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

How to include LGBTI-topics in your classes?

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Introduction

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Gender and genderstereotypes

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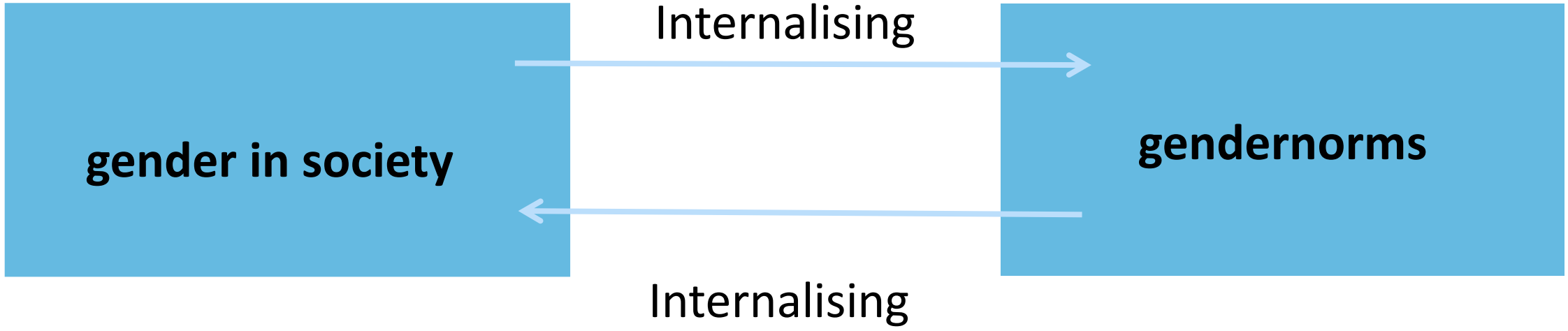
Gendernorms

Unwritten rules that a society attaches to a particular gender.



Problem?

Low self esteem

Lost talents

Unequal distribution of wage and work

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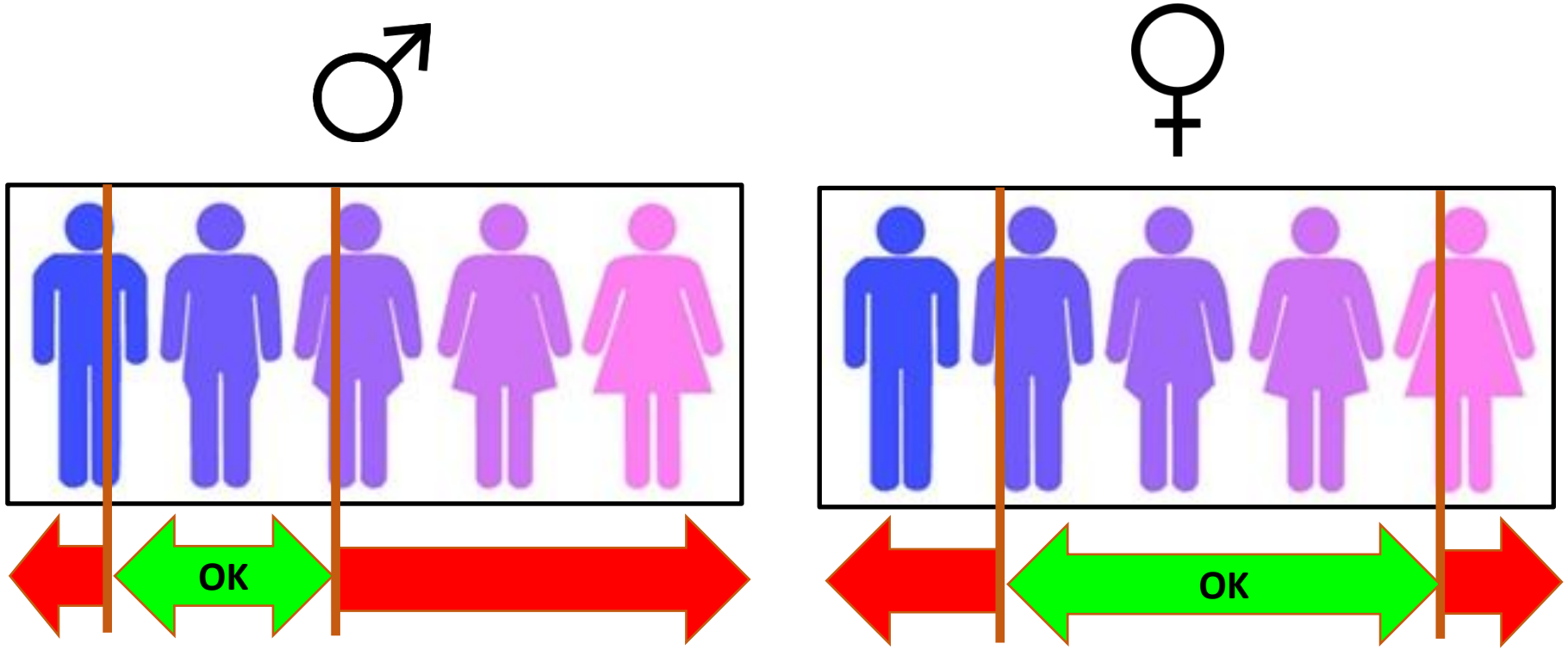
What do we know based on research?



