



Educating for diversity

An informative evaluation
of the Rainbow Youth sexuality
and gender diversity workshops

To be referenced as:

Burford, J., Lucassen, M.F.G., Penniket, P. & Hamilton, T. (2013). *Educating for diversity: An informative evaluation of the Rainbow Youth sexuality and gender diversity workshops*. Auckland: Rainbow Youth Incorporated.
ISBN 978-0-473-23216-0

Acknowledgements:

Our research team is grateful to everyone who participated in the development of this report. In particular, we would like to acknowledge:

- The young people who agreed to participate in this project;
- The staff members at the participating schools;
- The volunteer storytellers;
- Rainbow Youth's student interns;
- Kelsey Willcocks, who was the graphic designer for the report; and
- Dr Leigh Smith and Dr Karolina Stasiak, who provided valuable feedback on earlier drafts of this report.

James Burford is a doctoral candidate at the Faculty of Education, University of Auckland.

Dr Mathijs Lucassen is a research fellow and lecturer at the Faculty of Medical and Health Sciences, University of Auckland.

Priscilla Penniket worked with Rainbow Youth for four years as the Education Coordinator and Consultant - researching, delivering, and developing the Rainbow Youth education package that focused on sexual orientation and gender identity.

Tom Hamilton was the Executive Director of Rainbow Youth from 2009 to 2013.



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Foreword

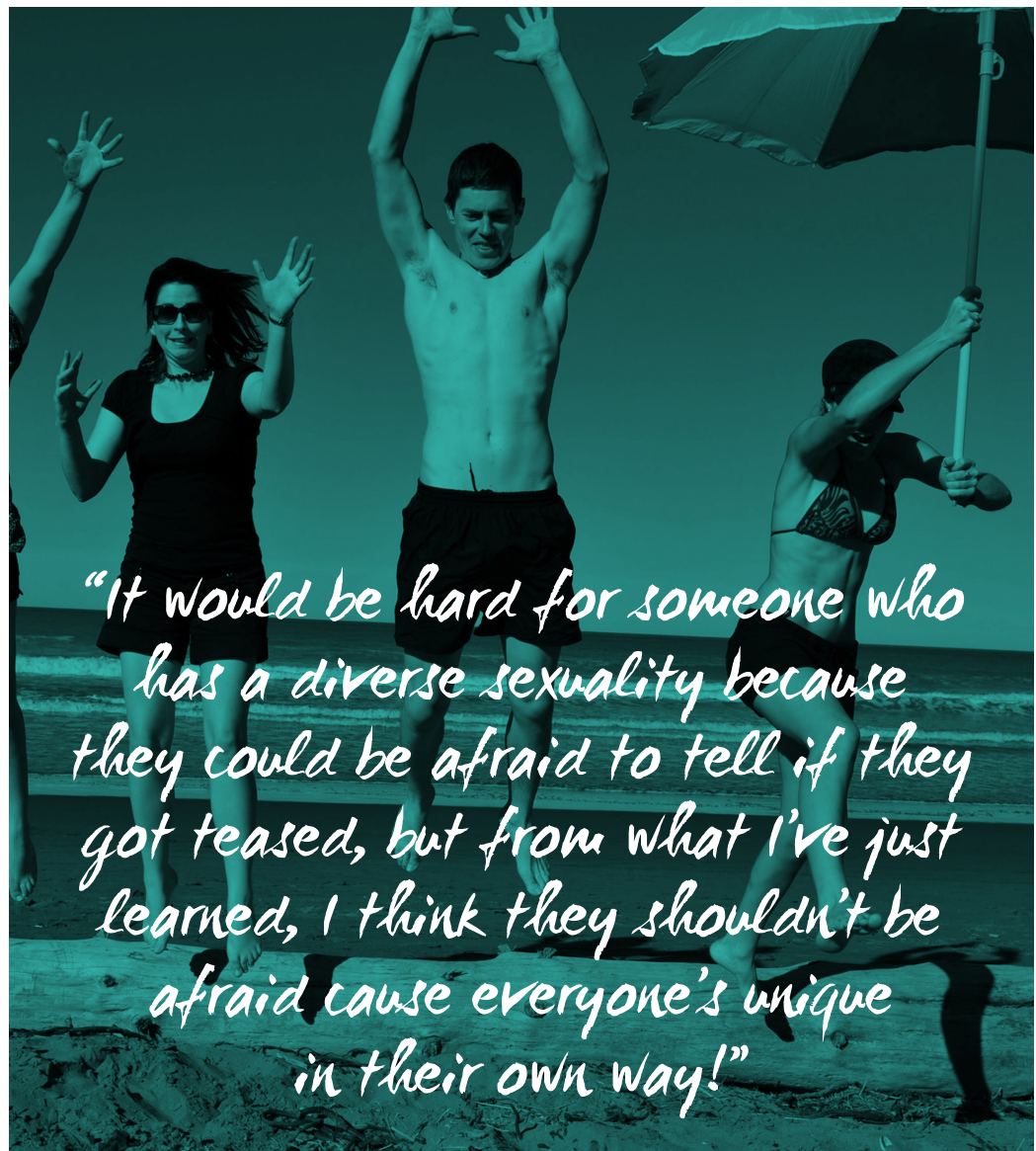
As Executive Director of Rainbow Youth I would like to formally acknowledge The Ministry of Education for their support to produce this evaluation. I am grateful to the research team and those who assisted them, including staff and volunteers at Rainbow Youth. Special thanks to the staff and students at the two participating schools who willingly took part in this research. Without all this support we would not have been able to produce the report that follows.

Alongside these acknowledgements it is also important to recognise those who have contributed knowledge and expertise to the Rainbow Youth Education Package over the past 23 years. This education package has helped to build a positive profile for Rainbow Youth and has reached out to many young people in need of some support.

I am proud of the results Rainbow Youth has achieved in fostering awareness and touching the hearts and minds of many.

Thomas Hamilton

Executive Director of Rainbow Youth 2009 to 2013



As Chairperson of Rainbow Youth, and as a queer young person, I have a keen interest in increasing awareness around sexuality and gender diversity in Aotearoa/New Zealand. As the son of two teachers, and having spent seventeen years in the education system myself, I firmly believe the best way to achieve sustainable social change is through educating our young people.

Since its foundation in 1989, Rainbow Youth has worked within queer and trans* communities to raise awareness around sexuality and gender diversity issues in Aotearoa/New Zealand. Our education package has been a useful tool to instigate social change with young people. Over the years we have developed a package that is responsive to school and community needs, is deployable nationwide, and is unique in its content and approach. The package is highly regarded by teachers, popular with students, as evidenced by increasing demand for its delivery in schools.

Over the past few years we have become aware of the need for an analysis of the Rainbow Youth education package. Such a review will give Rainbow Youth a stronger position from which to move forward, and will establish the benefits of delivering such a programme in secondary schools.

Rainbow Youth is very grateful to the Ministry of Education for providing us with the opportunity to conduct such a review. The Ministry have remained helpful and supportive throughout this project, and without their assistance it would not have been possible. On behalf of the board, staff, and members of Rainbow Youth, I would like to thank the team at the Ministry for their support and guidance.

I am confident that this report reflects the quality of the work conducted by Rainbow Youth in conjunction with the Ministry of Education. It is evidence of the many positive outcomes of the Rainbow Youth education package. Sadly however, this report also outlines high rates of bullying and fear for those students who do not conform to traditional expectations around sexuality and gender identity and expression. It highlights the importance of raising awareness around these issues, and how much more work there is to be done.

This report is an important first step toward combating homophobia, transphobia, and other forms of discrimination in secondary schools in Aotearoa/New Zealand. We are aware of the limitations of this report, however, and believe that further research must be conducted in order to gain a fuller understanding of the effects of these negative behaviours on young people. Again, my thanks to the team at the Ministry of Education, to the Rainbow Youth staff, the researchers, the volunteers, and the schools who agreed to be a part of this project. It would not have been possible without you.

Duncan Matthews

Chairperson, Rainbow Youth

Key Terms

Bisexual:

A person who identifies as being attracted to men and women.

Cisgendered:

A person who has a match between the sex they were assigned at birth and their gender identity.

Cisnormative:

A position where being cisgendered is considered 'normal' and natural, and anything other than being cisgendered is strange or pathological.

Coming out:

'Coming out' of the closet, or 'being out' refers to disclosing one's same-sex attractions or one's gender identity (if this is different to their sex assigned at birth). It is a complex, and often ongoing process.

Fa'afafine:

A Samoan term that literally means 'like a woman'. Fa'afafine is often used to refer to people assigned male at birth who express feminine gender identities.

Gay:

Gay can refer to same-gender attracted men and women.

Gender diverse:

Includes a range of people who are not cisgendered (e.g. they identify as trans, transgender, genderqueer or fa'afafine, or express their gender atypically). We acknowledge the contradictions and imperfections inherent in this description, noting that cisgender individuals may also express gender diversity (i.e. human gender expression is continuous, and not entirely categorical in nature).

Adopting this phrase is strategically useful in research and policy contexts as it focuses attention on a broad group of people. However, in choosing to use this term we do not connect with the language actually used by young people themselves.

Gender identity:

Is an individual's internal sense of being a boy/man or girl/woman, both, or neither of these. It may or may not correspond to a person's assigned sex, or their gender expression. A person's sexual orientation cannot be assumed on the basis of their gender identity, or gender expression.

GLBTQI:

Gay, lesbian, bisexual, trans, questioning and intersex individuals. This is a commonly used abbreviation, but does not incorporate many other sexualities and gender diverse identities (e.g. culturally located Pacific or Māori sexualities and gender diverse identities).

Heterosexual/straight:

A term used for people who identify as being sexually attracted to the opposite sex.

Heteronormative:

A predisposition considering heterosexuality as 'normal' and natural, and anything other than heterosexuality as strange or pathological.

Intersex:

The term 'intersex' is used to encompass people whose bodies (when born) do not fit into the categories of male or female due to genital, chromosomal or hormonal variations. Intersex may also be used as a reclaimed sex identity (i.e. in addition to identities such as 'male' and 'female').

Lesbian:

A word used to describe same-gender attracted women.

Queer:

Is a reclaimed word used in a positive sense by some to describe sexual orientation and/or identity and/or expression that does not conform to heterosexist or cisnormative expectations (i.e. expectations that everyone is cisgendered). It is sometimes used to reject traditional gender categories and distinct identities such as gay, lesbian, trans or bisexual. It is often used by young people in New Zealand as a composite term for sexuality and gender diverse peoples.

Questioning:

Is a process of exploration by people who may be unsure, still exploring, and/or concerned about their sexuality or gender identity.

School climate:

Includes the feelings people have about a school; the degree to which learning can occur and the degree of warmth, friendliness, and safety people sense about a school.

**Sex
(or assigned sex):**

Biological features (usually present at birth) which are used to assign sex.

Sexuality diverse:

Includes a range of people

who are not heterosexual (e.g. they identify as gay, lesbian, bisexual, takatāpui or queer). We acknowledge the contradictions and imperfections inherent in this description, noting that heterosexual individuals may also have diverse sexualities (i.e. human sexuality is continuous, and not entirely categorical in nature). Adopting this phrase is strategically useful in research and policy contexts as it focuses attention on a broad group of people. However, in choosing to use this term we do not connect with the language actually used by young people themselves.

Takatāpui:

A Māori term that traditionally meant 'intimate companion of the same sex'. Some Māori people have adopted this term as a cultural identity for being non-heterosexual, or non-cisgendered.

Trans:

The adjective 'trans' is an increasingly preferred composite term, for gender diverse communities in Aotearoa/New Zealand, and for this reason trans has been used within this report. Trans is inclusive of: transgender people (those who identify with a gender inconsistent with their assigned sex and may or may not physically alter their bodies); transsexual people (those who identify with a gender inconsistent or not culturally associated with their assigned sex); cross-dressing people (those who wear clothes and other items commonly associated with the

opposite sex); genderqueer people (an umbrella term for gender identities other than 'man' and 'woman'); and androgynous people (people who do not 'fit neatly' into typical masculine and feminine gender roles).

Transition:

Steps taken by trans people to live in their gender identity. This may involve hormone therapy or surgeries. The process of transition varies between individuals, with some people viewing the process as complete, and others as a process that is continuous.

Executive Summary

This report describes an evaluation of Rainbow Youth's Sexuality and Gender Diversity Workshops (or Rainbow Youth's Education Package) for students in secondary education. Rainbow Youth has been delivering Sexuality and Gender Diversity workshops in schools since the 1990s. The programme uses a targeted approach (i.e. where a number of classes from the same school participate in the workshops) to improve the climate of schools with regard to sexuality and gender diversity and to reduce bullying. It involves two one-hour sessions, which are divided between content pertaining to sexuality and gender diversity. The programme is delivered by an educator employed by Rainbow Youth, and volunteer storytellers from the GLBTQI community. Two schools in Auckland participated in this evaluation. We begin this report with a review of literature addressing bullying based on sexuality and gender diversity. Following this, we present the findings from the evaluation. The methodology of the evaluation involved pre- and post-workshop questionnaires which generated quantitative and qualitative data. Data were collected from 229 Year 9 and 10 students during the sexuality diversity workshops and 237 Year 9 and 10 students during the gender diversity workshops.





