



# SCHOOL'S OUT



This project was funded by  
the European Union's  
Rights, Equality and  
Citizenship Programme  
(2014-2020)

**bilitis**

**ÇAVARIA**



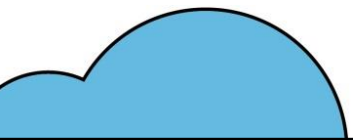
CENTRO  
RISORSE  
LGBTI

**ILGA**  
ILGA-PORTUGAL.PT



# How to handle LGBTI-related conflicts?

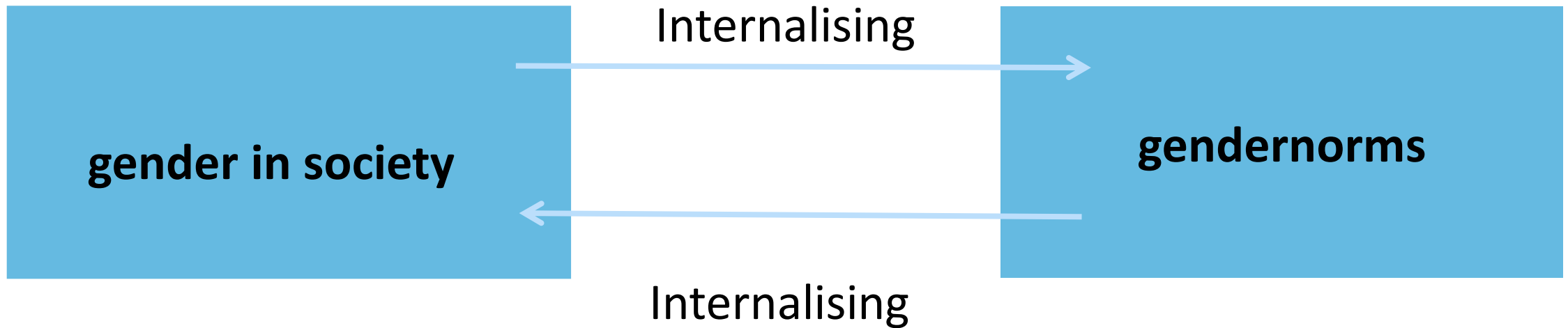
# Introduction



# Gender and genderstereotypes

# Gendernorms

Unwritten rules that a society attaches to a particular gender.



# Problem?



**Low self esteem**

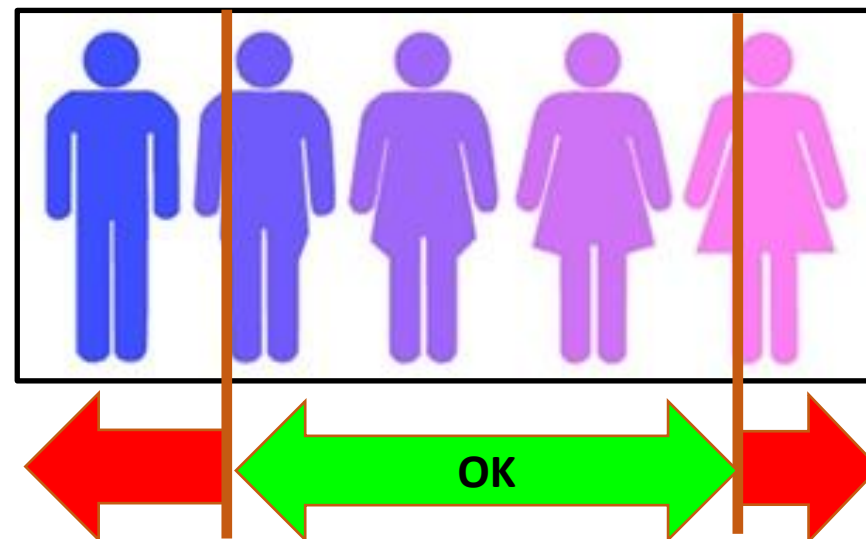
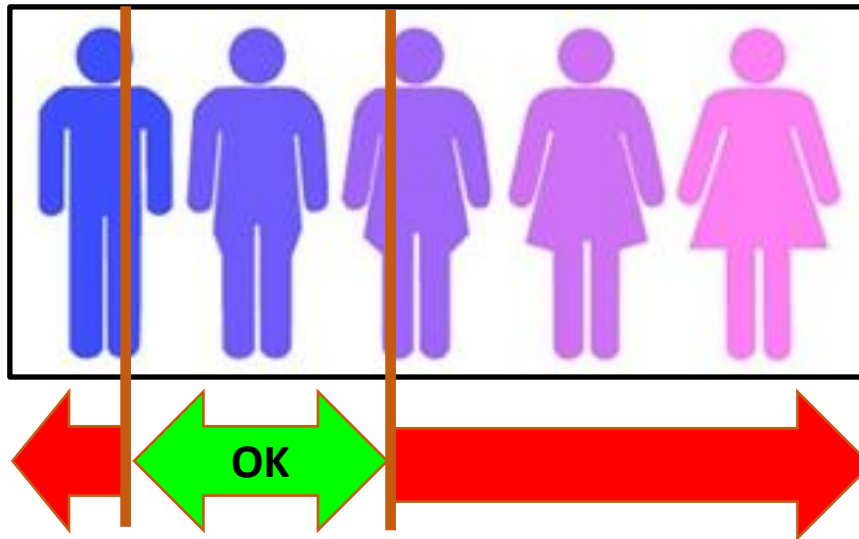


