



Education Department Resource

Homophobia 201

Advanced Anti -Homophobia Training

Workshop Outline for Staff Training

INTRODUCTION

This workshop was developed in response to typical questions that arose after our Homophobia 101 trainings. Once convinced that they needed to care about homophobia, most educators then wanted training on how to respond to actual incidents that might arise. In developing this workshop, we pulled a set of such incidents from our membership and developed mini-case studies from them. These are used as the basis of role plays which give participants the opportunity to "think on their feet" as to how to respond appropriately to any situation that might arise. The goal is to have participants feeling like they can deal with unexpected situations and to move past the "fight or flight" response that some may have when anything dealing with gay issues arises.

OUTLINE FOR WORKSHOP (APPROXIMATE RUNNING TIME: 1 HOUR)

I. INTRODUCTION OF PRESENTERS AND WORKSHOP (5 MINUTES)

Presenters emphasize that this is a "hands-on" workshop based on real-life situations where there are no "right answers" and that participation of all is vital to success of the workshop. Emphasize ground rules that all points of view are respected and there is no single way to deal with material..

II. ROLE PLAY #1 (20 MINUTES)

Presenter hands out first role play, chosen from mini case -studies, to all and reads it aloud (Note: role play should be selected ahead of time to match with type of school and concerns voiced by school point person in setting up workshop). Presenter then asks for volunteers to role play. Presenter clarifies roles/identity of each "part" and begins role play at "point of departure." Role play goes on for no more than 5 minutes. At the end, presenter debriefs each participant by asking them how it felt to play the role and what came up for them, as well as what they thought of other characters. Floor opened to general audience for reactions.

Note: It is important here not to let role-players get "bashed" by the audience. Having taken the risk of getting up in front of the group to tackle a difficult topic, they deserve appreciation and support. Furthermore, if the first role-players get annihilated, it will be hard to get volunteers for the next round! If you are truly dissatisfied with the role-play or have audience member(s) who are completely sure they know exactly the right way to handle the situation, a good option is to do the role play again with new participants.

III. CHOOSE ONE OF THESE OPTIONS (25 MINUTES)

A. SMALL GROUP WORK

Presenter breaks participants into small groups 8-12 people each, sending them to separate rooms if possible. This can either be done randomly by counting off numbers, grouping folks seated near one another together or grouping by "type" (age level taught, role in the school, etc.). Pre-selected role plays are distributed: each group role-plays one and discusses as above, with one person agreeing to serve as facilitator/timekeeper. Groups asked to prepare key learnings to present to whole group—one individual selected as scribe/spokesperson.

B. BIG GROUP ROLE PLAY

You can choose to keep the whole group together and simply do another one or two of the role plays. This can be a good option for making sure everyone is on the "same page" or if you have a small group to begin with.

C. ON-THE-SPOT CASE STUDIES

A good way of engaging your audience is to ask them to draw upon their own experience for case studies. Ask them to recount situations they have had to deal with or have witnessed in their own work experience, and share these as role plays. This works well with an open and engaged audience. It can be done in either small group or whole group settings.

IV. REPORT BACK (10-20 MINUTES: DEPENDS ON NUMBER OF GROUPS) OR WHOLE GROUP DISCUSSION

Each group returns, reads their case study aloud, and lists key learnings they achieved. Presenter summarizes themes.

V. CLOSURE (5 MINUTES)

Presenter summarizes main themes while allowing participants a chance to voice thoughts. This is a good time to help identify "next steps" for the school and/or faculty so that they feel fully prepared to deal with situations.

MINI-CASE STUDIES FOR ROLE PLAYS

IN-CLASS SCENARIOS

ELEMENTARY LEVEL

MINI-CASE STUDY #1

Setting: a third-grade classroom

Patty is reading a book to her class which features a wedding. One girl, Rosita, speaks up when she gets to the picture of a bride in a wedding dress and a groom in a tuxedo. "That's just like my Aunt Felicia's wedding, except it was two girls—Aunt Felicia and her friend Miriam—and they both wore tuxes!" The other kids look confused, and Kevin says "What do you mean, two girls wearing tuxes and getting married? Girls can't get married and they don't wear those kinds of clothes, either."

