



Introduction

Previous sections of this resource have summarised research in to the experiences of same-sex attracted youth in schools and elsewhere, and the policies, frameworks and legislation that make it not only possible, but obligatory, for schools to become more proactive in their support of same -sex attracted students. This third booklet from the SSAFE in Schools Whole School Resource explores the strategies and activities schools can utilise in developing a whole school approach to student health and wellbeing that is inclusive of the needs of these students and encourages all students, staff and parents to respect and affirm sexual diversity.

During 2002 and early 2003 the Same -Sex Attracted Friendly Environments (SSAFE) in Schools Project, had the opportunity to support schools keen to work on these issues. This included comprehensive work with four schools in the outer Northern Metropolitan Region to trial strategies and programs that focus on acknowledging and supporting same-sex attracted students, and provision of professional development and resources to a number of other schools, both in the metropolitan area and rurally.

The project has resourced a range of other projects, through participation in reference groups and the provision of professional development, secondary consultation and hard copy resources, that in turn support schools in other regions of the state. A range of other services and agencies are doing similar work, and the SSAFE in Schools Project has networked and collaborated with these and promoted their activities.

This booklet brings together the key learnings from these schools and agencies, and articulates a process for including issues related to same -sex attraction in a comprehensive approach to student health and welfare.

So what does good practice in schools look like?

A whole -school approach is essential to creating real and sustainable change on these issues. Whole school approaches build on existing resources, fit within existing curriculum frameworks, are grounded in the practical, and are understood by schools as appropriate models for health and welfare promotion.

Whole school models such as Health Promoting Schools and processes such as that found in the "School Matters: Mapping and managing mental health in schools" resource from MindMatters are ideal for addressing the needs of same -sex attracted students, and schools that are already utilising these frameworks in a comprehensive way should easily be able to do this work. What follows explores the strategies that can be used in schools to include SSA issues in the core work of schools.

Engagement

Fundamental to the success of a whole-school approach to health is the engagement of the entire school community. This includes teaching, administrative and ancillary staff, students, and parents, as well as those from the broader community who provide support and services to young people. Engagement in this sense means provision of appropriate information to all, and opportunities for individuals to be heard and to participate.

Each school is asked to identify key staff to be involved in a committee that drives the process. We suggest that such a committee include the Principal or Assistant Principal, Student Welfare Co-ordinator or similar, Health and PE KLA co-ordinator, and other key staff as identified by the school. Students or parents may also be invited to participate at this stage.

The broader staff population is brought in to the process in two ways – through professional development and completion of an audit questionnaire.

Professional development for all staff is seen as a key component of success of the program. It addresses three broad areas of concern that many teachers have with regard to addressing the needs of same-sex attracted students. Firstly the research, as presented above, explores why it is important to do this work and what the issues are; secondly, an exploration of existing legislation, policy and frameworks demonstrates that the work is supported by government, and consistent with broader trends in education and society; and finally, practical examples of the work happening in other schools, and a showcase of available resources, shows that this is an area of school practice that is do-able.

This type of professional development is offered by Family Planning Victoria and by the Australian Research Centre in Sex, Health and Society at LaTrobe University. In many regions and municipalities of Victoria, youth services, community health centres and other community organisations also offer training, generally as part of project work on SSA issues that includes group work with SSA young people. Where these projects operate it is important to include them in training for staff, as they can describe the local context and local resources and supports.

Professional development for teachers is available from Family Planning Victoria. Telephone (03) 9257 0100 for details.

In informing staff of their obligations under the Equal Opportunity Act 1995, it is important to acknowledge that whilst this legislation may be perceived as the “big stick” of social change, school staff can view it as an enabler of good work. Schools can take heart that not only is the support of same-sex attracted students legal in this state, it is actually illegal not to do so, and they can inform their broader community of this.

Inviting parents, particularly those who are members of school council, to attend professional development sessions, is a good way of involving them in these issues.

The other way that we engage the whole staff in the early stages of this work is to ask them to complete an audit of school policy and practice. Designed by LaTrobe University's Australian Research Centre in Sex, Health and Society, the "Sexual Diversity School Audit" contains twenty questions that ask teachers to rate their school, under the headings "School Environment", "School Policies", "Pastoral care practices" and "Curriculum". The audits provide opportunity for staff to consider current school practice around sexual diversity and ways in which their own practice can become more inclusive of the needs of same-sex attracted youth. The anonymous and aggregated results from these give the school a picture of staff attitudes towards current school practices, and identify key areas for change.

The "Sexual Diversity School Audit" is available, free of charge, from the Australian Research Centre in Sex, Health and Society, on (03) 9285 5382.

In some schools with which the SSAFE Project has worked, we have negotiated that the questionnaire be re-typed before distribution to staff, as the term "sexual diversity" has been considered too confronting.

