

# Teacher's Guide to Inclusive Education



# Contents





2	1. Introduction
6	2. Impacts of homophobia and transphobia: the need to create a safe learning environment
8	3. Strategies for creating a safe and inclusive learning environment
12	4. Responding to situations that arise
16	5. Examples of classroom activities
22	Glossary
24	Resources
25	References

# 1. Introduction

The IGLYO Teacher's Guide to Inclusive Education is a resource specifically aimed at teachers in primary and secondary schools across Europe.

The Guide provides practical advice for teachers so that they can be more inclusive of all students, regardless of sexual orientation, gender identity or gender expression through a human rights-based approach.





As leaders of the classroom, teachers should take into account the diversity of their students, including lesbian, gay, bisexual, transgender, and queer (LGBTQ) students. Sexual orientation, gender identity and gender expression form an integral part of an individual's identity, as do other aspects such as race, ethnicity, religion, gender and disability. In any classroom, diversity can be found with respect to each of these aspects. Teachers are essential to creating an inclusive environment. This task can be challenging, so IGLYO hopes to contribute to the capacity of teachers by providing information and practical tips for promoting inclusion, from a youth and student perspective.

IGLYO advocates for an education environment that allows all students to express themselves according to a human rights-based approach to education. The goal of such an approach is to ensure equal opportunities for all individuals to access quality education free from bullying, violence and discrimination, respecting their right to dignity, optimum development and full participation in society.<sup>1</sup>

Homophobia and transphobia have severe impacts on LGBTQ students. Section two of this Guide summarizes such impacts. Section three outlines strategies for creating a safe and inclusive learning environment, while Section four provides information on responding to situations that might arise. A few examples of classroom activities are outlined in Section five, while a glossary and list of other useful resources are available at the end of the Guide.

This Teacher's Guide complements IGLYO's educational materials, and can be used in combination with the joint IGLYO-OBESSU Inclusive Education Guidelines on sexual orientation, gender identity and gender expression, as well as IGLYO's Minimum standards to combat homophobic and transphobic bullying, released in January 2014.<sup>2</sup>

#### **Authors**

George-Konstantinos Charonis, Andromachi Kokkinou, Daniela Prisacariu, Eglė Tamulionytė.



As leaders of the classroom, teachers should take into account the diversity of their students. Teachers are essential to creating an inclusive environment.



## 2. Impacts of homophobia & transphobia: the need to create a safe learning environment

It is important to discuss and tackle issues of sexual orientation, gender identity and gender expression. Even if you are not sure that there are LGBTQ students in your classroom, inclusive education is important in order for students to be open to diversity. Furthermore, making clear that all students are accepted for who they are is critical, as it is quite possible that there are LGBTQ students in your classroom who are not open about their sexual orientation or gender identity.



The need to create a safe learning environment is demonstrated by a number of research reports.<sup>3</sup> Homophobia and transphobia in the classroom clearly have an impact on a learner's perception of safety in the learning environment. A brief overview of this impact is provided below, and may prove useful in discussions with colleagues and parents regarding your decision and actions to tackle homophobia and transphobia in your classroom. For detailed information and statistics, please consider the references as well as the list of useful resources available at the end of this Guide.

Numerous studies evidence the detrimental effects of homophobia and transphobia on lesbian, gay, bisexual, trans and queer youth.<sup>4</sup> Research across the EU shows that LGBTQ students encounter discrimination in school on a regular basis.<sup>5</sup> Such discrimination manifests itself as negative comments and verbal harassment, cyber-bullying, as well as physical and psychological abuse and violence.<sup>6</sup> These are common occurrences and they lead to a feeling of insecurity at school, reduced school attendance, early school leaving (affecting future employment prospects), an inclination to conceal identity, change of plans for future education, as well as low self-esteem and mental health problems, including depression, self-harm or suicidal thoughts and/or tendencies.<sup>3</sup> LGBTQ youth feel emotionally and socially isolated more frequently than their peers, and often exhibit a higher rate of alcohol and drug abuse.<sup>7</sup>

Homophobia and transphobia can affect any student or staff member who does not conform to gender standards and stereotypes – ways of behaving that are traditionally associated with being 'masculine' or 'feminine.' Homophobia and transphobia can also affect those who have LGBTQ family members, friends, or come from non-traditional families, such as single parent homes. When heterosexuality is viewed as superior, individuals' behaviour is restricted to rigid gender roles, resulting in stigma and discrimination towards those who deviate from such norms.<sup>8</sup>

Bullying based on sexual orientation or gender identity undermines students' sense of security at school and affects all parties involved, including those who are bullied, their friends, bystanders as well as bullies.<sup>9</sup> Inequality in the classroom silences student expression, hindering active participation and fostering dysfunctional relationships with peers, school staff and family.<sup>10</sup> Furthermore, social exclusion of young people within the school environment contributes to a general feeling of social exclusion when entering the wider community, outside of schools.