**Lost talents**

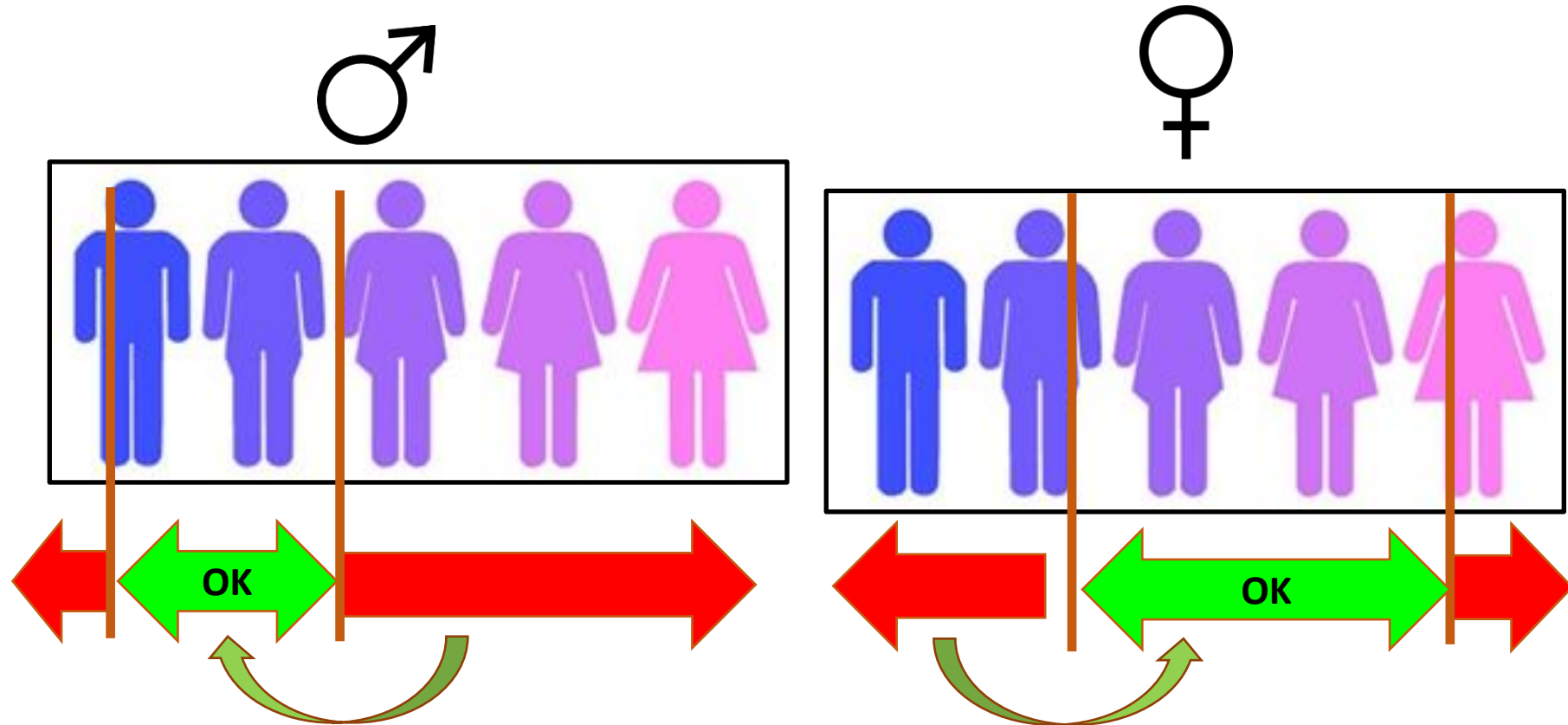


**Unequal distribution of  
wage and work**

# What do we know based on research?



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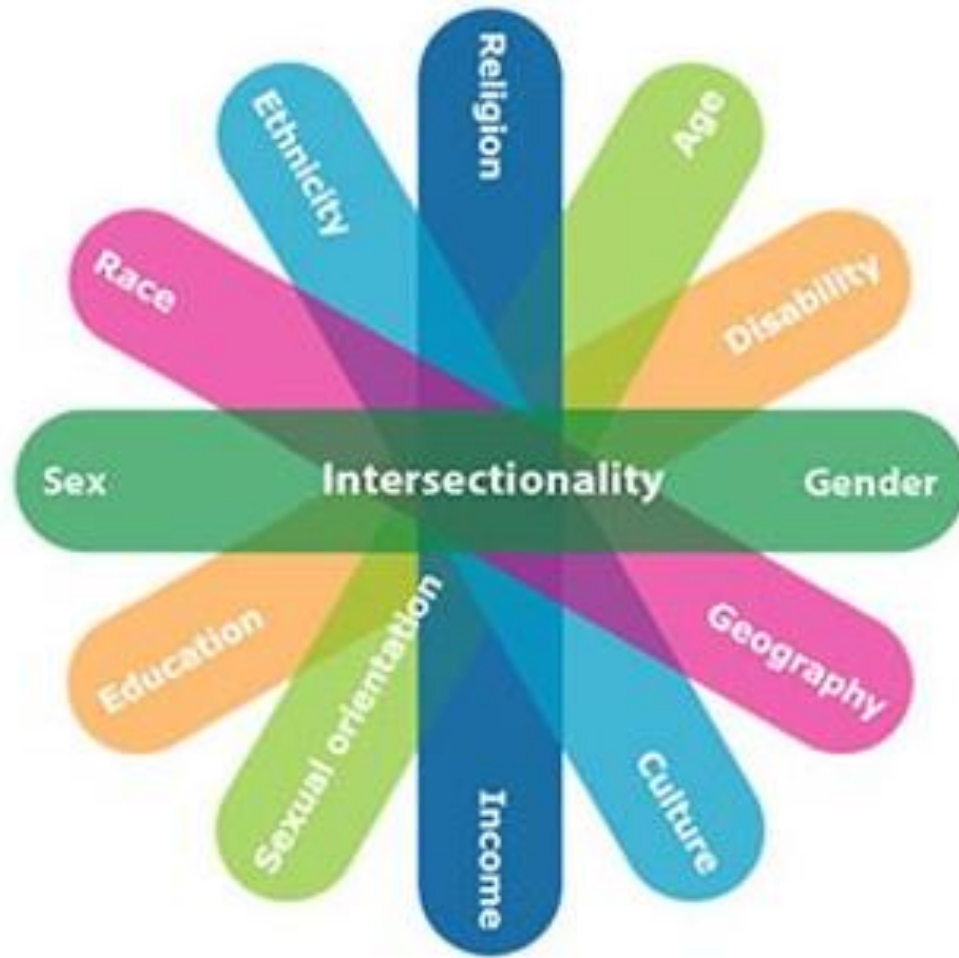




**Are there other social categories?**

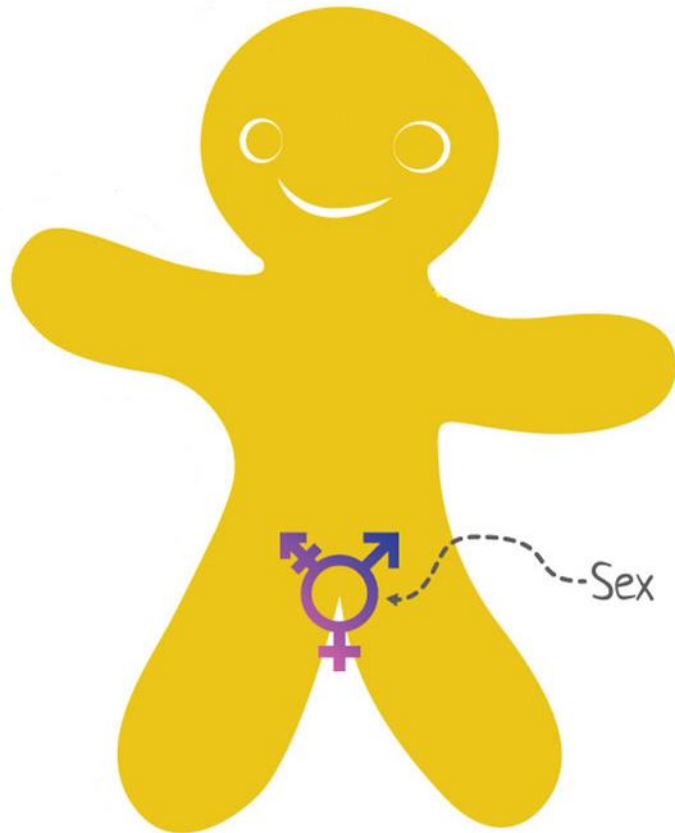


# Intersectionality



# Gender and sexual diversity

# Sex



## Intersex

**1,7% of the population**

is born with a variation in  
sex characteristics

This is approximately the  
same number of people as th  
ose who have  
green eyes or have a twin