All school students need to be engaged with the issues in order for this approach to be effective. Curriculum and policy initiatives that do this are discussed below. The student survey, "Sexuality and homophobia school audit for students", produced by Family Planning Victoria, is congruent with the ARCSHS staff audit described above, and is an effective tool for encouraging students to explore the issue of homophobia in their own school context. This survey asks seventeen questions of students about the existence of homophobia in their school, and resources and supports available to same-sex attracted students.

The "Sexuality and homophobia school audit for students" is available, free of charge, from Family Planning Victoria's bookshop, on (03) 9257 0100 or as a download from the SSAFE in Schools website, www.ssafeschools.org.au

Some schools have provided the survey to all students, others have worked just with middle school students, or just with Health classes.

Schools must remember their obligations under the Privacy Act. While both the staff and student surveys do not ask any questions that require a personal disclosure to be made, it is important to stress that all responses will be kept confidential, and that any data utilised by the school in order to create change will be aggregated and not identifiable to any individual. It is a responsibility of the school to explain how any such data may be used, ie in the development of further programs or curriculum focused on SSA issues.

Results from staff and student audits have been important in recognising the comprehensive nature of what is required to do this work in schools.

Whilst engagement with the broader community is a fundamental part of whole school approaches to health and welfare, it must be recognised that this may be more problematic in work around sexuality issues than it is in most other health related areas. Sexuality is not the only controversial issue to find itself on the school health curriculum however, and the debates over the inclusion of sexual health programs, and of harm minimisation approaches to drug and alcohol use, have been long, hard and very public. What wins these debates is real information that challenges long-held beliefs in the community; recognition of the health risks of *not* providing comprehensive education, and the ability of schools to contextualise controversial issues in curriculum within pre-existing teachings. In engaging with issues of same-sex attraction it is also important to focus on core concepts of safety, equity and social justice.

The broader community, including parents, will also provide 'allies' in doing this work.

Strategic Planning

The development of a comprehensive and sustainable whole-school approach to supporting same-sex attracted students requires a considered and strategic approach. The committee or action team working on these issues must not leap to short term, 'obvious' solutions that aim to address particular homophobic behaviours or particular students that need support but fail to recognise the absence of the issues in policy, curriculum and school structures.

Results from the staff and student audits described above will provide a useful overview of issues and concerns. The action team must remember that change is incremental and that the entire school community needs to be engaged and brought in to the process.

The MindMatters resource "School Matters: Mapping and managing mental health in schools" details an appropriate process and questions for strategic planning in developing a whole-school approach. Strategic planning of this type requires an understanding of what a whole-school approach is, as well as what the actual issues are that need to be addressed.

Look for the link to the MindMatters website from the SSAFE in Schools website at www.ssafeschools.org.au

In the planning stage it's important to get a sense of who the committee's 'allies' will be when the work is being implemented. These are the individuals and groups from within the school community and from outside who can offer resources, information and support to facilitate whole-school change, or who can lobby for change. Workers in local youth and community services, including School Focused Youth Services, may be useful in this regard. Unfortunately, implementation of programs focused on same-sex attraction may also require assessment of those in the community who may oppose the work, and the development of strategies to address this. There are likely to be parents of students at the school who are supportive of this work, and they are important allies.

Whilst we can clearly make many generalisations about the existence of homophobia and the level of support that same-sex attracted students have in schools across Victoria, we must also be clear that each manifestation of homophobia is unique. Each school's understanding of homosexuality will be shaped by the broader school culture, by the experiences of homosexuality of each member of the school community, and by the broader community in which the school is situated. For this reason there can be no absolutely prescriptive model for challenging homophobia, and the starting point for working on these issues must be to understand the individual school community.

Whole-school audits are one way for a school to identify its needs in relation to supporting lesbian and gay students. It may also be appropriate for broader questions to be asked of the schools experiences of homosexuality. What are the understandings of homosexuality in this school? What incidents of homophobia does the school recognise and remember? In what contexts is sexuality discussed in this school?

While each school's strategic plan will be unique, each is likely to explore school policies, curriculum content, welfare practices, community participation in the issue, and how to make the work sustainable. Each of these is addressed below. In the fourth and final booklet in this series, a number of schools describe their particular strategies for supporting same -sex attracted students and challenging homophobia.

Looking at policy

Historically, many schools have struggled with recognising 'homophobic' bullying and harassment. With reference to the Equal Opportunity Act, we suggest that harassment and discrimination based on sexual orientation be recognised explicitly in school policies on equity, bullying and harassment, alongside common statements defining racism and sexism as inappropriate and unlawful. This enables the school to place the whole issue in its appropriate context – that of equity and the right of all students to an appropriate education in a safe, supportive learning environment – and challenge the notion that supporting same -sex attracted students is somehow "about sex".

