

# Un esempio di intervento nelle scuole per ridurre l'omofobia: A scuola per conoscerci

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Davide Zotti

# Omofobia

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Originariamente definita come «*the dread of being in close quarters with homosexuals—and in the case of homosexuals themselves, self-loathing*»

(Weinberg, 1972).

Oggi il termine è utilizzato «*to describe hostility toward homosexuality and people who are not heterosexual*» (Herek & McLemore, 2013).

# Livelli di omofobia

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- ✓ personale
- ✓ interpersonale
- ✓ istituzionale
- ✓ sociale
- ✓ pregiudizi individuali
- ✓ comportamenti
- ✓ politiche discriminatorie delle istituzioni
- ✓ stereotipi ed esclusione

Una disposizione negativa, personale e/o collettiva, psicologica e/o sociale, nei confronti delle persone e delle esperienze omosessuali: dal generico disagio all'avversione esplicita, fino a manifestazioni attive di discriminazione, ostilità e violenza

# Homophobic Bullying (HB)

- Aggressive behavior in social contexts
- Actual or perceived victims' sexual orientation, gender identity or gender expression
- Intentional and repeated over time
- Imbalance of power between the perpetrator(s) and the target
- Physical, verbal and relational forms (e.g., hitting, name-calling, group-exclusion)

TABLE 1

## Expanded Definition of the LGBTQI Acronym and Definitions for Use of Terminology to Describe Varying Identifications within the LGBTQI Community

Term	Basic Definition	Typical Use	Cautions
LGBTQI**	Acronym stands for Lesbian, Gay, Bisexual, Transgender/Transsexual, Queer/Questioning, Intersex	Used to address group; LGBT also used	Can be unfamiliar to new allies; can cause confusion; lumps a diverse group together a larger
Lesbian*	Woman who identifies as being attracted to women	Preferred term for lesbian women	Term “gay” also used; use “lesbians” when more applicable to group
Gay*	Man who identifies as being attracted to men	Refers to gay men; Used as inclusive term for group of gay, lesbian, and bisexual persons	Not inclusive of transgender persons; term “homosexual” is considered derogatory
Bisexual*	A person who identifies as being attracted to both men and women	Sometimes referred to as “bi”	Should be recognized as its own identity, not as indecision
Transgender*	A person who identifies with a different gender than their biological gender	Used as an adjective; male-to-female transgender; female-to-male transgender	Address individuals using pronouns of the gender he/she expresses
Transsexual**	A person who identifies with a different gender and alters his/her body to transition to that gender	Often use more inclusive term of transgender	Address individuals using pronouns of the gender he/she expresses
Queer**	Individuals who do not identify with traditional gender or sexual expression	Used to describe a larger group or an individual	Also used as derogatory term and should not be used casually
Questioning**	Individuals who are uncertain of sexual or gender identity		
Intersex***	Individuals born with non-standard sexual anatomy	To describe persons who were born with both male and female reproductive anatomy	“Hermaphrodite” is considered derogatory

\*compiled from *An Ally's Guide to Terminology: Talking About LGBT People and Equality* produced by the Gay and Lesbian Alliance Against Defamation (2011).

\*\*compiled from *GLSEN Safe Space: A How-to Guide for Starting an Allies Program* produced by Gay, Lesbian, and Straight Education Network (2010).

\*\*\*compiled from *Frequently Asked Questions* (Intersex Society of North America, 2012).

A SCUOLA  
LA PER  
CONO  
SCERCI

Progetto per la prevenzione e il contrasto  
dell'omofobia e del bullismo omofobico a scuola  
a.s. 2009/2010

A SCUO  
LA PER  
CONO  
SCERCI

Arcigay Arcobaleno Trieste Gorizia ONLUS



Arcigay Friuli



Lesbiche del Nord Est – Lune Alfi





Patrocinio di Enti Locali e Aziende per i Servizi Sanitari della Regione.

Regione Autonoma FVG ha erogato nel 2009 e nel 2011 un contributo per attività di particolare rilevanza, ai sensi dell'art. 8 della L.R. 12/1995.

2013 **Convenzione** tra Regione Autonoma FVG, Ufficio Scolastico Regionale FVG, Università di Trieste, Arcigay e Arcilesbica del FVG.

2014, 2015, 2016 e 2017 il Progetto è stato finanziato dalla Regione come “**Progetto speciale**”, ai sensi dell'art. 7, comma 3 della L.R. 2/2006. Con la **Legge Regionale n. 45**, articolo 8, del 28 dicembre 2017, l'Amministrazione Regionale concede un contributo per la realizzazione del progetto.



# A SCUOLA PER CONOSCERCI

Maggio 2010 il progetto importante apprezzamento da parte del **Capo dello Stato**, per il coinvolgimento di numerosi studenti *«nella formazione civile contro ogni forma di intolleranza e di discriminazione»*, della **Ministra per le Pari Opportunità Mara Carfagna** e nel 2012 del **Sottosegretario di Stato all'Istruzione Marco Rossi Doria**.

Nel 2011 il **Presidente della Repubblica** ha conferito una **medaglia di bronzo**, quale premio di rappresentanza, a questo progetto: consenso del Capo dello Stato alle finalità perseguite da iniziative ritenute particolarmente meritevoli.



