

# getting over it:

homophobia, sport & university education



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## credits

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# section one

# introduction

More than any other time, universities in Australia are dealing with increasingly diverse student populations, and are producing graduates who will move into similarly diverse workplaces. One part of the changing face of society is the increasing visibility of gay, lesbian and bisexual (GLB) people. However despite the many positive changes we have seen, a GLB person's acceptance or welcome in some places is uncertain. One of those 'uncertain' places remains sport.

Recent Australian research identifies school and community sports as unsafe places for gay and lesbian people. Further to this, homophobia is carried over to physical education and sports studies courses. 'Jock' culture in universities has been found to intimidate and exclude young men and women who are gay or lesbian, as well as people outside of more conventional versions of masculinity or femininity. In this climate, lecturers and tutors can feel ill-equipped to deal with some of the discriminatory behaviours.

Sometimes strategies to challenge discrimination are dismissed as political correctness. However challenging homophobia is critical to preparing young people for an increasingly diverse society and to encourage respect for difference and human dignity. We have seen tremendous outcomes from policies and projects in sport challenging sexism, racism and violence; and, more attention is being paid in education settings to creating inclusive teaching and learning environments. Universities are expected to produce graduates who are culturally competent in dealing with diversity in the workplace and in communities.

This booklet aims to guide and inform those who wish to improve their professional practice, especially those in sport and exercise related fields such as coaching, teaching, therapy and rehabilitation, counselling and management. It provides a summary of issues to help make teaching and learning more inclusive for gay, lesbian and bisexual students and staff, as well as a discussion of the meaning of a gender/sexuality inclusive curriculum, and advice about skills to deal effectively with incidences of sexist or homophobic behaviour in teaching and learning situations.

# background

It is generally estimated that about 8 – 11% of young people in Australia are not unequivocally heterosexual (Hillier et al, 1996; Lindsay et al, 1997). In a recent survey of Australian men and women aged 16 to 59, 3% of people identified as gay, lesbian or bisexual (Smith et al, 2003). In the same study, a total of 15% of the respondents had had sex with someone of the same sex, or felt sexually attracted to someone of the same sex.

While changes in laws and attitudes have contributed to increasing numbers of people feeling more able to be open about their sexual orientation, a number of Australian studies document high levels of rejection and abuse, even violence towards gay, lesbian, bisexual and transgender people.

→ A national survey of 1749 same-sex attracted young people found that nearly one-third had been subjected to abuse because of their sexuality (Hillier et al, 2005). The abuse included one-off incidents of name-calling, repeated verbal insults, and personal injury. For one student it meant “having rocks thrown at me every day on my way home from school” and “[getting] my arm broken.” Some of the abuse happened at home or in public places, most at school.

**School – Daily bashing, taste testing of the urinals or making sure people’s shit was the right colour.** Kevin, 17 yrs

**People calling me names, that I was gross, a freak, calling me gay or dyke. And people have drawn or wrote things on paper and left them in my locker. And there’s things written on toilet walls and rumours about me.** Paula, 14 yrs

Safety refers not only to physical safety, but also to feelings of being threatened because of a climate of homophobia. **When gay and lesbian young people were asked to rate their feeling of safety - at home, on the street, at school, sporting events, and at social events, they felt least safe at sporting events.** A significant minority named on-field and change-rooms as common sites of bullying. Those abused fared worse on every indicator of health and wellbeing, and had increased rates of self-harming behaviours. Thirty five percent of these young people had mutilated themselves or attempted suicide.

→ A New South Wales study found that 56% of the gay and lesbian respondents had experienced abuse (NSW Attorney General’s Department, 2003). The types of abuse most commonly experienced were:

- verbal abuse;
- harassment such as spitting, offensive gestures, and being followed;
- threatened or attempted assault.

→ Some discipline areas within universities, especially those where there are large groups of young men, have been highlighted as particularly homophobic. A recent review of physical education and sports studies courses documented harassment and anti-gay sentiment, exclusion of openly gay students, and threats of violence (Lewis et al, 1999).