Clear and explicit policy sets a benchmark for appropriate behaviour, enabling individuals in the school to more effectively challenge others about their discriminatory language and practices.

School Charters, and Staff and Student Codes of Conduct, are all appropriate places to articulate a school's proactive approach to and vision for the creation and maintenance of a school environment that is safe, affirming and relevant for the diversity of students attending. They are also relevant sites for spelling out responsibilities of all staff and all students under the Equal Opportunity Act 1995.

Good policy will always define actions that will be undertaken to ensure the intended outcomes are achieved, and will spell out the consequences of breaches.

Some schools are choosing to develop specific policies addressing the needs of same-sex attracted students and challenging homophobia. This excellent

approach complements, but does not replace, the need to be explicit about these issues in more generic policy statements.

In moving a school community forward on this issue, changes to existing policy also provide the opportunity for education of the whole school community, including parents. Schools are using parent newsletters as one vehicle to explain to parents that prejudice on the grounds of an individual's sexuality is no more appropriate than is any other form of prejudice. Policy statements are often provided to students through school diaries; this approach is best coupled with classroom or group activities that engage students in discussion about particular policies. It is also crucial, of course, to bring new policies to the attention of all staff.

Some schools 'launch' new policies as a way of promoting their existence.

Curriculum

The second booklet in this series identifies for schools where in the Curriculum and Standards Framework II there are learning outcomes that lend themselves to discussion of sexual diversity. This survey makes it clear that whilst the most obvious Key Learning Area for inclusion of these issues is in Health and Physical Education, there are a range of opportunities across other KLAs.

Frameworks and curriculum activities from "Mindmatters" and "Talking Sexual Health" (see the Reference section for more details) are being utilised by schools to develop curriculum for years 7 to 9 that includes sexual diversity in its range of individual differences that are discussed and affirmed. As recommended in both these resources, this inclusion sits across curriculum, not just in Health, or in sexual health specifically. Novels with characters and themes around sexual diversity are finding their way in to English classrooms. SOSE, media and legal studies provide opportunities for discussing social change and evolving attitudes to sexual difference. Examples of some of these materials are identified in the fourth and final booklet in this series.

The four pilot schools working with the SSAFE Project have been encouraged to engage with a local community-based project providing direct support to same-sex attracted young people. Thus far this has resulted in those project workers being invited to speak directly to students in class, as well as a range of other collaborations which will be described below. Guest speakers are an important resource in developing curriculum on SSA issues, but their use must complement, not replace, the development of comprehensive, inclusive curriculum by school-based staff.

Good curriculum acknowledges and affirms individual differences within the student body, and is relevant for all. Both "MindMatters" and "Talking Sexual Health" provide appropriate curriculum outlines and activities for including issues of sexual diversity across key learning areas.

A range of resources are available that focus specifically on challenging homophobia in the classroom. Many of these are described in the Appendix to this booklet and on the SSAFE in Schools website.

Check out the SSAFE in Schools Web site for a whole range of resources at www.ssafeschools.org.au

The use of any one anti-homophobia resource or program does not negate the need for the implementation of a comprehensive, inclusive, whole-school approach to SSA issues.

Welfare practices

The whole-school approach to health promotion in schools and recognition of welfare support as a whole school responsibility has been crucial in creating more appropriate school environments for same-sex attracted students. In SSAFE Project pilot schools this has meant that welfare and pastoral care staff are involved in curriculum delivery on sexuality issues, that posters and resources promoting services for same-sex attracted youth have been distributed throughout the school rather than limited to Student Welfare Co-ordinators offices, and that all staff participate in training about sexual diversity issues and how to support same-sex attracted students. Student Welfare Co-ordinators, along with school nurses, have generally been the driving forces in this work in each school, and have engaged actively and effectively with SSAFE and other community supports. This has meant that these staff have become a resource to the broader school community on sexuality issues, and have been able to refer young people to community supports for same-sex attracted youth with confidence.

It is vital that this work is not viewed as 'welfare issue', and that student well-being is itself seen as the responsibility of the whole school.

Training for all staff needs to include discussion regarding the most appropriate procedures for supporting same-sex attracted young people when and if they disclose their sexuality. This, of course, includes respecting the rights of students to confidentiality.

Staff may also be called upon to support or work with parents of same-sex attracted students. The SSAFE Project has produced a booklet for parents of same-sex attracted and gender non-conforming young people, "Making Sense: Information for parents, families and friends of gay, lesbian, bisexual and transgender young people" which is available free of charge.

"Making Sense: Information for parents, families and friends of gay, lesbian, bisexual and transgender young people" is available from Family Planning Victoria's bookshop on (03) 9257 0100 or as a download from the SSAFE in Schools Website, www.ssafeschools.com.au

Alongside this more individual support, schools are utilising a number of broader activities and strategies, such as provision of relevant books in the library, posters and brochures around the school, and other proactive

'messages' to students. These strategies offer same-sex attracted students information and acknowledgement, and inform all students that the school does not tolerate homophobia.

