„Dyke! Fag! So gay!“
HOMOPHOBIA AND TRANSPHOBIA IN SCHOOLS AND HOW WE CAN REDUCE IT

Two surveys (2011 und 2012) on the acceptance of sexual diversity of Berlin students and their teachers

On behalf of the Berlin Senate Administration on Education, Youth, and Science

Presentation at the 2nd Symposium Against Discriminations, Ankara, December 13th 2013
IRRE IDEE AUS SACHSEN

Linke wollen „SCHWUL-Unterricht“ einführen

“Crazy idea in Saxonia:
Left party aims to introduce ‘GAY lessons’”

Bild (03.06.2013)
www.bild.de/regional/dresden/bildung/eine-irre-idee-aus-sachsen-30660354.bild.html
HOMOPHOBIA IN SCHOOLS

• Homophobic behavior (e.g. bullying, “gay” as swearword) common phenomenon in schools (Guasp, 2009, 2012)
  • Often, teachers do not intervene (Guasp, 2012; Phoenix, Frosh, & Pattman, 2003)
  • Perceiving homophobic swearwords ➔ more negative attitudes to lesbians and gays (Nicolas & Skinner, 2012)

• LGBT*-youth: considerably higher risk of depression and suicide (Espelage, Aragon, Birkett, & Koenig, 2008)
  • due to more frequent victimization (Burton, Marshal, Chisolm, Sucato, & Friedman, 2013; Hong & Garbarino, 2012)

LGBT = lesbian, gay, bisexual, and transgender
How do schools in Berlin handle sexual diversity (= diversity of sexual orientation and gender identity)?

1. How do students and teachers behave towards lesbians, gays and gender non-conforming schoolmates?

2. How are their attitudes to LGBT?

3. What do they (not) know about sexual diversity?

4. How are students’ behavior, attitudes and knowledge influenced?
SAMPLE(S)

- 787 Berlin students
  - 274 Sixth graders (age $M = 11.5$ years, 55% female) from 24 classes in 10 schools
  - 513 Ninth/tenth graders (age $M = 15.2$ years, 45% female) from 26 classes in 10 schools
    - 25 classes participated again nine months later (T2)
- From 27 classes: class teachers (age $M = 50.5$ years, 63% female)
- Student sample representative for Berlin school types (primary schools and different levels of secondary schools)
How do students behave towards lesbians, gays and gender non-conforming schoolmates?

Discriminatory behavior (7 items, Cronbach’s α = .83)
Supportive behavior (5 items, Cronbach’s α = .66)
How do students behave towards lesbians and gays?

"Within the last 12 months, I have perceived classmate X to ..."
(behavior perceived at least “one time” by at least one classmate)

- Use "gay" or "fag" as a swearword
- Use "lesbian" or "dyke" as a swearword
- Make jokes on gays or lesbians
- Slander on a person because s/he was assumed to be lesbian or gay
- Say s/he thinks that gays are okay
- Say s/he thinks that lesbians are okay

Ulrich Klocke (2013): „Dyke! Fag! So gay!“: How can we reduce homophobia ...
“Within the last 12 months, I have perceived classmate X to ...”

(behavior perceived at least “seldom” by at least one class mate)

- Make fun of a boy who behaved as a girl: 61% (6th graders) vs. 54% (9th/10th graders)
- Make fun of a girl who behaved as a boy: 49% vs. 49%
- Showed disapproval when somebody was teased for being lesbian or gay: 58% vs. 57%
How do teachers behave towards lesbians, gays and gender non-conf. schoolmates?

C made LG an issue (9 Items, $\alpha = .72$)
O made LG an issue (3 Items, $\alpha = .87$)
C evaluation of LGBT (4 Items, $\alpha = .89$)
C disapproved discrimination (4 Items, $\alpha = .80$)
C made fun of LG and gender non-conforming students (3 items, $\alpha = .81$)

C = Class teacher
O = Other teachers
(How) Do Teachers Make Sexual Diversity an Issue?

“Within the last 12 months, I have perceived my class teacher to ...”

- Tell us being gay or lesbian is nothing bad: 2% often (2.5 bis 3.0), 14% a few times (1.5 bis <2.5), 56% once (0.5 to <1.5), 28% never (0.0 to <0.5)
- Address being lesbian or gay for longer in his/her lesson: 28% often (2.5 bis 3.0), 72% a few times (1.5 bis <2.5)
- Work with teaching materials that also depicts lesbians or gays: 2% often (2.5 bis 3.0), 20% a few times (1.5 bis <2.5), 78% once (0.5 to <1.5)
**How do teachers evaluate LGBT?**

„When s/he made ... an issue, how positive or negative were his/her expressions?“

<table>
<thead>
<tr>
<th>Group</th>
<th>Negative (-2.0 to &lt;-0.5)</th>
<th>Neutral (-0.5 to &lt;0.5)</th>
<th>Positive (0.5 to 2.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesbian women/girls (N=40)</td>
<td>2</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Gay men/boys (N=41)</td>
<td>2</td>
<td>59</td>
<td>39</td>
</tr>
<tr>
<td>Bisexual people (N=33)</td>
<td></td>
<td>73</td>
<td>27</td>
</tr>
<tr>
<td>Transsexual people (N=33)</td>
<td></td>
<td>85</td>
<td>15</td>
</tr>
</tbody>
</table>

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"Within the last 12 months, I have perceived my class teacher to ...