Key findings:

- The workshops resulted in statistically significant self-reported post-workshop improvements in understanding and valuing sexuality and gender diverse individuals;
- The workshops were perceived to be of high quality. For example, between 91% to 94% of students would recommend the workshops to other young people. Qualitative data also supported this finding;
- Between 76% to 80% of students believed that these workshops will help reduce bullying in schools;
- School climates are largely perceived as 'hard' and 'bullying/mock-ing' for sexuality and gender diverse students (even in schools that are predisposed to being supportive of Rainbow Youth's Education Package);
- On an individual level, students were keen to be supportive and respectful of sexuality and gender diverse students; and
- The majority of students (91% to 93%) thought that by reducing bullying it would be easier for them to learn.

Recommendations:

Following this evaluation and its findings, we recommend that:

- A larger-scale evaluation of Rainbow Youth's Education Package be conducted, which includes young people from outside of the Auckland region;
- Rainbow Youth attempts to obtain funding to train and support educators in the delivery of Rainbow Youth's Education Package nationally;
- Additional interventions are implemented in schools to maximise the positive impact of Rainbow Youth's Education package and to reduce bullying about sexuality and gender diversity.

Introduction

This report presents an evaluation of Rainbow Youth's Sexuality and Gender Diversity Workshops (or Rainbow Youth's Education Package) in Auckland, Aotearoa/New Zealand. This education package was developed by staff at Rainbow Youth to help schools create environments in which everyone feels safe, respected and valued, and where bullying about sexuality and gender diversity is not accepted. The programme is designed for use with Year 9 to 13 students (i.e. students aged 12 to 19 years).

The programme

The Rainbow Youth Education Package was originally released in the 1990s and since then has been implemented in more than 40 schools across Auckland. Although the exact number of students who have participated in the programme is unknown, Rainbow Youth estimates many hundreds of students have participated in workshops in the past two years alone. Rainbow Youth's Education Package is provided at minimal cost to schools in the Auckland region. The objective of the programme is to help students create safe and caring learning environments, and to take a stand against bullying about sexuality and gender diversity.

The purpose of this report

The Rainbow Youth Education Package has received positive feedback from participating schools since its initiation in the 1990s, however; no formal evaluation of the package's outcomes has been undertaken to date. The purpose of this research was to undertake a formal evaluation of Rainbow Youth's Education Package for Years 9-10 (i.e. students aged 12 to 15 years) and to achieve the following:

- To deliver a one-hour workshop on sexuality diversity and a one-hour workshop on gender diversity for 200 (or more) students in Auckland;
- To evaluate the impact of the workshops on students' attitudes and perceptions of sexuality and gender diverse individuals;
- To examine how students (irrespective of their sexuality or gender identity) thought sexuality and gender diverse students would experience their school climate;
- To assess the usefulness and quality of the workshops as perceived by students; and
- To determine whether students think that the workshops will reduce bullying and help to create a more positive learning environment.

To address these aims we conducted a comprehensive evaluation of Rainbow Youth's Education Package in two secondary schools. We collected quantitative and qualitative questionnaire data and carried out workshop observations.

*"I liked this workshop very much because it made me
change my opinions 'bout gay, bisexual people"*



Background literature

This section outlines our approach to the field of knowledge that we have engaged with in this study. It places our study within global and national contexts regarding bullying about sexuality and gender diversity, and introduces the New Zealand Ministry of Education's policy platform, Positive Behaviour for Learning (PB4L). This section outlines our theoretical approach to understanding bullying, and concludes by appraising a small number of school-based interventions similar to the Rainbow Youth Education Package.

Design of the literature search

In sourcing literature for this review, our initial focus was on studies that evaluated sexuality and/or gender diversity educational interventions with secondary school students that sought to improve behaviour for learning and/or the school climate. However, because we found only a small number of evaluations that matched these search criteria, we broadened our search terms to include a wider array of interventions on bullying generally. We also searched for documents pertaining to policy debates as well as scholarly analyses of secondary school bullying. In this brief literature review we first summarise the broader context of bullying with regard to sexuality and gender diversity and then we outline the results of two relevant educational interventions.

The global context

Bullying is a threat to the universal right to education as reflected in the Universal Declaration of Human Rights (UN General Assembly, 1948). Unsafe school environments undermine the Convention on the Rights of the Child (UN General Assembly, 1989), as well as fundamental human rights such as rights to health, safety, dignity and freedom from violence and discrimination. According to the United Nation's World Report on Violence against Children (Pinheiro, 2006) most bullying occurs as a result of two factors: sexuality and/or gender.

Greater recognition of such discrimination has led the United Nations (UN) to take a firm stand against school-based bullying of sexuality and gender diverse students. In 2011 the UN-Secretary General addressed the prevalence of this type of bullying:

“...bullying of this kind [i.e. homophobic bullying] is not restricted to a few countries but goes on in schools ... in all parts of the world. This is a moral outrage, a grave violation to human rights and a public health crisis”

(UN Secretary-General, 2011, para. 3-4)

In an attempt to help address what it calls a crisis, the United Nation's Educational, Scientific and Cultural Organization (UNESCO) has produced the Rio Statement on Homophobic Bullying and Education for All (UNESCO, 2011) and conducted a review of homophobic bullying in educational institutions (UNESCO, 2012). These two responses have typified the problem of homophobic bullying as an international problem that requires urgent, and comprehensive action.

Context in Aotearoa/New Zealand

In recent years bullying in Aotearoa/New Zealand has risen to prominence in the national media (One News, 2011) and education policy debates (Carroll-Lind, 2009, 2010; Ministry of Education, 2011). Unfortunately, bullying is often construed as a 'normal' part of growing up – its prevalence and impacts minimised in what Ryan and Morgan (2011) call a “culture of denial” (p. 1). However, in this report we suggest that the 'culture' has begun to change, with bullying and anti-social behaviour increasingly being challenged by schools, policy-makers and community members.

Our intention in this report is to locate the phenomenon of bullying about sexuality and gender diversity in Aotearoa/New Zealand

within the broader cultural changes around bullying, and to evaluate a specific package that hopes to address it. We argue that an awareness and understanding of bullying about sexuality and gender diversity is integral to understanding the broader issue of bullying in Aotearoa/New Zealand, as well as appreciating that bullying about sexuality and gender diversity is of special concern for gender and sexuality diverse students (see Painter, 2009, for Aotearoa/New Zealand focussed research). Studies have linked the bullying of sexuality and gender diverse students with various negative health and well-being indicators (Poteat & Espelage, 2005; Rivers, 2004; Rivers & Noret, 2008). It is therefore no coincidence then that sexuality and gender diverse young people in New Zealand are positioned as ‘at-risk’ (Quinlivan, 2002) or ‘highly vulnerable’ (Hendrickson, 2007) in a number of measures of health and wellbeing (see, Lucassen et al., 2011; Rossen, Lucassen, Denny, & Robinson, 2009). In this report we draw on a wealth of literature to argue that sexuality and or gender-based bullying is not only an issue for sexuality and gender diverse students – it affects all learners in Aotearoa/New Zealand and must be attended to accordingly.

Aotearoa/New Zealand education initiatives: Positive Behaviour for Learning (PB4L)

Research has indicated that Aotearoa/New Zealand’s students experience relatively high rates of bullying compared to their peers in other Western countries (Carroll-Lind, 2009; Coggan, Bennet, Hooper, & Dickinson, 2003; Raskauskas, Gregory, Harvey, Rifshana, & Evans, 2010; Raskauskas & Prochnow, 2007). The New Zealand education sector, led by the Ministry of Education (MOE), has responded to this through Positive Behaviour for Learning (PB4L). PB4L provides a range of evidence-based programmes and initiatives to support parents and whānau, teachers, schools and early childhood centres to improve behaviour of children and young people.

The underlying premise of PB4L is that positive behaviour can be learned and negative behaviour can be unlearned. Thus, there is a strong emphasis on teaching behaviours rather than expecting that students will al-

ready know how they are supposed to behave. Crucially, individual students are no longer viewed as the problem – rather efforts are centred around proactively changing the school environment to support positive behaviour. PB4L also gives priority access to “high risk and high potential children” (Ministry of Education, 2011, p. 5) – those in lower decile schools and communities, and Māori and Pacific children.

PB4L acknowledges the costs of ‘disruptive behaviour’ which includes “serious social and economic implications” (Ministry of Education, 2011, p. 5). It identifies building sustainable school cultures/climates of respect and competence, in partnership with the whole school community as the way of addressing these costs. The core of the programme is about “turn[ing] around problem behaviour” (Ministry of Education, 2011, p. 4) and encouraging pro-social behaviour. The focus is on funding programmes that are: supported by evidence; can be delivered consistently across Aotearoa/New Zealand; and, can be sustained over the long-term.

One of the initiatives PB4L supports is the rollout of PB4L-School-Wide. This is an evidence-based framework that schools adopt that looks at behaviour and learning from a whole-of-school as well as an individual child perspective. PB4L School-Wide is based on Positive Behavioural Interventions and Supports, which was founded in the United States in the 1990s, and has since developed a strong evidence base.

PB4L School-Wide moves away from focusing on the ‘bully’ themselves (which attributes negative behaviour to the psychology or personality of the individual student) to developing a school climate and culture that can prevent bullying behaviours.

PB4L School-Wide takes the approach that opportunities for learning and achievement increase if:

- The school environment is positive and supportive;
- Expectations are consistently clear;
- Children are consistently taught desired behaviours; and
- Children are consistently acknowledged for

desired behaviours and responded to in a fair and equitable way.

Background research on sexuality and gender diverse young people

Secondary schools are thought to be unsafe environments for many sexuality and gender diverse youth. These unsafe environments create significant barriers to learning and wellbeing (Craig, Tucker, & Wagner, 2008). The Youth '07 data provide a helpful snapshot of the educational experiences of New Zealand secondary school students from a nationally representative sample. Rossen et al. (2009) have published a report drawing on this data, which analyses the findings of particular relevance to same/both-sex attracted young people from a sample of 8,002 students. This report found that:

- Same/both-sex-attracted students were more concerned than opposite-sex-attracted students about being bullied at school. For example, approximately twice as many same/both-sex-attracted (21%) as opposite-sex-attracted (9%) students had been afraid that someone would hurt or bother them at school;
- More than half (54%) of same/both-sex attracted students had been hit or physically harmed in the previous 12 months;
- About three times as many same/both-sex attracted young people (15%) were bullied weekly at school compared to their opposite-sex-attracted peers (6%); and
- Twelve-percent of same/both-sex attracted young people compared to 3% of opposite-sex attracted students had stayed away from school within the previous month because they were afraid that someone would hurt or bother them.

What we see in the findings of Youth '07 are persistent and worrying trends in regard to how unsafe secondary school environments are for many sexuality diverse young people. These trends are not unique to Aotearoa/New Zealand, in fact they are a significant international phenomenon, so much so that Zacharias (2010) describes it as an 'epidemic'.

From 'at-risk youth' to a 'systemic approach'

Our report draws on two different approaches to framing the schooling experiences of sexuality and gender diverse students: 'at-risk', and 'systemic'. In this section we present the two approaches in turn, identifying both the value of each, as well as how they apply to Rainbow Youth's Education Package.

Sexuality and gender diverse students as 'at-risk'

Mikulsky (2005) has noted that the majority of research with sexuality and gender diverse youth has characterised these young people as 'at risk' of having elevated rates of drug and alcohol use, suicide attempts/ideation, and risky sexual practices, compared to their heterosexual/cisgendered counterparts. While these studies may be accurate, an unfortunate consequence of this type of research is that it tends to problematise the behaviours of sexuality and gender diverse young people, and frame them as 'troubled' rather than addressing the environments which they are exposed to and the harassment they may be experiencing therein, including within secondary schools. This point has been taken up by Quinlivan who suggests that:

“[I]n our rush to establish lesbian, gay and bisexual youth as an ‘at risk’ group...we need to think carefully about the way in which we unintentionally frame queer students as the problem, rather than considering that it is the heteronormative culture of the schools which needs to be tackled.”
(2002, p. 29)

'At-risk' research has made significant contributions to the development of understanding the experiences of sexuality and gender diverse young people. This kind of research has been instrumental in troubling historical positions that connected certain sexuality and gender diverse young people to pathology and deviance. Using language which positions sexuality and gender diverse young people as 'at-risk'

has resulted in additional resourcing to support and assist these young people. However, ‘at-risk’ approaches have drawbacks. Firstly, ‘at-risk’ approaches largely fail to engage with the “complex strengths, pleasures and curiosities” (Driver, 2008, p. 4) of sexuality and gender diverse young people, for example, their connections to, and participation in, wider sexuality and gender diverse communities and their high levels of volunteerism (Rossen et al., 2009). Secondly, we argue that the ‘at-risk’ model is a blunt instrument, which requires young people to adopt a fixed and definitive sexuality and gender identity in order to be considered ‘at-risk’ (Talbert, 2004). Because ‘at-risk’ approaches require fixed categories, those young people who are not comprehensible within the terms of identity constructed by discourses of risk (such as out, gay, lesbian, bisexual, or transgender) may end up absent, or excluded from, research and interventions. Given Rainbow Youth’s own focus on youth-led community development we remain cautious of ‘at-risk’ approaches to representing the needs of sexuality and gender diverse young people. It is not our intent in this report to perpetuate the stereotype of sexuality and gender diverse young people as constantly in crisis. **We recognise the multifaceted nature of the lives of sexuality and gender diverse young people, but also do not want to ignore their social and psychological vulnerabilities.** This tension, around whether to take up ‘at risk’ discourses, is active throughout this report.