11

EDIZIONI DEL  
PROGETTO

30

ISTITUZIONI  
SCOLASTICHE

17000

STUDENTI

11

PSICOLOGHE

5500

ORE  
VOLONTARIATO

45

VOLONTAR\*  
LGBTQ+

9

FINANZIAMENTI  
ISTITUZIONALI

# Obiettivi

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Prevenire l'isolamento, l'insuccesso e la dispersione scolastica degli/le studenti/esse LGBTI o percepiti/e come tali

Prevenire episodi di violenza e di discriminazione nei confronti di adolescenti LGBT o percepite/i come tali

Favorire l'empowerment (autostima, fiducia relazionale, capacità di autonomia e di progettualità) di studenti/esse LGBT

Valorizzare il vissuto di studenti/esse LGBT per compensare l'interiorizzazione dello stigma sociale

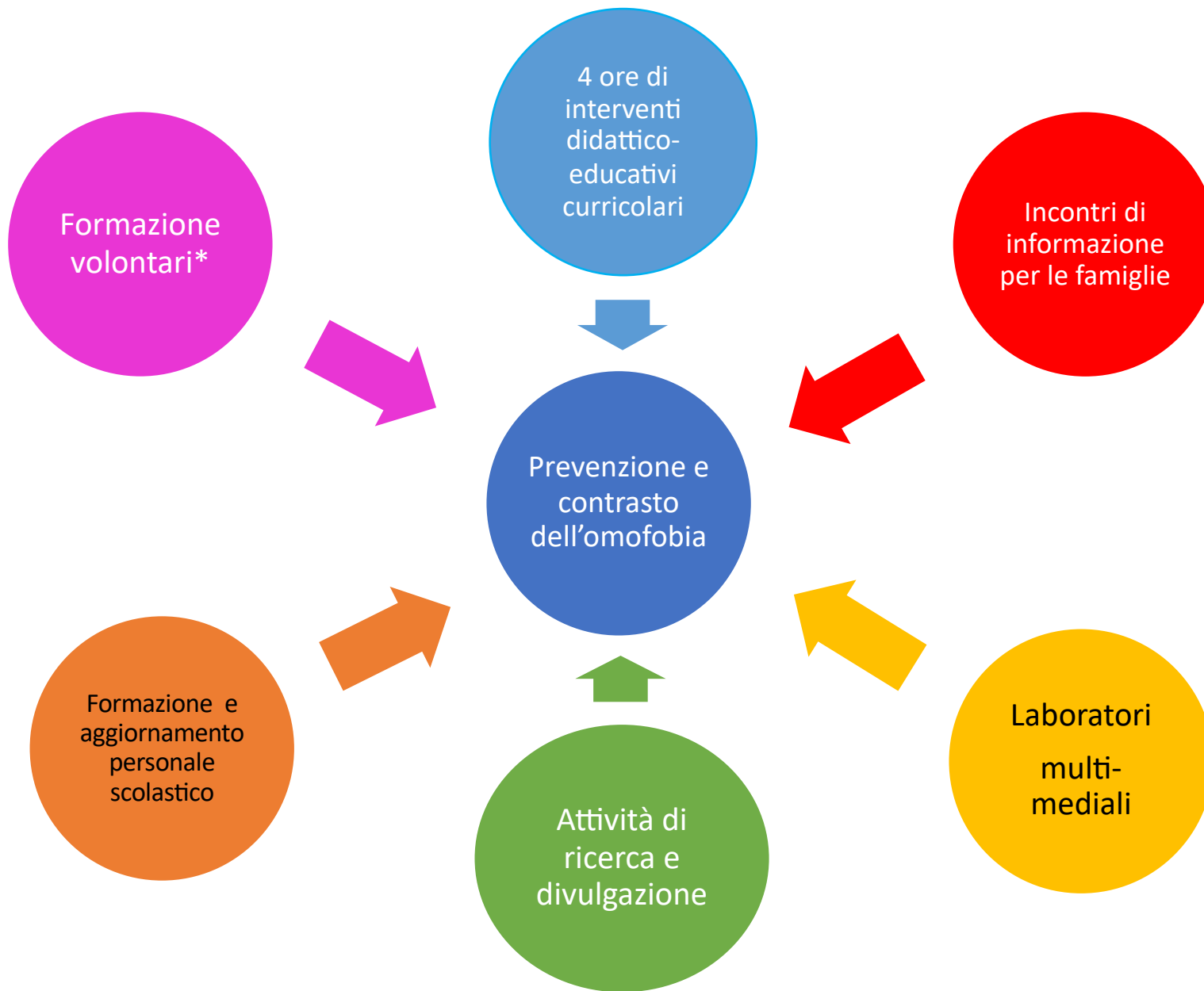
# Obiettivi

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Proporre al personale scolastico (dirigenti, docenti, personale A.T.A.) e ai genitori momenti di formazione sui temi LGBT e sulla gestione del bullismo omofobico

Condividere esperienze e messaggi positivi sulle persone LGBT

Creare una rete di solidarietà e cooperazione all'interno della comunità scolastica per consolidare la funzione della scuola come luogo sicuro ed inclusivo



Due interventi didattico-educativi di due ore ciascuno, in **orario curricolare** e con la presenza degli insegnanti, rivolti a studenti/esse. Gli interventi sono condotti da una/o psicologa/o, iscritta/o all'Ordine degli Psicologi.