With schools and sport identified as major sites of homophobic behaviour, it is important that the settings for the education of sport, physical education and exercise professionals, and for sport participants in the community, be safe and inclusive.

**It was really terrible... At gym, especially. I didn’t know if I was gay, but they all thought I was. They never said anything to my face, but they’d sort of carry on and cover themselves if I came in the change rooms. I’d change in the toilets because I didn’t want to be accused of looking at anyone. I was late to class all the time because of how long it took me to get changed.**

Rachelle, 18yrs

**I wasn’t allowed to play rugby because all of the guys on the rugby team said they wouldn’t play if I played so if I didn’t budge... then there wouldn’t have been a school rugby team.** Kory, 16yrs.

# definitions of homophobia & heterosexism

**Homophobia** refers to the belief that homosexuality is wrong, immoral, and dangerous.

**Heterosexism** is the commonly held assumption that heterosexuality is the only natural and normal sexual orientation. Taken together, they can be used to justify the mistreatment of gay and lesbian people.

***Gay men and lesbians experience cultural invisibility, they are routinely told that their innermost feelings and desires are disgusting, dangerous, just a phase or non-existent, they are denied civil and legal rights and the recognition of their partners and relationships, their consenting sexual relations are criminalised and policed, and they are subject to verbal and physical harassment, bashings and even murders.***

(Flood, 1997).

# gender, sport & homophobia

***...some of my dearest, dearest friends who are incredibly effeminate, smaller guys, I tell you, have got more balls than most of the football players I played against because they're out there being who they are, walking in the street being abused continuously. But they're who they are. You've got to respect that, they have so much courage; I have so much admiration for people who are just comfortable with themselves.***

**Ian Roberts**, former Kangaroo, NSW State of Origin and Manly Rugby League player who outed himself in the 90's. He was then and remains the only out gay male player in our major team sports.  
(“Gay Pride, Gay Prejudice in Sport” *The Sports Factor*, ABC Radio National, March 2002)

Underpinning discrimination against gay men and lesbians are beliefs about what constitutes acceptable ways of being a man or a woman. In most societies, there are preferred ‘models’ of masculinity and femininity which are held in high esteem and valued over other ways of being a man or a woman. Generally in Australia the less athletic and muscular, and the more effeminate the boy, the more likely he will be harassed. The more athletic, muscular and “butch” looking the girl, the more harassment she will experience.

Stereotypes about femininity and lesbianism can mark some girls as being dangerous to know. While many lesbians have found great pleasure in belonging to team sports there can also be great costs, particularly if they are labelled as sexual predators. Parents may be reluctant to let their daughters play on teams or in sports where lesbians are perceived to be involved. Some female sport teams even have a ‘feminine’ dress code when travelling, clearly endorsing one kind of feminine expression over any others.

Conversely, stereotypes about masculinity and sexuality tend to deflect attention from gay males because people assume that anyone playing tough sports must be heterosexual. Many young men, regardless of sexual orientation, feel compelled to maintain a 'manly' image, that is, one that is *not* homosexual. Young men who are gay are extra vigilant because of the fear of being outed, even by engaging in homophobic behaviour.

A person's need to assert a non-homosexual masculinity is also implicated in some forms of violence towards women (Flood, 1997). A US study (Fineran, 2001) found that lesbian girls, especially 'less feminine' looking girls experience *more* sexual harassment than heterosexual girls:



- 72% were called sexually offensive names compared with 63%.
- More likely to be "grabbed or have their clothing pulled in a sexual way" (50% compared to 44%).
- 23% of young lesbians and bisexual girls reported that their peers had "attempted to hurt me in a sexual way (attempted rape or rape)," compared to 6%.

## SPORT (& EDUCATION) FOR ALL

### **FOOTBALL TO BOOT OUT HOMOPHOBIC FANS: AFTER GIVING RACISM THE RED CARD, THE FA IS SET TO TARGET ANTI-GAY TAUNTS.**

**Following the success of the drive against racism in the game, the Football Association is making the eradication of homophobia its next priority. Footballers are regularly derided from the stands as 'poofs' or 'queers', for example when they go down injured... [The FA] is also overhauling the training it gives match officials so that referees and their assistants recognise and punish such incidents in both the professional and amateur game. Players who use such language may now be shown a red card.**

*The Observer*, Sunday October 30 2005, Denis Campbell.