A systemic approach to understanding bullying:

Previous studies have found that ‘differences’ (such as sexuality and gender diverse behaviours or identities) are at the core of high school students’ constructions of bullying (Ryan & Morgan, 2011). Techniques of normalisation are prevalent in institutions such as schools, where efficient management and coordination of people is required. As Ryan and Morgan (2011) have argued students often construct bullying in schools as a “corrective technique required for the normalisation of the student body within an educational institution” (p.7). This makes students who are perceived to be sexuality and gender diverse particularly vulnerable to anti-social behaviours, including bullying, because they may not practise or embody expected cultural norms.

Rainbow Youth’s Education Package has been informed by a systemic approach. For instance, instead of blaming students for their poor behaviour toward others who they perceive to be sexuality and gender diverse, we see this behaviour as part of a wider systemic problem which requires a multifaceted solution. Bullying then is not solely about the individuals involved; it is about the social relations (and institutions) that enable bullying behaviour to occur. Conversely, as Richardson and May (1999) have argued, a systemic approach acknowledges that the targets of bullying are not culpable for their own victimisation.

Sexuality and gender diverse young people do not have a “behavioural responsibility for risk avoidance” (Richardson & May, 1999, p. 309), the responsibility for their safety is properly located within the schools in which they study, and the communities in which they live.

Interventions to create more positive climates for sexuality and gender diverse students

Prior intervention research focused on creating more positive school climates for sexuality and gender diverse students has involved evaluating the impact of:

- Additional training for secondary school teachers in relation to sexuality and gender

diverse students (e.g. Szalacha, 2003, 2004);

- Student-initiated and/or student-run Gay-Straight Alliances (often called Diversity Groups in Aotearoa/New Zealand) (e.g. Lee, 2002); and
- School policies designed to protect sexuality and gender diverse students from harassment, violence and discrimination (e.g. Hansen, 2007; Szalacha, 2003).

To date, only a handful of studies have sought to assess the impact of an educational package with secondary school students (delivered by an educator who has investments in GL-BTQI communities) and has published their findings in a peer-reviewed journal. We have identified three such studies, based on two interventions (i.e. ‘Colours of the Rainbow’ and ‘Pride and Prejudice’).

Evaluation of ‘Colours of the Rainbow’

‘Colours of the Rainbow’ (an intervention developed by the Camden and Islington Community Health Services NHS Trust) was delivered and evaluated with 408 Year 12-13 students from four high schools in London (Douglas, Kemp, Aggleton, & Warwick, 2001). Of the participating schools, three were co-educational and one was an all-boys’ school. The workshop-like sessions were one to two hours in duration and were facilitated by a ‘Young Gay and Bisexual Men’s Development Worker’ and were completed during regular class time. The sessions focused on issues pertaining to lesbians and gay men. It is unclear whether gender identity issues, or the issues of those who do not identify as gay or lesbian were covered. ‘Colours of the Rainbow’ was assessed immediately following the intervention using questionnaires completed by students, as well as post-intervention interviews conducted with teachers and the Young Gay and Bisexual Men’s Development Worker. Of the 408 students taking part in the intervention 93% reported that they enjoyed the experience, with most also stating that they thought the sessions would be best suited to Year 9-11 students. However, teachers were “less certain” (p. 159) about conducting the session with younger students (Douglas, et al., 2001). After the intervention 73% of students

responded that the workshop session had increased their understanding of issues affecting lesbian and gay young people (Douglas, et al., 2001). However, caution is required when interpreting the findings of this research, as the study did not measure students' understanding of gay and lesbian people prior to, or immediately after the session, which results in a retrospective bias in relation to this finding.

Evaluations of 'Pride and Prejudice'

'Pride and Prejudice' was developed by staff at Deakin University and local-government staff from the City of Greater Geelong, Australia. The intervention has been formally evaluated twice in Australia, once in Victoria (Higgins, King, & Witthaus, 2001) and once in Tasmania (Bridge, 2007). The 'Pride and Prejudice' intervention involves six workshop-like sessions, with each session lasting 45 and 55 minutes in duration. As with 'Colours of the Rainbow', 'Pride and Prejudice' sessions focused primarily on "exploring social differences, discrimination, gender issues and how these relate to gay and lesbian people" (Bridge, 2007, p. 33). It is unclear whether it focused upon issues of particular relevance to gender diverse individuals or sexuality diverse individuals who do not identify as gay or lesbian. Teachers supported the intervention in collaboration with trained presenters who were gay, lesbian or bisexual (Bridge, 2006), although it is unclear exactly what role teachers took in the delivery of the intervention.

The 'Pride and Prejudice' study conducted in Victoria centred on 23 Year 10 students (from a co-educational state school) participating in, and then evaluating the intervention (Higgins, et al., 2001). Students were surveyed using six standardised assessments before and after taking part in the 'Pride and Prejudice' programme. The assessments were: The Homosexuality Attitudes Scale, The Australian Sex Role Questionnaire, The Social Interaction Questionnaire (Revised), The Rosenberg Self-Esteem Scale, The Modern Racism Scale and the Marlowe-Crowne Social Desirability Scale (Higgins, et al., 2001). Results showed that after participating in 'Pride and Prejudice' there were significant improvements in positive

attitudes towards gay men ($p < 0.05$) and lesbians ($p < 0.001$). Students rated the intervention positively, with a mean score above 4 (1 = strongly disagree; 5 = strongly agree) for 10 of the 15 items (with a lowest mean of 3.3 for the item 'the stuff we did was too easy') (Higgins, et al., 2001). Students also identified that they wanted teachers to be able to discuss same-sex attraction in their classrooms (presumably because they were not already doing so) and to include gay and lesbian content into the curriculum.


The 'Pride and Prejudice' study conducted in Tasmania was carried out with 61 Year 8 and 9 students from three schools (Bridge, 2007). Two of the participating schools were co-educational state schools and the third was an independent Roman Catholic school. The six standardised assessments from the Victoria study were also employed in Tasmania, allowing for direct comparisons between the studies to be made. Of note, students' scores in both studies on the Homosexuality Attitudes Scale revealed that they were not categorised as 'strongly homophobic' and that after participating in 'Pride and Prejudice' students' attitudes toward gay men and lesbian women were significantly more positive (Bridge, 2006). As with 'Colours of the Rainbow' and the Victorian evaluation of 'Pride and Prejudice', the Tasmanian students rated the intervention favourably with 91% evaluating 'Pride and Prejudice' positively (Bridge, 2007).

Summary

In summary, policy-makers, educators and researchers have concluded that bullying about sexuality and gender diversity is a serious issue that needs to be addressed. Recent government initiatives (e.g. PB4L) have framed bullying as a systemic problem that requires a multifaceted solution. Educational interventions conducted with students, such as 'Colours of the Rainbow' and 'Pride and Prejudice' form part of the solution to this problem, however interventions such as Rainbow Youth's Education Package have not been formally evaluated in Aotearoa/New Zealand.

It is important to note that there may be other educational packages that are similar to Rainbow Youth's Education Package. However, we have been unable to find many similar interventions that have been formally evaluated and had their results published in a peer-reviewed journal. The current study is distinct from, and builds upon the three evaluations that have been reviewed in this section, in several ways. Firstly, our intention is not to research the impact of Rainbow Youth's Education Package on student attitudes toward lesbians and gay men (for which the Homosexuality Attitudes Scale might have been used). Rather, our primary interest is to evaluate the outcomes of the project in terms of fostering positive behaviour for learning generally, and attitudes towards sexuality and gender diverse students in particular. A second strength of the Rainbow Youth Education Package and this study is the dual focus on sexuality and gender diversity. Prior studies have not explicitly included content on gender diversity (or sexuality diverse individuals who do not identify as gay or lesbian) in their educational interventions. In sum, this study marks an important first step in the understanding of addressing sexuality and gender diverse based bullying in secondary schools.

"...acknowledging diversity is a positive way to address discrimination or harassment. Education programs which affirm the sexual [and gender] diversity of students have the potential to affect the educational opportunities of these students and improve many aspects of their health and safety." (Ollis, Mitchell, Watson, Hillier, & Walsh, 2001, p. 5).

A full-page photograph of a young person with curly hair running through shallow water. They are looking back over their shoulder with an open-mouthed expression, possibly shouting or laughing. They are wearing dark, patterned shorts. The background shows a calm body of water and a distant shoreline with some trees and hills under a cloudy sky. The entire image has a teal/cyan color cast.

"I like how they bring non-straight people to share their stories. Cause then we know how it feels to be trans/gay"

Methods

The data presented here are a part of an evaluation of the Rainbow Youth Education Package. This study was intended as a first step toward understanding how diversity workshops can be used to change students' attitudes towards sexuality and gender diverse individuals, reduce bullying and create more positive behaviours for learning in secondary schools.

Geographical and organisational context

Auckland is a major centre in Aotearoa/New Zealand for GLBTQI populations. More than ten schools in Auckland have a 'Diversity Group' (groups designed to be supportive of sexuality and gender diverse students), indicating that young people in this region are interested in supporting sexuality and gender diverse students in their schools. Auckland is also home to Rainbow Youth, which is a non-profit organisation serving the sexuality and gender diverse youth population.

Rainbow Youth is a national organisation that was founded in 1989. The Rainbow Youth vision is about acceptance and celebration of the diversity of sexuality and gender in Aotearoa/New Zealand. Its mission is to provide information and education regarding sexuality and gender diversity, and to provide support, information, and advocacy services to queer, trans, takātapui, MVPFAFF (Mahu, Vakaselewalewa, Palopa, Fa'afafine, Akava'ine, Fakleiti and Fakafifine) and questioning youth, their friends and whānau. Rainbow Youth operates an office and drop-in centre in the heart of Auckland's central business district, where it offers social/peer-support groups, information, resources, referrals, and opportunities for volunteers and educational services. Rainbow Youth is unique as it is governed entirely by youth (aged under 27 years) for the advancement and advocacy of youth. The Rainbow Youth Executive Board consists of 10 youth, who sequester advisors as needed to assist.

Aims

As part of this project, we set out to achieve the following aims:

- To deliver a one-hour workshop on sexuality diversity and a one-hour workshop on gender diversity for 200 (or more) students in Auckland;
- To evaluate the impact of the workshops on students' attitudes and perceptions of sexuality and gender diverse individuals;
- To examine how students (irrespective of their sexuality or gender identity) thought sexuality and gender diverse students would experience their school climate;
- To assess the usefulness and quality of the workshops as perceived by students; and
- To determine whether students think that the workshops may reduce bullying and help to create a more positive learning environment.

Hypotheses

The hypotheses were:

- Rainbow Youth's sexuality diversity workshops will increase students' perceptions of the value of sexuality diverse individuals and increase their understanding of sexuality diverse individuals; and
- Rainbow Youth's gender diversity workshops will increase students' perceptions of the value of gender diverse individuals and increase their understanding of gender diverse individuals.

Outcome evaluations

Broadly, outcome evaluations seek to evaluate the changes that result from an intervention, and to determine whether an intervention has achieved its aims. More specifically, outcome evaluations assess the changes in the target audience's awareness, knowledge and attitudes, and determine whether these changes

can be attributed to the intervention. Evaluating outcomes of this kind of intervention does pose some difficulties, particularly around what we consider to be an effective outcome. For the purposes of this study we have defined an effective outcome to be the acquisition of new knowledge by the participating students, and/or a positive shift in perceptions that was brought about by the intervention, and/or an anticipated change in behaviour, specifically around positive behaviour for learning.

Developing the questionnaires

Despite an extensive literature search, we were unable to locate any established questionnaires for measuring students' perceptions of sexuality and/or gender diversity workshops. Therefore, self-report questionnaires were created for the current study in order to gather information from participants about their perceptions of the workshops (see the pre-workshop and post-workshop questionnaires in the appendices of this document). These questionnaires were developed in consultation with experienced secondary school teachers, staff from Rainbow Youth, researchers externally contracted by Rainbow Youth (i.e. James Burford and Mathijs Lucassen) and young people from Rainbow Youth. Senior secondary school teachers were consulted to check that Year 9 and 10 students could be expected to understand the questionnaires. Moreover, advice from young people at a Rainbow Youth peer-support group was obtained to ensure that the questionnaires were appropriate from a queer and trans youth perspective. Student participants completed the sexuality diversity questionnaire before and after the sexuality diversity workshop and the gender diversity questionnaire before and after the gender diversity workshop.

Design of the study

We implemented a pre- and post-intervention assessment methodology. Because there were two different workshops, students were asked to complete the appropriate questionnaire before and after each workshop they attended (that is, sexuality diversity questionnaires were completed before and after the sexuality diversity workshop and the gender diversity questionnaires before and after the gender

diversity workshop).

Pre-workshop questionnaires

The pre-workshop questionnaires were divided into two sections – demographic data (including age, gender and ethnicity) and students' ratings based on six visual analogue scales (VAS) (i.e. statements and a corresponding continuum where students rate a statement between “not at all” at one end of the continuum to “very much so” at the other end of the continuum). Before each workshop the concept of VAS were explained to the students verbally and with an example statement (i.e. “I like maths”). Student volunteers were then encouraged to rate this statement using the VAS drawn on the class whiteboard. This exercise was used to ensure students understood how to complete their questionnaires and so that they were aware that answers on VAS would vary (i.e. there was no ‘right’ or ‘wrong’ answer). Visual analogue scales were chosen because they are thought to provide greater sensitivity than Likert scales (i.e. scales where numbers and corresponding statements are used, e.g. 1 = strongly agree to 5 = strongly disagree) (Gift, 1989; McCormack, Horne, & Sheather, 1988; Pfennings, Cohen, & van der Ploeg, 1995). In addition, 100 millimetre-long VAS allowed for the information to be continuous as opposed to categorical, and easily converted into percentage scores for analyses.

