

Foreword

Over ten years ago I tentatively walked into an all-boys Catholic school in regional Australia. My reason for being there, despite being a young gay atheist, was to challenge homophobia with a class of year nine students. I could not have known about the small educational earthquake that was about to happen, nor what would follow.

Since making its exciting debut, *Pride & Prejudice* has been formally evaluated three times (passing with flying colours in 2001, 2006 and 2009), been heralded as “world’s best practice” (upon the announcement that it would be delivered across one state’s schools) and linked with the best of international programs and projects (e.g. The Global Alliance of LGBT Education, www.lgbt-education.info).

In 2011, results from a more sophisticated repeat of previous formal program evaluations will be published. These highlight the continued relevance of *Pride & Prejudice*, not only in terms of student attitudes towards gay and lesbian people but also, more importantly, their homophobic behaviours towards others. Given the research evidence that shows how poorly same-sex-attracted young people fare when subjected to homophobic abuse and harassment, these findings place *Pride & Prejudice* at the forefront of keeping young gay, lesbian and bisexual students safe, supported, healthy and alive.

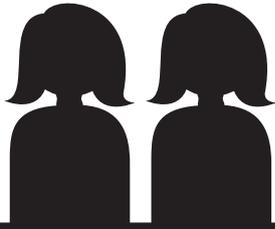
What teachers find today is really no different to what teachers found in the late 1990s when *Pride & Prejudice* was born. The program’s foundations – ensuring high levels of student emotional safety, encouraging critical thinking, and working with real examples of gay and lesbian people – have stood the test of time. This program is for those teachers who would not be affirming sexual diversity and challenging homophobia in their classrooms if this educational package was not available to them.

I cannot stress enough that what we can learn from *Pride & Prejudice’s* success and effectiveness is more important than the program itself. To demonstrate this I have documented over a decade of learning in Australian schools and other international settings in *Beyond “That’s so gay!” Challenging homophobia in Australian schools* (published by Hawker Brownlow Education).

Although not the easiest educational road to travel, affirming sexual diversity and challenging homophobia will enrich your experiences as an educator and, most importantly, benefit ALL of your students’ educational experience.

And so I give you *Pride & Prejudice*...

Daniel Witthaus, January 2010



Before you start

It is assumed that facilitators have:

1. Undertaken quality professional development in affirming sexual diversity and challenging homophobia, such as **Pride & Prejudice** Facilitator Training (see www.prideandprejudice.com.au).
2. Read **Beyond “That’s so gay!” Challenging Homophobia in Australian Schools** (also available from Hawker Brownlow Education – www.hbe.com.au).

Over the last decade I have seen and heard it all. The challenging homophobia education world is littered with individuals, however well-intentioned, who believe that they are able to deliver programs such as **Pride & Prejudice** with little or no experience. Being gay or lesbian yourself, having a gay best friend or having seen every episode of *Queer Eye for the Straight Guy* does not qualify you, although it might help. Please do not become one of “those” educators; we need all the good challenging homophobia educators we can get. If you really want to make a difference, ensure that you undertake quality professional development and read **Beyond “That’s so gay!”**

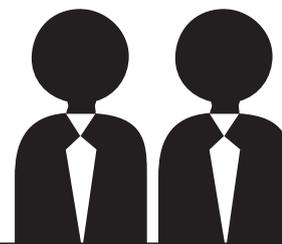
Pride & Prejudice was developed in consultation with everyday teachers. Hence it is set out to make facilitation of the program as easy as possible. Each session is preceded with a summary of that session including what you’ll need, what you’ll do, what students will get out of it and other helpful hints. Each session plan has activities divided into three parts:

1. **What to do:** The foundation of what needs to take place.
2. **What to say:** In **Pride & Prejudice** training teachers often express concern about saying “the wrong thing”. Examples of what to say are there to ease concern rather than prescribe what has to be said. Your natural teaching style and own words are most important.
3. **Why:** In the development of **Pride & Prejudice** teachers found it valuable to know the rationale for some activities.

In this edition of **Pride & Prejudice** the most pivotal activity of each session is highlighted, ensuring you’ll know what to focus on for each session.

A foundation of **Pride & Prejudice**, highlighted throughout **Beyond “That’s so gay!”**, is that emotional safety is built throughout the program. Make this a priority in every session, through structure and protective interrupting, and your students will reap the benefits. Fail to do so and you may just miss a challenging homophobia opportunity. As a starting point, for example, it is assumed that your **Pride & Prejudice** class or group is an established one.

Session One Outline



Difference and our reactions

RESOURCES – what you'll need

- White/blackboard
- Evaluations (Activity sheet 1)
- *Pride & Prejudice* DVD part 1
- TV/DVD unit



Duration
45–55 mins

SESSION SNAPSHOT – what you'll do

1. Introduction
2. Pairing up
3. Before we start
4. Exploring difference
5. A fair go
6. To wrap up / DVD
7. Homework – optional

AIMS – what you're all there for

- to introduce both the program and facilitator(s) to the students
- to evaluate students' responses to issues to be covered during the program
- to create an environment conducive to students expressing their thoughts, feelings and experiences during sessions
- to explore students' understanding of social difference, its origins and their reactions to it

KEY SKILLS – what they'll get out of it

- a broad understanding of the concepts and topics to be covered during the program
- an understanding of what is expected of their participation in the program and the facilitator's role
- an awareness of their peers' attitudes and opinions towards difference and social groups

ADDITIONAL NOTES – keep in mind

- Be mindful of creating an environment conducive to students' emotional safety. For example, if the group is not well-established, invest time in establishing ways of working together and getting to know one another.
- Take students' literacy levels into account for the evaluation.