- Primo incontro formativo sui temi dell'identità sessuale, del bullismo omofobico e del pregiudizio sociale verso le persone LGBT. **Proiezione video.**
- Secondo incontro con la presenza dei/le **volontari/e** di Arcigay e Lune. I/le volontari/e **dialogano** e si confrontano con la classe, raccontano le loro **esperienze** e **rispondono** alle domande di studenti/esse.

STAND UP! LGBT Awareness Weeks.

Belong to.

Ireland's National Service for Lesbian, Gay, Bisexual &  
Transgender Young People 2011

PELO DIREITO À INDIFERENÇA

ILGA Portugal 2008

**Incontri di informazione** con focus sull'età adolescenziale sui contenuti del progetto e in particolare sui seguenti temi:

- orientamento sessuale
- identità/espressione di genere
- ruolo di genere
- coming out in famiglia

In collaborazione con AGEDO

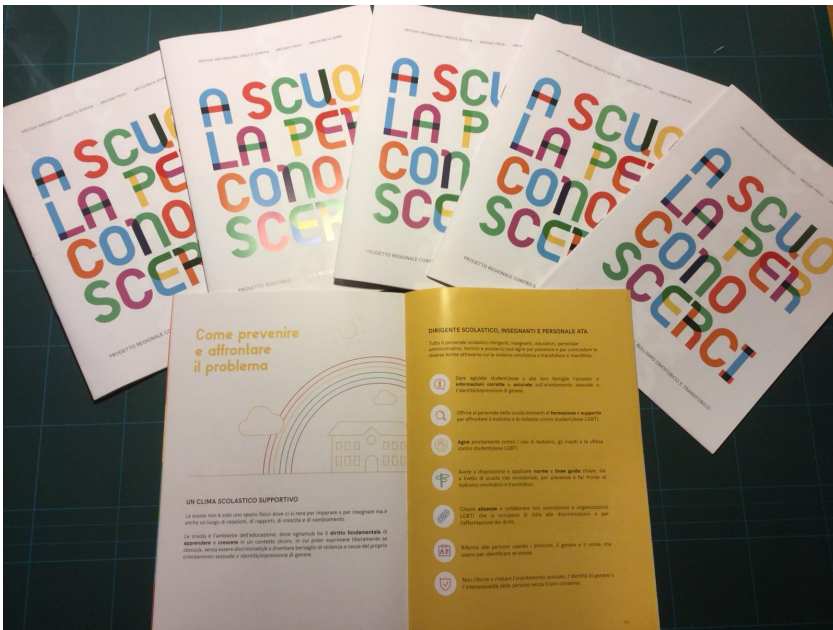


# A SCUOLA PER CONOSCERCI

<https://youtu.be/UkivPDoAG8s>  
<https://youtu.be/olckksy8FHY>  
<https://youtu.be/U2IZqKLRZN4>



Laboratori  
multi-  
mediali



ARCIGAY  
ARCILESBICA  
UDINE  
PORDENONE  
TRIESTE  
GORIZIA  
Vieni con noi: stiamo lavorando per cambiare il Mondo!

**YOUNG&GAY?  
WE WANT YOU!**

SEI GAY? SEI LESBICA?  
SEI BISEX O TRANSGENDER?  
HAI DAI 18 AI 30 ANNI?  
VUOI RACCONTARE  
LA TUA ESPERIENZA AGLI STUDENTI  
DELLE SCUOLE DEL FRIULI VG?  
CONTATTACI ORA! SARÀ UN'ESPERIENZA EMOZIONANTE!



SABATO  
**31**  
GENNAIO  
ORE 14,30-17,30  
**TRIESTE**  
ARCIGAY//ARCILESBICA  
Albanca Francosca di Trieste - F. 201 Sant'Antonio  
Nuovo 2  
CORSO DI FORMAZIONE  
"GIOVANI VOLONTAR\* LGBT  
PROGETTO SCUOLE 2015  
"A SCUOLA PER CONOSCERCI"  
CONTRO IL BULLISMO OMOFOBICO

PER INFO E ADESIONI: [udine@arcigay.it](mailto:udine@arcigay.it) [udine@arcilesbica.it](mailto:udine@arcilesbica.it) [trieste@arcigay.it](mailto:trieste@arcigay.it) | FB | Cell : 3407549203





## L'ESPERIENZA IN FRIULI VENEZIA GIULIA NELLA PREVENZIONE E NEL CONTRASTO DEL BULLISMO OMOFOBICO:

## CONFRONTI E PROSPETTIVE DI SVILUPPO

La famiglia e la scuola ricoprono un ruolo molto importante nella trasmissione di valori educativi improntati all'accettazione e all'inclusione, che possono portare a una sensibile riduzione della frequenza dei comportamenti di bullismo, anche omofobico. Per supportare le famiglie e le istituzioni scolastiche con adeguati elementi conoscitivi e strumenti di tipo educativo e per perseguire il fine della prevenzione di tali fenomeni, l'Assessorato regionale al Lavoro, Formazione, Istruzione, Pari Opportunità, Politiche giovanili, Ricerca e Università della Regione Friuli Venezia Giulia, ha promosso il "Progetto regionale di prevenzione e contrasto del fenomeno del bullismo omofobico: rilevazione del problema, strategie d'intervento e attività di formazione". Ulteriori spunti di riflessione e buone pratiche in materia di prevenzione delle discriminazioni sono presentate da altre istituzioni regionali e nazionali.