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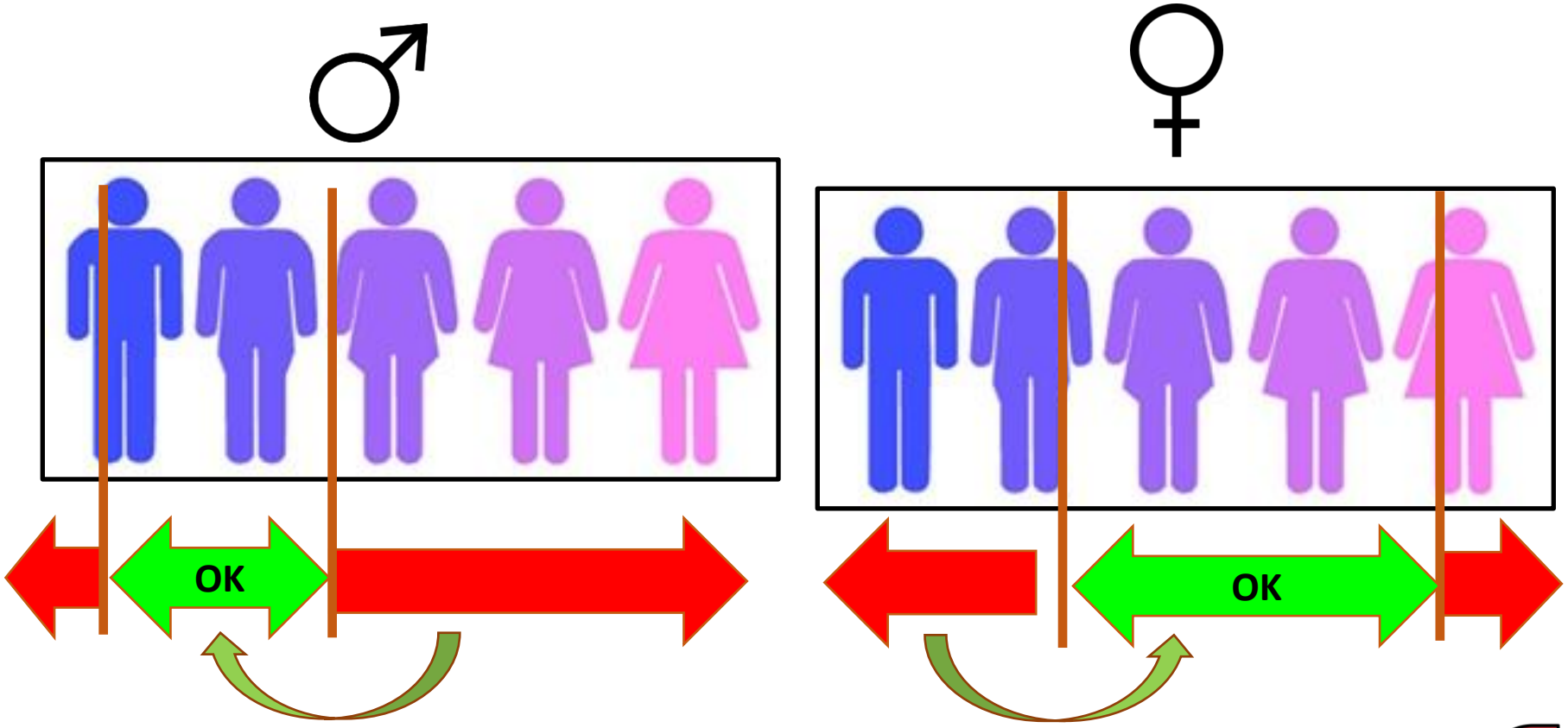

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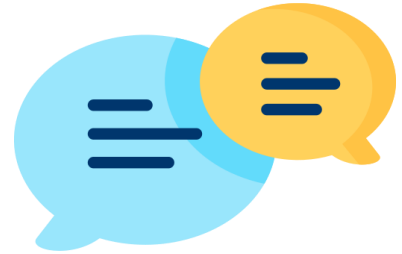

Are there other social categories?

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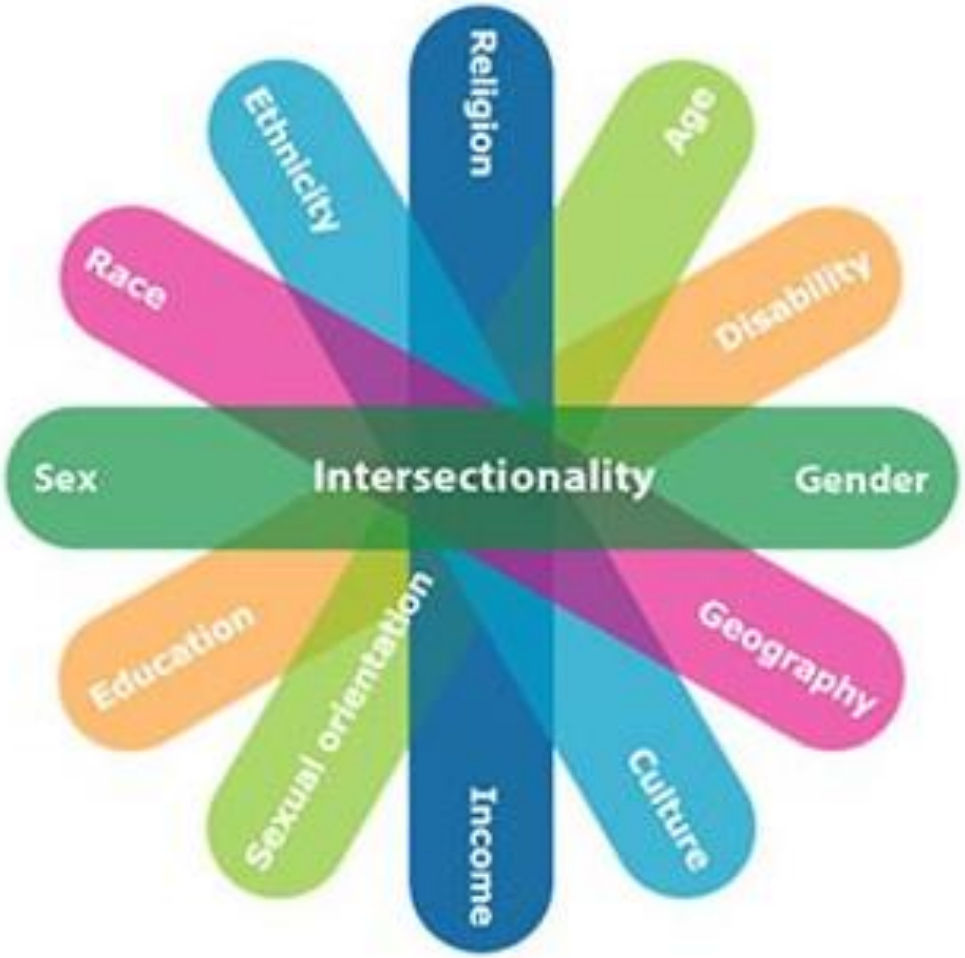
Intersectionality