- show disapproval when a boy was teased for acting like a girl:
  - each time (3.5 to 4.0): 18
  - mostly (2.5 to <3.5): 18
  - in about half the cases (1.5 to <2.5): 21
  - seldom (0.5 to <1.5): 26
  - never (0.0 to <0.5): 18

- show disapproval when a girl was teased for acting like a boy:
  - each time (3.5 to 4.0): 18
  - mostly (2.5 to <3.5): 10
  - in about half the cases (1.5 to <2.5): 28
  - seldom (0.5 to <1.5): 26
  - never (0.0 to <0.5): 18

- show disapproval of using "gay" or "lesbian" as swearwords:
  - each time (3.5 to 4.0): 4
  - mostly (2.5 to <3.5): 30
  - in about half the cases (1.5 to <2.5): 30
  - seldom (0.5 to <1.5): 22
  - never (0.0 to <0.5): 13

- make fun of a boy acting like a girl:
  - each time (3.5 to 4.0): 5
  - mostly (2.5 to <3.5): 5
  - in about half the cases (1.5 to <2.5): 26
  - seldom (0.5 to <1.5): 65
  - never (0.0 to <0.5): 13

- make fun of a girl acting like a boy:
  - each time (3.5 to 4.0): 7
  - mostly (2.5 to <3.5): 27
  - in about half the cases (1.5 to <2.5): 66
  - seldom (0.5 to <1.5): 0
  - never (0.0 to <0.5): 13

- laughed on jokes about gays or lesbians:
  - each time (3.5 to 4.0): 7
  - mostly (2.5 to <3.5): 18
  - in about half the cases (1.5 to <2.5): 75
  - seldom (0.5 to <1.5): 0
  - never (0.0 to <0.5): 13
How are the Students’ attitudes to LGBT?

Explicit attitudes to LGBT (21 items, $\alpha = .92$)

Implicit attitudes to LG (Affective Misattribution Procedure, 46 items, $\alpha = .92$)
How are the Students’ Explicit Attitudes to LGBT?

“You learn that ...” (rated as “unpleasant”)

- A friend of you is lesbian.
  - 6th graders: 29%
  - 9th/10th graders: 47%

- A friend of you is gay.
  - 6th graders: 34%
  - 9th/10th graders: 36%

- A female friend of you is bisexual.
  - 6th graders: 28%

- A male friend of you bisexual.
  - 6th graders: 39%
  - 9th/10th graders: 57%

- A female friend of you would like to be a boy.
  - 6th graders: 39%
  - 9th/10th graders: 57%

- A male friend of you would like to be a girl.
  - 6th graders: 44%
  - 9th/10th graders: 57%

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HOW ARE THE STUDENTS’ EXPLICIT ATTITUDES TO LG?

“approve fairly” or “approve totally”:

Lesbian couples should be allowed to marry and receive the same rights as in heterosexual marriage.

Gay couples should be allowed to marry and receive the same rights as in heterosexual marriage.

6th graders 9th/10th graders

0 20 40 60 80 %
How are the Students’ Implicit Attitudes to LG?

measured by incorrect attributions of own affect
(Affective Misattribution Procedure, Payne et al., 2005)

- triggered by primes (100 ms)
- on evaluations of targets (200 ms)

Targets evaluated as “more pleasant than average” in %

- Neutral Primes
- Heterosexual Primes
- Lesbian Primes
- Gay Primes

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WHAT DO THE STUDENTS AND TEACHERS (NOT) KNOW ABOUT SEXUAL DIVERSITY?

Performance test with 27 multiple-choice questions on sexual diversity ($\alpha = .63$, retest after 9 months: $r = .59$)
WHAT DO THE STUDENTS AND TEACHERS KNOW ABOUT SEXUAL DIVERSITY?

Propositions correctly identified as “wrong”:

- When teachers disclose that they are lesbian/gay, more of their students will also become lesbian/gay.
  - 6th graders: 74%, 9th/10th graders: 74%, class teachers: 93%

- People become lesbian/gay because they have been seduced by others.
  - 6th graders: 64%, 9th/10th graders: 65%, class teachers: 100%

- Being lesbian/gay is a disease (according to the guidelines of the World Health Organization and the American Psychiatric Association).
  - 6th graders: bei den 6. nicht erfasst, 9th/10th graders: 65%, class teachers: 100%
WHAT DO THE STUDENTS AND TEACHERS NOT KNOW ABOUT SEXUAL DIVERSITY?

Propositions correctly identified as ...