### Factors preventing and promoting homophobic bullying: a research in Italian secondary schools

Zotti, D.<sup>1</sup>, Piccoli, V.<sup>1</sup>, Bianchi, M.<sup>2</sup>, Di Blas, L.<sup>1</sup>, Pelamatti, G.<sup>1</sup>, Carnaghi, A.<sup>1</sup>

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#### INTRODUCTION

Bullying and homophobic bullying are widespread problems in the school context (Kosciw et al., 2016; Olweus, 1993; Rivers, 2001). Bullying can arise in several forms (e.g., name-calling, harassment, assault, teasing, negative remarks, isolation/exclusion). Gender-nonconforming youth and males are more likely to be the targets of homophobic behaviours (Pascoe, 2007; Poteat & Espelage, 2005). A homophobic school climate may be associated with the level of homophobia among students (Prati et al., 2011). Adhering to the masculine-body ideal is connected to muscularity (Bianchi et al., 2016) and homophobic behaviour is related to bullying, prejudice, and masculinity norms (Poteat & Russell, 2013). The present study intends 1) to address the individual and contextual specific factors that accounted for homophobic bullying against actual or perceived gay and lesbian youth; 2) to examine if the concern about one's own muscularity and thinness, that stem from gender norms, may be a factor which promotes involvement in homophobic bullying.

#### METHOD

N = 2,138 students (n = 1,050 women, n = 1,053 men, n = 35 participants did not provide their gender; age: M = 16.57, SD = 1.57) from secondary schools in North Italy participated in the research.

**Bullying perpetrator towards actual or perceived gay and lesbian students:** participants assessed the extent to which they engaged in homophobic behaviours (e.g., homophobic epithets, written offenses, exclusion/isolation, assault) in their schools, (Prati, 2012); 4-point scale, from 1 = never to 4 = always.

#### The contribution of contextual factors

**Victim:** participants were asked to report if they had been the victims of homophobic behaviours in a school context; 4-point scale, from 1 = never to 4 = always.

**Bystander:** participants assessed the perceived occurrence of homophobic behaviours (4-point scale, from 1 = never to 4 = always).

**Perceived teacher reactions:** participants appraised perceived teacher reactions to the homophobic bullying (Prati et al., 2010), comprised of seven items referring to teacher intervention vs. nonintervention (5-point scale, from 1 = never to 5 = always).

#### The contribution of individual factors

Four different scales were employed to assess sexual prejudice: 1) attitude towards gays and lesbians (ATG, ATL, Herek, 2000), 2) homosexuality stigma (ISTAT, 2012); 3) beliefs about the gender nonconformity of gays and lesbians; 4) emotional reactions towards homosexuals by means of the affective scale issued by ISTAT (2012). Participants were asked to rate their **body image concern** using two scales: **Drive for thinness** (Martins et al., 2007) and **Drive for muscularity** (Yelland & Tiggemann, 2003), (6-point scales, from 1 = always to 6 = never).

**Appraisal of homophobic insults:** participants rated the extent to which they perceived different terms as homophobic and category labels by means of a 4-point scale, (from 1 = not at all to 4 = very much (Carnaghi & Maass, 2008; Hunt et al., 2016).

**Contact with homosexuals** was assessed by asking the participants to indicate how many homosexual individuals are personally known by participants (i.e., a family member, somebody at school, a friend, a neighbour, an acquaintance).

#### RESULTS

##### Descriptive analyses

11% of participants claimed they had engaged in homophobic bullying towards actual or perceived gay students, whereas 4.17% towards actual or perceived lesbian students.

##### Regression analyses

###### DV Bullying perpetrator towards gay students

Independent Variable	B	SE	β	p
Perceived teacher non intervention	.018*	.007	.016	.041
ATG	-.044***	.016	-.048	.001
ATL	-.061***	.015	-.059	<.001
Homosexuality stigma	.000*	.012	.002	.062
Bystander HB towards gay	.138***	.013	.252	<.001
Bystander HB towards lesbian	.050***	.010	.132	<.001
Victim	.004	.026	.006	.900
Sex by muscularity concern	-.045***	.012	-.095	<.001
Sex by thinness concern	.042***	.012	.087	<.001

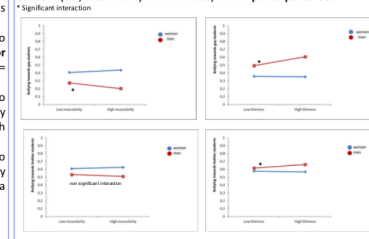
\*p < .05. \*\*p < .01. \*\*\*p < .001.

