

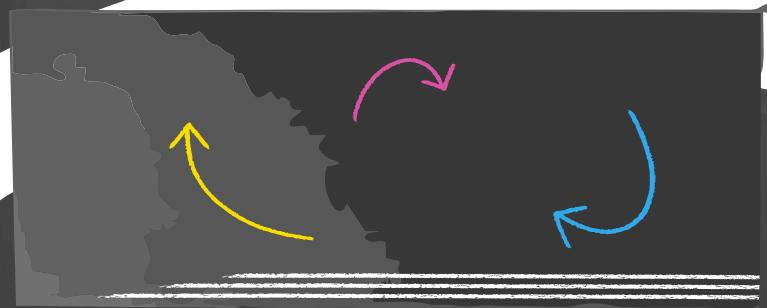


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SURVEY AND TEACHING GUIDELINES AGAINST HOMOPHOBIA

KITS AGAINST DISCRIMINATION
OPEN EDUCATIONAL RESOURCES FOR TEACHERS



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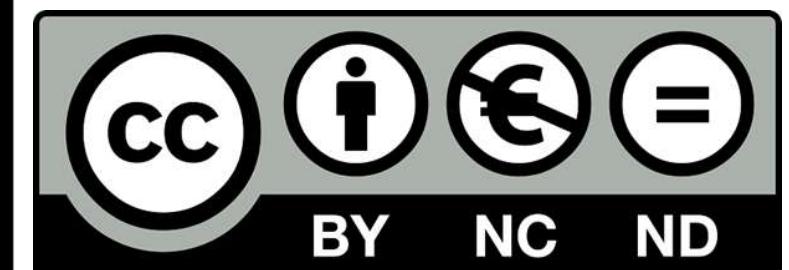
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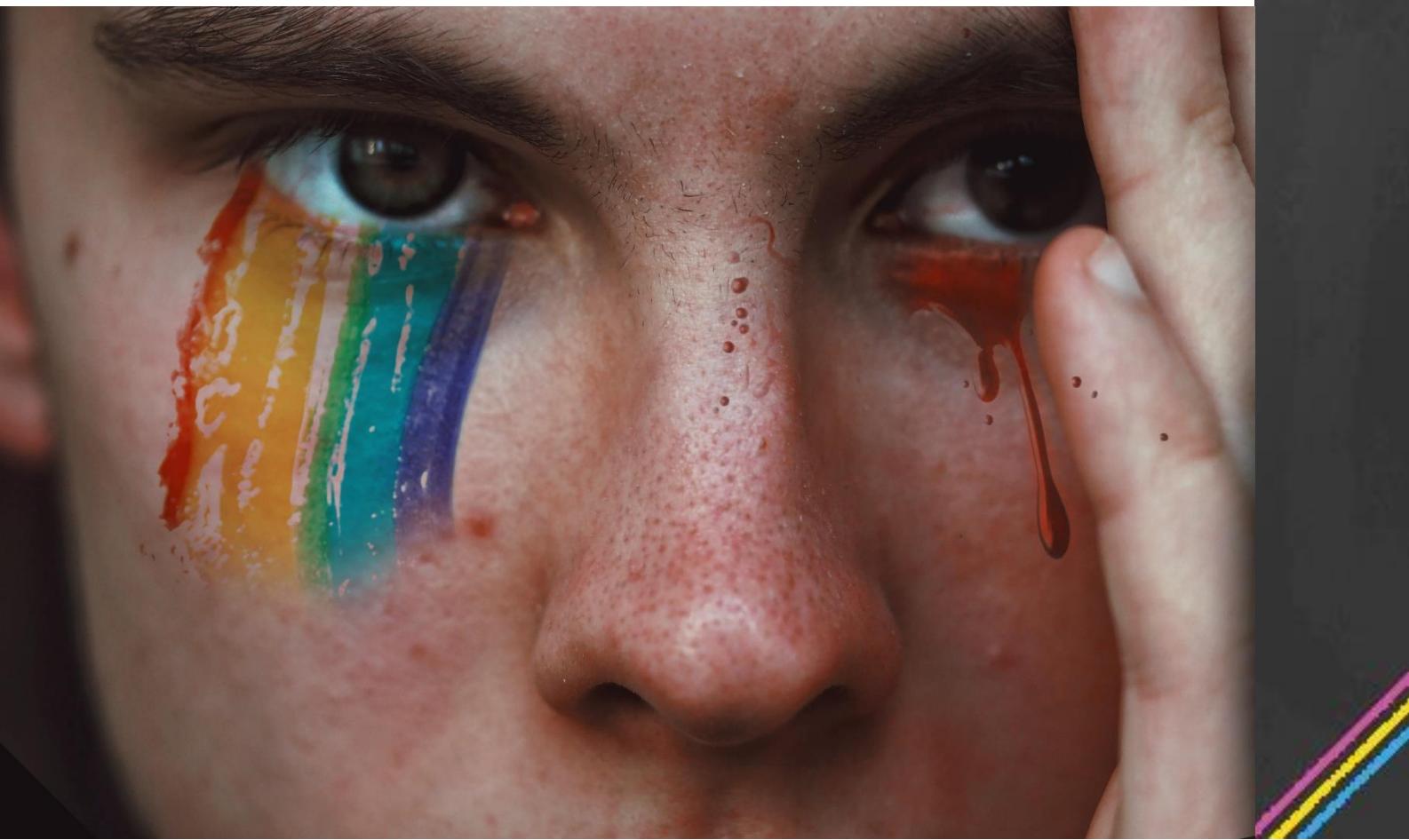
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BRIEF THEOREICAL INTRODUCTION TO SURVEY 3: HOMOPHOBIA