Gender and sexual diversity

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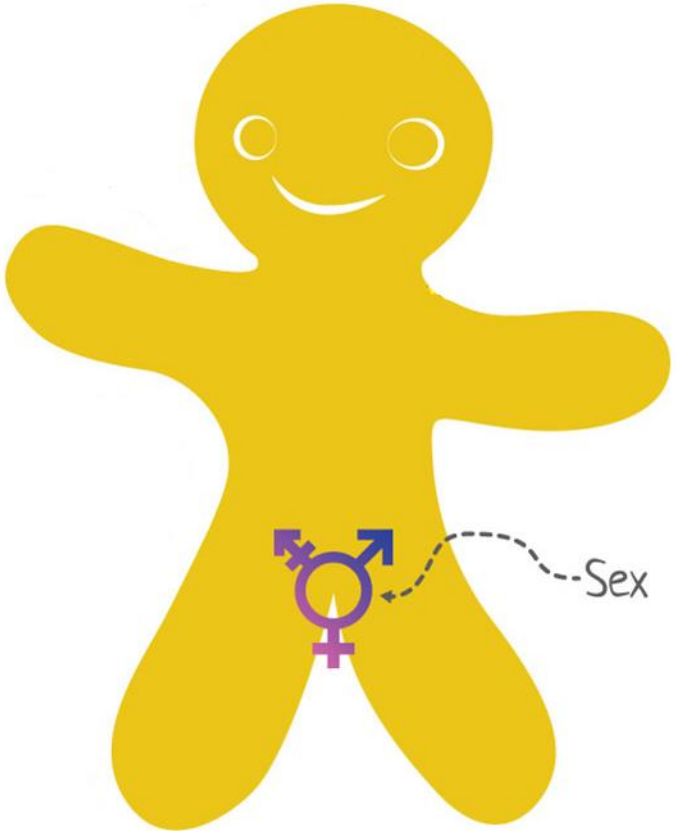
Sex



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

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Gender identity

Cisgender

Sex and gender identity
are mostly in accordance

Transgender

Sex and gender identity are
mostly in discordance

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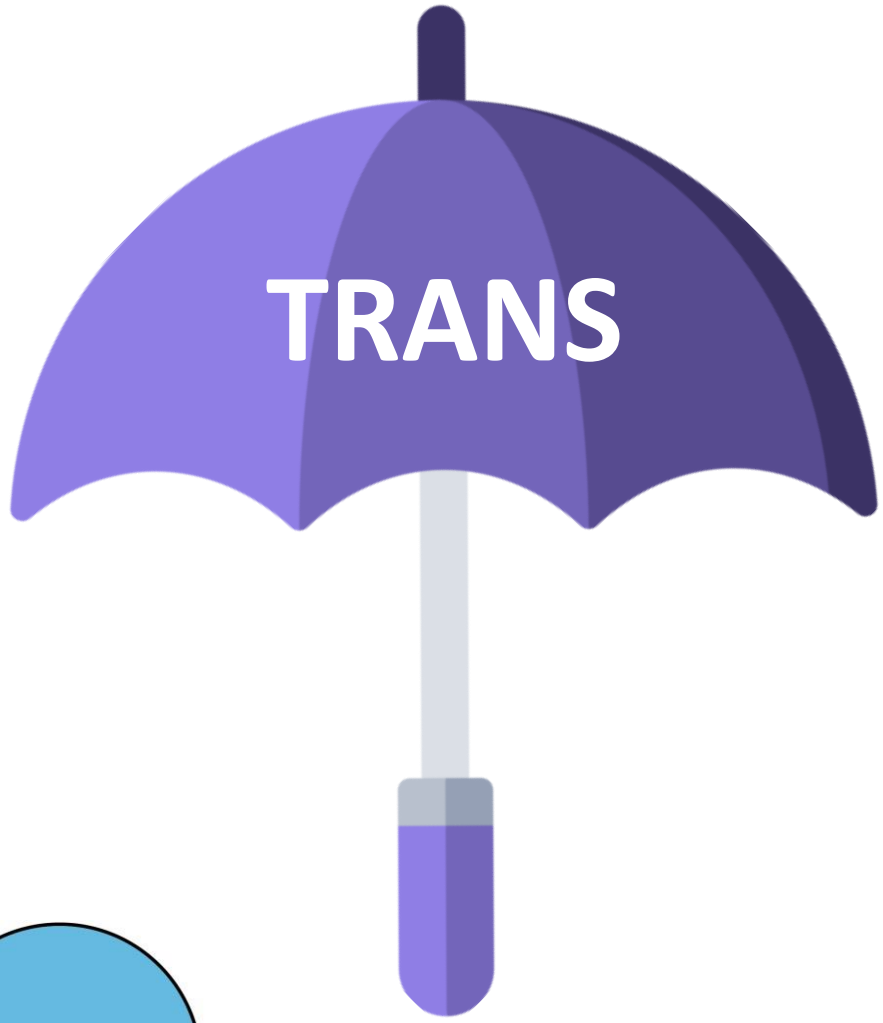
Gender identity



