

Change in Attitude towards LGBT Community by Using Theatre

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ABSTRACT: *In spite of the expansion of instructive mediations and mentality change procedures, the commonness of homophobia and far reaching oppression lesbian, gay, promiscuous, and transgender (LGBT) individuals on school grounds continues. This examination explores the effect of theater on changes in undergrads' mentalities. Utilizing a pre- and post-show overview to gauge the effect of a dramatic execution on understudies' mentalities toward LGBT people also, issues, we report noteworthy changes in mentalities and propose the capability of the presentation to likewise motivate activity. Understanding this impact may assist teachers with being progressively viable in their endeavors to create mentalities of acknowledgment toward LGBT individuals. The research consisted of a qualitative survey of peer-reviewed papers that appeared in the main publications associated with United States technical arts education societies. Gay and lesbian entertainment, which proliferated in the United States in the 1990s, nevertheless appears relatively untouched by this trend among and with young people. Plays featuring gay and lesbian actors, or any discussion of homosexuality are uncommon in both theater for young audiences (TYA) and high school theatre.*

KEYWORDS: *LGBT Community, Theatre, Lesbian, Theater for Young Audiences, Transgender.*

INTRODUCTION

Theater is an amazing medium. As entertainers perform different jobs, the crowd is welcome to take on another perspective. The utilization of theater, at that point, can communicate convictions, feelings, thoughts, and activities, open the crowd to new points of view; and give setting to and possibly acculturate beforehand remote social issues [1]. Attention to this has added to expanding utilization of theater in U.S. advanced education, for instance, during new understudies' direction or through utilization of friend teachers, to instruct and educate understudies about social issues. What stays less clear, in any case, is what impact the utilization of theater has on changing perspectives identified with the social issues about which understudies are being taught.

As Norma Bowles pondered, "Wouldn't it be incredible in the event that we could connect all our crowd individuals to those detailed machines they use in medical clinics to screen individuals' indispensable signs?" Along these lines, Bowles proceeded, we could gauge the effect of a dramatic presentation, distinguish specific characters with whom the crowd distinguished, and decide regardless of whether the show positively affected their lives. Bowles is the author furthermore, aesthetic chief of Fringe Benefits, a social equity theater organization [2]. The bunch teams up with understudy and local gatherings to draft plays managing with segregation issues. On one grounds, which we allude to as Great Lakes University, 1 Fringe Benefits encouraged a five-day Theater for Social Justice Foundation to build up a play to instruct about homophobia and cold atmosphere for gay, lesbian, cross-sexual, and transgender understudies nearby. When the play, True Lives, was performed nearby, we posed this inquiry: What occurs with crowd individuals when they watch social equity theater.

Research recommends a few kinds of mediations intended to emphatically change understudies' perspectives toward lesbian, gay, androgynous, and transgender [2][3] (LGBT) individuals: coursework and intergroup exchanges. However in spite of the multiplication of instructive mediations and mentality change systems, the predominance of homophobia also, boundless victimization LGBT individuals on school grounds continues. Scientists have analyzed the adequacy of instructive and mentality change

endeavors in advanced education, uncovering conflicting outcomes nonetheless, more research is expected to validate these discoveries.

Besides, the job of theater as a methodology for changing mentalities remains understudied. Recognizing the effect of theater on creating changes in mentalities may assist instructors with being more successful in their endeavors to create perspectives of acknowledgment toward LGBT individuals. This article portrays the outcomes from a pre-and post-show study estimating the effect of the play True Lives on undergrads' perspectives toward LGBT people and issues. Reactions from crowd individuals to open-ended inquiries regarding what they had done before watching the show and what they will do in the wake of watching the show in regards to LGBT issues in the network recommend the capability of the exhibition to rouse activity. Following a survey of writing and depiction of discoveries, we examine suggestions for practice.

LITERATURE REVIEW

In this area, we survey writing identified with perspectives toward LGBT persons, curricular instructive programming intended to teach and add to disposition change, and the specific job of theater as an instructive strategy [4]. Many examines have researched and reported the perspectives toward lesbian ladies and gay men held by specific gatherings of people, for example, understudy pioneers, brain science understudies, business correspondence understudies, and students by and large. Other research has added to the advancement of scales to evaluate perspectives. Unmistakable in this assortment of work are Gregory Herek's investigations of perspectives toward lesbians and gay men that have explored heteros' mentalities as well as disaggregated perspectives along measurements of race and sexual orientation.