What is homophobia?

It is the rejection, fear, disdain, prejudice, marginalization, or discrimination towards homosexual people, both gays and lesbians. It is common to also include discrimination or hatred towards bisexual people, although the correct term in this case is “biphobia”, which has some differences with homophobia.

What types of homophobia can happen in the classroom?

Homophobic bullying is one of the most frequent types of harassment in classrooms across Europe. 54% of LGBTQ+ Europeans have suffered bullying at least once in their lives due to their sexual orientation or gender identity, UNESCO states based on a survey of a sample of more than 17000 children and youth between 13 and 24 years old.

UNESCO, which carried out this survey within the framework of its Global Education Monitoring Report (GEM Report), highlights that 83% of students have heard negative comments towards LGBTQ+ students at least once.

The main problems detected by the authors of the GEM report are lack of visibility (58% surveyed people never told a teacher about the harassment), the lack of training for teachers to deal with these situations, and the absence of content on LGBTQ+ identities in the curriculum.

Lastly, it is key to point out that one can suffer homophobic bullying and not be homosexual, but just seem homosexual to the bully. Thus, it is common for heterosexual students to be bullied for not complying with gender norms and mainstream sexuality, so for not being “masculine enough” or “feminine enough” for the harasser.

What is the first step to prevent or stop homophobia?

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Homophobic bullying, like many others, is usually based on prejudices, stereotypes, and ignorance, so it is essential for students to know the broad affective-sexual and gender diversity spectrum existing in society.

It is highly recommended not to assume the heterosexuality of students or any members of the educational community. One has to understand that there is the possibility that each person can be heterosexual, homosexual, bisexual, trans, or just have doubts about their position in this regard.

Therefore, the first step is to raise awareness on the situation these people are experiencing, and teaching what homophobia is. It is also very important to develop values like empathy, tolerance, and peaceful coexistence in the classroom to prevent any type of discrimination. To do this, we recommend working on the LGBTQ+ Didactic Unit, included in the Kit for Sexual Diversity (OER).



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RECOMMENDATIONS FOR THE TEACHER ON SURVEY 3

How can you detect homophobia or bullying due to sexual orientation?