# Gender identity



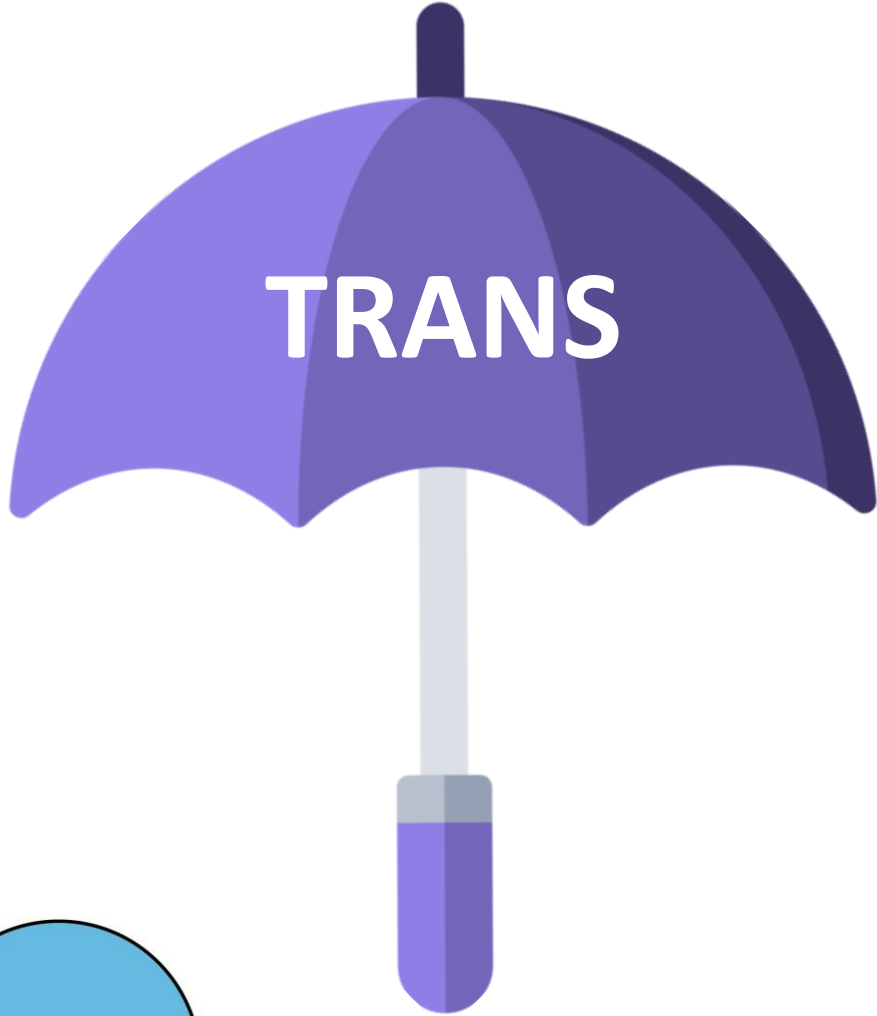
## Cisgender

Sex and gender identity are mostly in accordance

## Transgender

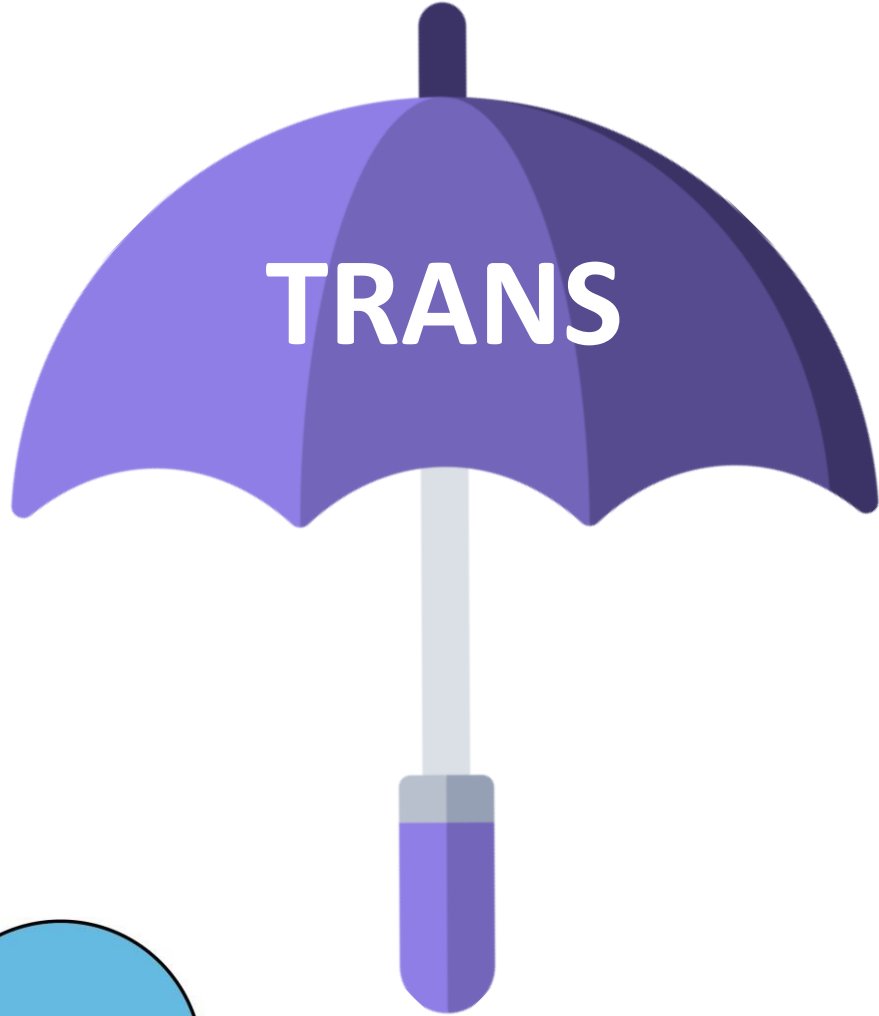
Sex and gender identity are mostly in discordance