Trans woman
Trans man

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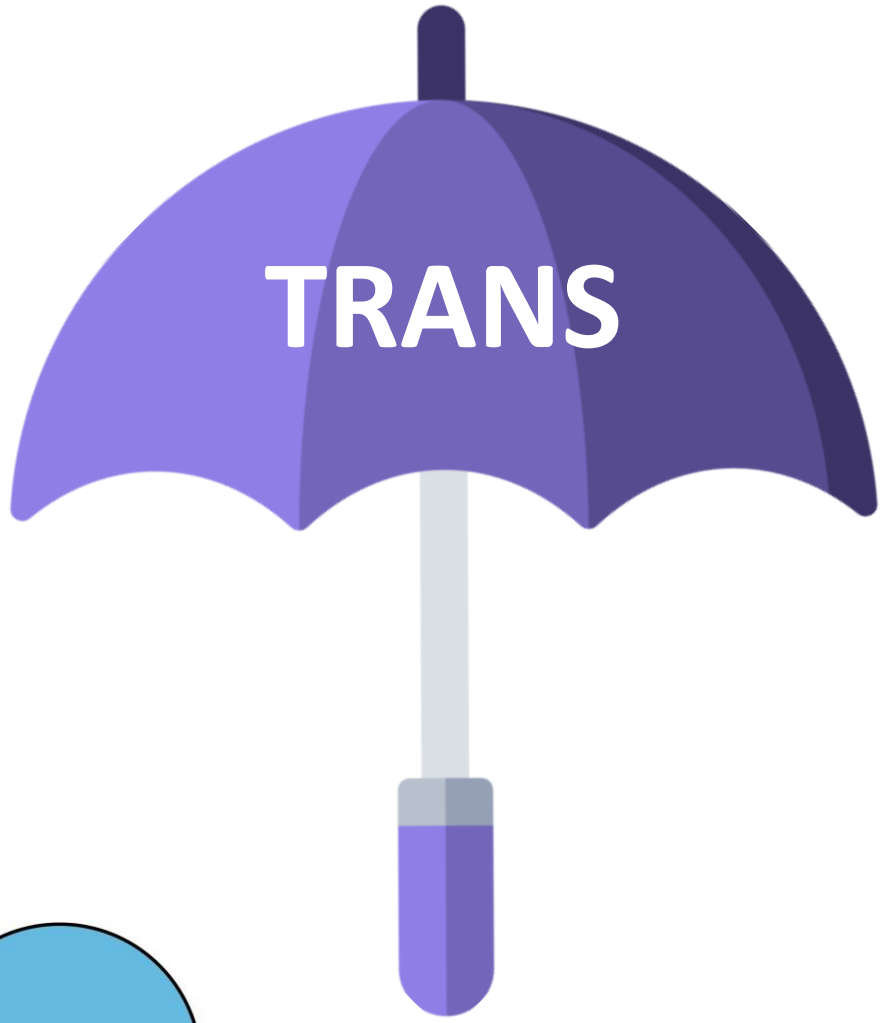
Gender identity



Trans woman
Trans man

Non-binary
Genderqueer

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Pronouns

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Pronouns

- **How to use?**

They	Replaces ‘she’ and ‘he’	Personal pronoun Subject
Them	Replaces 'her' and ‘him’	Personal pronoun Direct or indirect object
Their	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**.”

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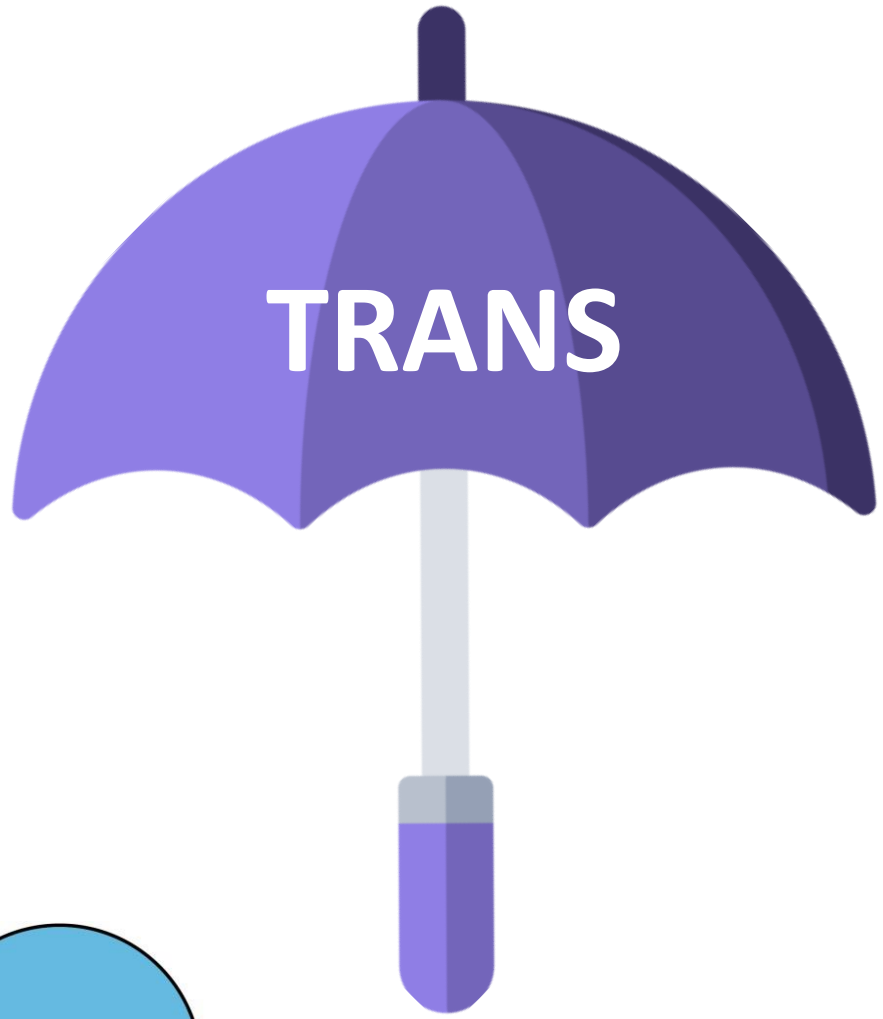
Gender identity



Trans woman
Trans man

Non-binary
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. . .