Given the above, tackling homophobia and transphobia in school should be seen as an essential part of managing the classroom. It will lead to educational attainment and personal development of all students, regardless of sexual orientation, gender identity, or gender expression.

### 3. Strategies for creating a safe and inclusive learning environment

There are various steps and measures that can be taken for all students to participate fully in the learning process and to reach their full potential.

While this section provides a range of examples and tips, they are not exhaustive. Those interested in further information should refer to the list of useful resources at the end of this Guide.



### Preparing yourself

- a. Evaluate your educational environment: are there any internal regulations or policies on bullying or inclusion? Talk to colleagues and to the school principal to see how they might have discussed sexual orientation and gender identity. Have they encountered bullying, and, if so, how did they handle it?
- b. Evaluate your previous experience and look for room for improvement. Your ability to support LGBTQ students is invaluable as these students might be afraid to talk to their peers or parents, and a teacher might be their only resource.
- c. Contact LGBTQ organisations in your country; they have useful knowledge and expertise beyond what is available in brochures. They can provide materials and support to carry out an anti-bullying project, and are likely to have information on students' experiences from your local and/or national context. IGLYO has member organizations across Europe, for a detailed list visit the website.<sup>11</sup>

### Creating a safe environment

Ensuring students are and feel safe in their learning environment is the first step for them to reach their full potential.

#### Anti bullying policies and training for teachers

A school or national level policy that explicitly refers to homophobic and transphobic bullying or sexual and gender diversity provides a solid basis for staff to intervene effectively. Even a general anti-bullying policy that does not explicitly mention homophobia and transphobia can be helpful and should be used as grounds for addressing any and all instances of bullying. In the absence of school level policies, a classroom level 'zero-tolerance' approach to bullying could be introduced. Furthermore, inquire about teacher training opportunities on addressing bullying. More information on anti-bullying policies and training is available in IGLYO's *Minimum Standards* for combating homophobic and transphobic bullying.

### Anti bullying information

This can be provided to students through:

- Campaigns within the school or classroom, where students can learn their rights and what to do if witnessing or experiencing bullying;
- Plenary sessions at the start of the school year or on other occasions where students, parents and staff are all present, and where the school's anti-bullying approach can be underlined;
- A series of lessons or panel discussions about bullying carried out by teachers or invited guests.

#### Bullying hot spots

Bullying may be more frequent outside the classroom in places such as corners, hidden alleys or locker rooms. Identifying such spaces and committing to making them safer with the help of colleagues and the school principal is a great step to preventing bullying instances.

Bullying often occurs outside school grounds, on the way to or from school. If any such cases of bullying come to your attention, discuss privately with the student(s) in question and consider the options available, as the school has an obligation to ensure students arrive safely to and from school.

#### Respecting students' privacy

Never disclose information about a student's sexual orientation and/or gender identity without their prior consent – not even to their family.

### **Fostering an inclusive environment**

Ensuring that the needs, opinions and diversity of all students are taken into consideration is the basis of any strategy to foster an inclusive educational environment, where diversity of genders and sexual orientations are welcome.

#### **Inclusive curricula**

Firstly, learning must reflect all students' experiences; curricula should be as inclusive as possible so that students feel represented and valued. Even if your education materials do not include topics of sexual orientation or gender identity, you can supplement the set curricula with your own activities. Identify opportunities to discuss human rights through a classroom activity or an assignment (e.g. about famous individuals who have contributed significantly to their field and are LGBTQ).

Secondly, learning must be a window towards knowledge for all students, providing an opportunity to explore and ask questions about things they are unfamiliar with. Students often lack accurate knowledge on issues regarding sexual orientation, gender identity and gender expression.

Provide opportunities in your classroom for students to learn in an unbiased manner by:

- Using non-formal education to help students understand concepts of gender and sexuality;
- Challenging biased perceptions and conduct, including homophobic and transphobic language;
- Inviting guests to discuss issues of sexual orientation, gender identity and gender expression;
- Showing movies about LGBTQ issues where suitable.