Post-workshop questionnaires

The post-workshop questionnaires were divided into four sections - demographic data (including age, gender and ethnicity), students' ratings based on four VAS, four closed questions and five open-ended questions. These open-ended questions formed the basis of the qualitative data for this study and will be described in detail later in this report.

Use of anonymous identification codes

Participants were asked to use a unique identification (ID) code in this study; names were not collected and participants were anonymous, ensuring confidentiality. Anonymity was considered important to ensure participants

trusted the research process and were encouraged to take part. To ensure student participants used their ID code correctly this code was pre-written on their pre- and post-workshop questionnaires, the pre-workshop questionnaires were distributed in a sequential fashion prior to the workshop commencing and the pre-workshop questionnaire's corresponding ID code was cello-taped to each student's desk for the duration of the workshop. A Rainbow Youth intern then ensured that each student received the correct post-questionnaire (i.e. that the post-questionnaire matched the student's ID code which was cello-taped to their desk). This process allowed for the matching up of the data from each respondent for analysis (but did not allow for matching up for data across the two different workshops).

Ethnicity data

In the demographic section of the pre- and post-workshop questionnaires the Statistics New Zealand census categories and terminology for the ethnicity question were used, as this is an established way of gathering ethnicity data.

Participants

To be included in the study, participants were Year 9 or 10 students from two selected schools in Auckland. The two schools were selected based on their willingness to support this research project with Year 9 and 10 students. The workshops were conducted as part

of the sexuality content of students' timetabled health classes.

Schools

The workshops were conducted over a six-week period in Term II of 2012. Both schools were: co-educational; for Year 9 to 13 students; and were in metropolitan Auckland. One participating school was Decile 1 and the other was Decile 2. The Decile 1 school did not 'stream' students according to their academic ability, whilst the Decile 2 school did. In the school with streamed classes, the Rainbow Youth Education Package was delivered to the full range of classes. Initially, a Decile 5 secondary school was invited to be involved in the study, but staff from this school were concerned that parents in their catchment area would not approve of the workshops being conducted with Year 9 and 10 students (as opposed to Year 11 students). Consequently, this school declined to participate in the study and the Decile 2 school was approached, and subsequently agreed to be involved in the research.

Administration of the questionnaires

Questionnaires were administered before and after each workshop. The time required to complete these was approximately ten minutes and this was incorporated into the workshop plan.

"I think it would be so scary to be trans cause some people might not accept you for who you are."



Education package/workshops learning objectives for the sexuality diversity workshop

Students will have a broad understanding of:

- The key terms associated with sexual orientation and how these terms can be applied on the 'sexuality continuum';
- How homophobia can negatively impact upon a person and how an individual's actions can have an influence on the lives of sexuality diverse students; and
- How individual students can make certain behavioural changes, resulting in a more positive learning environment for all students, including sexuality diverse students.

Overview of indicative content and learning exercises for the sexuality diversity workshop

TIME	CONTENT COVERED
Start to 5 minutes	Introductions & completion of pre-workshop questionnaire – Educator introduces herself, Rainbow Youth's student intern and storyteller. Pre-workshop questionnaire administered.
5 to 10 minutes	Background & ground rules - 'What and where' of Rainbow Youth explained. Ground rules discussed.
10 to 20 minutes	Sexual orientation continuum – Definitions of 'sexual orientation' and any labels/terms discussed. Concept of sexual orientation as a continuum introduced and example given. Concept of how to know student's own and others sexual orientation discussed.
20 to 25 minutes	'That's so gay' – The derogatory phrase 'that's so gay' challenged in a scenario-based example. A challenge given to the class to reduce their use of the word 'gay' in a negative/derogatory way. The term 'homophobia' first introduced, with examples from everyday language given.
20 to 40 minutes	Personal story – The story teller shares their personal 'coming out' story, covering: acceptance of their sexual orientation; how they told others about their sexuality; how others responded; personal experiences of harassment (related to their sexuality); and what they found helpful and/or supportive during hard times.
40 to 45 minutes	Homophobia - 'Homophobia' defined by the educator. Examples of homophobia explored and/or provided.
45 to 52 minutes	Coming out – How to respond if someone 'comes out'.
52 to 55 minutes	What can you do? – Discussion about what students can do to make their school safer for sexuality diverse youth/students.
55 to 60 minutes	Completion of post-workshop questionnaire.

LEARNING EXERCISE	LEARNING OUTCOMES
Not applicable.	Not applicable.
Students participate in guessing game about location of Rainbow Youth. Students' feedback about what the ground rules mean to them.	Students are familiar with Rainbow Youth and know where to refer themselves or others.
Students in small groups brainstorm definitions and words that they know. Students participate in class discussion by answering questions around concepts of sexuality.	Students understand key terms and concepts.
A student offers their own name as a substitute to the phrase 'that's so gay'. Students answer questions about the possible effect of the example. The class 'claps the student' to pass their name back to them (i.e. closure for this exercise).	Students understand the harm associated with particular behaviours i.e. the use of 'gay' derogatorily. Students think critically about their use of language more generally.
Students listen to the personal story, after which they are encouraged to ask questions.	Students have reflected upon the life experiences of a sexuality diverse young person.
Students are asked to identify the ways in which homophobia occurred in the personal 'coming out' story.	Students think critically about the impacts of homophobia.
Student feedback obtained on the main responses provided by the educator.	Students understand key behavioural responses to a peer coming out (i.e. refer, respect, listen and be discrete).
Students asked to individually identify 'helpful things' they could do to make their school safer.	Students understand key behaviour changes they can make to improve their school's climate.
Not applicable.	Not applicable.

Learning objectives for the gender diversity workshop

Students will have a broad understanding of:

- The key terms associated with gender identity and how these terms can be applied to the 'gender identity diagram';
- How transphobia can negatively impact upon a person and how an individual's actions can have an influence on the lives of gender diverse students; and
- How individual students can make certain behavioural changes, resulting in a more positive learning environment for all students, including gender diverse students.

Overview of indicative content and learning exercises for the gender diversity workshop

TIME	CONTENT COVERED
Start to 5 minutes	Introductions & completion of pre-workshop questionnaire – Educator re-introduces herself and Rainbow Youth's student intern and introduces new storyteller. Pre-workshop questionnaire administered.
5 to 10 minutes	Ground rules and quiz – Re-cap of ground rules. Quiz conducted.
10 to 25 minutes	Gender identity diagram – Differences between the terms 'sex' and 'gender' highlighted. The identity category of 'intersex' mentioned with examples given.
25 to 40 minutes	Personal story – The story teller shares their personal 'transitioning' story covering: how they realised their gender identity, how they went about telling people, how people responded, any harassment they've encountered, and what they've found helpful and supportive during hard times.
40 to 45 minutes	Connections to sexuality – Explanation given that no matter what gender somebody expresses or identifies with; this will not dictate who they are attracted to, and/or their sexual behaviour (i.e. their sexual orientation).
45 to 50 minutes	Bullying and gender identity - 'Transphobia' defined by the educator. Examples of transphobia and gender-related bullying explored and/or provided.
50 to 55 minutes	What can you do? – Discussion about what students can do to make their school safer for gender diverse youth/students.
50 to 60 minutes	Completion of post-workshop questionnaire.

LEARNING EXERCISE	LEARNING OUTCOMES
Not applicable.	Not applicable.
Brief quiz on; sexuality continuum; what to say if someone 'comes out' to you; and how to identify homophobia.	Students revise content and skills learnt in the previous session/workshop.
Students in small groups brainstorm the differences between 'sex' and 'gender' (and all the associated terms they know). Students also participate by answering questions and assisting with the construction of the 'gender identity diagram' on the whiteboard.	Students' knowledge about sex and gender is developed and they understand key terms and concepts.
Students are encouraged to listen to the personal story, after which students are encouraged to ask questions.	Students have reflected on the life experiences of a gender diverse young person.
Questions asked regarding the sexual orientation of a trans person.	Students understand the difference between sexuality and gender.
Students are asked to identify the ways in which people are bullied about their gender identity/expression and whether 'transphobia' occurs at school (or outside of school).	Students can identify examples of transphobia in their school.
Students asked to individually identify 'helpful things' they could do to make their school safer.	Students understand key behaviour changes they can make to improve their school's climate.
Not applicable.	Not applicable.

Principles and pedagogy of the education package/workshops

The impact of a workshop is dependent not only on the content delivered, it also depends on the framework and techniques with which it is delivered (Freire, 1996; hooks, 2010). There are three cornerstones to the Rainbow Youth Education Package that inform its pedagogy and make it distinctive, these are:

- Critical thinking;
- Personal stories and role modelling; and
- Reflective learning.

Critical thinking

Critical thinking is an integral part of the pedagogy of the New Zealand curriculum (Tasker, 2002), and is defined as:

“...examining, questioning, evaluating, and challenging taken-for-granted assumptions about issues and practices.” (Health and Physical Education in the New Zealand Curriculum, 1999, p. 56)

Critical thinking involves asking students, and ourselves ‘why we think the way we think’. Critical thinking requires looking at where our beliefs have come from, and acknowledging that our ‘ways of knowing’ are socially, culturally and historically located, especially in relation to concepts of sexuality and gender (e.g. Foucault, 1980). Thus critical thinking about gender and sexuality provides students an opportunity to question taken for granted ideas, and offers possibilities for students to change the ways they make sense of these phenomena. In terms of teaching practice, it involves creating a learning environment where all questions, emerging from different ways of knowing, are welcome to be shared and explored. Some examples of critical thinking questions are:

What are my feelings about this issue?

What are my values, beliefs, or assumptions about this?

Why do I believe this?

Whose interests are being served by this practice? (Tasker, 2002)

The ways in which questions are handled in classrooms is a key part of critical thinking, and building rapport with students. If students feel confident that their contributions will be affirmed and appreciated then the learning environment is more likely to become an empowering place where positive behaviours for learning are supported. Critical thinking goes beyond simply telling students a new way of thinking to replace their old way of thinking, instead it gets students to explore information (that is positioned as ‘one way’, not ‘the way’). Finally, it engages students to question how their ways of thinking, and thus ways of behaving, are affecting people around them.

Personal stories and role models

Personal stories were a core part of both the sexuality diversity and gender diversity workshops. It is important for sexuality and gender diverse individuals to tell their stories in educational settings because it enables sexuality and gender diverse people to ‘become a reality’ to students (Ofuji, 2007) and face-to-face interactions are thought to be the most effective way of altering homophobic attitudes (Cramer, Oles, & Black, 1997; Griffin, 1992; Herek, 1988; Herek & Glunt, 1993). This is especially important for students who might otherwise never meet people who are willing to talk openly about their sexuality or gender identities with them. Personal stories, like the ones used in the workshops, also give students an insight into the variety of experiences that young sexuality and gender diverse people might experience (‘Joy’ et al., 1996). Personal stories ‘break the silence’ that some sexuality and gender diverse students and teachers experience in educational settings (Sapp, 2001). Furthermore, in sharing personal stories, opportunities were created for students to enter into communication with the storyteller and/or an educator (Sapp, 2001).

The benefits of positive sexuality and gender diverse role models for young people has been promoted by numerous educators and researchers (e.g. Alexander, 2000; Khayatt, 1997; White, Greenhalgh, & Oja, 2012). Having

positive sexuality and gender diverse role models conducting the workshops was a valuable feature of the sessions, in that students see people (storytellers and the educator) who are comfortable and confident about their sexuality and gender diversity. The role models provide examples of socially acceptable attitudes and behaviours towards sexuality and gender diversity that the students can then mirror. This can lead to a general feeling of comfort in the class, more confidence to ask genuine questions, and the practice of positive behaviours, which students can then practice throughout the school environment.

Reflective learning

The model of reflective learning used in these workshops focused on asking students to apply the content covered in workshops to themselves. In particular, this involves an understanding of two things. Firstly, students are encouraged to identify, and then reflect upon their own, often accidental and unintentional, participation in unsupportive environments for sexuality and gender diverse peers. Secondly, the educator reminds students that while identities such as 'heterosexual' and 'cis-gendered' may often seem invisible – they are sexualities and genders too. Students are taught that everyone has an identity (in relation to sexuality and gender), and they are encouraged to place themselves within the full diversity of sexuality and gender (including heterosexual and cisgender). This provides students with an opportunity to break down the dichotomy of 'us' and 'them', and the separation, harassment, and discrimination that results from such dichotomies. Ultimately, the purpose of this reflective learning process is to trouble the default 'us' and 'them' learning process, known as 'othering' (Irigaray, 1985) When students understand that 'othering' can be avoided, they may be empowered to co-create a more cohesive, inclusive, and positive learning environment.

Quantitative data

Students rated ten statements using VAS for the sexuality diversity workshops and gender diversity workshops (i.e. six statements using VAS pre-workshop and four statements using VAS post-workshop). All of the VAS were

individually measured before entering the data into the computer program (SPSS for Windows Statistical Software package version 18).

Some participants did not respond to various parts of the questionnaires (without giving reasons). As a result some participants' VAS could not be measured (e.g. if a participant marked the VAS in more than one place or if they did not respond to a statement), however the total numbers for each VAS are reported in the results section.

