of tolerance by finding out the word itself.  At this point they do not speak about the meaning of tolerance in details, only mention how important it is in the real life.  As tolerance is a complex notion, teachers should give the first help (bridge) to be able to describe the world tolerance with different colours. For this possible colour terms should be mentioned and ideas would be collected.  Like the meaning of green:  hope, nature, calmness, peace, rebirth, harmony, health. |
| 30 minutes | **Opinion line**  **Understanding the activity**  **Doing the activity, expressing thoughts and ideas**  **Forming groups** | The teacher creates a number line (later identify as an ‘opinion line’) in the classroom, as a U shape line, symbolising the figure zero with a chair in the middle of the line.  Then the teacher asks general questions referring to different situations. (Appendix 2.)  After the last question, teacher bends the number line in a U-form. Teacher forms new groups of 4 students beginning at the ends of the number line.  Forming groups will be necessary to the following exercise. | Students place themselves on the ‘opinion line’ by showing numbers with their fingers which present how tolerant they would identify themselves connected to the asked questions. (Numbers can be chosen: from -5 to +5) The line is rearranged after every question.  Students sit down by the tables with their group mates | Teacher’s presentation  a chair is needed  Individual work, as they must have their own choice of the numbers.  Teacher ask different questions (See in Annex)  At some points discussion should be done and students can speak about their personal experiences connected to the mentioned question and the situation it can emphasize. | The questions focus on situations that can be very uncomfortable for many people, and the students’ perspectives are very important for the further communication.  The teacher emphasises that there are no wrong or right answers and the most important factor is the quick reaction.  The first question should be a general, everyday question, like: Do you like Wednesdays?  Students can have reactions as quick as they can, show their numbers and find their places on the ‘opinion line’  This indicates how well students understood their task.  After scoring the last question students have their places on the line, the teacher can have the opportunity of taking a photo about the placement of the class.  Later, after doing other didactic modules, it will be very interesting to see how student changed their opinions and places on the line. |
| 35 minutes | **Place-mat activity**  **(The description of the activity)**  **Sharing ideas**  **Conclusion** | The teacher asks students to think of the word tolerance, and make them write separately what comes to their mind in the area of the place-mat that they have identified as their own (most often the closest section of the place-mat). Instruct students to leave the middle section of the place-mat empty.  During the presentation ideas will be noted down by the teacher on word cards or directly on the board around the word tolerance. | Groups of 4 students think about what comes to their mind in connection with tolerance. They use place-mat activity and write, first individually their associations down.  Students share their ideas with their own group – going around the table. Once they have completed personal presentation, the group summarize the groups’ consensus of ideas and write it in the middle section of the place-mat.  Each group identify one member to present their place-mat to the class. | Work in groups, then discussion in class.  Large piece of paper with tip markers (each table needs different coloured markers)  This activity is great for exploring ideas, concepts with groups of 3-5 students. It is a safe way to share information. This process is especially good for students who do not necessarily enjoy speaking in front of the class but like to share their ideas with their peers.  Students’ presentation | With the exercise ‘Opinion line” we recalled students’ previous experiences or thoughts about everyday situations connected to tolerance, acceptance and even homosexuality.  Place-mat activity also helps to develop social competence and cooperation by working together, sharing ideas and thoughts. In smaller groups students can speak to each other openly and more independently. They can discuss their experiences about tolerance, acceptance and even homosexuality in small groups then present the collected ideas to the others.  The aim of the exercise is to think over the fields of life and situations students must tolerate and the feelings connected to these.  When the teacher summarises the presented ideas and thoughts, a class discussion can be carried out focusing on discrimination and homosexuality.  The discussion about tolerance can lead later to the acceptance of several fields of life including homosexuality. |
| 10 minutes | Word cloud | The teacher asks the groups to type the collected words into the given chart and finally make a word cloud on the computer. | With the help of the collected words students make a word cloud about tolerance as a product of the lesson. | Computer  Internet  Possible website:  https://www.wordclouds.com/ | The word cloud is the closing activity of the introduction part in which the previous knowledge/experience is activated about tolerance, acceptance and homosexuality.  This is the end of the period of sensitization.  As the students collect the most important ideas and thoughts about tolerance in the word cloud, it is practical to do another word cloud at the end of the topic and compare the contents with each other. |

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| **4. This material belongs to gender and homosexuality** |

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| **5. (optional)Variations, special characteristics.** |

**6. Annex:**

**Letters**

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**Appendix 2: Questions**

1. How much do you like Mondays?
2. How tolerant are you with a person who always disturbs you during the lesson?
3. How would you accept somebody who sets in front of you in the queue?
4. How do you accept someone with different opinion?
5. How much do you accept anybody as a friend with different religious background?
6. Can you make friendship with a poorer person? How would you tolerate it?
7. How much would you be surprised if your friend (who is a boy) dresses up as a princess on a fancy dress party?
8. How much would you be surprised if you see two women hand in hand in the street?
9. Or two men hand in hand in the street?
10. Would you ask them for help?
11. Would you be surprised if your friend has got two fathers living together?
12. How much would you be surprised if your brother or sister tells you she has got a girlfriend or he has got a boyfriend?