#### **Support groups**

Support students who want to create a safe space to express themselves freely, through a gay-straight alliance or diversity/human rights group if this does not already exist. Provide a meeting space and permission to place posters on the walls or even information about the group on student noticeboards.

#### **Self-expression and language**

Attempt to respect students' gender identity at all times. Always address students using their preferred name (and gender pronoun), and allow them to dress according to choice, as well as use the toilets they feel most comfortable with. Explicitly encourage and promote an inclusive attitude towards everybody's self-expression; this will give students that are trans or gender non-conforming a clear message that they are valued.



**Further tips<sup>12</sup>**

- Avoid dividing or grouping students by gender; choose numbers or colors instead, which don't depend on gender expression.
- Use inclusive language: greet the class with “Good morning students/people!” instead of “Good morning boys and girls!” Refer to parent(s) and/or guardian(s) as opposed to ‘mothers’ and ‘fathers’ specifically, therefore addressing a range of diverse families.
- If possible, avoid including ‘sex’ as a category on forms and questionnaires. When required, opt for ‘gender’ instead, and provide an ‘other’ category students can fill out.



## 4. Responding to situations that arise

This section provides advice on responding to certain situations that may arise. However, as described in the previous section, taking steps to proactively build a safe and inclusive learning environment for all is an effective way of signalling that no form of discrimination or exclusion will be tolerated. Promoting inclusion will reduce the chances of discriminatory conduct or language occurring. Some examples of activities that can be used in the classroom to foster inclusivity are available in the following section on classroom activities.

### When bullying occurs

- Offer support by acknowledging and validating the student's feelings. If a student comes to talk to you about an incident or situation, they are asking for help. Assure them that they are welcome in the classroom regardless of whether or not they are lesbian, gay, bisexual, trans or queer, and that their safety is of primary importance to you.
- Listen to what the student is saying; don't judge, and assure them that nobody should be bullied because of their gender identity or sexual orientation.
- Discuss with parents, but only if the student agrees to this. It is possible that the student's parents don't know about their child's sexual orientation or gender identity. You must respect this choice and work with the student to find the best way to discuss with the parents while ensuring the student's safety.
- Document the bullying by recording the time, date and place; data on bullying instances can be of great use later on.
- Discuss with the police if the student is threatened, physically hurt or sexually assaulted. In many countries police are increasingly aware of and work with hate crime issues.

### Working with students who bully<sup>13</sup>

A student makes a homophobic or transphobic remark.

Does the school have a policy against bullying, or a policy to be inclusive and open to diversity?



#### YES

Follow school policy and/or discuss why such language or conduct is not acceptable in the school and/or in your classroom. Explain that such behavior is offensive and constitutes bullying. Does the student as well as the rest of the class understand?



#### NO

Although it may be difficult for staff to intervene and respond to discriminatory behavior if there is no policy in place, focusing on students' right to learn in a safe environment free from all forms of harassment and discrimination could be a starting point.

#### NO

Explain in more detail the effect that homophobic and transphobic bullying has on learners, emphasizing education as a human right. Ask students to discuss why bullying occurs in the first place, and why people are targeted because of one or more identities they may possess. Do young people understand that such behavior is not acceptable in society? Does the bullying stop?



#### YES

Students may not realize that treating people differently because of their sexual orientation or gender identity is illegal in many countries; for example all EU member states must have legislation in place to protect people from discrimination in the workplace.

#### NO

Remove the student from the classroom and talk to them in more detail about the effects of homophobic and transphobic bullying. Get the student (and class, if possible) to empathize with those who are bullied by asking question such as: why are they bullied? How does it make them feel? Does the bully recognize responsibility? What actions and steps can be taken to a) make the bullied person(s) feel better as well as b) ensure that the incident will not be repeated? What consequences could bullying have on those who are bullied? Does the student understand?



#### YES

Students need to understand that homophobic and transphobic bullying are forms of discrimination and are taken seriously. Students who experience homophobic bullying will be more confident about discussing other incidents with you if the school is seen to tackle incidents.

#### NO

Involve senior managers. Students should understand the sanctions that will apply if they continue to use homophobic or transphobic language. Does this help?



#### YES

It takes time to teach young people that homophobic and transphobic bullying is unacceptable, especially if it has not been challenged in the past.

#### NO

Invite the parent(s) or guardian(s) of the bully in to discuss the attitude of the student. Discuss the student's behavior and explain why it is problematic. It is possible that the message may not be well received and there may even be opposition from parents when it comes to addressing homophobic and transphobic bullying.