Quantitative analyses

The same participants completed the pre- and post-workshop questionnaires (to assist in minimising the influences of extraneous variables). Prior to the study commencing, we were not able to calculate a meaningful sample size (required to show a significant change resulting from the workshop) as the necessary information, such as the effect sizes from previous related studies were not available. Instead, we aimed to recruit a large sample (>200 participants for each workshop).

We used means, standard deviations, ranges, frequencies and percentages (as appropriate) to summarise: participants' demographic features; pre- and post-workshop ratings based on VAS; and responses to post-workshop closed questions. The demographic features included age, gender and ethnicity (prioritised ethnicity). The total number of students enrolled in the study and completed pre- and post-workshops questionnaires were summarised in table format.

Two statements were repeated in the pre- and post-workshop Sexuality Diversity Education Programme questionnaire:

- "I value students who are sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) at my school"; and
- "I understand what it might be like (or what it is like) to be sexuality diverse (gay, lesbian, bisexual, takatāpui or queer)".

The following two statements were repeated in the pre- and post-workshop Gender Diversity Education Programme questionnaire:

- “I value students who are gender diverse (trans, transgender or fa’afafine) at my school”; and
- “I understand what it might be like (or what it is like) to be trans, transgender or fa’afafine”.

The change on these VAS pre- to post-workshop were tested for statistical significance using paired t-tests.

Statistical analyses were performed using PASW (SPSS for Windows Statistical Software package) version 18. A two-tailed p-value <0.05 was taken to indicate statistical significance in all analyses.

Qualitative analyses

We conducted a thematic analysis of the qualitative data generated by our study, in order to identify and analyse patterns, or recurrent themes. Thematic analysis offers an “accessible and theoretically flexible approach to analysing qualitative data” (Braun & Clarke, 2006, p. 77) and is a widely used analytic method (Braun & Clarke, 2006; Frith & Gleeson, 2004). A thematic analysis involves identifying common patterns or themes in the data. A theme captures something that the analyst feels is interesting or important about the data in relation to the research aims. A theme also represents some level of patterned response or meaning within the data set. Our approach to our qualitative data was inductive, that is, we began our analysis with the material generated by the participants, and then supplemented this with literature from the field. We appreciate that “data are not coded in an epistemological vacuum” (Braun & Clarke, 2006, p. 84) – rather we have taken an active role in identifying patterns, selecting those that are of interest, analysing them, and reporting them to readers.

We completed a thematic analysis of the written responses to the open-ended items on the post-workshop questionnaires. The analysis was done across the questions, in order to identify commonalities running through the data as a whole. The two post-workshop questionnaires included five-open ended questions about student’s experiences of the workshops. Specifically, in the Sexuality Diversity Education

Programme post-workshop questionnaire the five questions were:

1. What would it be like (or is it like) to be a sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) student at your school?
2. What would you do if someone ‘came out’ to you as sexuality diverse (e.g. gay, lesbian, bisexual, takatāpui or queer)?
3. What did you like about this workshop or what did you find most useful?
4. What did you not like about this workshop or what did you find least useful?
5. How will you interact with sexuality diverse (e.g. gay, lesbian, bisexual takatāpui or queer) students differently as a result of this workshop?

Whilst in the Gender Diversity Education Programme post-workshop questionnaire the five questions were:

1. What would you do if someone ‘came out’ to you as a gender diverse person (e.g. trans, transgender or fa’afafine)?
2. What would it be like (or is it like) to be a gender diverse (e.g. trans, transgender, fa’afafine) student at your school?
3. What did you like about this workshop or what did you find most useful?
4. What did you not like about this workshop or what did you find least useful?
5. How will you interact with gender diverse (e.g. trans, transgender or fa’afafine) students differently as a result of attending this workshop?

Analytic procedure

Our analytic procedure for the thematic analysis was as follows. Firstly, the qualitative researcher (James Burford) began by reading through the participants’ responses and created response categories based on identified themes. Secondly, each statement generated by individual participants was assigned by the qualitative researcher to one or more response categories according to its content. Once all responses had been coded, he went through a process of modifying existing codes, and undertaking an analysis of material grouped under each code. The qualitative researcher analysed the sexuality and gender workshop

data both together and apart, in order to better understand participants' views on the whole educational package, as well as the specific features of each workshop. Following this process he generated broader themes from the data.

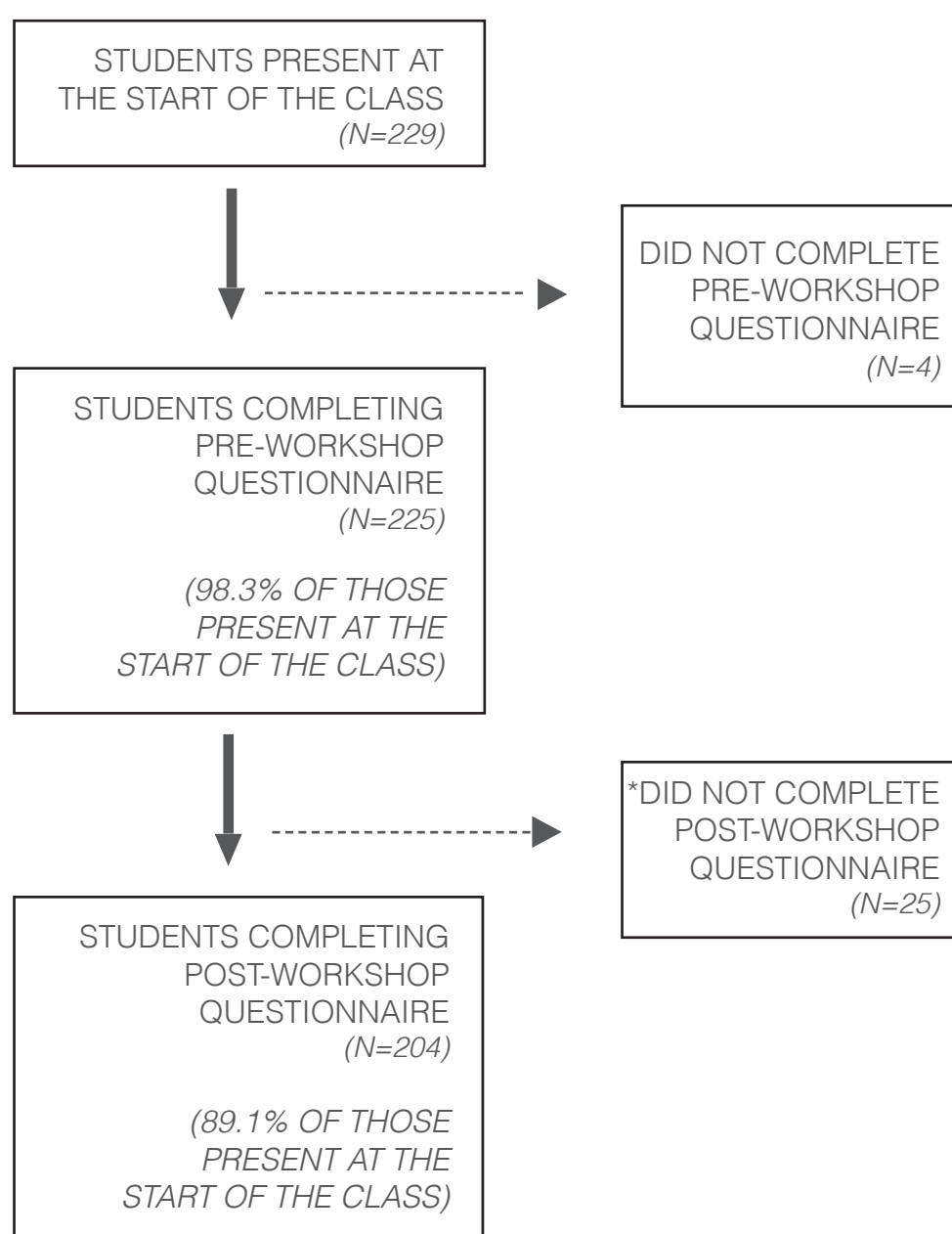
Quantitative results

Sexuality diversity workshops

Participant flow

In total, 229 students (from 10 classes, four with Year 9 and six with Year 10 students) were involved in the sexuality diversity workshops (Figure 1). All but four participants completed a pre-workshop questionnaire and nearly 90% of participants completed the post-workshop questionnaire.

FIGURE 1. PARTICIPANT FLOW CHART - SEXUALITY DIVERSITY WORKSHOPS



*IN ONE CLASS THE GENDER DIVERSITY POST-WORKSHOP QUESTIONNAIRE WAS ADMINISTERED IN ERROR, MEANING THAT THE RESULTS FROM THESE 21 QUESTIONNAIRES COULD NOT BE ANALYSED.

Demographic data

Sexuality diversity workshop participants were aged between 12 to 15 years old and approximately half identified as female and half identified as male. The majority of participants were of a Pacific ethnicity, with a very small proportion of students being New Zealand European (less than 3%). More students were Year 10 (56.8%) than Year 9.

Table 1. Baseline demographics (n=229)

Age	
Mean age (SD)	13.69 (0.64)
Age range	12-15
Missing data	13 participants
Gender	
Female	46.3% (n=106)
Male	46.7% (n=107)
Missing data	7% (n=16)
Ethnicity	
NZ European	2.2% (n=5)
Māori	15.7% (n=36)
Pacific	68.1% (n=156)
Asian	9.6% (n=22)
Other	1.3% (n=3)
Missing data	3.1% (n=7)
Year Group	
Year 9	43.2% (n=99)
Year 10	56.8% (n=130)
Missing data	-

Pre-workshop - Sexuality diversity workshops

Based on participants' mean pre-workshop VAS results, three VAS were in the mid-range (i.e. between 40% to 59%), specifically "I value students who are sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) at my school", "Students at my school get bullied because people think they are gay, lesbian, bisexual, takatāpui or queer" and "My school is supportive of sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) students". One VAS received a low-range mean rating (i.e. between 20% to 39%), indicating that students had a poor understanding of sexuality diverse people prior to the workshop. The last two mean VAS were in the high-range (i.e. between 60% to 79%), suggesting that students perceived certain adults at their school to be caring and that students were looking forward to the Rainbow Youth workshop on sexuality diversity.

Table 2. Pre-workshop VAS – Sexuality diversity workshops (n=229)

VAS	Range	Mean (SD)
"I value students who are sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) at my school" (n=219)	0-100	44.93 (30.10)
"Students at my school get bullied because people think they are gay, lesbian, bisexual, takatāpui or queer" (n=221)	0-100	43.11 (30.91)
"I understand what it might be like (or what it is like) to be sexuality diverse (gay, lesbian, bisexual, takatāpui or queer)" (n=221)	0-100	26.76 (28.42)
"My school is supportive of sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) students" (n=222)	0-100	49.81 (27.34)
"People at school care about me (teachers, coaches or other adults)" (n=223)	0-100	70.94 (26.78)
"I'm looking forward to participating in this class/workshop on sexuality diversity" (n=223)	0-100	63.88 (30.65)

Post-workshop - Sexuality diversity workshops

Post-workshop one mean VAS was in the mid-range (i.e. between 40% to 59%), two mean VAS scores were in the high-range (i.e. between 60% to 79%), and one mean VAS was in the very high-range (i.e. >80%). Demonstrating that the sexuality diversity workshops were perceived to be educational (with a mean VAS of 83% for the item “I learnt a lot by attending this class/workshop”) and that many students would like their school to be more supportive of sexuality diverse students.

Table 3. Post-workshop VAS – Sexuality diversity workshops (n=204)

VAS	Range	Mean (SD)
“I value students who are sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) at my school” (n=198)	0-100	60.41 (30.30)
“I understand what it might be like (or what it is like) to be sexuality diverse (gay, lesbian, bisexual, takatāpui or queer)” (n=198)	0-100	56.01 (33.72)
“I learnt a lot by attending this class/workshop” (n=198)	4-100	83.28 (23.33)
“I would like my school to be more supportive of sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) students” (n=199)	3-100	75.30 (25.67)

Post sexuality diversity workshop closed questions

Perceived quality and usefulness of the workshop

Ninety-one percent of participants reported that they would recommend the sexuality diversity workshop to other young people.

Nearly all of the students (95.9%) indicated that other schools should offer a workshop like this one.

Bullying and the workshop

More than three-quarters (75.8%) of students thought that the workshop on sexuality diversity would reduce bullying in schools.

Almost all of the students thought that by reducing bullying it would be easier to learn in school (91.1%).

