

Teachers' Notes
SHH! Silence
Helps Homophobia
the film

SHH!
SILENCE
HELPS
HOMOPHOBIA



The original ideas for the film were created by the Fife LGBT Youth group, 'Flavours of Fife', who then expanded the concept into a script and thereafter received funding to enable the full production of the script into a short film.

The best way we have found to show this video is to watch the first half of the film, up to the white screen which says "Things could be different though". Then distribute/use page one as a stimulus for discussion; groups tend to work better than pairs, though it can be done as a whole class, or even individually with responses written in books.

Give the class time to discuss then feedback looking for themes. These questions are designed to be open-ended and spark debate and will often lead to deeper conversations around bullying, isolation and friendship.

Watch the second half of the video then use the second response sheet. The second set of questions, where the girl is left alone, often causes some controversy – there are no right or wrong answers here, this is a stimulus to provoke thought for how best to create an inclusive environment for LGBT young people and all young people in the school.

The link to SHH! can be found here: www.youtube.com/watch?v=XQKGigb5I28, or on LGBT Youth Scotland's YouTube page.

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Curriculum Links

Alongside hitting all four capacities in Curriculum for Excellence, this activity also links in with the following experiences and outcomes, depending on your focus:

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. I understand and can demonstrate the qualities and skills required to sustain different types of relationships.

HWB 2-44b / HWB 3-44b / HWB 4-44b

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Tools for listening and talking

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

LIT 2-02a / LIT 3-02a

Finding and using information

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.

As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; identify and discuss similarities and differences between different types of text; use this information for different purposes.

As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; gather, link and use information from different sources and use this for different purposes.

LIT 2-04a / LIT 3-04a / LIT 4-04a

Understanding, analysing and evaluating

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.

LIT 2-07a / LIT 3-07a / LIT 4-07a