### **Dealing with a negative reaction from parents, guardians and/or colleagues**

Parents, as well as other staff members, may have strong opinions regarding discussions of sexual orientation, gender identity and gender expression that diverge from societal norms and expectations.

Arguments may include:

- “It goes against religion” or “it’s unnatural”
- “Teaching about different types of sexual intercourse means students are more likely to become lesbian, gay, bisexual, trans or queer”

Below are some ideas that can be discussed with parents

- All students have the right to and must feel safe at school.
- The discussions and activities carried out are not at all about sex, but rather about diverse human identities. Human rights education and diversity are very wide-ranging; sexual orientation, gender identity and gender expression form merely one part of these topics, alongside others such as race, ethnicity, religion, gender, disability, etc.
- Focus on basic principles of religion such as respect and love for our fellow human being.
- If the school has an anti-bullying policy in place, explain why the policy is important as well as the fact that parents have an obligation to help the school uphold its policies.





## 5. Examples of classroom activities

The following classroom activities have been chosen as useful examples from a variety of educational resources on inclusion. They can help to facilitate discussions and to incorporate examples in school subjects. It is recommended that the activities be incorporated in the curriculum and not treated as a break from the usual teaching process, such that learners begin to view matters of inclusion as a topic that is relevant to their daily lives, thus improving communication with their peers.

The activities serve as a starting point; many more can be found in online resources such as UNESCO's publication 'Lesson plan' to combat homophobia and transphobia, aimed at teachers and educators and comprised of four activities for primary and secondary school levels (produced together with the Committee for the International Day Against Homophobia, Transphobia and Biphobia - IDAHOT).<sup>14</sup>



**ACTIVITY 1: Star of me**

<b>Materials</b>	A4 sheets of paper, pencils/pens.
<b>Method</b>	<ol style="list-style-type: none"> <li>1. Participants create a six-pointed star on a sheet of paper (as an asterisk), labeling each point with a characteristic or attribute. For instance, “Student, European, dog lover, ....”</li> <li>2. Once all students have labeled their stars, they walk around the room and introduce themselves to each other using the points of their star.</li> <li>3. When they have a common attribute, they write the name of the other person next to that point of their star.</li> <li>4. The introductions last for 10-15 minutes before returning to the group setting.</li> </ol>
<b>Debrief</b>	<ol style="list-style-type: none"> <li>1. Once the students are all back together in one group, ask the following questions to get them to explore the concept of identity construction:</li> <li>2. Discuss the ways identities change, and how we often pick up or lay down attributes depending on the social situation. We do this because of the value of the attribute in a given situation. Relate this to how certain attributes that are ‘normal’ or ‘norms’ are valued, while breaking norms is not. <ul style="list-style-type: none"> <li>– Did anyone find it difficult to write down six attributes? Why or why not?</li> <li>– Did anyone have trouble choosing only six attributes?</li> <li>– How did it feel to introduce yourself with only those six aspects?</li> <li>– What kind of discussions did you have when you tried to find common characteristics? Did you expand or restrict categories in order to write someone’s name down? For instance, someone could have had “work out,” and written another student’s name because they had “runner.” In other situations, this would not happen.</li> <li>– How would your attributes change in another situation, if you were to repeat something similar with your family, rather than with your classmates?</li> </ul> </li> <li>3. Discuss that some attributes can be displayed or hidden merely based on will, but that you do not have a choice of other attributes, such as skin color.</li> </ol>