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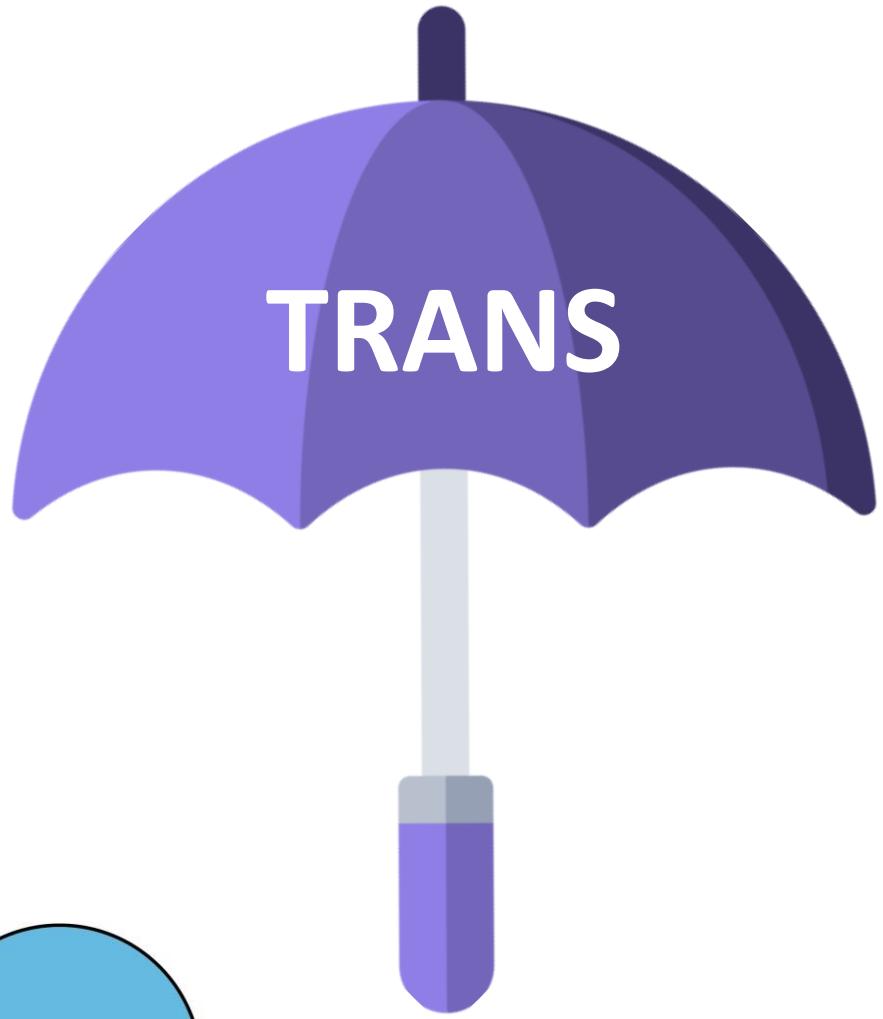
Gender identity



Before puberty (12 yrs)

Gendercreative kids

During and after puberty

Trans youth

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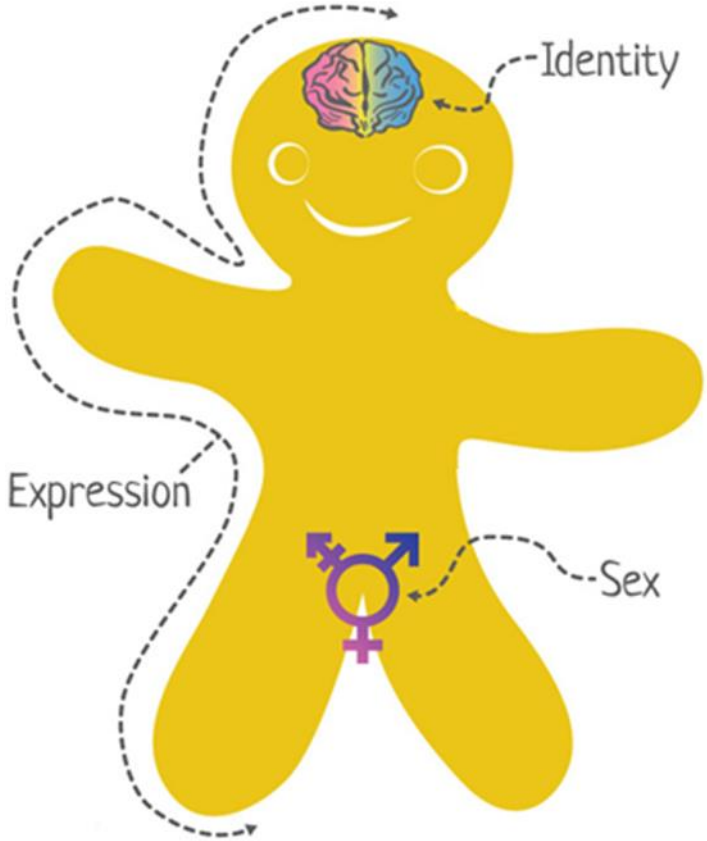
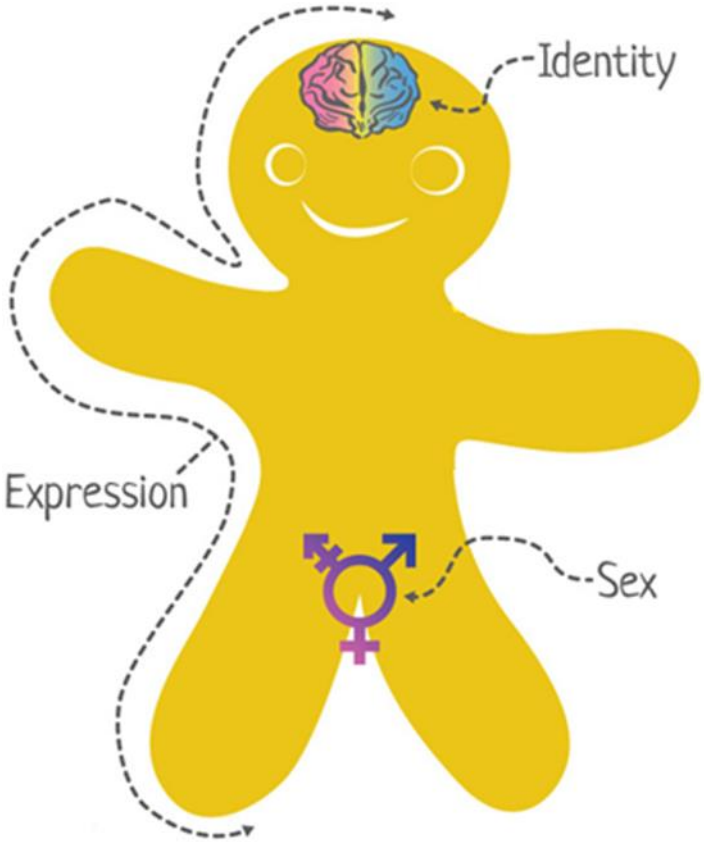
Gender expression