# Gender identity



Trans woman  
Trans man

# Gender identity



Trans woman  
Trans man

Non-binary  
Genderqueer

# Pronouns





# Pronouns

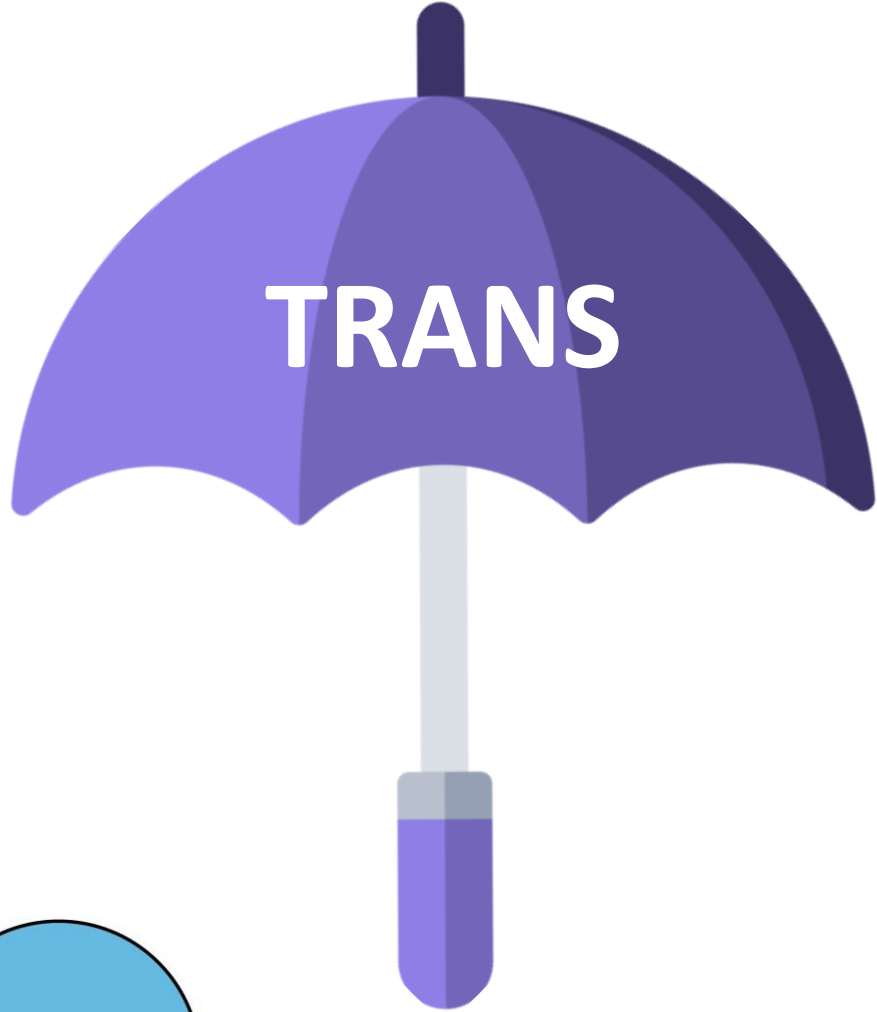
## ☁ How to use?

<b>They</b>	Replaces 'she' and 'he'	Personal pronoun Subject
<b>Them</b>	Replaces 'her' and 'him'	Personal pronoun Direct or indirect object
<b>Their</b>	Replaces 'hers' and 'his'	Possessive pronoun

“Do you know Charlie? **They** are non-binary. I saw **them** last week at **their** birthday party.”

“Aubrey is not coming. **They** are visiting **their** parents. I just asked **them**.”