**ACTIVITY 2: The effects of labeling<sup>15</sup>**

<b>Materials</b>	Sticky notes and pens/pencils. You will need about three times as many notes as there are group members.
<b>Method</b>	<p><b>Labels</b></p> <p>Discuss the fact that all individuals belong to many different groups. We choose to belong to some of them, but we are categorized into others, whether we want to be or not. By considering which groups you belong to, you could become more aware of how you categorize others and what the effects of doing so are.</p> <p>We categorize people in various ways and often instantaneously. This becomes very obvious when we meet a person who can't be categorized, such as when we can't tell the person's sex. Many become confused and curious, sometimes even angry and irritated.</p> <p>We categorize and group people and things in order to understand and feel safe in our surroundings. But the fact that we categorize is not always positive. Not all groups are considered equal; some are seen as superior to others. We are forced into groups and our behaviors are explained according to which group we are assumed to belong to.</p> <p>Explain how we group and categorize people, and how we label them as "homo", "foreigner", "retiree", etc. When we label people, many stereotypes come to the surface.</p> <p><b>Our Own Labels</b></p> <p>Explain that you are shifting focus to the labels that others place on you. In the group, consider the following: How do people in your town, school, family, etc. label you? What is important here is how people react to you at first sight – what do others think of you when they meet you on the street or bus? The number of groups is almost limitless. Some are large, others small, ranging from "girl" to "bookworm" for example.</p> <p>Distribute the sticky notes and pens to the students. Each person should make two labels that they believe people put on them at first sight, one per sticky note. Collect the notes. Stick the labels up on the wall for everyone to see.</p>
<b>Debrief</b>	<p>Discuss one label at a time. Stick a label to yourself and have the group consider:</p> <ul style="list-style-type: none"> <li>– How is this label defined? How is a person with this label viewed? What is assumed by the word? How is the group perceived?</li> <li>– Are males and females treated differently in this group?</li> <li>– Is the label positively or negatively charged? How is this group received and treated? Which labels are narrow and which could contain pretty much anything? Which labels are very rarely used? How often is the label "straight" used for example?</li> </ul> <p>Are you and others labeled against your will? Which labels do you choose to have put on you and which are forced? One person may choose to wear a rainbow flag to show that they are lesbian, gay, bisexual, trans or queer, just as another might wear designer clothes to show that they are wealthy. In cases where a person's physical appearance differs from that of the majority, they often find themselves labeled against their will.</p>

**ACTIVITY 3: Race to success<sup>16</sup>**

<b>Materials</b>	Classroom or room with space for students to walk freely from one side to the other, printed 'roles' (see below).
<b>Preparation</b>	<p>Prepare some small background 'roles', using imaginary people. The roles don't have to be longer than 2-3 lines, and some can be repeated (each student will be given a role). The roles should give some general information about the person and their socioeconomic background (e.g. age, gender local/immigrant, income status, educational background, material possessions, etc.). For example:</p> <ul style="list-style-type: none"> <li>- You are a white, 35-year-old female dentist living in a wealthy neighborhood. You run your own private practice, are married with a husband and two kids, and people often come to you for advice.</li> <li>- You are a 17-year-old gay male second-generation immigrant living in social housing (housing provided by the state) with your parents, 3 siblings and 2 grandparents. You find it difficult to find a job, although some of your public school friends who are not immigrants do have jobs.</li> </ul>
<b>Method</b>	<ol style="list-style-type: none"> <li>1. Explain to students that they will not talk to each other for the full duration of this activity.</li> <li>2. Prepare the 'roles,' fold them up and place them in a hat or jar. Ask each student to draw one, open and read it, without discussing or talking to any of their peers. Once each student has a role, give the class 10 minutes, where students should silently place themselves in their role, and imagine they are the person described on the piece of paper. What was their childhood like? How is their relationship with their parents and family? What was their education like? What is life like for them right now? How do they see their future?</li> <li>3. After the 10 minutes are over, ask all students to stand in a straight line in the middle of the room, facing the wall opposite them. Explain that you will read out a series of statements. After each statement they will take step forward or back. Remember that this is a silent activity and students should not talk amongst themselves.</li> <li>4. Read out a series of statements asking them to take a step forward/back, depending on the attributes and their role. Prepare these statements in advance. A list of some indicative examples is available below.</li> <li>5. After finishing the statements, ask students to look around the room without moving, and to think about their position in the race (how close are they to the wall that was opposite them when they started the race?). The 'starting line' of the race for each student is the position on which they find themselves at this point (once you have finished reading the statements).</li> </ol> <p><b>Statements:</b></p> <ul style="list-style-type: none"> <li>- If you are a woman, take a step back</li> <li>- If you are a non-White immigrant, take a step back</li> <li>- If your parents own more than 1 car, take one step forward</li> <li>- If you have ever taken a vacation to another country, take a step forward</li> <li>- If you speak more than 2 languages, take a step forward</li> </ul>
<b>Debrief</b>	<p>Facilitate discussion using the following prompts:</p> <ul style="list-style-type: none"> <li>- How do participants feel about where they are in the race? How do they feel about where others are in the race?</li> <li>- How did their role affect their starting point or line in the race to success?</li> <li>- How did participants' position at the end of the race affect their chances of winning it? How may it affect the commitment and effort they put into winning the race?</li> </ul>

**ACTIVITY 4: Understanding and empathy****Method & debrief**

Read a story that includes an element of discrimination based on difference to students in your class, or ask them to read it. Ask students questions such as:

- Why was X (character discriminated against) targeted?
- How did the situation make X feel?
- How would you feel if you were in X's position? What would you do?