Sport is one of the prime sites of socialisation for many students prior to entering university. It strongly informs the way they see the world and how they interact with others. Homophobic taunts for the purpose of 'motivating' athletes, as well as for demeaning players, opposing spectators and sport officials are particularly common in sport. It effectively teaches young people that there is something inherently wrong about gay people, and that it is all right to put gay people down.

For these reasons challenging homophobia can have a very positive effective on a person's feelings of safety and being welcome. This would mean that homophobic taunts would not be tolerated; gay, lesbian or bisexual people could bring their partner to a sporting or related social event; gay and lesbian students could be 'casually' open about their relationships; or gay or lesbian coaches could expect support from their clubs or continued employment in the face of homophobia-motivated complaints and concerns.

Our challenge is to find ways to strengthen the many positive elements of sport, while undoing some of the discriminatory and disrespectful behaviours and attitudes.

***Even if you're an athlete, you don't have to roll over for Jock Culture; you're supposed to be tough, but that doesn't only mean the easy stuff like lifting more weight and hitting harder, always trying to dominate and win. It also means facing challenging situations and making hard decisions, sometimes going against the crowd and not listening to what you know is bad advice, even if it comes from the coach.***

(Lipsyte, 2004)

# inclusive teaching & learning

## sectiontwo

Many factors have a part to play in teachers' capacities or willingness to challenge homophobia. No individual lecturer or tutor should feel uncertainty about how or when to act on issues such as sexism or homophobia. Nor should they feel unsure about whether or not they have institutional support for their actions. Barriers identified by teachers in dealing with sexuality include:



- Concern about dealing with high levels of anger and prejudice in relation to homosexuality.
- Saying the wrong thing that will further alienate gay and lesbian students.
- Vulnerability to assumptions about their own sexuality.
- Concern about reactions or lack of support from other colleagues (Harrison et al, 1996).

These concerns are not unfounded. Homophobia is a problem in universities. Studies consistently expose a fearful and discriminatory environment for gay and lesbian students and staff (Renn, 2000), as illustrated in the following incident:

***I had written my term paper on an aspect of homosexuality and sport. ...[A fellow student] said, well can I have a look at it? I said yes and he took it away and read it overnight and of course he found it quite confronting...and he started showing it around to other guys in the course and the reaction was, well, why we haven't beaten him up yet. It all happened fairly quickly and there was this group of 8 or 10 guys who were saying well let's beat the hell out of him. He got quite a fright and came to me and told me what he had done and was quite apologetic about that.***

# inclusive practice

Inclusive teaching and learning strategies are used to make welcome students and teachers from a range of backgrounds. Rather than leaving this to a few advocates, a 'whole school approach' is important, embedding non-discriminatory and inclusive practices in policy, guidelines and in class.

One strategy to make sure that the curriculum does not only reflect heterosexual experience is to make gay and lesbian identities visible in the curriculum. This can be done in a number of ways:



- Ensure that gay and lesbian examples are included in lectures devoted to health or growth and development.
- Include reference to the Gay Games alongside the Olympics, the Commonwealth Games and Masters Games as examples of global sport and management.
- Include gay and lesbian rights as a research paper topic.
- Use gay and lesbian examples when discussing the cultural competence required of exercise therapists, fitness leaders, sport counsellors, physical education teachers, and sport managers.
- Include the theme homophobia along with racism and sexism as barriers to participation in sport.