5. A FAIR GO [pivotal activity]



15–20 mins

What to do

- Write the word DIFFERENCE on the board, circling it.
- Ask students in small groups of combined pairs (from the first activity) to come up with social groups that are considered different in society (see question below).
- After some time ask each group to report their findings to the class.
- Write up the groups students have identified around the word “difference” until participants dry up. In the event that “gays and lesbians” are not offered, prompt their inclusion. (See the diagram “A fair go” for answers you might expect.)
- Facilitate a discussion by going around and talking about each group – ideally, attempt not to have gays and lesbians as the first or last group discussed.

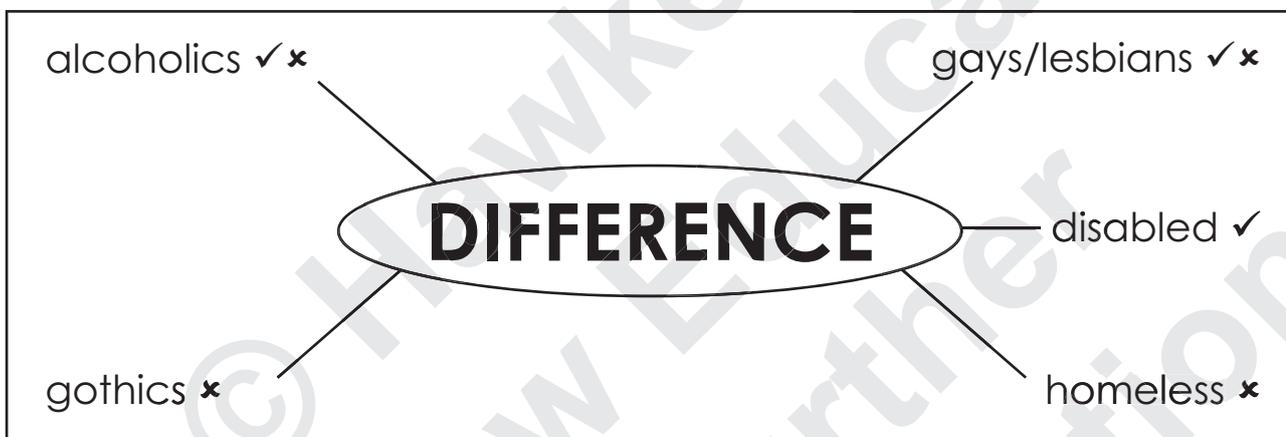


Figure: A fair go

- Ask students to evaluate the group’s acceptability (see questions below) in society by assigning a tick (acceptable), a cross (unacceptable) or both to each group. Majority rules. Attempt to challenge students’ thinking about the different groups’ acceptability (see example below).
- At the end offer participants a moment to look at their answers and the ticks and crosses associated.

What to say

- Question: “If we were to take a survey of students at this school at lunchtime, what are the groups that they would identify as being different in society?”
- Discussion: “Tell me more about... What can you tell me about this group? What else?”
- Question: “If we were to take a survey of students at this school at lunchtime, would this group be considered acceptable in society? Hands up: Those who think students would say they are acceptable? Those who think unacceptable?”
- Example: Category: disabled. “A tick or a cross? You say a tick, but what if they were a quadriplegic? What if this person became paralysed as the result of an accident? What if they were drink driving and killed a family of four at the same time? Still a tick?”

Why

- This activity allows participants to come to their own conclusion of “don’t judge a book by its cover” rather than starting from this premise.

3. YOUNG PEOPLE AND STEREOTYPES



< 10 mins

What to do

- Revisit the definition of prejudice, focusing on STEREOTYPES.
- Ask students for examples of stereotypes, writing them on the board.
- These stereotypes may relate back to the groups identified in session one.
- Ask small groups of students to brainstorm the stereotypes related to young people, listing these on the board.
- Facilitate a discussion around the realities of stereotypes and how this makes the young people feel.

What to say

- Question: “What are some examples of stereotypes? What about those groups we discussed last session, what were some of those?”
- Question: “What are some stereotypes that relate to young people?”
- Question: “Are these stereotypes a reality? Do you think they are fair? How do these make you feel? What impact do stereotypes have for you?”

Why

- Stereotypes of young people are something that most young people are affected by and hopefully aware of. Young people can discuss the impact of stereotypes on them and how it makes them feel. This will be useful to reflect upon later when discussing stereotyping and sexual diversity.

4. MEN AND WOMEN



10–15 mins

What to do

- Ask students to get into small groups of four, and to discuss the characteristics of men and women (i.e. what’s typical for men and women?).
- Use prompt categories on the board (see below), with students required to write their answers down as a group.
- Ask all groups to report back some main points and write a general class list on the board. Facilitate a discussion.

What to say

- Example: “We’ll be discussing certain topics and hopefully relating them back to prejudice and discrimination, especially stereotypes. One of the areas we will begin with is sex and gender, given the stereotypes there are for men and women.”
- Example: “If I can ask you to get into groups of four. Now divide your page in half and write down as many characteristics as you can for women, and then for men.”
- Prompts might include body shape, clothes worn, emotions expressed, thoughts on sex/romance, jobs and careers.
- Question: “Are there any stereotypes attached to being male or female?”
- Question: “Do these stereotypes limit us? If so, how? If not, why not?”