Use the story as a discussion point to talk about how some people are targeted or attacked because their characteristics are not considered 'normal.' Talk about why people are attacked: could it be because others feel threatened by their difference? This can form the beginning of a discussion about bullying.

**ACTIVITY 5: Secret game****Materials**

Sticky notes and pens/pencils

**Method**

- Participants sit in a circle in chairs. You reaffirm safe space, and that in the next session no one will share with the group anything that they don't want to share.
- Then have participants think about a secret in their life. It is a secret defined by them, so they might have shared the information with a close friend or with their family. It is just important that it is something that they consider a secret. (You will most likely have some discussion of 'I don't have any secrets').
- After they've thought about the secret, have them write it down on a piece of paper supplied to them. They can write in their own language, etc—remind them that no one will read that secret. Once they have it written down, participants fold the secret and sit on it.
- Once everyone is finished, ask questions such as 'how does it feel to have your secret in the world?' 'Was it difficult to find a secret? Easy? Why?'
- Once the discussion has stopped, have the participants leave their paper in the seat, and rotate two seats away. They are now sitting on someone else's secret
- Discuss again: how does it feel to be on someone else's secret, how does it feel to have someone else on your secret, etc.?
- Have them move back and destroy the secret (sometimes in a fun way to clear the air)

**Debrief**

- Ask leading questions for participants to reflect on the activity. Lead them to discuss power, knowledge, vulnerability, etc. You can also talk about actors: teachers, other students, parents, etc. can hold that power. Finally, without having participants divulge their secret, you can talk about the different kinds of secrets that exist. For instance, being LGBTQ, not believing in a religious community, an ailing sibling, parents who fight.
- Another step: Depending on the level of the participants, you can brainstorm ways to make a classroom that does not perpetuate these vulnerabilities (with a focus on sexual orientation, gender identity and gender expression).



# Glossary

## **Bisexual**

An individual who is emotionally, spiritually, physically, and/or sexually attracted to both male-identified and female-identified persons. Within bisexual communities, many find themselves attracted to multiple gender expressions and gender identities, and actively oppose a binary (male-female) gender system.

## **Bullying**

A learner is bullied when [that learner] is exposed repeatedly over time to aggressive behavior that intentionally inflicts injury or discomfort through physical contact, verbal attacks, fighting or psychological manipulation. Bullying involves an imbalance of power and can include teasing, taunting, use of hurtful nicknames, physical violence or social exclusion. A bully can operate alone or within a group of peers.

## **Coming-out**

The process of revealing the identification of a lesbian, gay, bisexual, trans or intersex person.

## **Outing**

When a person's identification as lesbian, gay, bisexual, trans or intersex person is revealed without consent.

## **Being 'in the closet'**

A situation where someone is not open about their sexual orientation (lesbian, gay man, bisexual), gender identity/expression (trans person) and/or sex (intersex person).

## **Gay**

A person who feels sexual and/or emotional desire exclusively or predominantly for persons of her or his own sex. The term has however been misused to cover all gay men and lesbians (and sometimes even bisexuals). This has been widely discussed, and gay should therefore only be used when it is referring to men who are emotionally and/or sexually attracted to other men. If the intention is to cover all without intentionally excluding any sexual orientation or gender identity/expression, then it is recommendable not to use only the term gay, and instead use LGBTI (lesbian, gay, bisexual, trans and intersex people).

## **Gender expression**

The outward intentional and unintentional ways we communicate our gender to other people such as our hair, clothes, makeup (or no makeup), our preferred name, our mannerisms, speech, and the pronouns we use, the things we do such as jobs, classes, sports or activities, and who we might hang out with. Gender expression is interpreted by other people who then ascribe to us a gender role that may not always match how we present ourselves or how we identify.

## **Gender identity**

The inner sense of 'being' man/male, woman/female, butch, femme, trans, both, all, multi, or neither. This can match with one's physical anatomy, but often does not. Gender identity includes one's sense of self and the perception the world has of an individual.

## **Gender-neutral bathroom**

"Gender-neutral" bathrooms—typically single-stall, lockable restrooms available to people of all genders—provide a safe facility for transgender people. These restrooms also help families with children (such as mothers bringing sons, or fathers bringing daughters, to a restroom) and people with disabilities who need the assistance of an attendant of a different gender.