Secondary school nurses have an explicit role to "work with the school's welfare team to support students' health and welfare, in line with the Department of Education, Employment and Training's emphasis on primary prevention and early intervention" (DEET, 2000). As with the SFYS programs, school nursing positions have the benefit of being within schools whilst simultaneously being a link to the broader community, and are proving a valuable asset in support of same-sex attracted students.

Community participation

The broader community offers resources to same-sex attracted young people and to schools wanting to work on these issues. The whole school community is itself a part of the broader community, with interaction occurring at a range of levels.

As well as utilising the resources of local community services for same-sex attracted youth, some schools actively participate in community reference groups that in turn support and drive those local services. With regular meetings, these reference groups create the broad strategic direction of support groups and services for young people and their parents, organise training, professional development and forums for schools, agencies and the broader community, plan promotional activities, and provide supervision to the support workers. This type of involvement of the school in the work of community agencies increases the confidence schools have in making referrals outside, and makes it easier for young people to access the services they need.

Together, the SSAFE Project and the local community support service for same-sex attracted youth in the region of our four pilot schools, the Nillumbik-Banyule Same-Sex Attracted Young People's Steering Group, has hosted a number of forums for schools looking at issues for same-sex attracted youth and ways in which schools could respond. Not professional development sessions, these informal mornings allow schools to hear about and meet with the local reference group and project staff, and to share their own ideas, strategies and activities. In this way the learnings of the pilot schools are shared across the region. Staff from the schools also have the chance to meet with the facilitators of the young people's support group, and some of the young people themselves, and hear more about how the group operates.

School focused youth services, community health centres and youth agencies in many regions of Victoria can be approached by schools wishing to develop similar forums.

Schools are also finding innovative ways to work differently within their own communities, including the display of sexuality related resources in high-traffic areas of the school, particularly where parents will view them; development of student-led groups working within the school to challenge homophobia through competitions, drama and other activities; and inviting the participation of openly lesbian and gay members of the community to speak to classes.

Models of community engagement that focus on other issues can be adapted to work on same-sex attraction. The drug prevention education resource "Creating Conversations", in which students present interactive dramatic pieces to an audience of parents and other students has been adapted by a number of schools to focus on sexual health in a way that is inclusive of same-sex issues. When further developed, these will be released publicly.

Keep an eye on the SSAFE in Schools website, www.ssafeschools.org.au to find out more about the "Creating Conversations" sexual health resource.

Sustainability

Schools need to see the work of supporting same-sex attracted students and providing them with a relevant and safe education as a part of their core business. They need to continue to engage and to expand their connections with each other and with community agencies. They need to increase opportunities for same-sex attracted youth to have their voices heard. This means that one-off anti-homophobia programs are not enough.

Strategic planning at the beginning of the implementation of a whole-school approach in to these issues needs to create time for a review of the work achieved and future planning processes. Sustained interaction with other schools and agencies engaged in similar work, dialogue with gay and lesbian community organisations, and the provision of opportunities for same-sex attracted members of the school community to have their voices heard in a safe, confidential setting, all help to sustain good practice.

Going it alone

The place at which real change usually starts is at the level of the individual. Even with resources and frameworks available to support school change, a single person, or small group of people, will generally need to begin the process of informing, advocating and challenging the broader school community. This can be an extremely daunting task.

The remainder of this booklet offers suggestions for practical first steps in the change process for those individuals taking up the challenge.

Locate the nature of the issue in your school

This is not about naming individuals – "So-and-so is being bullied by such-and-such" – but about focussing on the issues of concern in a systemic way – "What is it about our school that gives permission for some students to bully others?"

Look for collaboration

You can't tackle the issue alone. A whole-school approach is ultimately needed for change, and this requires concerted effort. Identify key people, particularly those who are likely to be supportive. Be prepared to justify your interest in seeing change occur, and have relevant information to hand. It is important to find allies within the school community, though many useful collaborations may

come from outside the school – local youth and community agencies are a prime example.

In and around the school there will also be some people whose role lends itself to participation. Student welfare co-ordinators, school focussed youth service workers and school nurses are good examples of these.

Fit within existing frameworks

Positive change does not need to start from 'scratch'. Use pre-existing frameworks and policies as a basis for the work. Implementation will be easier if the school is familiar and comfortable with the groundwork, and resourcing will be less of an issue. It is important that schools understand that supporting same-sex attracted students is consistent with broad policy and legislation, and an obligation.

Funding options

Money or in-kind financial support will always smooth the way to change. The initiatives required for a useful whole school approach are not of themselves expensive, but there may be costs associated with professional development or teacher release time. Whole-school approaches to health initiatives will attract interest from funding bodies interested in health promotion. Local agencies in the community can often offer in-kind support, such as worker time. Many gay and lesbian groups can provide guest speakers or ideas for appropriate resources. Services such as school focussed youth services and the school nursing program have same-sex attracted young people on their agendas, and will be a resource.