# creating safe climates

Positive classroom climates are not accidental. Teachers engineer them so that students feel safe to express opinions and learn how to disagree and participate constructively. The Diversity Unit at Flinders University has put together a useful summary of research regarding the capacity of students to engage in discussing controversial issues:



- Students tend to come to university with an advocacy model of discussion (Trosset 1998) believing that one view will dominate and that it would be unsafe to express an opposing view.
- A significant proportion of students believe that they have a right to say what they think, without being challenged (Trosset 1998).
- Students believe that teachers should not make them feel uncomfortable or to participate more than they think is reasonable (Howard and Baird 2000).
- Students who belong to the dominant culture are resistant to material that questions existing privilege (Hedley and Markowitz 2001).

(Adapted from: *Inclusive Practices for Managing Controversial Issues: Tips*, Flinders University, [http://www.flinders.edu.au/cdip/PDF/TIPS\\_controversial.pdf](http://www.flinders.edu.au/cdip/PDF/TIPS_controversial.pdf))

Students may need to be taught how to discuss issues, and to see other people's expression of different opinions as opportunities to learn, rather than as personal attacks. Lecturers and tutors need to orchestrate discussion so that most students get to participate, and a range of views are heard. It is often the case that small group work is the best way to facilitate this, particularly for quieter students. Strategies include: small group work to solve problems; paired exercises where students take turns listening to the other's view; and activities that mix students with each other and away from their usual cluster of friends (Cahill, 2002). Not only is this good teaching practice, but it increases the chances of all students being included that a range of diverse viewpoints are heard.

# setting rules

Solid ground rules for discussion based groups are essential for effective teaching and learning. Working within accepted ground rules is particularly important for activities that require sharing personal stories, ideas, values and attitudes. Ground rules help to make both teachers and students feel safer in that they provide an agreed structure for discussion.

For ground rules to be really effective students should be involved in their development, preferably at the beginning of the semester. If students find this hard to start with, offer some of the following rules for discussion:



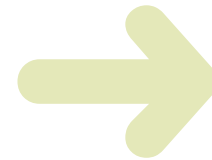
- Everyone has the right to speak.
- Students may withdraw if they find issues too confronting or to protect them from making harmful disclosures. In other words, everyone has the right not to offer an opinion.
- Listen to different ideas without personal putdowns.
- Argue about the idea, not the person, ie keep the discussion and comments on the topic rather than on the individual eg "what are some other common ideas about that?"
- Consider that stories you tell in this room may not necessarily stay in this room so everyone must choose what to disclose with this in mind.
- If a question is particularly challenging put it through the teacher rather than putting a fellow student on the spot.
- It's OK to disagree with each other – you don't have to win.
- It might also be useful to add a rule that if a teacher gets a question they feel unprepared for, that the matter can be deferred and revisited in the next class.

(Adapted from: *Discussion Ground Rules*, Intergroup Relations Centre, Arizona State University).

# casestudies

It is important to reiterate that students and staff have a moral and legal right to feel safe when they attend university. Homophobic (or racist/sexist) remarks can create an intimidating and hostile environment that affects a student's capacity to participate and learn. While ignoring prejudice can be read as approval, directly challenging students can also be counter productive to creating productive learning environments. In some situations, the best we can do is to challenge and change inappropriate behaviour, not beliefs or values. However open challenges can backfire if not handled in an educationally sound manner. Sometimes the best we can do is to challenge and change inappropriate behaviour, not beliefs or values.

# casestudyone



**In a discussion about sport and the media, a male student makes a comment about how good a particular sport commentator is. Another student in the seminar fires back the comment: "Yeh, but I heard he was gay!" After a short burst of laughter amongst other students, the tutor notices some reluctance on the part of the first male student to defend his comments.**

Rather than 'read the riot act' that is, single out the perpetrator and declare the comment offensive and discriminatory, the tutor sees it as 'teaching moment,' and asks questions along the following lines:

- > **What do think makes a sport commentary an excellent one?**
- > **Accuracy of facts? Animated style? Enthusiasm? Knowledge of the game? Educates the audience?**
- > **Can you think of other examples of other men or women you might think are excellent sport commentators or journalists?**
- > **What benefits can you see to having a variety of commentary or journalistic styles?**

Once the tutor is satisfied that the discussion has shifted to educational grounds, he or she may conclude with a comment to the following effect:

- > **Now that we have established a number of criteria as to what constitutes excellence in sport broadcasting or journalism practices, does any of it have to do with whether the broadcaster or journalist is male or female, gay or lesbian?**

This approach makes it clear to the perpetrator and the class as a whole that issues of gender or sexuality are irrelevant when it comes to professional competencies.