# Gender identity

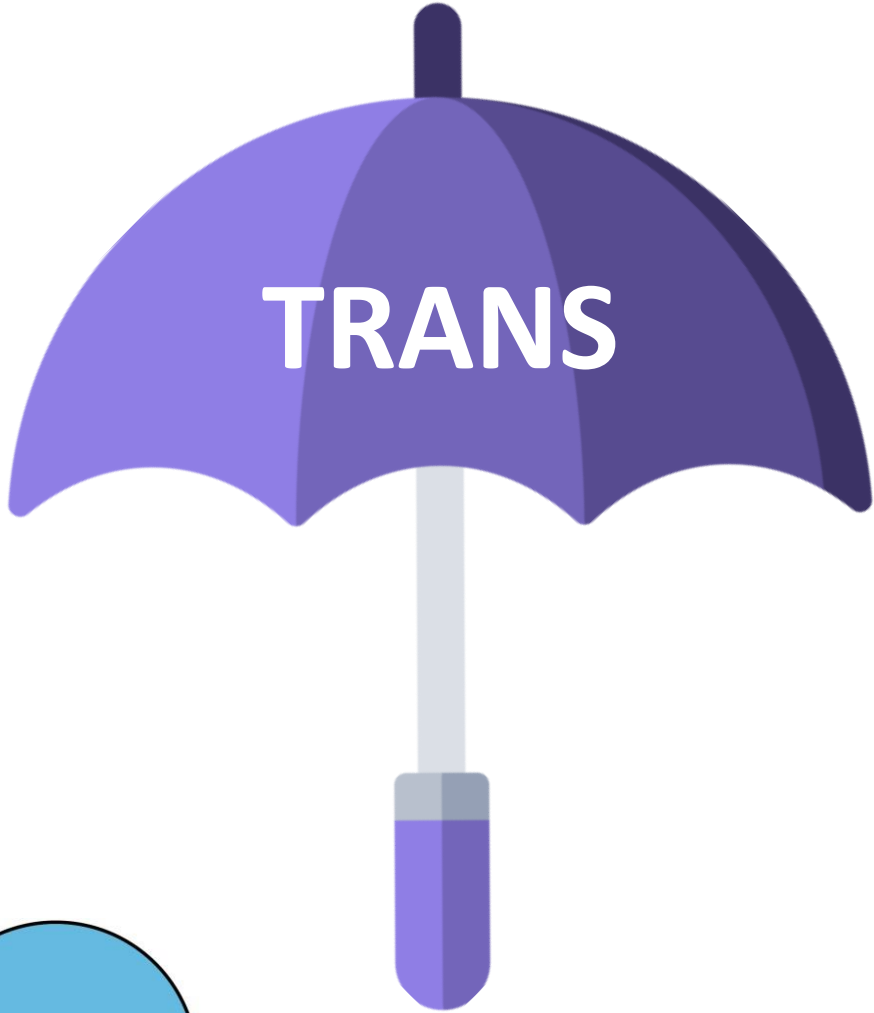


Trans woman  
Trans man

Non-binary  
Genderqueer

...

# Gender identity



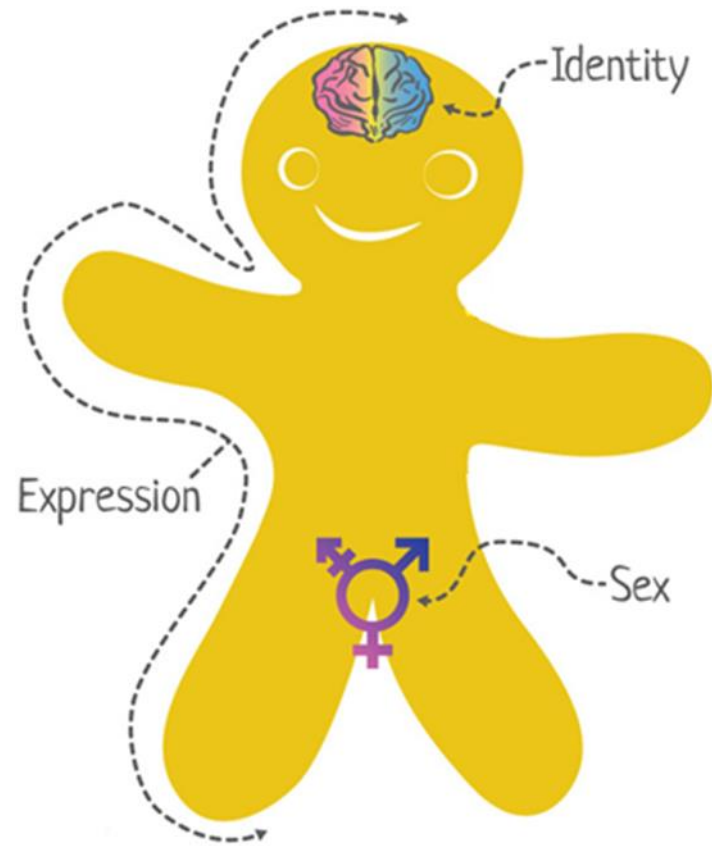
Before puberty (12 yrs)

**Gendercreative kids**

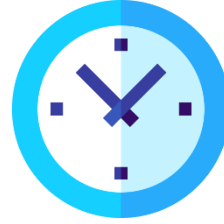
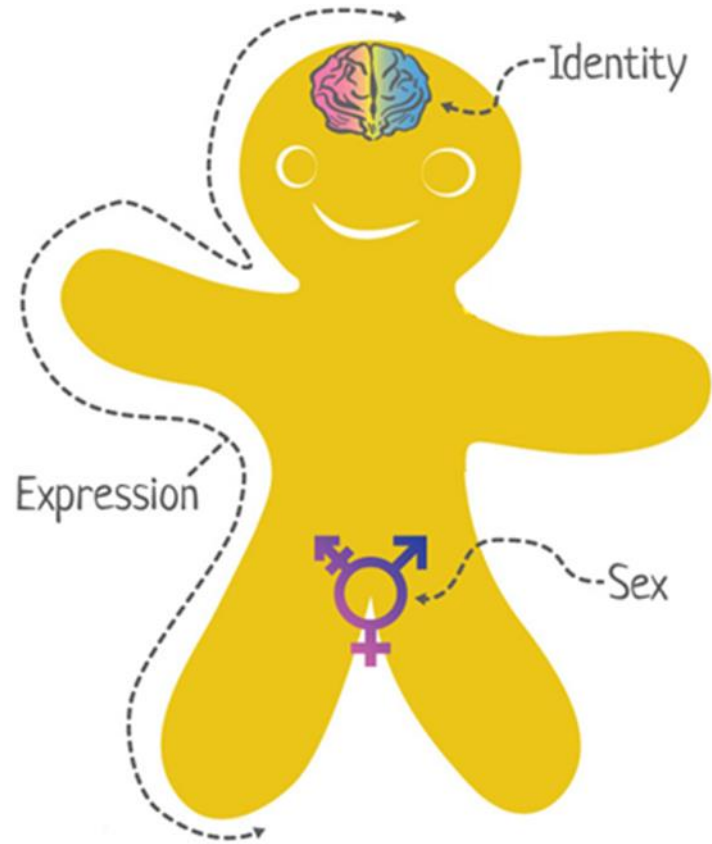
During and after puberty