Quantitative results

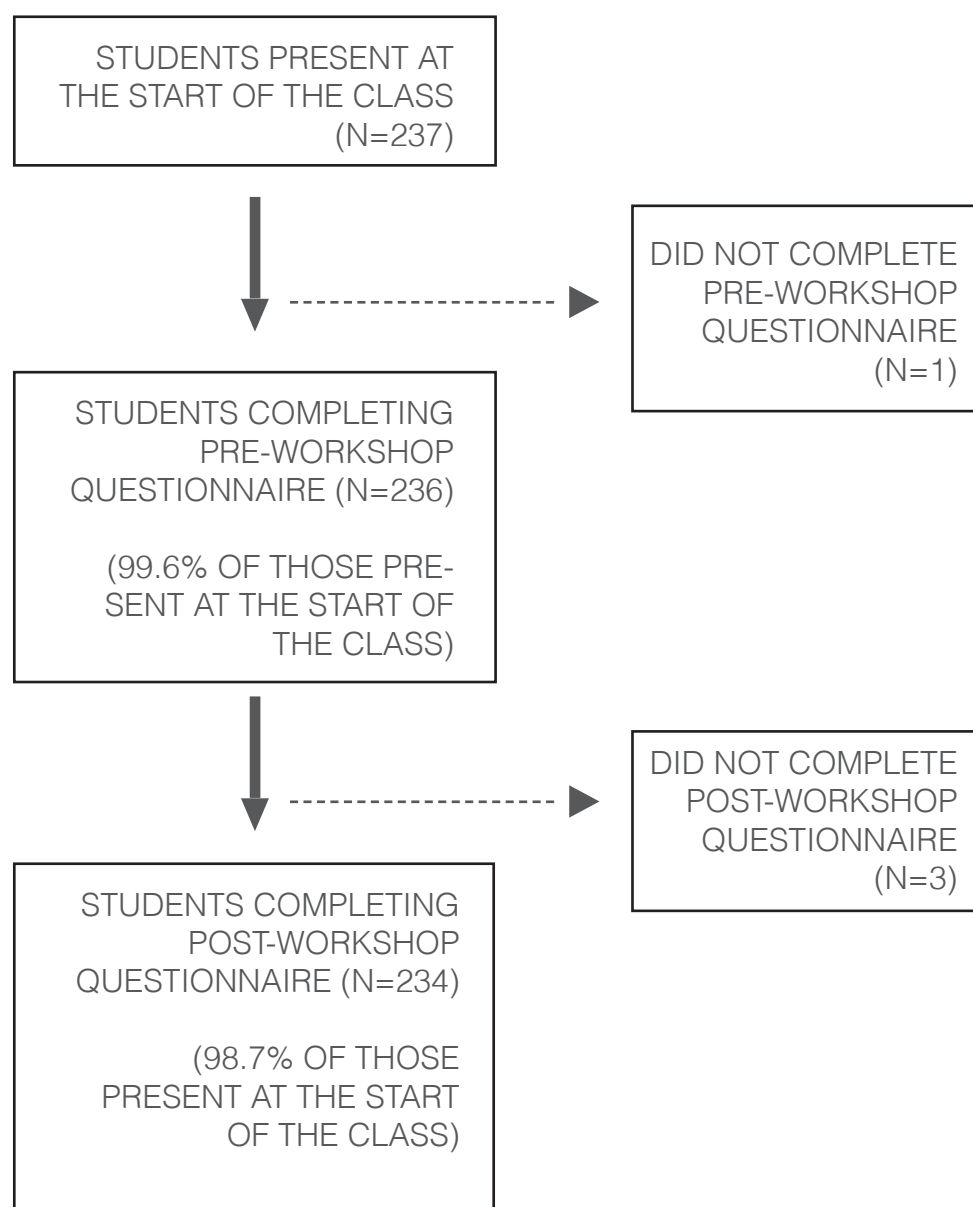
Gender diversity workshops

Gender diversity workshops

Participant flow

In total 237 students (from 10 classes, four with Year 9 and six with Year 10 students) were involved in the gender diversity workshops (Figure 2). Excellent questionnaire completion rates were achieved, with more than 98% of participants completing pre- and post-workshop questionnaires.

FIGURE 2. PARTICIPANT FLOW CHART – GENDER DIVERSITY WORKSHOPS



Demographic data

Gender diversity workshop participants were aged between 12 to 15 years old and approximately half identified as female and half identified as male. The majority of participants were a Pacific ethnicity (66.2%), with approximately 14% of participants identifying as Māori and 11% identifying as Asian. More students were Year 10 than Year 9.

TABLE 4. BASELINE DEMOGRAPHICS (N=237)

AGE	
Mean age (SD)	13.74 (0.67)
Age range	12-15
Missing data	5 participants
GENDER	
Female	48.1% (N=114)
Male	46.8% (N=111)
Missing data	5.1% (N=12)
ETHNICITY	
NZ European	1.3% (N=3)
Māori	13.9% (N=33)
Pacific	66.2% (N=157)
Asian	11.4% (N=27)
Other	0.8% (N=2)
Missing data	6.3% (N=15)
YEAR GROUP	
Year 9	43.9% (N=104)
Year 10	56.1% (N=133)
Missing data	-

Pre-workshop VAS - Gender diversity workshops

The first four mean VAS scores were in the mid-range (i.e. between 40% to 59%). Two mean VAS were in the high-range (i.e. between 60% to 79%), suggesting (as students did pre the sexuality diversity workshops) that students perceived that certain people at their school were caring and that students were looking forward to the Rainbow Youth workshop on gender diversity (Table 5).

Table 5. Pre-workshop VAS – Gender diversity workshops (n=237)

VAS	Range	Mean (SD)
“I value students who are gender diverse (trans, transgender or fa’afafine) at my school” (n=234)	0-100	58.24 (31.47)
“Students at my school get bullied if they are boys doing ‘girly’ things or girls doing ‘boyish’ things” (n=234)	0-100	46.18 (29.26)
“I understand what it might be like (or what it is like) to be gender diverse (trans, transgender or fa’afafine)” (n=234)	0-100	40.75 (33.95)
“My school is supportive of gender diverse (trans, transgender or fa’afafine) students” (n=232)	0-100	55.84 (23.90)
“People at school care about me (teachers, coaches or other adults)” (n=233)	0-100	69.89 (28.64)
“I’m looking forward to participating in this class/workshop on sexuality diversity” (n=234)	0-100	69.49 (28.73)

Post-workshop - Gender diversity workshops

One mean VAS was in the mid-range (i.e. between 40% to 59%), two VAS were in the high-range (i.e. between 60% to 79%), with the remaining mean VAS in the very high-range (i.e. >80%). Demonstrating that the gender diversity workshops were perceived to be educational (with a mean VAS of 82% for the item “I learnt a lot by attending this class/workshop”) and that many students would like their school to be more supportive of gender diverse students.

Table 6. Post-workshop VAS – Gender diversity workshops (n=234)

VAS	Range	Mean (SD)
“I value students who are gender diverse (trans, transgender or fa’afafine) at my school” (n=235)	0-100	66.09 (29.51)
“I understand what it might be like (or what it is like) to be gender diverse (trans, transgender or fa’afafine)” (n=235)	0-100	54.53 (33.67)
“I learnt a lot by attending this class/workshop” (n=232)	5-100	82.03 (22.65)
“I would like my school to be more supportive of gender diverse (trans, transgender or fa’afafine) students” (n=234)	0-100	77.45 (25.05)

Post gender diversity workshop closed questions

Perceived quality and usefulness of the workshop

Ninety-four percent of participants reported that they would recommend the sexuality diversity workshop to other young people.

Almost all of the students (95.7%) thought other schools should offer a workshop like the one they had participated in.

Bullying and the workshop

Over 80% of students indicated that the gender diversity workshop would assist in reducing bullying in schools.

More than ninety percent of the student participants thought reducing bullying would assist students to learn in school.

Changes over time - Sexuality diversity workshop

There was a statistically significant increase in the VAS on valuing and understanding sexuality diverse individuals pre- to post-workshop ($p<0.001$ and $p<0.001$). The mean increase in VAS for “I value students who are sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) at my school” was 18.50 (95% confidence intervals ranging from 13.99 to 23.01). The mean increase in VAS for “I understand what it might be like (or what it is like) to be sexuality diverse (gay, lesbian, bisexual, takatāpui or queer)” was 29.95 (95% confidence intervals ranging from 25.16 to 34.75).

Table 7. Changes over time – Sexuality diversity workshop

VAS	Pre-workshop Mean (SD)	Post-workshop Mean (SD)	Statistical comparison
“I value students who are sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) at my school” (n=189)	42.99 (29.93)	61.49 (30.12)	t=-8.09 p<0.001
“I understand what it might be like (or what it is like) to be sexuality diverse (gay, lesbian, bisexual, takatāpui or queer)” (n=191)	25.75 (27.32)	55.70 (33.73)	t=-12.33 p<0.001

Changes over time - Gender diversity workshop

There was also a statistically significant increase in the VAS on valuing and understanding gender diverse individuals pre- to post-workshop ($p<0.001$ and $p<0.001$). The mean increase in VAS for “I value students who are gender diverse (trans, transgender or fa’afafine) at my school” was 7.93 (95% confidence intervals ranging from 4.67 to 11.19). The mean increase in VAS for “I understand what it might be like (or what it is like) to be gender diverse (trans, transgender or fa’afafine)” was 13.65 (95% confidence intervals ranging from 9.78 to 17.51).

Table 8. Changes over time – Gender diversity workshop

VAS	Pre-workshop Mean (SD)	Post-workshop Mean (SD)	Statistical comparison
“I value students who are gender diverse (trans, transgender or fa’afafine) at my school” (n=233)	58.21 (31.53)	66.14 (29.40)	t=-4.79 p<0.001
“I understand what it might be like (or what it is like) to be gender diverse (trans, transgender or fa’afafine)” (n=234)	40.75 (33.95)	54.40 (33.68)	t=-6.96 p<0.001

Qualitative results

Open-ended items from the post-workshop questionnaires provided the qualitative data for this outcome evaluation. The ten items, divided between the two questionnaires were:

Sexuality diversity workshop

- What would it be like (or is it like) to be a sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) student at your school?
- What would you do if someone 'came out' to you as sexuality diverse (e.g. gay, lesbian, bisexual, takatāpui or queer)?
- What did you like about this workshop or what did you find most useful?
- What did you not like about this workshop or what did you find least useful?
- How will you interact with sexuality diverse (e.g. gay, lesbian, bisexual takatāpui or queer) students differently as a result of this workshop?

Gender diversity workshop

- What would you do if someone 'came out' to you as a gender diverse person (e.g. trans, transgender or fa'afafine)?
- What would it be like (or is it like) to be a gender diverse (e.g. trans, transgender, fa'afafine) student at your school?
- What did you like about this workshop or what did you find most useful?
- What did you not like about this workshop or what did you find least useful?
- How will you interact with gender diverse (e.g. trans, transgender or fa'afafine) students differently as a result of attending this workshop?

Overall results

Our analyses of the open items resulted in the identification of three key issues/themes:

- School cultures;
- Individual attitudes; and
- Workshop effectiveness.

We describe and explore each of these issues/themes in turn. Where quotes are provided, we have presented a participant's response verbatim.

School cultures

School cultures or climates were largely characterised as negative for the learning and wellbeing of sexuality and gender diverse students, as well as those students who may be perceived as such. Typically, participants described their school as ‘hard’ (82 participants); ‘bullying/mocking’ (66 participants); ‘scary’ (40 participants); and ‘embarrassing/awkward/uncomfortable’ (46 participants) for sexuality and gender diverse students. In particular we were struck by the intensity of participant responses. For example:

“It would be a never ending nightmare, people will mock you + keep their distance from you.”
(SOT33, 14 years old, sexuality workshop)

“Stink!! You wont feel accepted and you will feel different. You’ll feel like there is no place in the world for you” (SAT68, 14 years old, sexuality workshop)

“I think it will be hard. Your feel alone and you might not know anyone, and you don’t wanna tell cause you might get bullied or mocked because of it.” (SAN42, 13 years old, sexuality workshop)

“I might be lonely. Might be sad. No-one wants to support me maybe.”
(GAT44, 14 years old, gender workshop)

Beyond these general characterisations, participants identified a number of specific consequences of negative school cultures (or climates) on sexuality and gender diverse students. Firstly, participants indicated expected negative consequences for the mental wellbeing of sexuality and gender diverse students. A number of participants identified depression in particular:

“It would be stink you would feel depressed.” (SOT01, age not specified, sexuality workshop), and;

“I think it might be depressing because you might get bullied.” (GOT26, 14 years old, gender workshop)

One participant identified suicide as a possible consequence of negative school cultures:

“... people will feel uncomfortable with me [if I were ‘out’ to them]. Might be suicidal.”
(SOT17, age not specified, sexuality workshop)

Another significant consequence of the negative school cultures perceived by participants was that sexuality and gender diverse students would find it difficult to succeed academically, for example:

“It might make it hard to focus in school and other places.”
(SOT16, age not specified, sexuality workshop), and;

“Hard because you will get bullied and you can’t work properly when getting bullied.”
(SON15, 13 years old, sexuality workshop)

Participants also identified absenteeism as a potential result of negative school climates:

“depressing, not want to come to school” (SAT72, 14 years old, sexuality workshop), and;
“People would feel scared and wouldn’t come to school” (SOT13, 14 years old, sexuality workshop)

A smaller number of participants suggested an impact of the negative cultures identified could see students shift schools:

"People may move to other schools" (SOT22, 14 years old, sexuality workshop)

Finally, it appeared difficult for a small number of participants to envisage what school is like for sexuality and gender diverse students, this, for example:

"I haven't experienced it so im not quite sure." (GOT65, 15 years old, gender workshop)

"I wouldn't know because I aint a gender diverse" (GOT65, 14 years old, gender workshop)

Of note, a 'not sure' or 'I don't know' [what it would be like (or is like) to be (sexuality/gender) diverse at your school] response was a more common response for participants in the gender workshop than the sexuality workshop.

In summary, participants identified that their school climates were 'hard' and 'bullying' for sexuality and gender diverse students. In the view of our participants, these negative school cultures may have serious consequences for the wellbeing and learning of sexuality and gender diverse students, including negative impacts on mental health and academic achievement as well as truancy. A small number of participants did not answer certain questions, or could not describe what their school culture was like for sexuality or gender diverse students.