###### DV Homophobic bullying perpetrator towards lesbian students

Independent Variable	B	SE	β	p
Emotional reactions towards lesbians	.016*	.008	.049	.049
Homosexuality stigma	.030***	.009	.083	<.001
Bystander HB towards lesbian	.233***	.014	.370	<.001
Victim	.088***	.010	.188	<.001
Sex by thinness concern	.019*	.009	.052	.032

\*p < .05. \*\*p < .01. \*\*\*p < .001.

#### Bullying towards gay and lesbian students as a function of body image concern (i.e., muscularity and thinness) and of participants' sex



#### DISCUSSION

This research highlights the different individual and contextual factors underlying homophobic behaviours towards specific targets (i.e., actual or perceived gay and lesbian students). The study emphasises the importance of contextual factors in fostering or inhibiting homophobic bullying. For the first time, the connection between engagement in homophobic bullying and body image concern (muscularity and thinness), like conforming gender-body norms, has been analysed. Given the strong connections between bullying and body image concern, it is useful to consider these findings for policy and practice for creating safer schools.

Istantanea schermo



Attività di  
ricerca e  
divulgazione

JOURNAL OF HOMOSEXUALITY  
2016, VOL. 63, NO. 10, 1422-1438  
<http://dx.doi.org/10.1080/00918369.2016.1158000>

Routledge  
Taylor & Francis Group

## Adolescents' Appraisal of Homophobic Epithets: The Role of Individual and Situational Factors

Christopher John Hunt, PhD<sup>a</sup>, Valentina Piccoli<sup>b</sup>, Andrea Carnaghi<sup>b</sup>, Lisa Di Blas<sup>b</sup>, Mauro Bianchi<sup>c</sup>, Loredana Hvastja-Stefani<sup>b</sup>, Giovanna Maria Pelamatti<sup>b</sup>, and Corrado Cavallero<sup>b</sup>

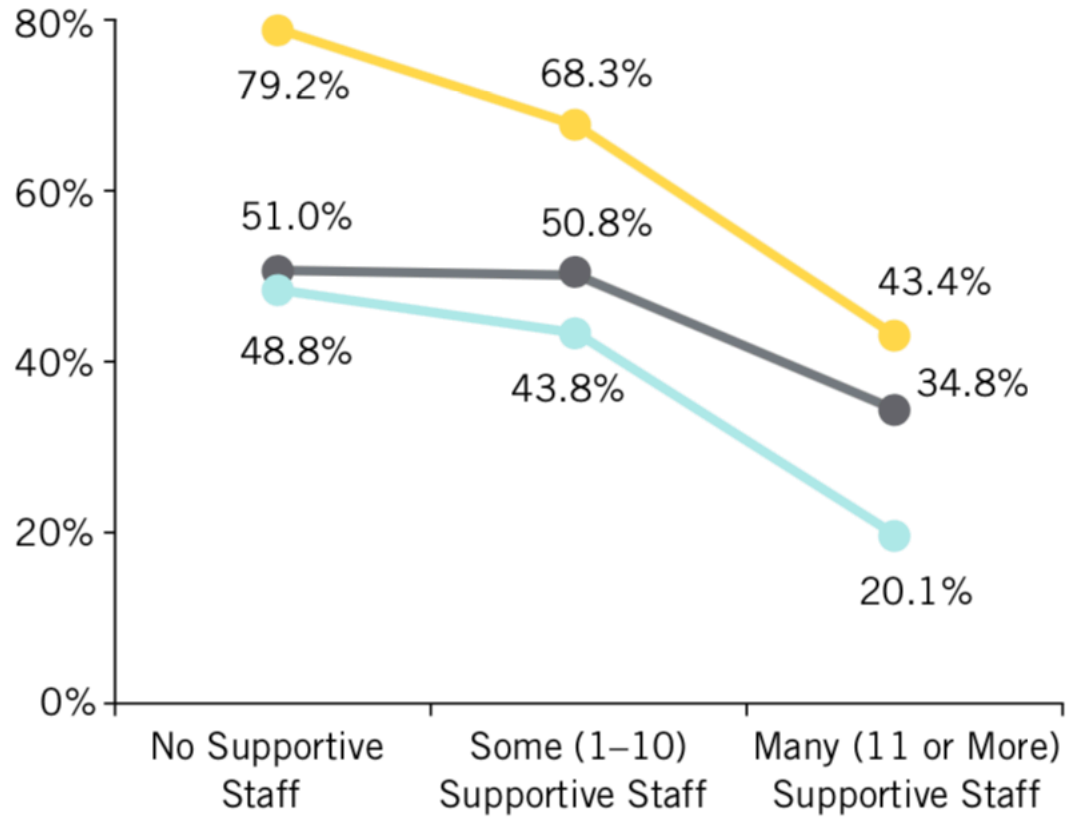
## Individual and Contextual Factors Associated with School Staff Responses to Homophobic Bullying

Davide Zotti<sup>1</sup> • Andrea Carnaghi<sup>1</sup> • Valentina Piccoli<sup>1</sup> • Mauro Bianchi<sup>2</sup>

