

PEDAGOGY GUIDE

Inside Out has been split into two formats to be developmentally appropriate for children and young people in school years 7-8 and 9-13.

The resource for year 7-8 students focusses mainly on gender identity. For year 9-13, the resource expands to include content about sexual identities.

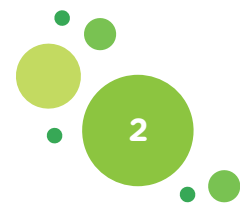
While this guide is written for educators, it has also been designed for other adults working to support gender and sexual diversity with children and young people.

I. INSIDE OUT AND THE NZ CURRICULUM

Inside Out supports many key objectives in the New Zealand Curriculum.

- It is designed to put children and young people at the centre of discussions, and for them to identify ways in which they can manage self and contribute to fostering healthy communities and environments that will contribute to the well-being of themselves, others, and society.
- Inside Out is ultimately about fostering positive relating to others, especially in terms of gender and sexual diversity.
- Inside Out meets many key objectives in the **health curriculum**. It fosters knowledge and understandings about sexual health and development. It supports students to acquire, apply, and extend their knowledge and skills on key topics including:
 - the differences between sex, gender, and sexuality
 - the variety and fluidity of gender and sexual identities (e.g., queer and trans* identities)
 - attraction, and sexual attraction, including to members of more than one sex.
 - the sexual development for young people who are intersex and “coming out” with a diverse gender or sexual identity
 - perspectives about cultural forms of sexuality and gender identities (including Takataapui and Fa’afafine identities)





- Inside Out fosters critical thinking, evaluation of ideas and understanding, reflection, and social-action skills related to issues of equity and gender, including:
 - critically analysing norms about diverse sex, gender and sexual identities (including gender stereotypes)
 - exploring where homophobia and transphobia come from
 - developing empathy
 - managing self and fostering actions to reduce homophobia and transphobia, bullying, and to affirm diversity
 - Discussing how particular social messages and stereotypes, including those in the media can affect feelings of self-worth
- Inside Out also cultivates personal skills, interpersonal skills and related attitudes that affirm diversity, including:
 - The skills needed to examine attitudes, values, beliefs, rights, and responsibilities about sex, gender and sexual diversity
 - A deeper understanding of the factors that contribute to personal identity
 - Fostering respect, care, and concern for themselves and other people, including celebrating individuality and affirming diversity
 - Developing ethical values about equality of opportunity, freedom of expression, and self-determination for all people

II. CRITICAL THINKING

Critical thinking is the foundation for open minds and hearts. The pedagogical approach of the Inside Out resource is centred on fostering critical thinking, discussion, perspective-taking, empathy, and compassion to affirm diversity.

Inside Out explores how there are a set of social ‘norms’ in every society. These norms are constructed over time and determine what is ‘normal’, natural and desirable. In this way, these norms also define what is ‘abnormal’, unnatural and undesirable. While not all norms are problematic, norms that construct other diverse sex, gender and sexual identities as ‘abnormal’ and ‘undesirable’ are the basis for transphobia and homophobia. In turn, homophobia and transphobia are the basis of homophobic and transphobic bullying and harassment.

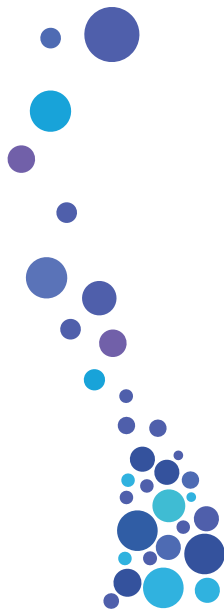




This resource uses a norm-challenging approach to explore homophobic and transphobic discrimination from another angle - to deconstruct the norms that construct homophobic and transphobic attitudes.

It is often confronting for people to examine discrimination, bias, and prejudice. It can produce feelings of shame and anger, and in turn, resentment and defensiveness. Inside Out has therefore been designed to foster positive self-esteem and compassion for all students, including those who may be involved in producing discrimination. It does this by illustrating biases, prejudices and negative attitudes as products of unexamined social norms and practices. This refocuses attention on problematic norms, rather than on the person who holds problematic attitudes, making the norms easier to critically analyse and think about than the person who “holds” them.

In this way, Inside Out enables us to use this critical lens to deconstruct these norms and the behaviours they enable. This norm-challenging pedagogical approach can then allow us to identify alternative norms that affirm diversity. This approach is particularly important as the research shows that preaching is ineffective for getting students to change their attitudes. Instead, it is through critical thinking, empathy, and reflection that attitude change will occur.



III. CREATING IDEAL LEARNING ENVIRONMENTS



Research has shown that prejudice is countered when educational environments foster critical thinking, empathy development and positive self-esteem in students.

Having a clear focus at each stage of the programme, such as how to understand the self or how to enhance relationships will help orientate students' learning. The lesson resources provide more information about possible objectives.