## **Heteronormativity**

The reference to cultural and social practices where men and women are being led into believing and behaving as if heterosexuality were the only conceivable sexuality. It also implies the positioning of heterosexuality as the only way of being "normal" and as the key source of social reward.

## **Heterosexism**

The belief, stated or implied, that heterosexuality is superior (religiously, morally, socially, emotionally, behaviorally, and/or in some other way) to other sexualities; the presumption that all people are heterosexual (may be conscious or unconscious); the belief that all people should be heterosexual. As an institutionalized system of oppression, heterosexism negatively affects LGBTI people as well as some heterosexual individuals who do not subscribe to traditional standards of masculinity and femininity.

## Homophobia

The fear, unreasonable anger, intolerance and/or hatred towards homosexuality. Homophobia can appear in various ways:

### – Internalized homophobia

When lesbian, gay men and bisexual people are considering and accepting heterosexuality as the correct way of being and living.

### – Institutionalized homophobia

When governments and authorities are acting against equality for LGB people. This means allowing hate speech from publicly elected officials, banning pride events, as well as other forms of discrimination.

## Intersex

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

## Lesbian

A person who identifies as a woman, who is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender. Someone who accepts her same gender attraction and identifies as a lesbian.

## Mainstreaming

Mainstreaming means making the existence of LGBTQ people in society a usual thing. Within a school, this should be done by ensuring that LGBTQ people are included and represented.

## Norms

Sociologists describe norms as laws that govern society's behaviors, while psychologists have adopted a more general definition, recognizing smaller group units, like a team or an office, may also endorse norms separate or in addition to cultural or societal expectations. The psychological definition emphasizes social norms' behavioral component, stating norms have two dimensions: how much behavior is exhibited and how much the group approves of that behavior.

## Queer

Has become an academic term that is inclusive of people who are not heterosexual – includes lesbians, gay men, bisexuals and trans. Queer theory is challenging heteronormative social norms concerning gender and sexuality, and claims that gender roles are social constructions. For many LGBTI persons, the term “queer” has negative connotations as it was traditionally an abusive term, however, many LGBTI persons are now comfortable with the term and have “reclaimed” it as a symbol of pride.

## Sexual orientation

Refers to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.

## Trans (or transgender)

An umbrella term for people whose gender identity and/or gender expression differs from the sex assigned to them at birth. This term can include many gender identities such as: transsexual, transgender, cross-dresser, drag performer, androgynous, gender variant or differently gendered people.

## Transphobia

Refers to negative cultural and personal beliefs, opinions, attitudes and behaviors based on prejudice, disgust, fear and/or hatred of trans people or against variations of gender identity and gender expression. Institutional transphobia manifests itself through legal sanctions, pathologization and inexistent/inadequate mechanisms to counter violence and discrimination. Social transphobia manifests itself in the forms of physical and other forms of violence, hate speech, discrimination, threats, marginalization, social exclusion, eroticization, ridicule and insults.

# Resources

While the present guide aims to provide a youth and student perspective on creating inclusive educational environments, there are a variety of other relevant resources for teachers. Some of these are listed below.

## LGBT Youth Scotland

- Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools, <http://goo.gl/D5Dcsk>
- Challenging Homophobia Together: A Guide to Developing Strategic Partnerships in Education, <http://goo.gl/9spJCs>

## GLSEN (USA)

- Back-to-School Guide for Creating LGBT-Inclusive Environments, <http://goo.gl/TC75tn>
- ThinkB4YouSpeak – Educator’s Guide: For Discussing and Addressing Anti-Gay Language among Teens, <http://goo.gl/x75GpZ>

## Stonewall (UK)

- Supporting lesbian, gay and bisexual young people, <http://goo.gl/aBPkmc>
- Tackling homophobic language, <http://goo.gl/17FsmM>
- The Teacher’s Report: Homophobic Bullying in Britain’s Schools, <http://goo.gl/xLB1aR>

## RFSL Ungdom (Sweden)

Break the Norm! Methods for studying norms in general and the heteronorm in particular, <http://goo.gl/M9G3d9>

## UNESCO & IDAHO Committee Lesson Plan

<http://goo.gl/hHtKcQ>

## NatCen Social Research report prepared for the UK Government Equalities Office

What works in tackling homophobic, biphobic and transphobic (HBT) bullying amongst school-age children and young people? Evidence review and typology of Initiatives, <http://goo.gl/kFdymt>