Gender expression



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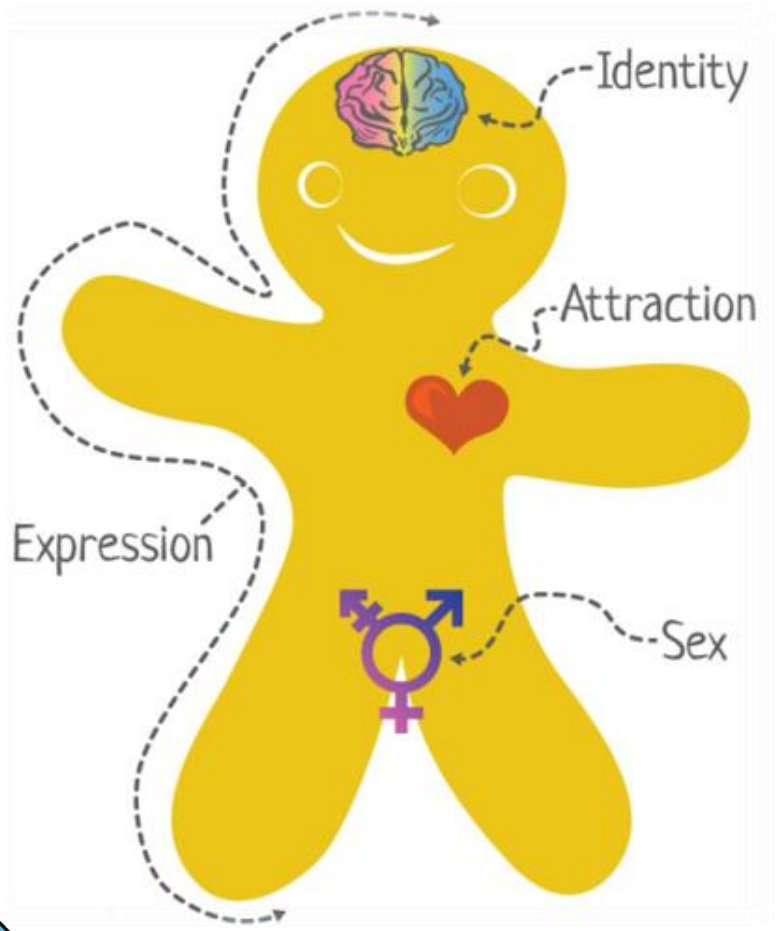
Attraction



Sexual attraction

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

sexual
romantic

Romantic attraction

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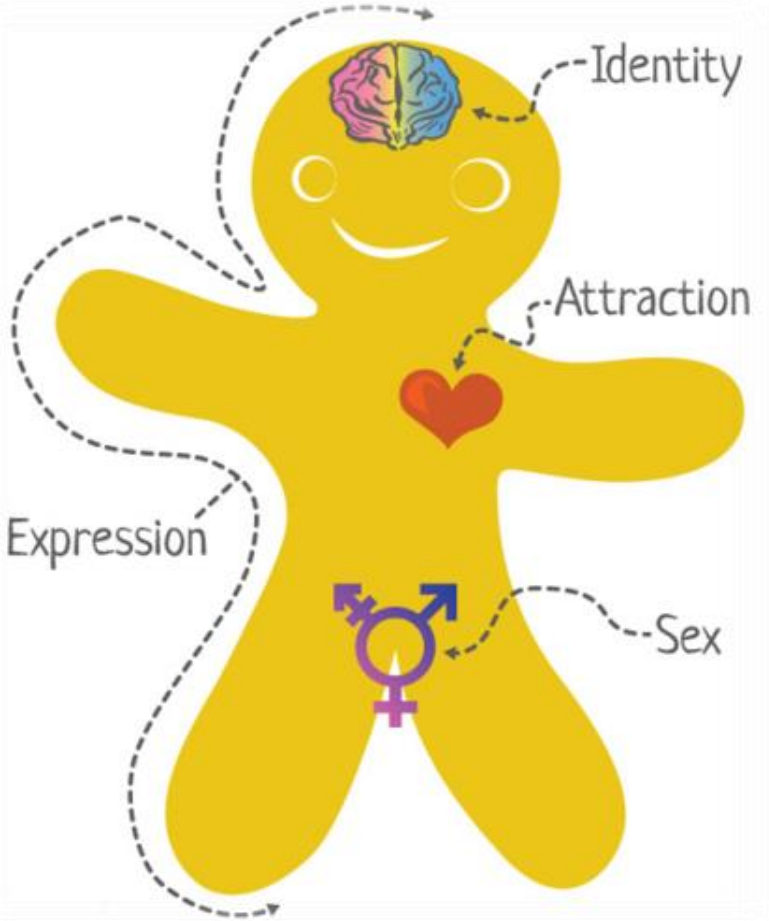
Genderdiversity