Focus on solutions

It is important to be armed with ideas about positive things that can happen, rather than a focus exclusively on the problem. The breadth and depth of homophobia in communities can make change seem impossible.

Focus on facts, as well as values

Creating long term change in schools requires an exploration of values in the community, but engaging the community in the issue requires facts. The research from the first booklet in this series clearly shows same-sex attracted young people to be disadvantaged across their schooling, and provides a solid argument for creating change. This can be the basis for discussion about the values that the community upholds, and how those values are enacted in the school community.

Engaging parents from the school community is crucial. Most parents want an active role in values discussions with their children. All parents want a school environment that is safe and supportive for all students. Parents need opportunities to hear the facts.

Review existing policies

Individual teachers are in a position to draw to the principal's attention the implications of recent changes to the Equal Opportunity Act, or other frameworks and policies. These could then be brought to a staff meeting, and to school council, leading to discussions around duty of care obligations and implications for the school. In curriculum areas, staff can explore ways of making subject content inclusive of diversity.

Search for opportunity

Without antagonising people, ask questions about the way things are done in the school. Are they inclusive of same-sex attracted students' needs?

The little stuff means a lot

Picking up on and challenging homophobic comments, and explaining why they are inappropriate; using gender neutral language to refer to ones' partner; finding ways to recognise the contributions of gay, lesbian, bisexual and transgender people to arts, culture and society and representing them in curriculum; and displaying posters and pamphlets that acknowledge same-sex attracted youth, are all simple ways of creating change. These are often the most appropriate places to start.

Portions of this paper have been adapted from the Masters of Social Science thesis – Seal. I Abused, Ignored or Included? Developing Supportive Environments for Lesbian and Gay Students in Victorian Secondary Schools RMIT, 2002.

REFERENCES

Australian Research Centre in Sex, Health and Society
Talking Sexual Health: National Framework for Education about STIs, HIV/AIDS and Blood-Borne Viruses in Secondary Schools
Australian National Council on AIDS, Hepatitis C and Related Diseases, Canberra, 1999.

Department of Education, Framework for Student Support Services in Victorian Government Schools Department of Education, Victoria, 1998

Equal Opportunity Commission
Right and Responsibilities under the Victorian Equal Opportunity Act 1995
Melbourne, 1996

Jones, J., Mitchell, A., and Walsh, J. Talking Sexual Health: A Parents Guide
Australian National Council on AIDS and Related Diseases, Canberra, 1999.

Mindmatters Mindmatters website
<http://yarn.edfac.unimelb.edu.au/mindmatters/index.htm> 2000

What can a teacher do to make a difference to the school climate?

- Establish tolerance and non-harassment as a group norm, including non-harassment of gay men, lesbians, bisexuals and transgender people
- Be prepared to respond to homophobic slurs just as you would to racist or sexist slurs
- Focus on challenging the negative opinions rather than the person
- Don't expect to win an encounter. The aim is to get information across.
- Avoid debating religious arguments. If a person has strongly held views it may be more productive to discuss sexuality issues in terms of how the person is feeling rather than debating ideas
- You can still be supportive of lesbian, gay, bisexual people even if you feel uncomfortable discussing sexual issues. Familiarise yourself with a few reference books, pamphlets and groups or refer to colleagues/counsellors who do feel comfortable discussing sexuality.
- Include sexual orientation and gender identity issues in discussion of human rights and discrimination
- Always assume that at least 10% of the people you're working with are gay lesbian or bisexual and that others will have gay, lesbian or bisexual friends or family
- Openly express your support of gay, lesbian and bisexual people
- Have appropriate resources on display and available. Where possible, ensure that the environment in which you are working has a range of posters, pamphlets with positive images including people of diverse sexual orientations. If none of these posters are available then develop them, with your students
- Include different family forms in any discussion on family and community. It is very reassuring for young people to know that they are not abnormal because they do not conform to a notion of normalcy that is, in any case, inaccurate. When corresponding with caregivers don't address mail to Mr and Mrs X unless you know this to be accurate
- Ensure the development of library resources, both fiction and non fiction

From Liggins,S, Wille A., Hawthorne, S. & Rampton,L. 1994. Affirming Diversity. Auckland Education Unit, Family Planning New Zealand p23-4

One of the most effective ways that teachers can make a difference is by educating themselves on the issues surrounding sexual and gender difference and diversity. Below is a list of some of the resources that are available for teachers including relevant research and reports, professional development and training opportunities and resources to use in your classroom.