Role Play Roles: Rosita, Kevin, Patty, 2 other students minimum (both are confused and without definite homophobic or pro-gay feelings) Point of departure: end of case study

MINI-CASE STUDY #2

Setting: a first-grade classroom

Eliza has just had a baby sister and has brought in pictures of her to show the class. She explains that her Mom had to have a "Caesar Salad Section" to get the baby out. Isabel, her teacher, suppresses a smile and says, "You mean a Cesarean section, Eliza."

"What's that?" another child asks. Isabel explains the procedure and then calls on another student. "Isabel, " the young boy, Scott, begins, "where do babies come from?" Before she can answer, Scott continues. "My mommy and daddy told me babies come from when a man and a woman love each other, but next door to us are two ladies and one of them just had a baby. Where did it come from?"

Role play roles: Eliza, Scott, Isabel two other students minimum (both are confused and without definite homophobic or pro-gay feelings) Point of departure: end of case study

MIDDLE SCHOOL LEVEL

MINI-CASE STUDY # 3

Setting: An eighth-grade health class

Incident: Kathy, a health teacher, invites a guest speaker, John, to her class as part of a unit called "Sexual Decision-Making." During the discussion, John asks the class why someone might abstain from sexual intercourse. One boy, Craig, blurts out "Because they're a homo!"

Role Play roles: Kathy, John, Craig, three other students minimum—one each hostile, supportive, and unsure Point of departure: end of case study

HIGH SCHOOL SETTING

MINI-CASE STUDY #4

Setting: 9th grade health class

Sara is teaching an eighth-grade class about HIV/AIDS. Sara invites in a guest panel of speakers. While one of the male speakers,

Morgan, is talking, a student, Janice, interrupts and asks, "Are you a fag?"

Role play roles: Sara, Morgan, Janice, three other students minimum—one each hostile, supportive, and unsure. Point of departure: end of case study

MINI-CASE STUDY #5

Setting: A high school history class

As part of a lesson on U.S. History and the civil rights movement, Randy, the teacher hands out documents produced by various Sixties liberation movement, including the Black Panthers, the American Indian Movement, the National Organization for Women, and the Gay Liberation Front, and asks students to compare and contrast the demands of each. The next day in class, a young African-American girl named Felicia is angry. "I don't think it's right to equate being gay with being black," she says. "People choose to be gay: I didn't choose to be black. And gay people have it easier than black people—every time I walk into a room, people know I'm black, but you can't tell somebody is gay just by how they look."

Role play roles: Randy, Felicia, three other students minimum each hostile, supportive, and unsure. Point of departure: end of case study

MINI-CASE STUDY #6

Setting: A high school A.P. biology classroom

Meredith, a senior, is presenting her research project in Margaret's A.P. Biology class. It deals with the biological origins of sexual orientation, and she concludes based on her research that sexual orientation is most likely genetic. This sets off a heated

discussion. A girl, Ellen, speaks up in the question-and-answer period. "Well, I don't know what I think about all of this. I always thought people chose to be gay or turned gay because they had a bad experience or something. But all I can think is that, I wouldn't want my kids to be gay. It would be so hard for them. I would do everything I could to try to make my kids straight."

Role play roles: Meredith, Ellen, Margaret, three other students minimum—one each hostile, supportive, and unsure. Point of departure: end of case study

ATHLETIC SETTINGS

MINI-CASE STUDY #7

Setting: The football field

Sandy, the men's football coach, is running drills when Kevin, the boy's cross country coach, walks by. "OK, the goal here is to learn how to hang on to the ball when you're getting hit," Sandy yells to his players. "So what we're going to do is give Dave the ball and he's going to try to not fumble when he gets hit after the hand-off. John, Adam, and Jeff will pursue him and try to strip the ball. The drill's called 'smear the queer.' Ready, go!"

Role Play roles: this role play involve asking Kevin when and how he would react: he will then determine who else must be involved in the role play. Point of departure: determined by person playing Kevin

MINI-CASE STUDY #8

Setting: Outside the locker room during try-outs for the high school girls basketball team.