Gender-sensitive teaching

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Why?

- Reduce forms of violence and harassment,
  in particular towards LGBTI students and teachers
- Improving the well-being of all students and teachers
- Reducing feelings of depression and low self-esteem
- Safe learning and living environment
- Better school results

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Teaching materials: a reflection of the world

- Recognition
- A world of many identities
- Positive learning and living environment
- Increasing awareness
- Empathy
- Connection

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How can I make sure that my lessons act as 'mirrors' and 'windows' for all my students?

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Gendersensitive teaching

- Gender-sensitive teaching is ...
  - ... breaking the **gender norm**;
  - ... breaking the **hetero norm**.

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Four foundations

School policy

Knowledge

Implicit teaching

Explicit teaching

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School policy

- How do we, as school, take diversity into account?
- Is our school policy designed to include diversity?
- How can parents and LGBTI-students be a part of creating the school regulations?
- How do we make this topic visible in the school?

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School policy

- Dear girls and boys
- Dear students

- Dear parents
- Dear parent(s)
- Dear parent

Knowledge

- What do teachers know about gender diversity?
- How can knowledge be shared?
- What in case of clashing frameworks?

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Implicit teaching

Materials (text)

- An example for economics, mathematics, business management, .

Anne and Frank together earn € 3.782 net.

Anne works as a secretary and earns 44 % of the total net salary.

How much does Frank earn as a mechanic?

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Implicit teaching

Materials (images)

Implicit teaching

Materials (image)

Implicit teaching

Interaction

Two situations: how do you respond?

On the way to your classroom, you hear a group of students make fun of another student because of their sexual orientation.

During PE class, Simon falls in the mud. The teacher reacts: “Oh, mom’s going to have to wash that!”!”

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Implicit teaching

Making groups

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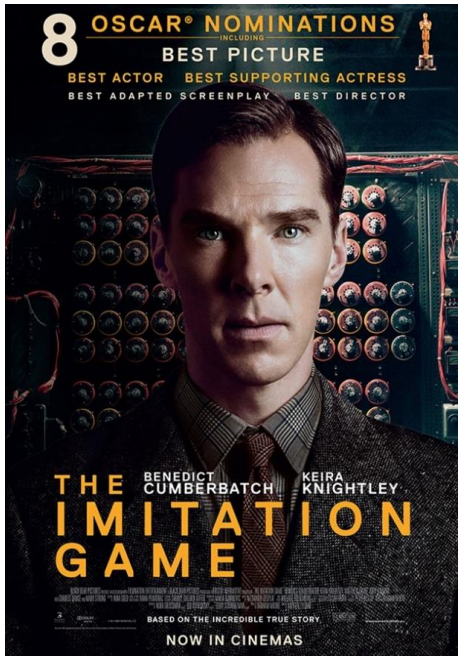
Explicit teaching

Teaching materials



science & math

history

literature

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Explicit teaching

Teaching materials

biology

phsyicial edcuation

geography

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Explicit teaching

Topics

IDAHOT

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Ask questions

Learn to communicate

Allow for dialogue

Respect for different backgrounds

Multiversum

Framing

Make connections

Language

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Framing

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Framing

- Frame topics related to diversity neutrally or positively
- Create an image of society where the norm is positive and exception is negative
- Possibly a controversial topic
- Controversy in itself is not problematic: the classroom is a laboratory for democracy
- Polarization? Intervene!