## I diversi aspetti della formazione:

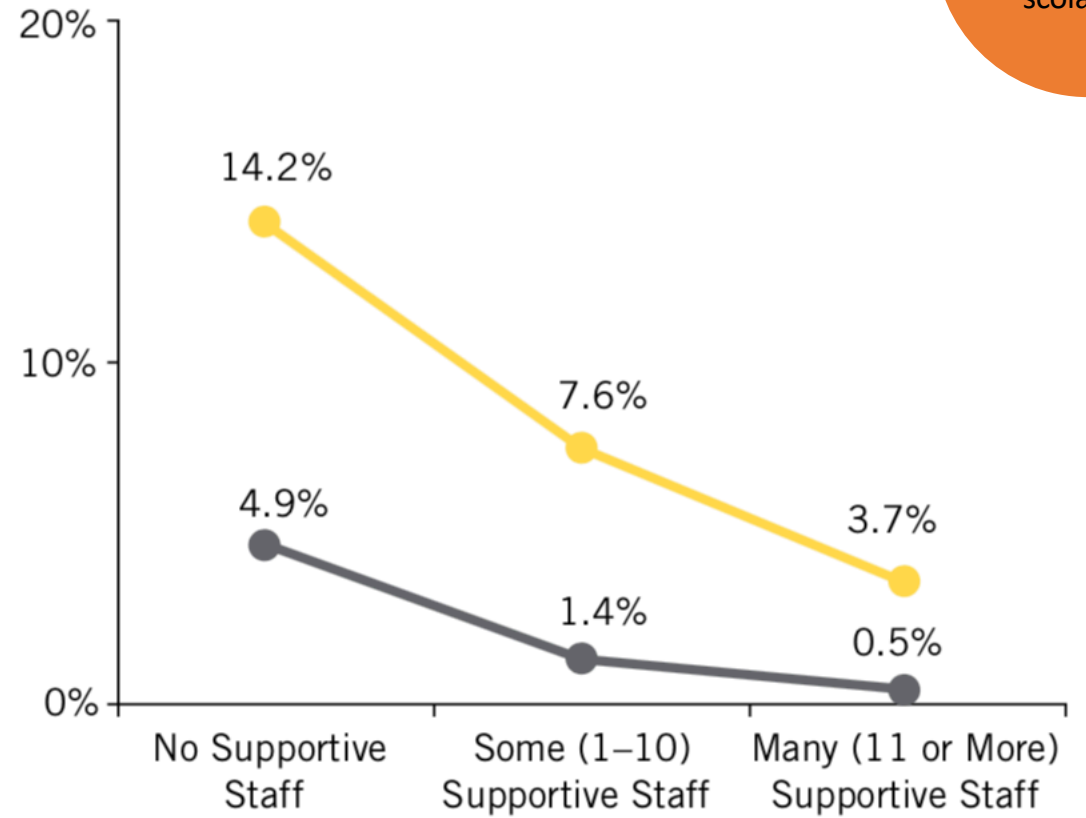
- ✓ i contenuti scientifici (e.g., identità sessuale, bullismo, omofobia)
- ✓ destrutturazione del pregiudizio sessuale
- ✓ la gestione dei casi di omofobia
- ✓ conoscenza di persone LGBT
- ✓ policy anti-bullismo e anti-discriminazione LGBT
- ✓ il ruolo supportivo del docente
- ✓ curriculum inclusivo