Individual attitudes

As the previous section indicates, participants characterised their schools as 'hard' and 'scary' places for sexuality and gender diverse students. Yet, contrary to their descriptions of their school cultures, the vast majority of participants in our study reported that, as individuals, they were already, or wished to become more 'supportive' (253 participants) and 'respectful' (65 participants) of their sexuality and gender diverse peers.

For example, participant GOT72 (14 years old, gender workshop) described the experiences of gender diverse students at her school as being "really hard, being around people that don't know how I feel". However, when asked how she would personally respond if someone 'came out' to her she responded that she would "respect their feelings & emotions". Following the workshop the same participant also reported she will become "more supportive, I will not act immature about it, I will be positive, and respect them as how many others would like to be respected."

Another participant GOT82 (14 years old, gender workshop) described the experiences of gender diverse students at her school as "difficult, because most people are very immature. Just being honest". When asked about what she would do if a student 'came out' to her, she said "I'd be very supportive and help them through it". When asked about her intent following the workshop she stated, "I would say supportive if I wasn't already. But I am."

A third participant GAT54 (15 years old, gender workshop) described her school as "very scary because the school isn't very use[d] to having trans people". When asked what she would do if someone 'came out' to her, she responded "well to be honest I'd be scared but I'd be there for them and I'll try my hardest to help them in any way that I could."

Reading across the data, a large number of students indicated they would respond positively to a classmate 'coming out' as sexuality diverse or gender diverse (190 gender diverse/188 sexuality diverse). On the contrary, only a small number of participants endorsed a more negative attitude (10 gender diverse/23 sexuality diverse) and a small number of the responses were categorised

as indifferent/unsure (23 gender diverse/23 sexuality diverse). Positive responses to 'coming out' often centered on 'being their friend', 'listening', 'supporting' and 'referring' to a service provider. Negative responses included 'laughing' and 'walking away', being 'mad'. Indifferent responses included 'I don't know' as well as 'I wouldn't care'.

A pattern in individual participants responses was a tendency to explain their intended relationships with sexuality and gender diverse students within a framework that saw these students as 'normal' or described treating them 'normally' (87 participants). Indicative responses along these lines were: "I would treat them like the norms" (GAT11, 15 years old, gender workshop) or "I'll make them feel normal" (SON04, 14 years old, sexuality workshop). Participants drew on related concepts such as 'equality' (8 participants), for example: "I will treat them equally" (SAN06, 13 years old, sexuality workshop) or "treating them/acting the same" (37 participants), "I will treat them the same way as everyone else" (SAT53, 14 years old, gender workshop).

In summary, a high number of participants indicated they are, or wish to be 'supportive' and 'respectful' of their sexuality and gender diverse peers. The majority of students stated that they would react positively if a sexuality or gender diverse peer 'came out' to them. A smaller number of participants reported they would react negatively or indifferently. Comparing the first and second finding shows that many students are, or intend to be 'supportive' of their gender and sexuality diverse peers, but at the same time, the participants identify that their school cultures are 'hard' and 'scary' environments for students who are non-heterosexual and/or non-cisgendered. Participants often drew on the word 'normal' to describe their intended relationships with sexuality and gender diverse students.

Workshop effectiveness

A number of participants characterised their experience of the workshop positively, some describing it as 'awesome' (7 participants), or saying they 'loved' it (10 participants). When asked what they didn't like, or found least useful about the workshop a large proportion of students replied 'nothing' (242 participants).

Participant's indicative responses in characterising the workshop were:

"everything was AWESOME" (GAN31, 13 years old, gender workshop) and;

"I like[d] the whole thing" (GOT30, 14 years old, gender workshop)

In both workshops students highly rated the personal stories of the volunteer storytellers. For instance, in the sexuality diversity workshop, the code 'story' was mentioned 53 times, while the code for the name of the volunteer storyteller came up 64 times. For the gender diversity workshop, the code 'story' was mentioned 47 times, and the name of the volunteer storyteller 27 times. In the majority of cases the use of storytelling was mentioned as the part of the workshop that the students 'liked most, or found most useful'. Participants' also described their time with the storytellers as 'fun' (5 participants) 'honest' (4 participants) and 'touching' (5 participants). Participants also reported that the stories were also 'helpful' learning exercises that grounded the content in the living bodies of the storytellers. For instance: "[Storyteller's name] story was so useful. I just wanted to hug him for being strong about what his life has been through." (SOT32, 14 years old, sexuality workshop), and; "I like how they bring non-straight people to share their stories. Cause then we know how it feels to be trans/gay." (GON39, 13 years old, gender workshop).

Another significant finding was how the participating students responses showed evidence of knowledge acquisition and skill development. Our data analysis highlights how students picked up on many of the key messages of the workshop. The key content referred to by students

post-workshop included 'respectfulness' (65 participants), references to 'Rainbow Youth' (61 participants), 'discretion with sensitive information' (61 participants), and the 'power of language' (41 participants). A large number of responses also indicated that students had learned basic information about the lived experiences of sexuality and gender diverse students. For example "learning & understand bi & lesbian & trans more clearly" (GOT21, 14 years old, sexuality, gender workshop).

Participants also reported shifts in what we identified as socially acceptable attitudes. Overall, participants' self-reported attitudes appeared to have changed to include more socially acceptable views on sexuality and gender diverse people. These responses are typified by the following examples:

"the words I used almost everyday could hurt someone & that's not ok"
(SAT38, 14 years old, sexuality workshop)

"I was against it and now I feel sorry for them"
(SAT79, 15 years old, sexuality workshop)

*"I [was] mocking [but] now supportive after hearing that guys
[sexuality storyteller's] outcome"*
(SAT83, 14 years old, sexuality workshop).

A number of participants in this research were motivated to change their behaviour as a result the workshops. Many students indicated that as a result of the intervention they would act 'normally' (56 participants) with, or be 'more kind to' (14 participants) sexuality and gender diverse students. Some participants also indicated specific actions such as their intention to refer sexuality or gender diverse students to relevant services such as Rainbow Youth (61 participants).

Discussion

Statement of principle findings

Our findings show statistically significant improvements in relation to valuing and understanding sexuality and gender diverse individuals reported by Year 9 and 10 students from two Auckland schools after participating in Rainbow Youth's Education Package. Unfortunately, we also found that students perceived their school climate to be largely negative for sexuality and gender diverse students. Despite characterising their school's climate as 'hard' and 'scary', most students thought that adults at their school were caring and many students believed that they were already, or wished to become, more supportive and respectful of their sexuality and gender diverse peers. Rainbow Youth's Education Package was rated very favourably, with more than 90% of students indicating that they would recommend the workshops to other young people. More than three-quarters of students believed the workshops will help to reduce bullying in schools. Almost all of the participants surveyed thought that by reducing bullying in schools it would be easier for students to learn.

Strengths and limitations of the study

The study has several strengths. We searched the literature and found no other published studies, which used both quantitative and qualitative research methods, to evaluate the impact of sexuality and gender diversity workshops for 12 to 15 year old students in secondary schools. This is the only study to date, which has formally evaluated a sexuality and gender diversity educational intervention with secondary school students in Aotearoa/New Zealand. We gathered both quantitative and qualitative data, and eliminated a retrospective bias for the quantitative changes over time data by collecting pre- and post-workshop questionnaires. Finally, the study had a large number of participants (over 200 students), whose ethnicities were consistent with the cultural make-up of the students at the participating schools.

The study has limitations. As we could not guarantee full confidentiality (which would be possible with exam-like conditions, where students are unable to see what others write) we did not feel it appropriate to ask students to provide details about their sexualities and gender identities. Obtaining this information would have provided us with further insights into the 'lived experience' of sexuality and gender diverse students within the two participating schools. However, since we were primarily interested in evaluating the impacts of the interventions for all participating students in the two schools (irrespective of their sexuality or gender identity), not gathering this information was not overly problematic. We have been able to examine only the immediate self-reported impact of each workshop; therefore, we do not have information on the long-term impact of the intervention. We also do not have tangible evidence of behaviour change and our conclusions are drawn based on self-reported shifts in attitudes and knowledge. This study represents a 'snap-shot' of the experience of students in only two schools. Therefore, further research should be done, on a larger scale, in order to speak more authoritatively about the outcomes of the intervention. For example, the ethnicity data we collected shows a high proportion of students identifying a Pacific ethnicity participated in the study and a low proportion of students identified as New Zealand European. This ethnic composition was reflective of the two schools in which we conducted this study. However, this ethnic composition is not reflective of the wider secondary population across Aotearoa/New Zealand.

Comparisons to other research

School cultures

Our study participants' identification of hostile school cultures or climates is congruent with the Aotearoa/New Zealand-based education research on sexuality and gender diverse students (Hendrickson, 2007; Quinlivan, 2002; Town, 2002), as well as from similar international studies (Kosciw, Greytak, Diaz, & Bartkiewicz, 2010). Our purpose in asking all research participants about their school culture/climate or environment in relation to sexuality and gender diverse students was aimed at troubling the assumption that only sexuality and gender diverse students have interesting insights into heteronormative and cisnormative school cultures. Therefore, our decision to explore all participants' understandings and experiences of these school cultures/climates generated unique and interesting data.

Hypothesised consequences of unsupportive environments

The views of several of our participants, which linked mental ill-health to negative school climates, are consistent with a number of international and national studies which have also linked stressful social environments and mental ill-health for sexuality and gender diverse young people (D'Augelli, Pilkington, & Hershberger, 2002; Meyer, 2003; Mishna, Newman, Daley, & Solomon, 2009). In addition to linking stressful social environments to mental ill-health, several students in our study also linked a negative school environment to impaired academic achievement and truancy. These links have also been supported by other researchers in relation to educational aspirations and academic achievement (Kosciw, 2004; Kosciw, et al., 2010; Murdock & Bolch, 2005) and truancy (Kosciw, et al., 2010; Rivers, 2000).

'Normalness'

Many students in our study reported that they wished to have 'normal' relationships with sexuality and gender diverse students. We have taken 'normal' to be participants' way of positively including sexuality and gender diverse students. These findings are consistent with Ryan and Morgan's (2011) work on the importance of 'normalness' as an organising structure, which maintains order in educational settings. However, this finding also prompts us to ask, why cannot sexuality and gender diverse students be 'abnormal' and supported by their peers?

Educational interventions - workshops

Two international interventions (i.e. 'Colours of the Rainbow' and 'Pride and Prejudice'), which are similar to Rainbow Youth's Education Package, were also rated positively and were perceived to be quality programmes by students (Bridge, 2007; Driver 2008, Higgins, et al., 2001). As with the two international interventions, Rainbow Youth's Education Package was delivered by people with expertise on GLBTQI young people. Another similarity to these previous interventions was around the Year level targeted. In the case of 'Pride and Prejudice', this package was acceptable to high school students of lower Year levels (Bridge, 2007; Higgins, et al., 2001), while for 'Colours of the Rainbow' students considered that it was best delivered to Year 9 to Year 11 students (Driver, 2008). One school declined to participate in this study because of concerns about how parents in their school zone would react to this material being taught at Year 9-10. Douglas and colleagues (2008) highlighted a similar concern among teachers in the schools supporting their study in London. Paradoxically, teachers in the 'Colours of the Rainbow' study saw the merit of delivering the programme to younger high school students, even though they only delivered their intervention to 'sixth form students' (16 to 18 year olds). For instance, one teacher said:

“In a way, doing it with the sixth form is kind of ‘preaching to the converted’. Without wishing to stereotype our kids, those who stay on to sixth form are more likely to be open to shifting attitudes and looking at things in a way different to the received messages of the wider society. That’s why I think you’re better to do it a bit earlier” (‘Deputy Head’) (Driver, 2008, p. 159).

Educational interventions – other interventions

Researchers have assessed the use of educational interventions such as additional training for teachers (e.g. Szalacha, 2003, 2004), developing gay-straight alliances (e.g. Lee, 2002), and improving school policies (e.g. Hansen, 2007; Szalacha, 2003) as a means to reduce bullying and bettering a school’s climate for sexuality and gender diverse students. However, studies pertaining to bullying generally have shown a ‘dose response’ relationship whereby schools that effectively implement multiple complimentary interventions are more likely to yield more positive results when it comes to reducing bullying and creating more positive school cultures (Boyd & Barwick, 2011). In their review of twenty-six evaluations of bullying interventions Vreeman and Carroll (2007) found that schools seeking to create more positive environments, must include multiple interventions and involve the ‘whole school community’ to be most effective.

Summary

Rainbow Youth’s Education Package resulted in statistically significant post-intervention improvements amongst Year 9 and 10 secondary students. Rainbow Youth’s workshops were perceived to be of a high quality and were well liked. We believe this is an encouraging finding and a testament to the value of these workshops. However, research suggests that any intervention (irrespective of its merits and quality) which targets students in isolation will not be sufficient to fully create positive learning climates or cultures for sexuality and gender diverse students. The creation and/or maintenance of these positive learning cultures have been supported by policy documents from the UN (UNESCO, 2011, 2012) and initiatives in Aotearoa/New Zealand (e.g. PB4L). Future work to address existing negative school climates will require multiple, multi-level interventions, including workshops such as those included in Rainbow Youth’s Education Package, as well as other interventions (such as in-service training for teachers, gay-straight alliances/ Diversity Groups and refining educational policies). Finally, we would also suggest that specific policy instruments be developed to ensure that school communities can be held accountable if their school climates are found to result in harassment, alienation or violence towards sexuality and gender diverse students.