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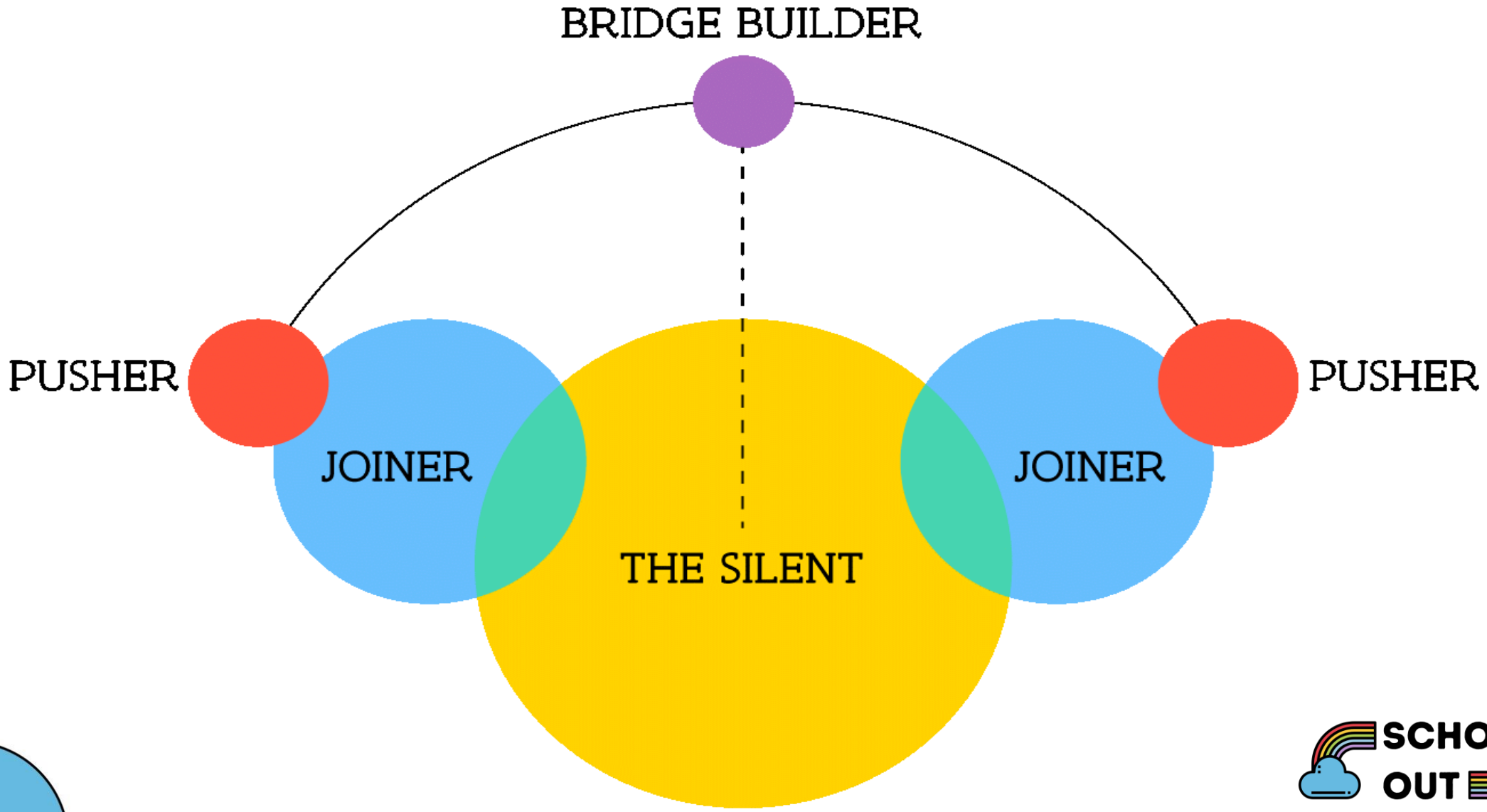

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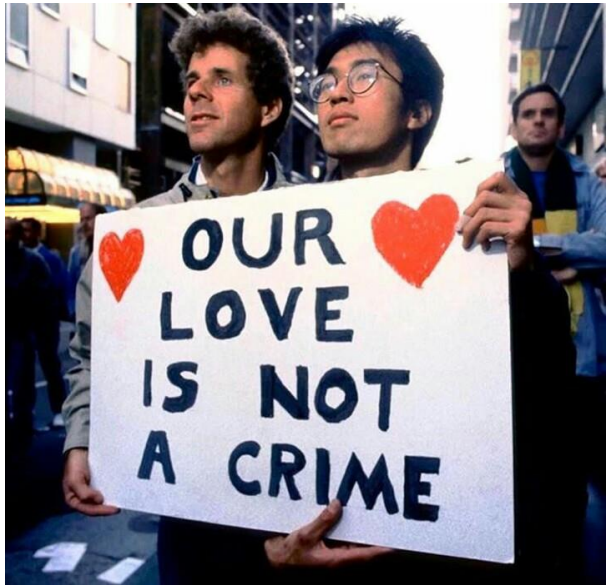
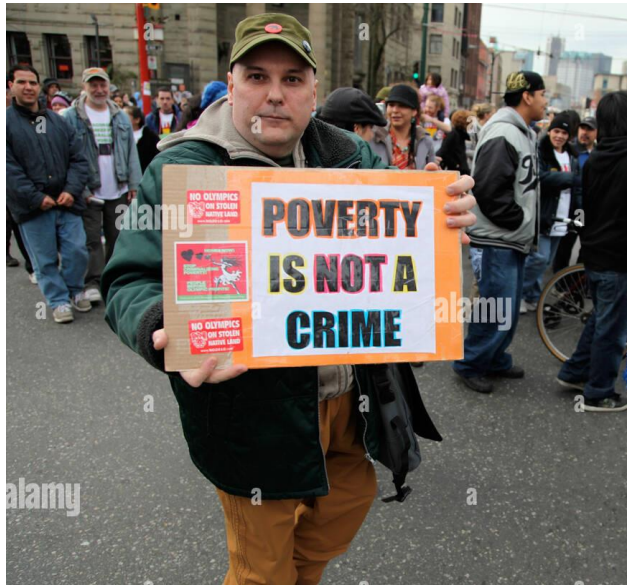
Making connections





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Asking questions

- Why?
- Why is this their/hers/his line of thought?
- What is the reason this is your opinion?
- What influences your opinion?

- Don't: Is being gay okay?
- Do: Why is it that some people it's okay to be gay, while others don't?

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Exercise

- Screen your teaching materials!
- Use the checklists on the following slides.

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Hetero norm

- ❑ LGBTI couples
- ❑ Family types
- ❑ Sexual identiy
- ❑ Language
- ❑ (Heternormative) social expectations and assumptions

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Diversity

- ❑ Skin color
- ❑ Language
- ❑ Disability
- ❑ Age
- ❑ Religion

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Gender norm

- ❑ Women & men
- ❑ Non-stereoptyical gender expressions
- ❑ Various activities in different situations
- ❑ Non-gender-stereotyped objects
- ❑ Female contributions

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Debriefing

- Surprised?
- Points of attention?

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Self-reflection

What other things do I need to make my classroom a
safe, respectful and inclusive learning environment for all my students?

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Want to know more?

Check out: https://schools.bilitis.org/