You just finished a pre-season try-out/practice for your girls varsity basketball team. Beverly Peterson, the mother of Kathy, one of your promising young guards, and very conservative member of the school board, says, "Have you ever had any lesbians on your teams, and if you did, what would you do?"

Role players: Coach, Mrs. Petersen Point of departure: end of scenario.

MINI-CASE STUDY #9

Setting: In the boys varsity hockey locker room after a tough loss in the playoffs

The varsity hockey coach, you walk into your locker room after a loss to Saratoga High School, your school's arch rival, in the playoffs. Your team is getting undressed, punching the lockers, talking about the game, starting to go in the showers. You overhear Steve, one of your best players and a junior who will probably be voted next year's captain, say to his best friend, John (another junior), "I don't care, they're a bunch of faggots anyway!"

Role Players: Coach, Steve, John, other unnamed players in nearby vicinity Point of departure: end of scenario.

MINI-CASE STUDY #10

Setting: In the stands at a girls volleyball game

As a supportive teacher, you decide to attend one of the girls' volleyball team matches, because two of your best students—Sara and Andrea—are your team's setter, and big hitter, respectively. You greet and sit with two parents, David and Jill. David is Sara's father and Jill is Andrea's mother. Jill keeps shaking her head whenever a player

on the other team executes a good play. Finally she says, "They may be a little better than us, but at least we are, you know, more feminine. They look like a bunch of dykes." David laughs and replies "Yeah, they don't look like they're going to getting many dates to the prom this year."

Role Plays: Teacher, David, Jill Point of departure: end of role play

MINI-CASE STUDY #11

Setting: The varsity football coach's office

Ray, the assistant football coach who is in his first year at the school, comes into the head coach's office after a difficult practice. The head coach, Gerry, is talking with Brian, one of your most-dedicated players, who always comes to practice early and stays late doing extra drills even though he is not a starter. Gerry is congratulating Brian as you come in from working harder than the first string that day. Gerry says, "Some of these prima donnas on the first string think they can win a championship and not work hard. Watching our linemen some days I think they are a bunch of faggots. You're not one of those faggots, are you, Brian? No, you work hard. Keep it up, and there will be a place for you soon enough. Good practice. Hit the showers."

Role players: Ray, Brian Gerry point of departure: individual role-playing Ray should determine if s/he would like to start the role play immediately or after Brian has left the office.

MINI-CASE STUDY #12

Setting: At a basketball game between East and West High Schools, cross-town rivals.

As the athletic director, you always attend after-school sporting events at West High School. Today it's a boys basketball game versus East High. East High has been in the news a lot lately, and not because of their .500 basketball team. Just recently, students at East High formed a Gay-Straight Student Alliance, the first in your very conservative state. The club has drawn a lot of media attention from outlets like the New York Times, the Today Show, NPR, MTV, and dozens of other newspapers and programs, not to mention the school board, parents, and even the Governor. The first time one of the East High players goes to the free throw line, your students chant: "Fag Club!, Fag Club!, Fag Club!" You think you even spot one of your students is holding up a sign that reads, "New Club: SAFE: Students Against Faggots Everywhere."

Role Plays: Athletic Director Point of departure: individual role-playing athletic director must decide and explain why s/he would or would not intervene at the time; depending on his/her answer, the role play may either involve a "crowd" or be the later setting wherein the athletic director will address the situation. A plan of action must be outlined if the latter is chosen.

OUTSIDE OF CLASS/ATHLETIC SETTINGS

ELEMENTARY/MIDDLE LEVEL

MINI-CASE STUDY #13

Setting: Elementary school playground

During play period, a fourth-grade teacher, Phil, notices a little boy, Brad, sitting by himself, when he is usually very involved in play. Phil asks Brad why he isn't playing today. Brad answers, "Because the other boys say I'm a queer." "When did they say this?" Phil responds. "This morning, when my Dad dropped me off. They said we were

queers because he always hugs me good bye."