Recommendations

Primary Recommendations

Rainbow Youth's Education Package

Rainbow Youth currently employs only one Auckland-based educator to deliver their Sexuality and Gender Diversity Workshops. This limits the number of workshops that can be provided, as well as where these workshops can take place. Consequently, we recommended that Rainbow Youth seeking funding to support:

- GLBTI youth workers, educators and community development practitioners from across Aotearoa/New Zealand to receive thorough training in the delivery of Rainbow Youth's Education Package, and therefore become accredited educators of the Education Package;
- Once accredited educators are provided 'on-the-job' training (e.g. they are directly supervised by Rainbow Youth's educator when delivering their first several workshops); and,
- On-going supervision is provided for the accredited educators.

If implemented, these recommendations will help to ensure that more people have the training and skills required to deliver Rainbow Youth's Education Package, and that students outside of Auckland will also be able to experience the programme.

Recommendations for future research

It is recommended that Rainbow Youth continues to carry out further and on-going evaluation of its Education Package. This is important to ensure quality control and to establish the effectiveness and impact of the workshops. Subsequent evaluations should include students from a range of schools so the views of a more representative sample of Aotearoa/New Zealand's youth population can be ascertained, including urban and rural schools. The evaluation should also include at least one follow-up assessment, as well as individual interviews and focus groups, so the longer-term impacts of the Education Package can be assessed.

Secondary Recommendations

Other interventions

International research has shown that multiple components or interventions, delivered using a whole school approach, are the most effective ways to reduce bullying (e.g. Boyd & Barwick, 2011). Consequently, we recommend that the following additional components be added to Rainbow Youth's Educational Package in order to maximise the positive effects of the Package and reduce the bullying focused on sexuality and gender diversity that exists in many New Zealand secondary schools.

- **Teacher training:** We recommend that Rainbow Youth seek funding to develop a professional development package, which is designed to address the skills, and knowledge educators need to make school learning environments safe and productive. Payne and Smith (2011) have identified five criteria for effective professional development with teachers that Rainbow Youth could include in their own work. These features include: (1) Workshops should be undertaken by experienced educators, so that they adequately connect with the teachers' professional environment; (2) Workshops should be compulsory for all staff (including senior teachers and principals) to attend; (3) Workshops should be tailored to each individual school's needs (e.g. workshops should be cognisant of the school's cultural and ethnic

make-up); (4) Workshops should be research-based; (5) Workshops should be of sufficient length that staff have the opportunity to not only learn ‘the facts’ but have the opportunity to translate the tools for managing both the school climate and the curriculum to their own practice.

- **Gay-Straight Alliances** (or Queer-Straight Alliances or Diversity Groups): These student-led groups or clubs are school-based initiatives intended to provide a safe and supportive environment for sexuality and gender diverse students and their allies. Gay-Straight Alliances (often called Diversity Groups in Aotearoa/New Zealand) play a positive role in the daily lives of sexuality and gender diverse youth (Lee, 2002) as they provide a safe space where sexuality and gender diverse students can build supportive relationships with peers and teachers. A growing number of Gay-Straight Alliances are being formed in Aotearoa/New Zealand secondary schools, but more can be done to encourage their creation and maintenance. Consequently, we recommended that Rainbow Youth seek funding:

To take a national leadership role in delivering a training package on Gay-Straight Alliances/Diversity Groups to interested secondary school students and staff across Aotearoa/New Zealand; and

To create a national network of secondary school students and staff who co-ordinate Gay-Straight Alliances/Diversity Groups and also explores ways in which these groups can support one another.

- **School policy reviews:** School policies should explicitly protect sexuality and gender diverse students from harassment, violence and discrimination. As suggested by Chesir-Teran (2003) school policies should be reviewed to ensure that: 1) the school specifically bans harassment, violence and discrimination towards sexuality and gender diverse students (e.g. homophobic and transphobic banter or graffiti are not tolerated); 2) changing rooms and toilets have private options for students to use; and 3) that safe places for sexuality and gender diverse students are created and clearly identified (e.g. the school guidance counsellor’s office is explicitly advertised as a GLBTQI friendly space (and an assessment is made to ensure it is one), and if a school has a Gay-Straight Alliance/Diversity Group it needs to be promoted). We recommended that Rainbow Youth seek funding to develop:

A national package to audit school safety and school policies for sexuality and gender diverse students. We recommend that this package includes an audit tool for individual schools or an outsider evaluator to use; and

A set of resources that can be used in schools that will help to improve the school’s climate (e.g. ‘safe place’ stickers for offices which can be used to denote which teachers are trained and knowledgeable about supporting sexuality and gender diverse students).

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*"The workshop changed my view of gay people,
I will be more supportive of gay people."*



Appendices

Your feedback on Rainbow Youth's

"Sexuality Diversity Education Programme" (pre-workshop questionnaire)

To date little research has been done in the area of sexuality diversity education/workshops. We are keen to learn more about what young people think about these workshops and the impact that these workshops have. So that we can compare results from each individual we need to know your allocated code number (taped to the desk in front of you). We have given everyone a code so that you will be anonymous (i.e. we won't know who you are):

Your code:

Age:

Gender:

Which ethnic group do you belong to? (circle the term/s which applies to you):

Māori

New Zealand

Chinese

Indian

European

Samoan

Tongan

Niuean

Other (such as Dutch, Japanese, Tokelauan, please state) _____

Please mark (with an "x") where you best fit in relation to the statements on the lines below:

1. "I value sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) students at my school"



Not at all

Very much so

2. "Students at my school get bullied because people think they are gay, lesbian, bisexual, takatāpui or queer"



Not at all

Very much so

3. "I understand what it might be like (or what it is like) to be sexuality diverse (gay, lesbian, bisexual, takatāpui or queer)"



Not at all

Very much so

4. "My school is supportive of sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) students"



Not at all

Very much so

5. "People at school care about me (teachers, coaches or other adults)"



Not at all

Very much so

6. "I'm looking forward to participating in this class/workshop on sexuality diversity"



Not at all

Very much so

Very much so

Please circle your response to these questions below:

1. Would you recommend this workshop/class to other young people?
2. Do you think that other schools should offer a workshop/class like this one to their students?
3. Do you think a workshop like this will reduce bullying in schools?
4. Do you think if students got bullied less it would be easier to learn in school?

YES

NO

YES

NO

YES

NO

YES

NO

Please write responses to the questions below:

1. What would it be like (or is it like) to be a sexuality diverse (gay, lesbian, bisexual, takatāpui or queer) student at your school?
2. What would you do if someone 'came out' to you as sexuality diverse (e.g. gay, lesbian, bisexual, takatāpui or queer)?
3. What did you like about this workshop or what did you find most useful?
4. What did you not like about this workshop or what did you find least useful?
5. How will you interact with sexuality diverse (e.g. gay, lesbian, bisexual, takatāpui or queer) students differently as a result of this workshop?

Your feedback on Rainbow Youth's

"Gender Diversity Education Programme" (pre-workshop questionnaire)

To date little research has been done in the area of gender diversity education/workshops. We are keen to learn more about what young people think about these workshops and the impact that these workshops have. So that we can compare results from each individual we need to know your allocated code number (taped to the desk in front of you). We have given everyone a code so that you will be anonymous (i.e. we won't know who you are):

Your code:

Age:

Gender:

Which ethnic group do you belong to? (circle the term/s which applies to you):

Māori

New Zealand

Chinese

Indian

European

Samoan

Tongan

Niuean

Other (such as Dutch, Japanese, Tokelauan, please state) _____

Please mark (with an "x") where you best fit in relation to the statements on the lines below:

1. "I value students who are gender diverse (trans, transgender or fa'afafine) at my school"



Not at all

Very much so

2. Students at my school get bullied if they are boys doing 'girly' things or girls doing 'boyish' things"



Not at all

Very much so

3. "I understand what it might be like (or what it is like) to be trans, transgender or fa'afafine"



Not at all

Very much so

4. "My school is supportive of gender diverse (trans, transgender or fa'afafine) students"



Not at all

Very much so

5. "People at school care about me (teachers, coaches or other adults)"



Not at all

Very much so

6. "I'm looking forward to participating in this class/workshop on gender diversity"



Not at all

Very much so

Your feedback on Rainbow Youth's

"Gender Diversity Education Programme" (post-workshop questionnaire)

To date little research has been done in the area of gender diversity education/workshops. We are keen to learn more about what young people think about these workshops and the impact that these workshops have. So that we can compare results from each individual we need to know your allocated code number (taped to the desk in front of you). We have given everyone a code so that you will be anonymous (i.e. we won't know who you are):

Your code:

Age:

Gender:

Which ethnic group do you belong to? (circle the term/s which applies to you):

Māori

New Zealand
European

Chinese

Indian

Samoan

Tongan

Niuean

Other (such as Dutch, Japanese, Tokelauan, please state) _____

Please mark (with an "x") where you best fit in relation to the statements on the lines below:

1. "I value students who are gender diverse (e.g. trans, transgender or fa'afafine) at my school"

●—————●
Not at all Very much so

2. "I understand what it might be like (or what it is like) to be trans, transgender or fa'afafine"

●—————●
Not at all Very much so

3. "I learnt a lot by attending this class/workshop"

●—————●
Not at all Very much so

4. "I would like my school to be more supportive of gender diverse (e.g. trans, transgender or fa'afafine) students"

●—————●
Not at all Very much so

Please circle your response to these questions below:

1. Would you recommend this workshop/class to other young people?
2. Do you think that other schools should offer a workshop/class like this one to their students?
3. Do you think a workshop like this will reduce bullying in schools?
4. Do you think if students got bullied less it would be easier to learn in school?

YES

NO

YES

NO

YES

NO

YES

NO

Please write responses to the questions below:

1. What would you do if someone 'came out' to you as a gender diverse person (e.g. trans, transgender or fa'afafine)?
2. What would it be like (or is it like) to be a gender diverse (e.g. trans, transgender or fa'afafine) student at your school?
3. What did you like about this workshop or what did you find most useful?
4. What did you not like about this workshop or what did you find least useful?
5. How will you interact with gender diverse (e.g. trans, transgender or fa'afafine) students differently as a result of attending this workshop?



Evaluation study of the “Sexuality/Gender Diversity Programme” implemented by Rainbow Youth in Auckland secondary schools

Information sheet for student participants

We would like to invite you to take part in this study and we are seeking your consent to do so.

Who is running it?

There are four main people involved in running the study; Priscilla Penniket (Rainbow Youth's Education Coordinator), Thomas Hamilton (Rainbow Youth's Executive Director), James Burford and Mathijs Lucassen (Rainbow Youth's Contracted Researchers). This study has been funded by the Ministry of Education.

What is the study?

Bullying can make school really tough for sexuality diverse (e.g. gay, lesbian, bisexual, takatāpui or queer) and gender diverse (e.g. trans, transgender or fa'afafine) students. Rainbow Youth has been running workshops in schools for years and students have said that the workshops help to create a more positive learning environment for everyone. We would like to formally evaluate the workshops and get the opinions of about 200 students who take part in the study. To date no studies have asked students what they think of workshops like the ones Rainbow Youth offers in New Zealand. We are really keen to get your feedback.

Who is invited to take part in the study?

Two secondary schools have been invited to take part in this study; your school is one of the selected schools. We will run the workshops for students from your school and we hope approximately 200 students will take part.

What would be involved?

You will attend two workshops one on Sexuality Diversity (which takes about an hour) and one on Gender Diversity (which also takes about an hour). Both workshops will be during timetabled health classes. Before and after each workshop you will be invited to complete a survey. The survey will ask you basic questions about yourself (e.g. your age and ethnicity), to complete some ratings about bullying, to rate the workshops and to answer some questions about how things could be made better for all students regardless of their sexuality or gender identity. You will not be asked any sensitive questions (e.g. about your own sexuality).

How will the information be used?

You will use an individual code on the survey (to help you remember what it is we will stick it to your desk). That means we will not know who you are and when we report the results of the study you cannot (and will not) be identified. Your school will not be named in any reports. We will only refer to students who took part in the study in broad terms (e.g. by their age). The surveys will be stored in a locked cabinet at Rainbow Youth until the study is completed (later in the year), after which we will destroy the surveys.

“Evaluation study of the sexuality/gender diversity programme implemented by Rainbow Youth in Auckland secondary schools” (Version One – 9 May 2012)

You do not have to take part!

You are invited to take part in the study, but don't have to. Taking part or not taking part will not influence your grades and if you decide to not take part please return a blank survey.

Any questions?

We would be happy to answer any questions you might have or to discuss the study with you further. You can talk to:

- Priscilla Penniket (Rainbow Youth's Education Coordinator) or Thomas Hamilton (Rainbow Youth's Executive Director) on (09) 376 4155 about the workshops; and
- James Burford and Mathijs Lucassen (Rainbow Youth's Contracted Researchers) via email m.lucassen@auckland.ac.nz and james.burford1@gmail.com about the study/research.

Or write to us at:

Rainbow Youth Incorporated, P.O. Box 68383, Newton, Auckland 1145.

What if I need more help?

If you would like to talk to someone about bullying generally you can phone Youthline for free on 0800 376 633 or Free TXT 234. If you would like to talk to someone about things to do with sexuality or gender identity you can call OUTLineNZ free on 0800 688 5463.

This study has received ethical approval from the Northern X Regional Ethics Committee (reference NTX/12/EXP/095)

If you have any queries or concerns regarding your rights as a participant in this study, you may wish to contact an independent health and disability advocate: Free phone: 0800 555 050 Free fax: 0800 2 SUPPORT (0800 2787 7678) Email: advocacy@hdc.org.nz

Thank you for your time!

Notes