## GALE

Advocate for Sexual Diversity Education: A Guide to Advocate for Enhanced Quality Education Dealing with Sexual Diversity, <http://goo.gl/6obMfH>

## The Council of Europe

Compass: Manual for human rights education with young people, <http://goo.gl/RT1898>

# References

## Page 3

1. UNESCO and UNICEF, 2007. A Human Rights-Based Approach to Education for All. <http://goo.gl/9PwHVS>; UNESCO, 2009. Stopping Violence in Schools: A Guide for Teachers. <http://goo.gl/CPgOYJ>.
2. IGLYO, 2014. Minimum standards to combat homophobic and transphobic bullying. <http://goo.gl/OdhA1r>; IGLYO & OBESSU 2014. Inclusive education guidelines: sexual orientation, gender identity and gender expression.

## Page 7

3. UNESCO, 2012. Education Sector responses to Homophobic Bullying, Booklet 8. <http://goo.gl/cbxle8>; Stonewall, 2012. The School Report: experiences of gay young people in Britain's schools in 2012. <http://goo.gl/pabM1M>; Egale, 2011. Every class in every school: final report on the first national climate survey on homo- phobia, biphobia, and transphobia in Canadian schools. <http://goo.gl/hyckIz>; GLSEN, 2011. The 2011 National School Climate Survey – Executive Summary. <http://goo.gl/FmYZ62>; Hendrickson M. 2007. "You Have to Be Strong to Be Gay": Bullying and Educational Attainment in LGB New Zealanders. Journal of Gay and Lesbian Social Services. Available online at: <http://goo.gl/ro3ivo>.
4. Concordia University, 2011. Physiological impacts of homophobia. ScienceDaily, 2 February 2011. <http://goo.gl/qGz10W>.
5. European Union Agency for Fundamental Rights, 2013. EU LGBT survey: European Union lesbian, gay, bisexual and transgender survey – Results at a glance. <http://goo.gl/tYTcO>
6. Stonewall, 2014. The Teacher's Report. <http://goo.gl/PpWxKc>; Campaign Against Homophobia, Lambda Warsaw, Trans-Fuzja Foundation, 2012. Situation of LGBT persons in Poland. 2010 and 2011 report. <http://goo.gl/8vmiw2>.
7. Takasc J., 2006. Social exclusion of young lesbian, gay, bisexual and transgender people in Europe. <http://goo.gl/mGKadC>.
8. IGLYO, 2012. Position Paper on Education. General Assembly 2012. <http://goo.gl/8tOaa>; Paechtera, C, Clark, Sh., 2007. "Why can't girls play football? Gender dynamics and the playground. In: Sport, Education and Society Volume 12, Issue 3, 2007. <http://goo.gl/36DGpu>.
9. Olweus Bullying Prevention program. 2014. <http://goo.gl/7YjiWd>.
10. Hong, J. S., Espelage, D. & Kral, M. 2011. Understanding suicide among sexual minority youth in America: An ecological systems analysis.

## Page 9

11. A full list of IGLYO members is available at <http://goo.gl/JeGZZR>.

## Page 11

12. For further tips refer to: IGLYO & OBESSU 2014. Inclusive education guidelines: sexual orientation, gender identity and gender expression.

## Page 13

13. Adapted from: UK Department for Children, Schools and Families, 2007. Homophobic bullying. Safe to Learn: Embedding anti-bullying work in Schools. <http://goo.gl/7kIKTO>.

## Page 16

14. UNESCO & IDAHO Committee, 2012. Lesson plan. <http://goo.gl/0CwVIV>.

## Page 18

15. The Living History Forum and RFSL Ungdom, Sweden, 2009. Break the Norm! methods for studying norms in general and the heteronorm in particular. <http://goo.gl/ci7GAX>.

## Page 19

16. Adapted from: North Shore Multicultural Society, 2003. People Power Booklet: Facilitator's Manual. <http://goo.gl/LKm01y>.



International Lesbian, Gay, Bisexual, Transgender  
and Queer Youth and Student Organisation



Government of  
the Netherlands

This resource has been produced with the support of the Progress Programme of the European Union, the Council of Europe European Youth Foundation and the Government of the Netherlands. The information contained in this publication does not necessarily reflect the position of the funders.



IGLYO  
Belgium  
[www.iglyo.com](http://www.iglyo.com)