# case study two



**A gay male student reveals his sexual orientation to another class member in confidence. Word spreads and the gay student is generally treated like an outcast and excluded from social activities during his physical education studies. During one tutorial class the topic of sexuality and sport is discussed and the hostility of a very homophobic class member is evident, with verbal threats and physical posturing directed at the gay student.**

***He was in the classroom, with the rest of all his mates there and everything, and he sort of jumped up and down and said 'if I ever found a poof in this class – I will beat the hell out of him' and he was up out of his seat, like red with rage and sort of coming at me at this point. The [tutorial] leader had to stand up and sort of put herself between him and me, so I was on the verge of being physically attacked just because I pulled him up and questioned what he was saying in terms of sexuality and all that sort of thing. He was right over the edge. He was enraged.***

In this situation, the aggressive student must be told that his behaviour is unacceptable, and that it must stop immediately. The aggressive student should be instructed that his conduct is in breach of the University's code of conduct, and that further action will be taken. No further discussion will be entered into during the class, and the student should be asked to leave.

If the student does not comply, ask another student to use the class phone to request assistance by Security personnel.

The next obligation is to the student who has been threatened. This student may need follow-up support. In private, the student could be encouraged to contact the University's Student Services if counselling support is thought to be needed.

The remaining students may need a debriefing session so they can talk through the concerns that they may have as a result of the incident. It should be made clear to all students that the behaviour was unacceptable and that efforts will be undertaken to ensure safe learning environments. Incident report statements may need to be taken, and the tutor should provide contact details of the University's Student Services if a class member wants additional support at some later stage.

The incident should be taken up with the Head of School/Department and dealt with according to the appropriate University policies and procedures (Discipline, Grievance, Anti-Harassment etc).

Violent behaviour is unlawful and the student who was attacked could take action and report it to the police. Violence includes threats, intimidation, being physically attacked, or having your property attacked (Victorian Gay and Lesbian Rights Lobby et al, 2005).

# casestudythree



A physical education student on a teaching placement is coaching a girls' netball team at a secondary school. Over the weekend she is seen by students walking down the street holding hands with a woman. On her return to the school on the Monday the supervising teacher at the school tells her she can no longer coach the team as parents have complained about her on the basis of her being a lesbian, and that she "shouldn't be allowed to have such close contact with young girls." There were no complaints about her work performance prior to this. The student is extremely upset, leaves the school immediately and returns to the University.

- > First, the school's Principal needs to be advised of what has happened. A meeting with the Principal, the supervising teacher, the student teacher and the University's Course Coordinator should be arranged to discuss the issue.
- > At this meeting the Equal Opportunity Act can be raised, and strategies discussed as to how the student teacher could be supported by the school.
- > The student teacher, if she wishes, should be given the option of returning to the school or being found an alternative school for her teaching placement.
- > The student teacher should be made aware by the Course Coordinator of the availability of counselling support at the University.
- > The student teacher is made aware of her rights to make a complaint to the Equal Opportunity Commission.
- > The Principal from the school may have to follow up the concerned parents. If that is the case s/he should explain the discrimination legislation, the student's rights and the school's obligations under that legislation.

# casestudyfour



Jim is the only 'out' gay male student of all the students enrolled in a five-day Tennis Camp. Prior to the camp, rumours get back to the Coordinator that no one wants to share a room or play tennis with Jim.

The goals of the tennis camp include the development of social interaction and communication skills. This may be facilitated by having rooms allocated by the Coordinator, or by having frequent partner changes during the tennis training sessions. The Coordinator decides to put together ground rules to create a more inclusive setting, which include the following:

- > There are expectations that students will be inclusive and respectful of others.
- > Exclusionary behaviour is discriminatory.
- > The University is responsible for all students to ensure that they have a respectful and safe educational experience.
- > If a student is not prepared to accept these conditions of participation, they are free to withdraw from the camp.
- > If, in the course of the camp, a student breaches these conditions, they may be required to leave the camp.
- > Students should be offered the opportunity to discuss with the Coordinator any issues or problems that arise during the camp or thereafter.