**Figure 2.18 Supportive School Staff and Feelings of Safety and Missing School**



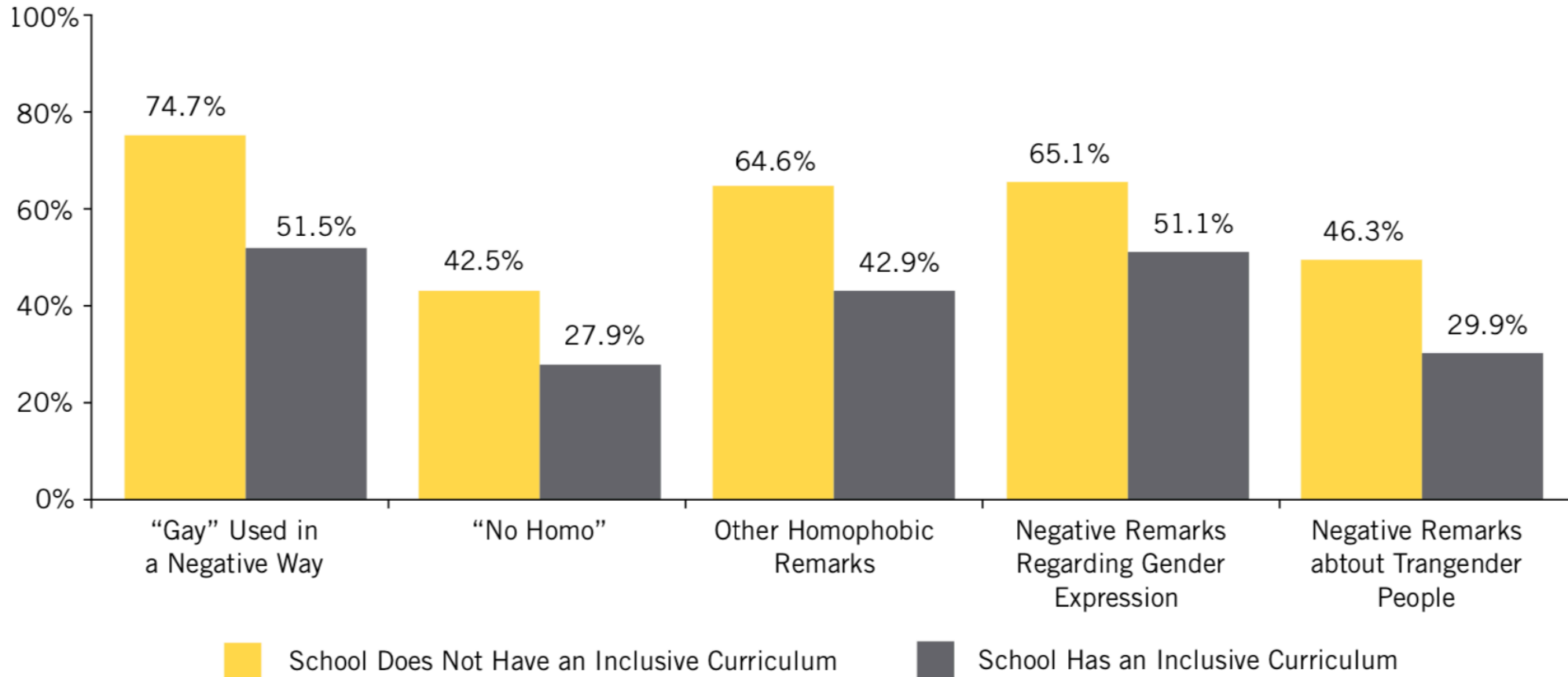
- Felt Unsafe Because of Sexual Orientation
- Felt Unsafe Because of Gender Expression
- Missed at Least One Day of School in the Past Month

**Figure 2.19 Supportive School Staff and Educational Aspirations**

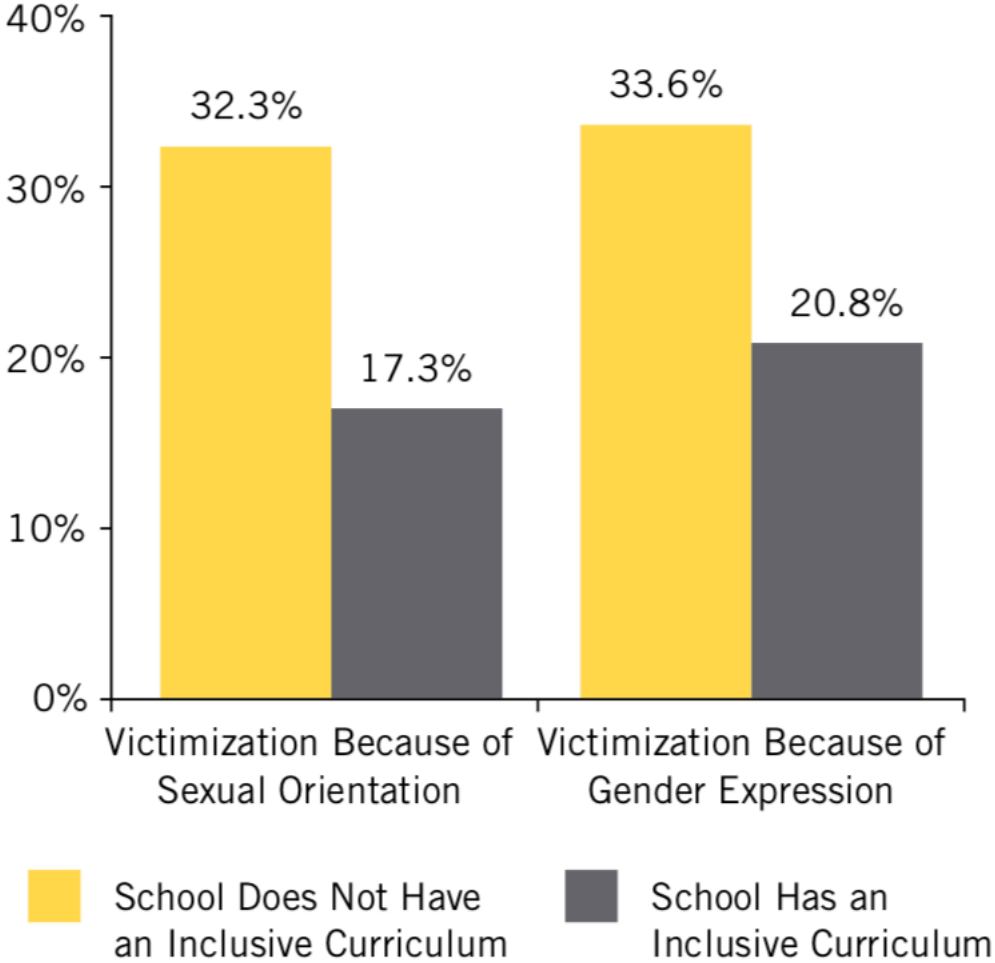


- LGBTQ Students Not Planning to Pursue Post-Secondary Education
- LGBTQ Students Not Planning to Complete High School or Not Sure