Herek broke positions with researchers of the 1970s and 1980s who surveyed mentalities toward gay people all in all and built the Attitudes toward Lesbians and Gay Men (ATLG) Scale [5]. The ATLG Scale presents "sets of equal explanations that are profoundly characteristic of a respondent's mentalities toward homosexuality" however extraordinarily separates between two gatherings—lesbian ladies and gay men. Investigations of perspectives toward lesbian ladies and gay men have reliably detailed that men are essentially bound to hold negative mentalities than are ladies. Others report that mentalities toward gay men are more negative than are perspectives toward lesbians. Herek and Capitanio further examined racial contrasts in perspectives and found that mentalities toward gay men and lesbians were not any more predominant among Blacks than among Whites. Hicks and Lee, in any case, found that White people, rather than those in other racial classifications, would in general have increasingly constructive perspectives on homosexuality.

Research likewise shows that first-year undergrads are altogether more antagonistic toward LGBT people and issues than are understudies in different classes and that ladies over all age classifications and class standing are commonly more open minded than men toward gay men and lesbians. For example, LaMar and Kite, in their investigation of 271 undergrads, found that ladies evaluated gay men and lesbians [6] comparatively on most things, however men appraised gay men more contrarily than lesbians on practically all things. Hinrichs and Rosenberg, in their investigation of 693 hetero understudies at six human sciences universities, additionally found that being female was an indicator of acknowledgment of gay, lesbian, and promiscuous people. Different indicators incorporate lower strictness, not taking part in Greek letter associations, and having constructive contact with gay, lesbian, and promiscuous people. Newman showed that instruction about and media presentation to gays and lesbians stayed a solid indicator of uplifting perspectives. Such discoveries give proof of the significance of instructive endeavors that may prompt a decrease of generalizations, negative mentalities.

STRATEGY FOR CHANGING ATTITUDES

A developing assortment of writing exists on the connection between learning about distinction, assorted variety, and social concerns and understudies' progressions in mentalities and moves in points of view. For purposes here, we center on grant that researches instructive methodologies that try to create changes in perspectives toward LGBT populaces [7]. Research has indicated that intuitive instructive encounters,

for example, workshops on LGBT issues or a LGBT peer board, can impact positive change in members' mentalities and practices with respect to the LGBT populace and potentially decline homophobia and improve atmosphere on school grounds. Relational contact is likewise significant. Liang what's more, Alimo, in their investigation of 401 White hetero understudies at a state funded college, revealed that knowing somebody who was gay, lesbian, or indiscriminate was a significant factor in foreseeing uplifting perspectives.

Engberg what's more, partners, in an examination intended to see how the school experience impacts the advancement of perspectives of acknowledgment toward lesbian, gay, and androgynous (LGB) people, found that understudies grow more tolerating mentalities when they try out assorted variety courses and communicate with LGB peers. Past changes in mentalities, little research has investigated conduct, in different words, the manners by which changes in mentalities convert into shifts in conduct or making a move. As noted, now and then conduct goes before disposition change, in the proof of how relational contact with LGBT people yields constructive moves in mentalities. However inspirational perspectives don't really mean people establish practices that are strong of the privileges of LGBT people. For example, Ellis and partners, in their investigation of 226 understudies selected undergrad brain research courses, uncovered just a little level of respondents demonstrating negative perspectives, however the example in general didn't bolster lesbian and gay human rights.

In this manner, instructors must recognize not just intercessions for changing perspectives yet additionally systems to develop conduct change. Herek guessed that inspirational perspectives are probably going to create toward LGB individuals when heteros are put in circumstances in which their own estimations of uniformity, equity, or sympathy are inspired; when huge others empower and bolster confirmed perspectives; or when encounters assist people with settling clashes they may have about LGB individuals. While Herek was not deciding to portray the capability of theater to impact disposition change, his measures can undoubtedly be applied to this medium and further uncovers its latent capacity.

3.1 Theatre for Human Rights:

This examination is theoretically educated by the utilization of theater as a device to diminish partiality and address social equity. Show can be an incredible learning movement and has been explicitly utilized to lessen homophobia and increment intergroup discourse. A few specialists, for instance, have examined the utilization of *The Laramie Undertaking*, a play dependent on an assortment of meetings with network individuals of Laramie, Wyoming, where Matthew Shepard, a 21-year-old school understudy, was killed in a gay-slammng occurrence in 1999. Elsbree and Wong report discoveries from utilizing *The Laramie Project* in instructor training courses. Their investigation, utilizing pre-and post-surveys with 90 preservice instructors, revealed how their utilization of theater, and resulting exchanges, fills in as a homophobic disturbance an academic system to destabilize heteronormativity what's more, get ready preservice educators to make ant homophobic schools [8].