# policy & legislation

## Commonwealth, State and Territory legislation

Universities as employers and providers of education have obligations and responsibilities under a range of existing Commonwealth, State and Territory legislation related to:



- Human rights and equal opportunity;
- Common law, and;
- Criminal law.

Of particular relevance are the:



- *Commonwealth Sex Discrimination Act 1984*
- *Commonwealth Human Rights and Equal Opportunity Commission Act 1986 (Cth)*.
- *Victorian Equal Opportunity Act 1995*

## Victorian legislation



- The Victorian Equal Opportunity Act 1995, the Equal Opportunity (Gender Identity and Sexual Orientation) Act 2000 and the Statutes Law Amendment (Relationships) Act 2001 all prohibit discrimination towards employees and students on the basis of their sexual orientation. It is also unlawful to discriminate against people on the basis of presumed sexual orientation.
- Importantly it outlines that 'inaction may also amount to an implicit authorization or encouragement of discrimination or sexual harassment. This means that the staff who 'turn a blind eye' to discrimination or sexual harassment by students may be liable on the basis of authorizing or assisting discrimination' (Equal Opportunity Commission, 1996, p14.)
- Vicarious liability for the acts of another can be diminished or negated if the University can show that, as an employer, it took 'all reasonable steps' to prevent sexual harassment.

## Sexual harassment

Both the employer and the individual employee are held legally liable for harassment in the workplace or educational institution.

Anecdotally, it appears many students are unaware that sexual harassment legislation also applies to same-sex harassment. Specific examples of sexual harassment include:



- Deliberate gender humiliation or intimidation
- Lewd remarks or whistles
- Persistent physical contact/romantic pursuit
- Humor or insult of a sexual nature
- Obscene messages and sexual discussions
- Rating sexual attributes and attractiveness
- Sexually suggestive gestures

This also includes harassment via emails, text messages and computers in general.

## University policy

Universities have policies that govern equal opportunity, anti-discrimination, and harassment, including the prevention of bullying. There are also procedures for grievance resolution and disciplinary action. Managers and staff can usually access these policies and procedures via the policy register of the University.

A 'Staff and Student Rights and Responsibilities Statement' usually includes:

*a right to a learning environment free from discrimination or harassment based on gender, sexual orientation, age, disability, marital status, ethnicity, religion or physical features.*

Staff with supervisory responsibilities ie Deans, Deputy Directors, Associate Directors, Heads of Department and Managers, have a duty to create discrimination-free teaching and learning environments, and to deal promptly with alleged cases of discrimination.

Equity Advisers can be the first point of contact for a person with a concern about harassment or discrimination.

# resources

There are a number of Australian and international resources addressing the issue of homophobia in sport. There are also many resources dedicated to promoting cultural competence in university settings.

## Inclusive Teaching and Learning Resources

**Australian Research Centre in Sex, Health and Society (ARCSHS)** - The Centre is dedicated to the advancement of knowledge and applied skills in sexual health research and education locally, nationally and internationally. Our core competencies are in research and research methodologies, education and training, policy advocacy. <http://www.latrobe.edu.au/arcschs>

**Classroom Management Tools** by the Intergroup Relations Center, Arizona State University including 'ground rules for dialogue', 'conflict de-escalation strategies', 'addressing disruptive behavior' and 'generating constructive dialogue'. [www.asu.edu/irc/resources/factools.html](http://www.asu.edu/irc/resources/factools.html)

**Cultural and Inclusive Practice Toolkit - Flinders University** - This toolkit is designed to support university faculty to monitor their own practice for strengths and identifying areas for development. It is not a prescriptive, fixed set of practices. The Toolkit can be used by individuals for self-reflection or by small groups to facilitate discussions and includes strategies and suggestions to enhance inclusive practices in a variety of University settings through case studies and anecdotes. [www.flinders.edu.au/cdip/toolkit.htm](http://www.flinders.edu.au/cdip/toolkit.htm)