1. The first step is to detect if there are students who are vulnerable to being harassed. To know this, watch the daily interaction between students, and notice if they use names/insults related to gender or sexuality ("faggot", "dyke", "sissy", "tomboy", etc.); if they mimic their way of speaking, moving, or walking; if they ridicule their way of dressing or expressing themselves with jokes, contempt, insults, or humiliation; hostile treatment or subjugation; if a student is left out of school and extracurricular activities and is usually alone; and if he/she interacts only with students of the opposite sex.
2. Know how to differentiate between an isolated incident or a case of homophobia or bullying due to sexual orientation. For this, it is usually considered that an abuse or harassment repeated three times or more has become bullying. There must also be intentionality and an imbalance of power.
3. In recesses and physical education there are usually activities or games segregated by sex: watch the relationships between students in these spaces to detect situations of harassment linked to homophobia. Bathrooms and changing rooms are other spaces in which the division by sex, the absence of adults, and body exposure makes them potentially dangerous places for those who don't identify with normative gender and/or sexuality.
4. Be careful to notice less obvious cases of harassment or discrimination; physical aggression is usually the most obvious, but most bullying is psychological or verbal. Also, pay special attention to cyberbullying, as it is an increasingly frequent and especially serious phenomenon, because vulnerable students can be harassed 24/7, both inside and outside the classroom.
5. In addition to detecting harassment or discrimination, pay attention to other aspects or situations that are a symptom that something is not going well:

- a) Changes in behavior or habits: it is necessary to notice if the vulnerable student drops their average grades, loses interest in certain activities, has a changing mood, changes their friendships, etc.
- b) If you notice that the vulnerable student becomes isolated and their classmates avoid being with him/her, this is considered a relational aggression: exclusion from the group.
- c) Outbursts of anger, problems with authority, and problems regulating emotions are a symptom that bullying may be taking place, and both harassers and the harassed may have these attitudes.
- d) Leaders and privileges: in a classroom there are usually students who assume the role of leaders, and who usually have other students who follow them; these situations must be watched carefully before the leadership becomes negative, using this situation to harass vulnerable students or to encourage "followers" to harass them.

What can you do with a situation of homophobia in the classroom?

1. The best option is always prevention, which is why it is key to educate the students in values like dialogue, empathy, tolerance, and the peaceful resolution of conflicts, especially at younger ages. It is also essential for them to learn what homophobia is, and the main reasons that cause it, in order to avoid it.
2. In cases where prevention is no longer an option (when harassment is already happening), the first step is to investigate and gather information, speaking with the parties involved.
3. Once you have all the necessary information, a sanction is required for harassers, adjusted to the seriousness of their actions, but it is essential that this sanction has an educational and not a punitive nature, meaning that it is necessary to work with the harasser's empathy and respect for diversity, and make them understand how their actions can impact other people, especially the harassed person.
4. In the case of the victim, it is advisable to create and maintain a climate of communication, trust, and show support, but also working on assertiveness, on

learning to say no, and to set limits, always without resorting to violence. If they have any feelings of guilt, make it clear to them that the aggressors are to blame, never him/her. Lastly, show them that a boost in self-confidence and a change in attitude can also improve things.

5. Regarding witnesses, explain to them that not opposing an unfair situation makes them accomplices, that many times harassers seek their applause, the benefits of being dominant, so if they react with rejection towards a bullying situation, it is much more likely to stop.
6. Lastly, one of the most useful prevention tools is to assign the figure of two or three student observers who identify and report situations of bullying (peer prevention).

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SURVEY 3: HOMOPHOBIA IN THE CLASSROOM

Have you ever witnessed a physical attack on a person for being homosexual? Did you defend him/her?

1. Yes, I was a witness, but I did not defend them, I was afraid.
2. Yes, I was a witness, I ran to help them. They didn't deserve that.
3. I've never witnessed it, but it would help if I did.
4. I've never witnessed it, and I don't know what I would do if I found myself in the situation.

Have you ever made fun of "masculine" women or "feminine" men?

1. No, never.
2. Yes, it's just a joke.
3. Yes, rarely.

Do you think homosexuals are sick?

1. No.
2. Yes.
3. I'm not sure.

Do you agree with same-sex marriage?

1. Yes, I do.
2. No, I don't.
3. It should be banned.

What do you think about homosexual couples having children?

1. I am not against it, but I think it is better for children to have a father and a mother.
2. Sounds perfectly fine to me.
3. I don't think I'm the one to comment on that.
4. I don't think it's correct, children need both a male and a female role model.

If a friend tells you that he/she is homosexual, would it affect your relationship?

1. No.
2. Yes, I would prefer not to be their friend anymore
3. It is possible, maybe, I don't know.

Do you feel uncomfortable if you see two men or two women kissing?

1. I find it strange, but I don't feel very uncomfortable.
2. I don't care.
3. Of course, I don't want to see those things.



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