Classroom resources:

- **Video: In Other Words (27 mins)**
For students aged 13 and up this video was produced by the National Film Board of Canada but is still highly relevant to an Australian audience and context. 'In Other Words' speaks directly to teenagers and offers a valuable tool to teachers who want to explore homophobic language-the words themselves, their origins, how young people feel about them, and how to

overcome the hurt and anger they cause. The film features interviews with gay, lesbian, bisexual and transgender young people who provide first hand accounts. Weaving together slang, music media images and dictionary definitions, the film examines how language shapes attitudes. This film can be used as a starting point for further discussion about stereotypes, sexuality issues, language, difference and discrimination. The video also comes with suggested post video activities.

Available from: Living Solutions Bookshop, (03) 59776366, Price: \$155

- **Video: Sticks & Stones**

For grades 3-7, *Stick & Stones* is also produced by the National Film Board of Canada. In this film, young children ages 5-12 describe how they feel when they hear put-downs of themselves or their families for not following traditional gender roles. They talk about why bullies engage in name-calling and what they think should be done about it. By showing they know what's wrong the children challenge educators, parents and other kids to act positively to make schools and playgrounds safe and welcoming for everyone.

Available from: Living Solutions Bookshop, (03) 59776366, Price: \$155

- **Video: Mates: HIV Related Discrimination**

This film was produced by Health Media for the New South Wales Department of Education in 1993. It tells the fictional story of Steve Jenkins who is a good-looking, athletic, champion swimmer who enters a new school. When a student from a previous school reveals Steve's sexuality, friendship and support quickly turn into fear and persecution. 'Mates' is a powerful story and HIV/AIDS and homophobic related discrimination in the school setting. It is the story of friendship lost and rediscovered when discrimination is seen for what it is.

Available to borrow from Family Planning Victoria Resource Centre, Box Hill, (03) 9257 0126 (not available to purchase)

- **Video: Just one Day**

A film about a young woman who is outed to her school friends: their reactions and her coming to terms with her sexuality. This video was produced by the local Y-Glam Performing Arts Project, by young people for young people focusing on sexual diversity.

Available: Moreland Community Health Service Inc, Jemma Mead & Vicky Guglielmo (03) 9355 9900, Email: jemimam@mchs.org.au, vickyg@mchs.org.au

Costs around \$25

- **Pride & Prejudice Program**

Pride & Prejudice is a formally evaluated school-based approach to sexual diversity and homophobia, which has been shown to have significantly changed student attitudes toward gay men and lesbians after six weeks (Health Promotion Journal of Australia Dec 2001).

The six-week program is interactive and challenging, providing students an avenue to discuss sensitive issues and topics. The package includes an outline of each session with the aims, the key skills required to undertake the session and optional homework. The program rests on the idea that these issues need to be explored and discussed in a broader context over a substantial amount of time in order for the process to be beneficial. The series of six session plans

are complemented by a video that gradually introduces six same sex attracted young people throughout the course of the program.

Daniel Witthaus, Moonee Valley Youth Services & Deakin University, 2001.

Available from the City of Monnee Valley Youth Services, Price \$45-\$55 (link to order form)

Costs \$45 - \$55. Contact: Amanda Francis: (03) 9243 8888

- **TEXT: Interactive Teaching Strategies: Adolescent Sexuality, Mary Mannison**

This text addresses adolescent sexuality for classroom lessons. Chapter five focuses specifically on gay, lesbian and bisexual relationships, containing sections covering common beliefs and questions, words related to sexual orientation, discrimination against same sex attracted people, the experience of being different from the majority and coming out. The text provides lesson guidelines, materials and information and activity sheets

Available from Family Planning Victoria, Box Hill. \$35, Phone (03) 9257 0146

- **Resource: Talking Sexual Health Materials: A Teaching and Learning Resource for Secondary Schools: by Debbie Ollis, Anne Mitchell**

This is a resource included in a national framework for education about STI's, HIV/AIDS and Blood-Borne Viruses in Secondary Schools developed by the Australian Research Centre for Sex, Health & Society funded by the Commonwealth Department of Health and Aged Care. It provides classroom materials for teachers to use with students. Designed primarily to use with students in years 9 and 10, but is also suitable to use with students in years 11 and 12 and many of the activities can be modified to use with students in years 7 & 8. The resource provides experienced health educators with teaching and learning activities to assist in achieving a number of learning outcomes appropriate for year 9 and year 10 students. This resource is inclusive of the sexual health and drug use issues of same sex attracted youth. It includes advice on setting up programs and creating supportive and safe learning environments for all students that are supported by a whole school approach. *Talking Sexual Health* has specific units including activities and workshops, around diversity-gender, power, sexuality and risk.