Pincus, through her utilization of *The Laramie Project* in her secondary school dramatization class, looked to 'challenge understudies to ponder the world and show them the transformative intensity of dramatization'. Exhibitions instruct about contrast and fill in as an impetus for conversation about social issues. Further, theater inspires passionate reactions and holds the possibility to leave ground-breaking impressions with a crowd. Dramatization, as indicated by Edmiston, is a type of moral instruction that can give a group of people for this situation, undergrads with various and some of the time clashing perspectives on occasions. He contends that show empowers individuals to envision "how the world could be extraordinary and what our lives could resemble on the off chance that we acted in various manners". Others have recognized auditorium as engaging as well for the entertainers, for example, the job of Network Theater on LGBT young people's character improvement. Given the transformative capability of theater in changing perspectives toward LGBT people, we tried to bring issues to light with approaching undergrad understudies with respect to issues of homophobia and crisp atmosphere on grounds.

THE THEATRE: TRUE LIVE

4.1 Background:

Individuals from the Great Lakes University people group took an interest in a Theater for Social Justice Institute and cooperatively created a play titled True Lives: I'm a Great Lakes Freshman. The content developed from the thoughts, stories, and words contributed by principally Great Lakes students yet in addition from some workforce and staff. The focal point of play was to address issues of LGBT segregation on the grounds. All the more explicitly, the True Lives venture was started to address the issue of homophobic language and conduct among understudies. The objective of the creation was to bring issues to light about how occasions of homophobic discourse and conduct (e.g. saying to a companion "That is so gay") exist on a continuum of practices prompting occurrences of loathe wrongdoings. Through the presentation of sensationalized genuine stories, the task looked for to bring issues to light of LGBT issues and occurrences nearby, impact LGBT mentalities, model intercessions that could diffuse homophobic circumstances nearby, and elevate potential outcomes to taking genius LGBT activities nearby. Specifically, the authors and makers of the play distinguished White, straight, first-year men as its essential objective crowd for these undertaking objectives.

4.2 Overview of Play:

The play comprised of three equal story lines that followed a trio of school understudies John, Dani, and Anton as they changed in accordance with their first year of school life; being ceaselessly from home, confronting scholarly requests, making new companions, and changing in accordance with public activity. One string in the play investigated how John, a famous straight school man, reacts when he discovers that his sister, Megan, a secondary school senior, is a lesbian. Another string in the play centered on Anton, a closeted gay man who is in ROTC (Reserve Officers' Training Corps).

In addition to other things, this string was utilized to pass on how can contribute to closeting one's actual sexual character. The third string followed Dani, and hermaphroditic lady who is dynamic in understudy associations that serve the LGBT people group. Her character is depicted as a "clever, fun Queer extremist." Downloaded by near the finish of the play, Dani is ambushed by two undergrad men who see her to be a gay man. The story lines in this three-demonstration play are punctuated with "open assistance declarations" that give realities and look to scatter legends about the LGBT populace, and with funny "ads" that serve to include some comic alleviation. Following an epilog, during which characters talk in "confession booth type" to the crowd, the entertainers are then accessible for post-show conversation with the crowd.

IMPLICATION AND ANALYSIS

The findings of this study indicate that the usage of theater as a tool for shifting behaviors may have a significant impact. Important beneficial improvement in views towards lesbian and gay people has been shown in all three subscales since respondents looked at True Lives results. Further, substantial positive changes were apparent when data were disaggregated along different demographic lines (gender and age). We address these findings in this segment, and find consequences for educators involved in the pedagogical usage of theater.

5.1 Age and Gender Matter:

Researchers concur that "heteros' mentalities towards lesbians vary from their mentalities toward gay men in generally speaking force". Be that as it may, sex, as an associate of acknowledgment, requests further study [9]. The sex examination of ATL and ATG subscales in this investigation was predictable with past investigations that discovered straight men express progressively negative mentalities toward gay men than toward lesbians, while straight ladies express more negative mentalities toward lesbians than toward gay men. Be that as it may, others recommend that ladies are all the more tolerating (than men) of both gay men and lesbians. This investigation, in its disaggregation of sex information by age classifications, exceptionally lit up contrasts inside gatherings, notwithstanding between group contrasts. For example, while people showed huge pre-to post show gains in their mentalities toward lesbian and

gay men, ladies age 20 and under displayed the best by and large move in mentalities. This separating of information by both age and sexual orientation brought up a few issues that warrant further request;

- Why, according to all other age classes, were the views of people aged 35 and older more pessimistic towards lesbians than towards gay men, while adults usually have more optimistic views towards lesbians than gay men?
- Why did people between the ages of 22 and 36 display a hostile change in views towards lesbians and gay men after seeing the play when all other age categories men and women saw a supportive change?
- Why will women aged 21 and under show the biggest shift in views overall?

