THE EFFECTS OF A SCHOOL CURRICULUM
WORKSHOP ADDRESSING SAME SEX ATTRACTION:
IMPACT AND PREDICTORS OF RESPONSE

Renée Samantha Berry

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Renée Samantha Berry

Department of Psychology

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Abstract

This study evaluated the impact of a school teaching module aimed at reducing negative cognitive attitudes towards homosexuals. The study examined levels of homophobia, gender and religiosity differences in homophobic attitudes, and potential longevity of change. Fifty-one fifth form students (29 females and 22 males) from three different classes participated in the study. The students completed a cognitive measure of homophobia, an affective measure of homophobia, indicators of social desirability response, and recorded their level of religiosity prior to the intervention being delivered. The intervention workshop was delivered in the students' usual ‘life skills’ classes by facilitators who identify as experiencing same sex attraction. The workshop involved a variety of exercises requiring student participation and covered a variety of areas thought to influence homophobic level. The cognitive questionnaire was administered on two occasions after the intervention was delivered. Consistent with research exploring homophobic attitude, males and those identifying higher levels of religiosity recorded higher levels of homophobia at some measured points. Additionally, the study was consistent with past research identifying that education programmes were effective in reducing levels of homophobia.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>i</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>ii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iii</td>
</tr>
<tr>
<td>Contents</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>viii</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The Effects of Homophobia</td>
<td>1</td>
</tr>
<tr>
<td>Difference and Isolation</td>
<td>2</td>
</tr>
<tr>
<td>Suicide Attempts and Ideation</td>
<td>3</td>
</tr>
<tr>
<td>Increased Incidents of Depression and Anxiety</td>
<td>7</td>
</tr>
<tr>
<td>Family Rejection and Homelessness</td>
<td>9</td>
</tr>
<tr>
<td>Violence and Harassment</td>
<td>10</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>10</td>
</tr>
<tr>
<td>Adolescent Development</td>
<td>12</td>
</tr>
<tr>
<td>How Same Sex Attracted Adolescents Experience High School</td>
<td>17</td>
</tr>
<tr>
<td>Prejudice and Homophobia</td>
<td>19</td>
</tr>
<tr>
<td>Reducing Homophobia</td>
<td>22</td>
</tr>
<tr>
<td>Historical Research Evaluating the Impact of Homophobia Reduction</td>
<td></td>
</tr>
<tr>
<td>Programmes</td>
<td>24</td>
</tr>
<tr>
<td>Gender</td>
<td>31</td>
</tr>
<tr>
<td>Religiosity</td>
<td>31</td>
</tr>
<tr>
<td>The Present Study</td>
<td>33</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>33</td>
</tr>
</tbody>
</table>
Method

Participants 34

Measures 35

Attitudes Toward Homosexuals 35

Gender 37

Religiosity 37

Intervention Workshop 37

Procedure 39

Pilot Study 39

Research Design 40

Results 44

Discussion 52

Reduction of Homophobic Levels 52

Duration of Reduced Homophobic Levels 53

Gender Differences in Levels of Homophobia 54

Homophobia and Religiosity 54

Theoretical Implications 55

Practical Implications 56

Limitations and Suggestions for Future Research 57

Conclusion 60

References 61

Appendices 67

Appendix A: Modified ATLQ Questionnaire. 67

Appendix B: Index of Attitudes Toward Homosexuals (IAH) Questionnaire. 70

Appendix C: Religiosity Scale. 72
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Original Attitudes Toward Lesbians and Gay Men Scale.</td>
<td>73</td>
</tr>
<tr>
<td>E</td>
<td>Rainbow Youth School Workshop Programme.</td>
<td>75</td>
</tr>
<tr>
<td>F</td>
<td>Student Information Sheet.</td>
<td>83</td>
</tr>
<tr>
<td>G</td>
<td>Parent/Guardian Information Sheet.</td>
<td>86</td>
</tr>
<tr>
<td>H</td>
<td>Parent/Guardian Consent Form.</td>
<td>88</td>
</tr>
<tr>
<td>I</td>
<td>Student Consent Form.</td>
<td>89</td>
</tr>
<tr>
<td>J</td>
<td>Pilot Evaluation Form.</td>
<td>90</td>
</tr>
</tbody>
</table>
List of Tables

Table 1. Summary of research findings on sexuality and suicide attempts/ideation. 4

Table 2. Schedule of the introduction (Intro.), intervention (Interv.), pre-, post-, and follow-up testing. 43

Table 3. Means and standard deviations for males and females on homophobia, religiosity, social desirability, and attitudes across time. 44

Table 4. Correlation matrix of variables (N=51). 46

Table 5. Results of repeated measures analysis of covariance on attitudes toward lesbians and gay men (ATLG). 47

Table 6. Results of repeated measures analysis of covariance on attitudes toward lesbians (ATL). 48

Table 7. Results of repeated measures analysis of covariance on attitudes toward gay men (ATG). 50

Table 8. Comparisons of mean scores on ATLG, ATL, and ATG, over time (N=51). 51
List of Figures

Figure 1. Plot of means over time on attitudes towards lesbians (ATL), gay men (ATG), and overall attitudes towards lesbians and gay men (ATLG). 51