**Figure 2.14 LGBTQ-Inclusive Curriculum and Frequency of Hearing Anti-LGBTQ Remarks**  
(Percentage of LGBTQ Students Hearing Remarks Often or Frequently)

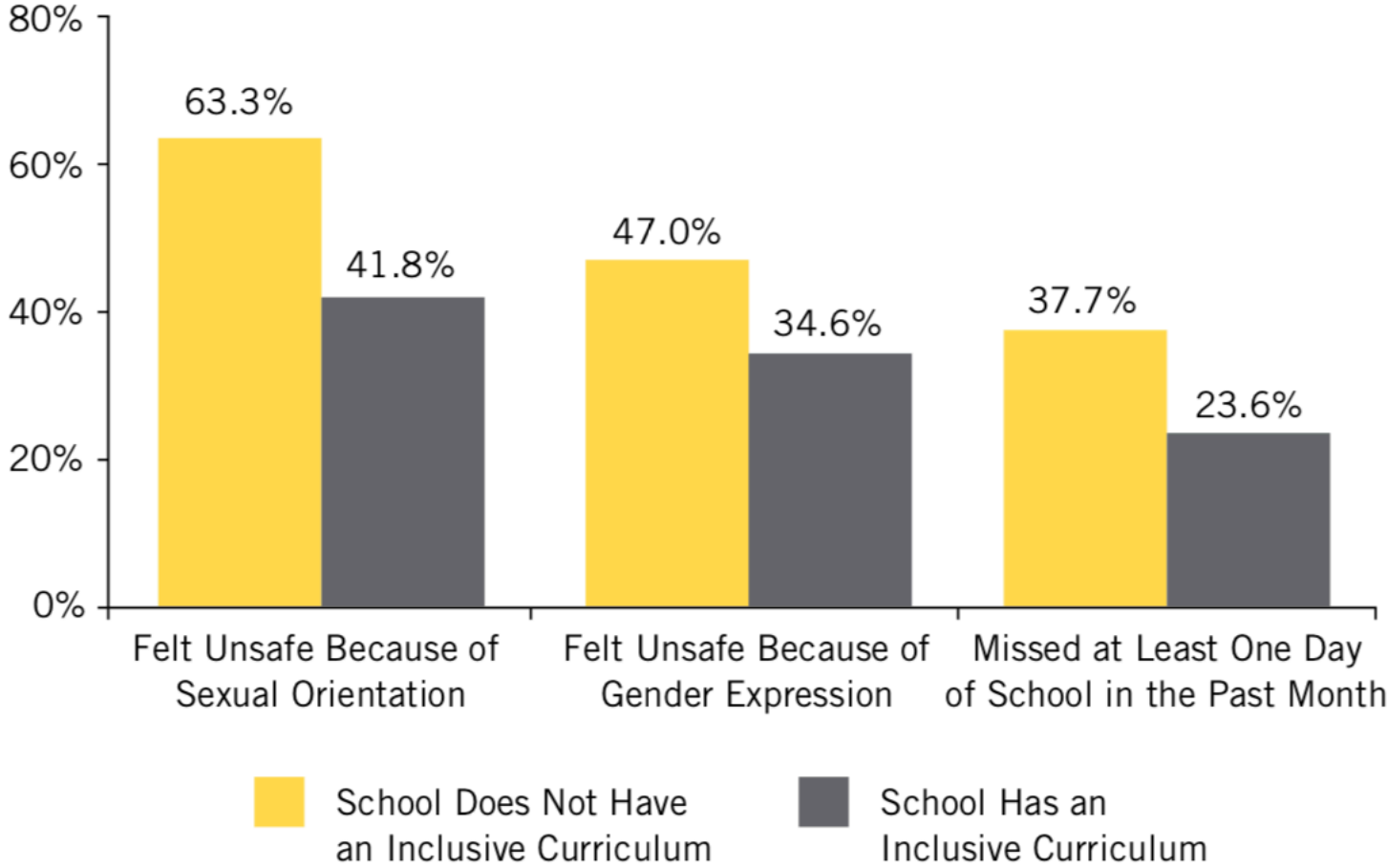


**Figure 2.15. LGBTQ-Inclusive Curriculum and Victimization**  
(Percentage of LGBTQ Students Experiencing  
Higher Severities of Victimization)



(Kosciw et al., 2018)

**Figure 2.16 LGBTQ-Inclusive Curriculum and LGBTQ Students' Feelings of Safety and Missing School**




(Kosciw et al., 2018)

Sexuality Research and Social Policy  
<https://doi.org/10.1007/s13178-018-0362-9>

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# Individual and Contextual Factors Associated with School Staff Responses to Homophobic Bullying

Davide Zotti<sup>1</sup>  • Andrea Carnaghi<sup>1</sup> • Valentina Piccoli<sup>1</sup> • Mauro Bianchi<sup>2</sup>





## Temi affrontati:

- ✓ il ruolo
- ✓ il contesto
- ✓ il rapporto con la classe
- ✓ le domande/le risposte
- ✓ debriefing

# References

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