This resource is only available to teachers who participate in a *Talking Sexual Health* professional Development program

Training and resource available from:

Australian Research Centre for Sex Health & Society: 03 9285 5382

Family Planning Victoria, Box Hill: 03 9257 0100

- **Resource: Yes You Are: a guide to educating young people and adults about healthy relationships, sexual diversity and anti-homophobia.**

This booklet is designed for teachers and other professionals working in the education system. It was developed in response to the high number of requests for education support in the area of anti-homophobia. The resource provides

clear rationales for and information around anti-homophobia education. It provides classroom activities and workshops for educators to engage young people with issues relating to homophobia, heterosexism and discrimination, communication and relationships. Some of the sections are specific to NSW legislation and context, but is still relevant for Victorian contexts.

Available from Family Planning Victoria, Box Hill, Phone (03) 9257 0146

Price: \$60

- **Website: The Hormone Factory:** www.thehormonefactory.com (LINK)
Sex education resource for years 5 and 6, inclusive of same sex attracted issues. The site explains sexual and reproductive development and the physical, emotional and social changes associated with puberty. The sites content fits firmly into national curriculum frameworks in health education.

Novels and personal stories:

These texts may be relevant to various English classes that are addressing issues such as sexual diversity, discrimination or difference. At least a few of them should be available for interested students in the library. They are suitable for a range of ages. These books are available from the following bookstores (as marked by initial code):

Hares & Hyenas Bookstore **(H)**:

(03) 9824 0110

Commercial Road, South Yarra

Readings Bookstore **(R)**:

(03) 9347 6633

Stores in Carlton, Malvern, Hawthorn and Port Melbourne

Borders **(B)**:

(03) 9824 2299:

Stores in South Yarra, Knox & Chadstone.

- o Brock, Paula. 1998 Dare Truth or Promise, Hyland House, South Melbourne.

Tells the story of Louie and Willa, young hopeful for the future and in love. Written with warmth, sensitivity and insight the book breaks down stereotypes and affirms young lesbian experience. Aimed at mid-late teens.

(Available: H & R)

- o Conigrave, T 1995, Holding the Man, McPhee Gribble, Melbourne.

The true story of Tim and John who were lovers for 15 years after meeting at a Melbourne high school. The book covers this time as well as their struggle with HIV and eventually their deaths.

(Available: H, B & R)

- o Gleitzman, M 1993, Two Weeks with the Queen, Puffin, Ringwood, Victoria.

A 12 year old Australian boy is sent to London because his brother is dying. While he is there he meets a gay man whose lover is dying and they become good friends.

(Available: H, B & R)

- o Heron, A 1994, *Two Teenagers in Twenty: Writings by Gay and Lesbian Youth*, Alyson Publications, Boston.

Biographical stories from gay and lesbian youth aim to break down isolation and despair. Aimed at teenagers, their educators and those who support them, these stories shed light on the difficulties and importance of coming out.

(Available: H)

- o Johns, Catherine 1994, *Me Mum's a Queer*

Manny is 16 and decides to tell her friends that her mum is a lesbian. The consequences of this are told in a number of short stories that look at Manny's life in Victoria and rural South Australia. Aimed at late teens and their parents.

(Available H)

- o Macleod, M (ed) 1996, *Ready or Not: Stories of Young Adult Sexuality*, Random House, Australia.

(Available: H & R)

- o Martino, Wayne & Maria Pallotta-Chiarolli, *Boy's Stuff: Boys Talking about What Matters*

Boys tell their view of issues such as growing up, friends, sex, sport, drugs without censoring themselves.

(Available: H)

- o Pausaker, Jenny. 1994, *Mr Enigmatic*, Mammoth, Port Melbourne.

(Available: H, B & R)

- o Pausacker, Jenny. 1995, *What are Ya?* Mammoth. Port Melbourne.

Tells the story of the 16-year-old friends Leith and Barbara. Looks at friendship, same sex desire and urban adolescent life. Aimed at late teens.

(Available: H & R)

- o Pallotta-Chiaroli, Maria. 1989, *Girl's Talk*.

Collection of writings on young women by young women on relationships, sex, families, school, independence and prejudice.

(Available H)

- o Shale, Erin (ed) 1999, *Inside Out: Australian Gay, Lesbian, Bisexual and Transgender People Write about Their Lives*. Bookman Press, Melbourne.

Anthology of coming out stories from both well known Australians and general members of the community. Includes comedian Sue-Ann Post, singer Monique Brumby, Senator Bob Brown and rugby league player Ian Roberts.

(Available: H, B & R)

- o Walker, Kate, 1991, *Peter*, Norwood, South Australia.

A 15 year old discovers he has feelings for his best brother's best friend who is openly gay.

(Available: H)

- o Walker, Sarah. *The Year of Freaking out*, Pan MacMillan, Australia. (Available: H & R)

- o Wheat, Chris. *Looselips*. Hyland House, South Melbourne.

A book for those who blurt out their secrets at the most inappropriate times. Centering around a group of 16 year-olds, it is a story about that includes gay young people and their adventures.