Role play roles: Phil and Brad Point of departure: end of case study

MINI-CASE STUDY #14

Setting: the elementary school faculty lounge

Antonio, a GLSEN member, has been posting notices about the upcoming meetings of GLSEN/Philadelphia for weeks, but they keep disappearing. He suspects that it is Jesse, another teacher, who is taking them down. He finally decides to confront Jesse in the faculty lounge when he comes in and finds him alone there. He tells Jesse that the notices have been disappearing and asks if he knows anything about it. Jesse replies, "Yes, Antonio, I do. I have been taking the down. I consider it a violation of my civil rights as a Christian to have to see these things above the mailboxes. It's offensive to me and violates my rights. In fact, I think it constitutes creating a hostile work environment, and I am thinking of filing a grievance with the union over it."

Role Play roles: Antonio, Jesse Point of departure: end of case study

MINI-CASE STUDY #15

Setting: an elementary school principal's office

Susan, a first-grade teacher, is called into to meet with the principal, Marcia. Marcia has been called by a parent: his son was supposed to be the "student of the week" the previous week in Susan's class, which involves bringing in pictures of the student's family and doing a "show-and-tell" but,

when this by showed pictures of himself and his "two dads" to his teacher, Susan simply canceled his "show-and-tell" without explanation. Marcia explains that the little boy was crushed and that the parents are quite upset, and asks for an explanation. Susan responds: "I felt bad about it, too, but I just don't feel it's right to expose the children to this kind of lifestyle. It's fine what these folks do at home, but I am not so sure we want to talk about it in first grade. And I don't particularly want to deal with the other parents, who'll be pretty angry, let me tell you, if we have a discussion about "two dads" in my classroom!"

Role Play roles: Susan, Marcia Point of departure: end of case study

MIDDLE SCHOOL

MINI-CASE STUDY #16

Setting: A junior high school hallway

Anne, an assistant principal, is walking down the hallway when she passes two girls talking at their lockers "Oh, my God, Donna!" Jody exclaims "I can't believe you have a picture of Keanu Reeves in your locker! He's so gay!"

Role play roles: Anne, who must determine when/how/where she would intervene—her decision will determine who else must be involved in role play.

HIGH SCHOOL LEVELS

MINI-CASE STUDY #17

Setting: A high school teacher talking to students during recess in her classroom

Wendy, a twenty-three year-old new teacher, is being quizzed by some of her

seniors about her marital status. She smiles and says, "I guess I just haven't met that 'special guy' yet, girls. Sorry to disappoint you, but I'm still single!" Olivia replies "Then go for Mr. Davis!" Mr. Davis is the teacher in the adjoining classroom. "He's a babe!" she exclaims. "Oh, come on, Olivia," Lee scoffs. "Mr. Davis is way too cute and he dresses way too cool to be straight. He's got to be gay! All the good-looking ones are gay!"

Role Play roles: Wendy, Lee, Olivia, three female students—one each hostile, supportive, and unsure. Point of departure: end of case study

MINI CASE STUDY #18

Setting: A high school dean's office

A group of students have formed a Gay-Straight Alliance. Another group of students is angry and has come to see the Dean. "Mr. Wilcox," they say, "if those kids have a right to meet, so do we. Here's all the paperwork for our new club: it's called the 'No Special

Rights' Club. We want to make sure that we don't grant special rights to gay people."

Role play roles: Mr. Wilcox, four male students (three varsity athletes, one deeply religious, all juniors and seniors) Point of departure: end of case study

MINI-CASE STUDY #19

Setting: a superintendent's office

Three parents -- Mr. Gonzalez, Ms. Rodino, and Ms. Burns, come to see the superintendent, Mr. Hoffman. They have heard "through the grapevine" that Mr. Swann has "gotten married" to another man and want to know Mr. Hoffman's reactions to the issue. Hoffman says it is the first he has heard of it. Burns replies, "Well, I want you to get to the bottom of it and, if it is true, I want my kids out of his classes."

Role play roles: Mr. Gonzales, Mr. Rodino, Ms. Burns, Mr. Hoffman Point of departure: end of case study