We can conjecture answers to a portion of these sexual orientation questions. For example, in U.S. society, men experience solid weights to show hetero manliness, and such weight is inseparably connected to negative perspectives toward gay men, as "one's sex job similarity shows up to be of a lot more noteworthy worry for men than ladies". In expansion, understudies entering school today have more noteworthy introduction to positive portrayals of lesbian and gay populaces in visual and print media, and this might be connected to inspirational mentalities held by respondents ages 20 and under. Notwithstanding, further research is justified to comprehend these sexual orientation and age contrasts.

5.2 Strong Personality:

Results identified with those subscales uncovered a connection between specific vignettes and changes in perspectives, inferring that one of a kind portrayals what's more, segment contemplations may matter. In this way, teachers who wish to use theater as an instrument for changing mentalities ought to think about how qualifications identified with sexual orientation and age could be scripted into emotional vignettes. In *True Lives*, a few characters were scripted to have specific sexual personalities (i.e., John's character was straight and Anton's was gay); in any case, Dani's character was purposefully questionable [10]. The content notes showed she could be lesbian, promiscuous, transgendered, or addressing. With vagueness, the crowd must grapple with its very own portion suspicions about character personality—a point that can be intentionally encouraged in post-show conversation. The characters in *True Lives* were likewise open for entertainers of any race; be that as it may, on this prevalently White grounds, the troupe of entertainers was all White, performing for a transcendently White crowd. Inability to have racial assorted variety in the characters and additionally inability to content stories or encourage exchange that cross examines our hustled suppositions about sex and sexuality may (unexpectedly) propose brought together classes of personality and how people experience sexuality nearby. Program architects can give a chance for the crowd to question these bound together classifications and explore some conceivable unintended results of specific character portrayals. Perceiving the manners by which race, sex, sexual character, age, and other social gathering enrollments meet and associate in creating (and changing) one's mentalities are significant.

5.3 Scripting Potentials:

Our outcomes recommend that a portion of the adjustments in mentalities happened accordingly to specific circumstances that were sensationalized in the *True Lives* vignettes. For model, positive changes in understudy mentalities were apparent in reactions to the ROTC post-show overview question. These disposition changes recommend a connection with the ROTC vignette that included the battle a youngster looked in settling on a choice regarding whether he could or should come out to his companions and hazard results with his managers in the ROTC. Vicariously seeing or feeling the encounters or feelings of someone else may assist people with settling clashes they may have about LGB individuals or issues, and theater holds the potential for evoking full of feeling reactions what's more, perhaps for realizing sympathy. Additionally, recognizable changes in understudies' mentalities were obvious accordingly to the inquiries identified with having a gay sibling or sister.

As noted, one of the vignettes in the *True Lives* execution recounted to the narrative of a more seasoned sibling who discovered that his sister was lesbian. His more youthful sister had been reluctant to let him know since she figured he would dismiss her. The vignette shows the adoration the sibling has for his

sister and his ensuing change in mentality toward "gays" and his craving to shield his sister from homophobia. Boal reveals to us theater permits people to make a protected space what's more, investigate the communications that make up their lives. Auslander includes that venue is a "research facility for social experimentation" and through this space people can investigate opportunities for social relations. Gair utilized vignettes in a study hall based investigation of how her social work understudies learn sympathy and found that open doors for viewpoint taking can help close a sympathy hole. Performing specific subjects of intrigue may cultivate a more profound emotional association that adds to positive understudy mentality changes. Further research, however, is expected to comprehend the emotional intensity of theater and its conceivable relationship with disposition change.

CONCLUSION

While this investigation yielded huge outcomes on manners by which perspectives change because of survey an exhibition planned to instruct about homophobia what's more, crisp atmosphere for LGBT understudies nearby, there are constraints. Due to little quantities of members in a few segment classes (e.g. racial classes other than Caucasian), a few examinations couldn't be directed. Other segment classes additionally warrant further examination with bigger populaces to empower systematic force for information separation comparative with age what's more, sex, sexual orientation. We are additionally insightful that respondents might be showing socially alluring reactions on the review, which could add to expanded positive outcomes. At last, the information don't allow complete ends with respect to how enduring disposition changes are or whether future potential practices would be ordered. Crowd individuals' post-show reactions uncovered a guarantee to align with LGBT people and promoter for their privileges. Nonetheless, further research is justified with respect to the lastingness of disposition changes, just as the degree to which people sanction their goals to make a move.

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