**Trans youth**

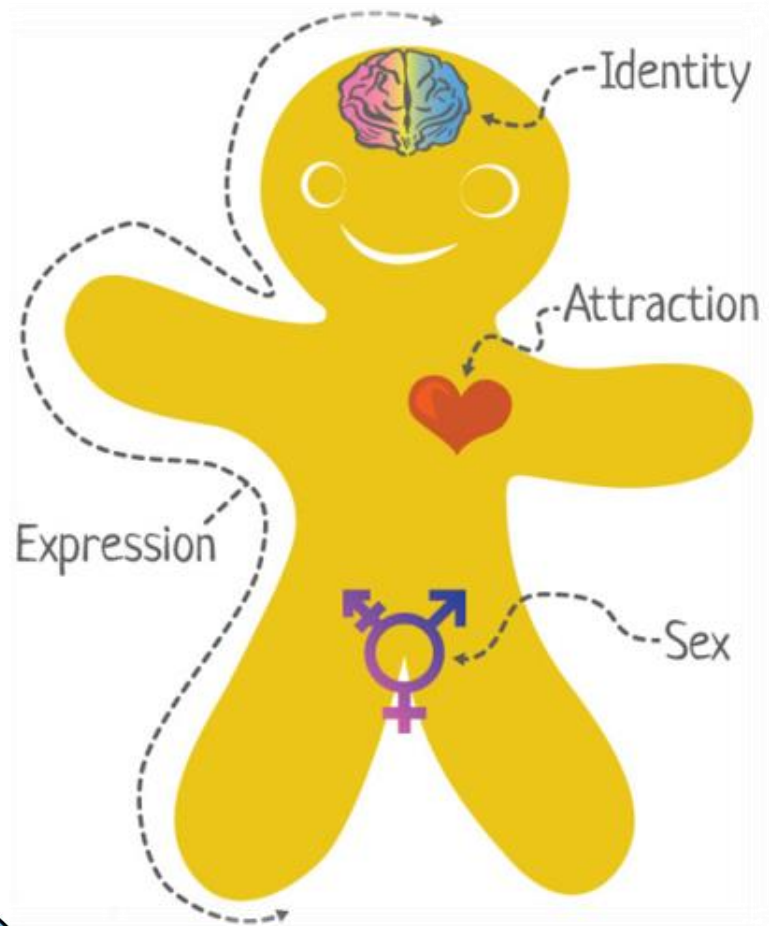
# Gender expression



# Gender expression



# Attraction



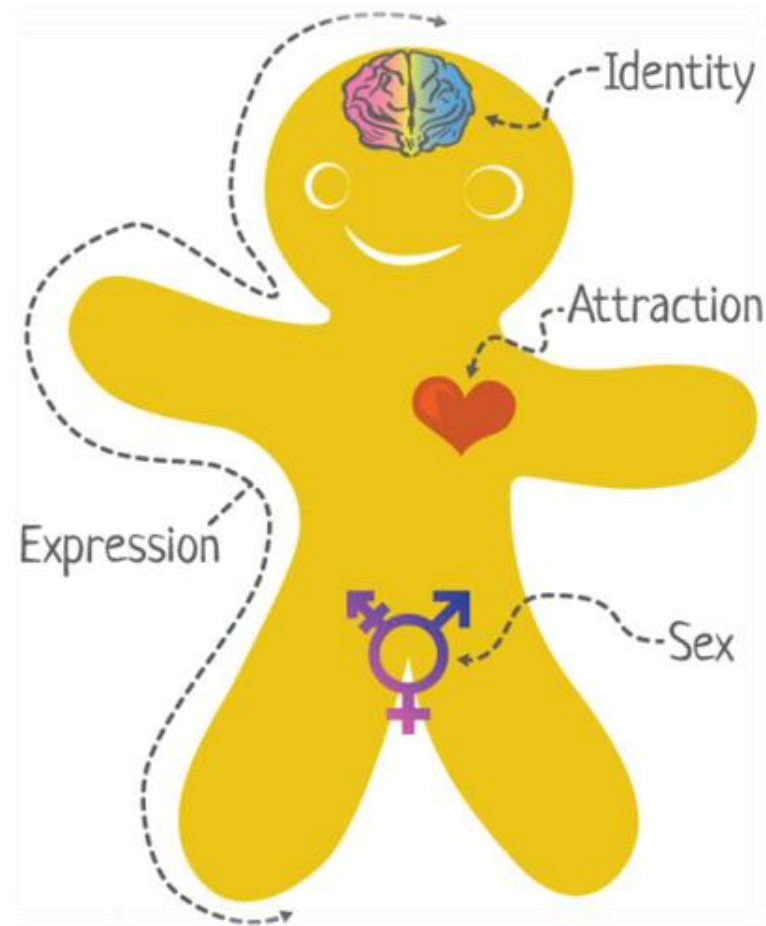
**Sexual attraction**

Hetero-  
Homo-  
Bi-  
Pan-  
A-  
...

sexual  
romantic

**Romantic attraction**

# Genderdiversity



# Statistics & impact



# Statistics

What percentage of LGBTI students in secondary school hear LGBTI-negative language often to very regularly?