(Available H & R)

Recommended Reading for Teachers: General information around sexuality

- Baner, Marion Dane (ed). 1995. *Am I Blue? Coming Out From the Silence*. Harper Collins **(available H)**
- Deakin University Centre for Education and Change 1996, *Schooling and Sexualities: Teaching for a Positive Sexuality*, Deakin University, Vic. **(available H)**
- Gourlay, P 1996, *If You Think Sexuality Education Is Dangerous, Try Ignorance: Sexuality Education, Critical Factors for Success*, **(available Family Planning Victoria, 9257 01246)**
- Lindsay, J, Smith, A & Rosenthal, D 1998, *National Survey of Australian Secondary Students HIV/AIDS and Sexual Health*, Centre for the Study of Sexually Transmissible Diseases, Latrobe University, Vic.
- Malln, Gerald, P. *Social Services for Transgender Youth*. . **(available H)**
- Marcus, Eric. 1993. *Is it a Choice?* Harper, San Francisco. **(available H)**
- Moore, S & Rosenthal, D 1993, *Sexuality in Adolescence*, Routledge, London. **(available H)**
- Moore, S, Rosenthal, D & Mitchell A 1996, *Youth, AIDS and Sexually Transmitted Diseases*, Routledge, London.
- Pallota-Chiarolli, Maria. 1991 *Someone You Know*. Wakefield Press, South Australia. **(available H & R)**
- Remafedi, Garry (ed). 1994. *Death by Denial: Studies of Suicide in Gay and Lesbian Teenagers*. Alyson Publications, Sydney. **(available H)**

Booklets/pamphlets:

Some of the following will not only help you become more aware of and comfortable with your knowledge of these issues, they are also excellent resources for young people who are not straight or are questioning their sexuality. Having these resources readily available and accessible in your office/classroom/library/resource room is an effective way of creating safer and supportive environments for all students.

- **Over the Rainbow: A Guide to the Law for Lesbians and Gay Men in Victoria** (second Edition):

This is a booklet that explores legal issues in relation to gay, lesbian and transgender people and same sex relationships. It includes discussions from how the law works, anti discrimination laws, privacy and confidentiality, legal age of consent, property laws, legal recognition of relationships to homophobic violence and health issues.

Available: Victorian Legal Aid, 9269 0223 or www.liv.asn.au/research/bookshop

- **Creating Safe Schools: The role of partnerships between parents and schools in supporting sexual and gender diversity.**

12 page booklet for parents of students in schools explaining the importance of schools addressing the issues around sexual and gender diversity. Includes structures that are in place that support same sex attracted students including policies and legislation, the research around same sex attracted youth, the importance of partnerships between schools and parents and what parents can do to take an active role.

Available from Options Bookstore and Library, Family Planning Victoria, Box Hill, Phone (03) 9257 0146.

- **Alsorts: A Sexuality Awareness Resource**

This is a resource kit aimed at young people who are gay, lesbian, bisexual, transgender or unsure. It includes definitions around sexuality and gender, a question and answer section, referral points for further support and discussion around such topics as coming out, family, rural environments, health, religion and self-esteem

Available: The Also Foundation (03) 9827 4999, or online: www.also.org.au/alsorts

- **The ALSO Foundation Directory**

This is a resource updated annually for the gay, lesbian, bisexual and transgender community that lists supportive community groups and commercial organisations.

Available: The Also Foundation (03) 9827 4999

- **Your Right to a Fair Go: Sexual Orientation and Lawful Sexual Activity Same Sex Relationships Gender Identity**

These are pamphlets that detail the legislation relevant to each of these topics.

Available from the Equal Opportunity Commission of Victoria, (03) 9281 7100

- **Talking Sexual Health: A Parents Guide**

This has been developed to provide schools with a resource to assist them in working with parents and making links between classroom and whole school issues and the partnership with parents around sexuality education. It provides information about sex and sexual health to help parents feel well informed and confident to talk with their children about sex.

Available from: Contact ANCAHRD, 1800 020 103 or (02) 6289 8654, www.ancahrd.org

- **Making Sense: Information for Parents, Families and Friends of Gay, Lesbian, Bisexual & transgender young people:**

A booklet for the parents and friends of same sex attracted and transgender children answering common questions, offering information and referral and exploding some of the myths around GLBT people.

Available: Family Planning Victoria: (03) 9257 0146, PFLAG Victoria: 9827 8408.

- **PFLAG Flier - Pamphlet containing information on Parents & Friends of Lesbians And Gays support service.**

Available: (03) 9827 8408

- **Safety in Our Schools: Strategies for responding to homophobia**

Booklet for teachers and staff in schools addressing the safety issues for same sex attracted students. Includes relevant research, whole school approach and strategies for addressing homophobia, information around policy and legislation.

Available Australian Research Centre for Sex Health & Society, (03) 9285 5360