Because critical thinking, participation, and student voice is critical for deconstructing homophobia and transphobia, the ideal learning environment is characterised by being:

Open and Accepting

- Set an environment that allows for mistakes. Context is everything, and since most students have their own sets of beliefs influenced by their background, upbringing and other factors, they may not be aware of some attitudes that are hurtful to others.
- Encourage open discussions between students, so they can learn from each other.
- While these lessons are intended to increase empathy and broaden students' perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition, some students may express discomfort or have difficulty accepting others' viewpoints.
- The critical point is that these resources are not about producing an absolute truth. Instead the videos offer provocations and a range of opinions. Students have every right to agree or disagree with a particular opinion. But what becomes important is where these opinions come from, and whether or not they limit another student's access to a positive education experience.

Respectful and Safe:

- Respond when a student is deliberately hurtful or exhibits hate-based behaviour. Tolerating or being quiet in the midst of prejudicial behaviour communicates to students that this sort of behaviour is okay. Students will also follow your lead when you intervene while someone is being a target of harmful behaviour.
- Use instructional techniques to provide the necessary structure and support your class may need while exploring the Inside Out lessons.
- If you need support when you encounter especially concerning student behaviour during the course of Inside Out, consult a mental health professional in your school.



Inside out takes a norm-challenging approach. This means that some of the discussions that may emerge might make students feel uncomfortable as they realise the extent to which norms have structured their lives. Some of them may realise that these norms have fostered negative reactions to other people, that may have caused others' distress. This discomfort is totally acceptable, and often desirable to produce deeper learning. However, it is important that the learning environment frames problematic norms as the issue, rather than individual who hold these attitudes. The learning environment then becomes less threatening, and is more likely to foster to critical thinking and discussion.

Suggested Ground Rules for Inside Out discussions

Co-construct ground rules for the class discussions. In addition to the rules your class normally have, these additional rules will help produce a positive learning environment for the Inside Out resources:

- **Withhold judgement:** *As you participate in the discussions, you will encounter viewpoints and opinions that will be different from yours. Maintain a respectful attitude when you disagree, and withhold judgement when learning something new.*
- **Learn by listening:** *Keep an open mind and learn by listening.*
- **Everyone having the right to speak. Encourage questions:** *Within the realm of what's respectful, no question is too "silly." Feel free to ask questions, as most of the things we'll be talking about may be new to a lot of you. But make sure all questions remain respectful.*
- **Speak from your own perspective:** *Use "I" statements, such as "I think...", "I feel...", or "In my experience...". Don't judge another person's thoughts, feelings or experiences. Avoid telling others "you should..."*
- **Respect Confidentiality:** *Whatever is said in the room should stay in the room, when it comes to personal stories. When sharing about another person you know, don't use real names. Be sensitive to others' need for privacy and confidentiality.*
- **OK and Not OK Questions:** *Questions that may be too personal or inappropriate to ask sex, gender and sexuality diverse students may include (1) details of their romantic relationships; (2) what sexual activities they participate in, and for trans* people (3) what their surgery status is or (4) their transition process. (5) For intersex people, what their bodies look like or used to look like. These are not acceptable to ask.*
- **Have fun learning and exploring new ideas:** *Approach unfamiliar topics with curiosity, openness and lightheartedness.*

IV. OTHER IMPORTANT TOPICS



Gender or Sexually Diverse Students

You may have students in your classroom who are sex, gender, and/or sexually diverse - or have whānau-family who are.

If the student has not shared this openly before, they may disclose it at some point during the course of Inside Out. Unless they state otherwise, it would be safer to presume that they haven't shared this information yet to their whānau-family and friends. Be mindful that this would be a gradual process for them, and they may not be ready to share this fact to their whānau-family and friends. Be sensitive to this, and remember they are the only one who should ever share that further.

If you have a student or students who are gender or sexuality diverse and are "out", (most people in their life know about their diverse identity), they may experience conflicting feelings during class discussions. These feelings could range from embarrassment to discomfort, pride to excitement, and so on. Be careful not to put the spotlight on them as an "expert" on the topic. It may be good to briefly talk to them in private before a class discussion, to assess their thoughts and feelings about the upcoming discussion topic.

Oppression

The resource explores oppression in much detail. This can sometimes mean that students may claim that someone is less or more oppressed than another person. It is important to steer debate away from who is most oppressed to looking at how oppression operates and what it does. To do this, note that oppression is harmful to everyone in all of its forms. This is the issue, not who may subjectively be more oppressed than someone else. In NZ, the Human Rights Act (1993) states that everyone is protected from discrimination, including discrimination based on perceived sex, sexual orientation and gender identity.





Religion

Some students, parents or guardians may raise the point that being gay, lesbian, bisexual or transgender contradicts what their religion teaches. Remember that everyone is entitled to their beliefs based on their religion, and you're not there to argue about things that are right or wrong, nor are you aiming to change their beliefs. What is important, however, is the fact that students remain respectful, and realise that not everyone holds the same religious belief. For religious parents or guardians who are distressed about this topic, it is worth noting to them that you're merely offering students a range of opinions, not an absolute truth. Clarify that certain norms encourage bullying behaviour, which limits other students' access to a positive education experience.

It is also important to make sure a student's religious belief doesn't dominate a class discussion, nor cause another student distress. Should these situations arise, steer the conversation back to the general norms that are at play, and less about a specific religion.