- ☁ A) 40 %
- ☁ B) 60 %
- ☁ C) 80 %
- ☁ D) More than 80 %

Source: School climate survey, çavaria 2016-2017

# Impact of LGBTI-negative language



- ☁ If students feel unsafe, they will want to avoid the school or certain places at the school.
- ☁ Almost **1 in 4 respondents** has skipped school for one or more days.

Source: Schoolklimaatenquête çavaria 2016-2017

# Impact of LGBTI-negative language



- ☁ Hearing LGBTI-negative language contributes to feelings of insecurity at school.
- ☁ **41 percent** of LGBTI youth reported feeling unsafe at school (*School Climate Survey çavaria*)

Source: School Climate Survey, çavaria 2016-2017



# Impact of LGBTI-negative language



"Some curse words are often used, but without even knowing what they mean. Sometimes, the people using the curse words immediately take those words back when they realize you as a teacher are nearby. This shows however, that these curse words are also used when you are not there".

# Tips & tricks

# Always respond!

How can I respond without acting like a police officer?



- ☁ A response can be short, but powerful.
- ☁ Responding is not the same as punishing.
- ☁ Responding is also (and mostly) done for other students.

# Always respond!



**"Sophie!**

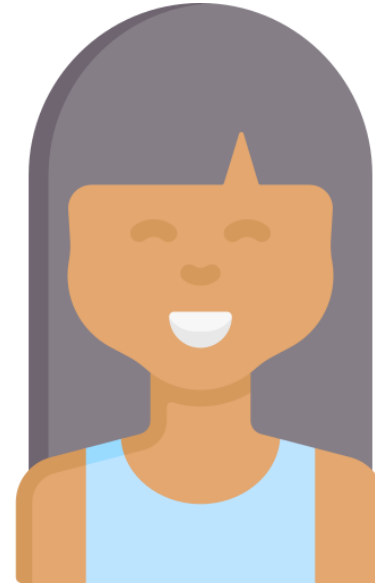
**We don't use words like that here! You've got detention coming up, and a note sent home to your family!"**

**"Come on, Pete, it is not necessary to speak to each other like that. Why are you behaving like this?"**

# Always respond!

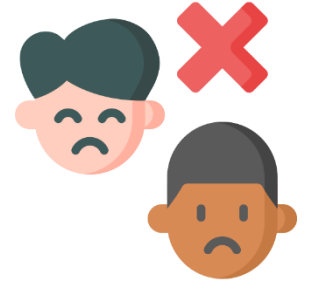


VS





# How to respond in the case of deliberate name-calling?



- ☁ Responding briefly is not sufficient in the case of deliberate name-calling. A 'punishment' should be linked to this.
- ☁ Take the person (or group) aside and ask questions.
- ☁ Punishment alone is not effective:
  - ☁ Recovery-oriented work
  - ☁ Reflection on the topic

# How to respond in the case of deliberate name-calling?



- ☁ Focus on restorative justice

- ☁ Example of how to implement restorative justice:

  - ☁ No-Blame-method

- ☁ You will teach students **to take responsibility themselves**, to make choices and to find solutions to correct unwanted behavior. This will strengthen their empathy. What is more, positive relationships in school improve the learning process.

# How to respond in the case of deliberate name-calling?



What if this is the norm in the classroom?

It means that there is more work to be done, and then it's time to involve your colleagues in the effort.

# Involve your colleagues in the effort



- ☁ Tackle the norm
- ☁ Start a conversation with your classes
- ☁ Discuss with your colleagues who will take on which role
- ☁ Work together to create a school culture where diversity is the norm

# Communication



# Case (1)



- ☁ You have created a statement game to discuss gender stereotypes and sexual diversity with your class. The students are a little uncomfortable at first, and they frequently laugh when they hear the word "gay."
- ☁ When it comes to the statement 'If my child turns out to be LGBT, I have no problem with that', things go wrong

# Case (2)



- ☁ A student says: *"I don't want any LGBTI+ people near me, and definitely not in my family"*.
- ☁ A large part of the class agrees and a few students say: *"Homosexuality is not allowed in our religion. It's the devil"*.

# Case (3)



- ☁ You defend your own values during the entire class, but at the end of it, you are exhausted.
- ☁ What went wrong? How can you make sure the class runs more smoothly next time?



Ask questions

Learn to communicate



Allow for dialogue

Respect for different  
backgrounds

# Multiversum

Framing

Make connections

Language

# Work towards an open and safe school climate with the whole team

- ☁ Build knowledge together with your colleagues.
- ☁ Make diversity a priority in implicit teaching.
- ☁ Don't shy away from the conversations and also include LGBTI-topcis in your classes.
- ☁ Take a critical look at your school policies and textbooks.
- ☁ Involve students, teachers and parents in the policy.
- ☁ Pay attention to the well- being of LGBTI-teachers

# Reflective questions

- ☁ How does this resonate?
- ☁ How do you think you can apply this in your school?
- ☁ What are you currently doing?
- ☁ Do you recognize elements of the previous slides?

**Want to know more?**

**Check out:  
<https://schools.bilitis.org/>**