**Gay and Lesbian Health Victoria** - An independent unit within the Health Science Faculty at La Trobe University which encourages and fosters research into all aspects of homosexuality, sexual attitudes and behaviours, gender and any issues related to or of relevance to the lesbian and gay community. [www.glhv.org.au](http://www.glhv.org.au)

**Inclusive Teaching Strategies** – collection of articles on creating inclusive classrooms in Universities. Center for Teaching Vanderbilt University, US [www.vanderbilt.edu/cft/resources/teaching\\_resources/interactions/diversity.htm](http://www.vanderbilt.edu/cft/resources/teaching_resources/interactions/diversity.htm)

Liggins, S., Wille, A., Hawthorne, S. & Rampton, L. (1993), *Affirming Diversity: An Educational Resource on Gay, Lesbian and Bisexual Orientations*. New Zealand Family Planning Unit, Auckland Educational Unit.

Robinson, K., Irwin, J., & Ferfolja, T. (Eds) (2002), *From here to diversity: the social impact of lesbian and gay issues in education in Australia and New Zealand*, New York: Harrington Park Press.

Sanlo, R.L. (Ed) (1998), *Working with lesbian, gay, bisexual and transgender college students: a handbook for faculty and administration*, Westport Conn: Greenwood Press.

Sears, J. (Ed) (2005), *Gay, Lesbian and Transgender Issues in Education: Programs, Policies and Practices*, New York: Harrington Park Press. This text addresses policy, practice and research on GLBT issues in education in the USA, Canada, Australia, Japan, China and New Zealand.

## Harassment Free Sport Resources

**Federation of Gay Games** – Overseeing body of a quadrennial international multi-sport competition and cultural festival for gay, lesbian, bisexual and transgender participants: the Gay Games: [www.gaygames.com](http://www.gaygames.com)

**Gay and Lesbian International Sports Association** – Overseeing body of the World Out Games: <http://www.galisa.org>

**Good Sport Monitor** – The Australian Sports Commission is piloting this new program to help tackle 'ugly' (ie. unsporting) behaviour in junior sport. It will provide sporting clubs "practical strategies as well as a series of educational resources to help them identify and address these issues in their sport." [www.ausport.gov.au/junior/gsmstrategies.asp](http://www.ausport.gov.au/junior/gsmstrategies.asp)

**Harassment-free sport: Guidelines to address homophobia and sexuality discrimination in sport** – From the Australian Sports Commission (2000). The Strategy comprises a range of components to assist sporting organisations to create safe and harassment free environments in sport. [www.ausport.gov.au/ethics/hfs.asp](http://www.ausport.gov.au/ethics/hfs.asp)

**It Takes A Team!** – By the U.S. Women's Sports Foundation. The program designed to provide leaders in the sport community with the tools they need to create a safe, welcoming environment for lesbian, gay, bisexual, and transgender athletes and coaches. [www.ittakesateam.org](http://www.ittakesateam.org)

**Play by the Rules** – An online training program providing information on preventing and dealing with inappropriate sporting behaviour, including discrimination, harassment, favouritism, bias and various forms of abuse. It is written for administrators and officials of clubs or associations; coaches; referees and umpires; participants in sport and recreational activities. *Play by the Rules* is a partnership between the Australian Sports Commission and all State/Territory sport and recreation and anti-discrimination agencies. [www.playbytherules.net.au](http://www.playbytherules.net.au)

**Sport Rage Prevention Program** – Research conducted by the ASC in 2002 indicated that the most common reason for an official quitting is the high level of abuse they receive. This website provides tools for club administrators to manage the problem of sport rage within their organisation. It provides guidelines and appealingly presented information for parents, players, and officials to prevent sport rage and deal with instances when they arise. [www.dsr.nsw.gov.au/sportrage/index.htm](http://www.dsr.nsw.gov.au/sportrage/index.htm)

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