- wrong: Lesbians and gays choose by themself to be lesbian/gay.
  - 6th graders: 22%
  - 9th/10th graders: 29%
  - Class teachers: 59%

- wrong: In lesbian/gay couples, there is always one partner who takes the man's and one partner who takes the woman's role.
  - 6th graders: 15%
  - 9th/10th graders: 19%
  - Class teachers: 30%

- true: Lesbians/gays try to commit suicide more often than heterosexuals.
  - 6th graders: 20%
  - 9th/10th graders: 13%
  - Class teachers: 11%
**WHAT DO THE STUDENTS AND TEACHERS NOT KNOW ABOUT SEXUAL DIVERSITY?**

Knowing that teachers, students, and acquaintances are LGB

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: LGB teachers at their school</td>
<td>66%</td>
</tr>
<tr>
<td>Students: LGB acquaintances</td>
<td>30%</td>
</tr>
<tr>
<td>Class teachers: LGB teachers at their school</td>
<td>59%</td>
</tr>
<tr>
<td>Class teachers of 10th graders: LGB students in their class</td>
<td>92%</td>
</tr>
<tr>
<td>9th/10th graders' self reports: Classes with LGB students</td>
<td>24%</td>
</tr>
</tbody>
</table>

- □ no/ don't know
- □ lesbian/bisexual girls/women
- □ gay/bisexual boys/men
- □ both

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### How Are Students’ Influenced by Their Teachers?

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know about LGB-teachers</td>
<td>0.2</td>
<td>0.4</td>
<td><strong>0.8</strong></td>
<td>1.4</td>
<td># 1.8</td>
</tr>
<tr>
<td>Students know about anti-bullying policy (only 9th/10th graders)</td>
<td>* 2.4</td>
<td>*** 4.0</td>
<td>-0.2</td>
<td>0.5</td>
<td>* 2.3</td>
</tr>
<tr>
<td>Teachers made LG an issue in several years and subjects</td>
<td>* 2.7</td>
<td>** 3.5</td>
<td>0.8</td>
<td>1.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Class teacher made LG an issue</td>
<td>-1.0</td>
<td>* -2.2</td>
<td>0.1</td>
<td>1.0</td>
<td>0.6</td>
</tr>
<tr>
<td>Class teacher’s evaluation of LGBT</td>
<td>n. s.</td>
<td>-0.5</td>
<td>n. s.</td>
<td>n. s.</td>
<td>n. s.</td>
</tr>
<tr>
<td>Class teacher disapproved discrimination</td>
<td>n. s.</td>
<td>* 2.3</td>
<td>n. s.</td>
<td>n. s.</td>
<td>n. s.</td>
</tr>
<tr>
<td>Class teacher made fun about LG and gender non-conforming students</td>
<td>n. s.</td>
<td>-0.1</td>
<td>n. s.</td>
<td>** 3.6</td>
<td>n. s.</td>
</tr>
</tbody>
</table>

# $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$. Control variables: grade, sex, significant interactions with grade and sex, general friendliness and hostility (when behavior was dependent variable).

Red = Longitudinal effect T1-T2 ($p < .10$) controlling for dependent measure on T1 (only 9th/10th graders)
### How are Students’ Influenced by Other Variables

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year: 9th/10th (vs. 6th) graders</td>
<td>++</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Sex: female (vs. male)</td>
<td>0</td>
<td>++</td>
<td>0</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Turkish/arabic migration background</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Education level</td>
<td>+</td>
<td>++</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economic situation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traditional gender role attitudes</td>
<td>-</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Religiousness</td>
<td>-</td>
<td>--</td>
<td>0</td>
<td>0</td>
<td>++</td>
</tr>
<tr>
<td>Social Dominance orientation</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Personal contact to LGB</td>
<td>++</td>
<td>++</td>
<td>+</td>
<td>0</td>
<td>+</td>
</tr>
<tr>
<td>Pro LGB expectations of peers</td>
<td>++</td>
<td>++</td>
<td>++</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

++/-- = significantly ($p < .01$) increases/reduces in T1 or T2  
+/- = significantly ($p < .05$) increases/reduces in T1 or T2,  
0 = no significant effect  
Red = Longitudinal effect T1-T2 ($p < .10$) controlling for dependent measure on T1 (only 9th/10th graders)
HOW CAN SCHOOLS AND TEACHERS IMPROVE STUDENTS’ ACCEPTANCE OF SEXUAL DIVERSITY?

• Discuss anti-bullying/anti-discrimination policy
• Ensure visibility of sexual diversity
  • Present LGBTI people in all years and subjects as naturally as straight people
  • Invite teams of LGBTI
  • Present and protect LGBTI information material (e.g. posters)
• Be a role model
  • Reflect own gender role attitudes equally approve gender-non-conforming and gender-conforming behavior
  • Bring homophobic swearwords into question and do not tolerate their use
• Start early: Elementary school or before

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Folder about the study for educational professionals

Link to the folder:
www.psychologie.hu-berlin.de/prof/org/download/fb

Link to the whole study:
www.psychologie.hu-berlin.de/prof/org/download/klocke2012_1


THANK YOU
FOR YOUR ATTENTION
Questions? Comments?

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