

## **Secondary Resources, Support and Guidance**

This resources document is meant to give you an overview of different resources available (on/offline) in order for you to implement what you learned in the Diversity Role Models staff training in your educational practice.

At the end of the document you will also find further guidance, links and tips on the following topics: Supporting Young People, Faith and Religion, Working with Parents/Carers, Trans in Schools.

Please note that all of the resources listed should be viewed before using them in the classroom to check for age appropriateness and applicability in the specific setting of your school and class.

Please do recommend purchasing some of the listed books for the school's library.

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## WHY SCHOOLS/COLLEGES SHOULD WORK TOWARDS LGBT+ INCLUSION

### *Moral obligation*

- Work on diversity should start early in order to make everyone feel included
- Every child has a right to feel safe and supported at their school yet **45%** of LGBT+ students are bullied for being LGBT+
- Bullying can have a negative impact on mental health and sadly **45%** of transgender young people have attempted to take their own lives
- LGBT+ students in schools that promote LGBT+ inclusion are less likely to be bullied, report feeling safer and happier, are more likely to say they have someone to talk to as well as feeling more a part of the school community

### *Statutory Obligations*

- **Equality ACT 2010:** Being LGB or T is considered a protected characteristic under the act. Schools have a public sector equality duty to eliminate discrimination, advance the equality of opportunity and foster good relations within their school
- **British Values & Social Moral Spiritual and Cultural Learning:** Require students to have an understanding of the importance of identifying and combatting discrimination as well as respecting and celebrating diversity
- **Relationships and Sex Education:** New guidance is likely to require students in primary to learn about different families and respecting difference and in secondary to learn “*the facts and the law about sex, sexuality, sexual health and gender identity*”

### *Ofsted and Raising Standards*

Inspectors assess the following to form key judgements within *Personal development, behaviour and welfare* and *Effectiveness of leadership and management*.

- Incidents and records of homophobic, biphobic and transphobic bullying, the school's policies, the use of language in the school and inspectors can ask students, parents, staff and stakeholders how discrimination and bullying is handled
- Student voice and students' roles and responsibilities in LGBT+ groups can contribute to positive judgements
- A school in which pupil well-being and LGBT+ inclusion is taken seriously are shown to perform better overall

*“If a school is inadequate on equalities and the respect agenda, Ofsted has found it's very likely to be inadequate overall. There's a strong link between academic achievement and self-worth, which is one of the reasons it's so important to tackle homophobic bullying.”*

**Nada Trikić, Ofsted's National Adviser for Equalities**

### **Key Documents:**

Department for Education, *Equality Act 2010 and Schools*, May 2014

Department for Education, *Promoting fundamental British values as part of SMSC in schools*, November 2014

Ofsted, *School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act*, September 2018

Department for Education, *Preventing and Tackling bullying*, July 2017

Department for Education, *Keeping Children Safe in Education*, September 2018

### **Lesson plans online by DRM**

<b>Name</b>	<b>Content</b>
<b>Form Time Activity: Mapping LGBT+ Rights</b>  For Upper KS 3 & KS4 (can be differentiated for KS5)  <a href="https://bit.ly/2JKYwGv">https://bit.ly/2JKYwGv</a>	This form time activity is the perfect way to start a conversation about how we can ensure LGBT+ people are safe and supported to be themselves within the school community and across the world.
<b>LGBT+ Inclusion Assemblies</b>  For Years 7-11  <a href="https://bit.ly/2ARRHQI">https://bit.ly/2ARRHQI</a>	This interactive assembly looks at LGBT+ rights in the UK, offering students a chance to reflect on how far we've come and the work we still have to do to ensure everyone is accepted and supported to be themselves
<b>LGBT+ Lesson: Standing up for Equality</b>  For KS3 (can be differentiated for KS4)  <a href="https://bit.ly/2QxMBy4">https://bit.ly/2QxMBy4</a>	This lesson introduces the impact of bullying and discrimination against LGBT+ people before supporting students to describe how people have stood up for equality and how we can all stand up to bullying. The lesson builds their confidence in challenging discrimination in school and generates ideas for creating an LGBT+ inclusive school.

### Whole school approach: ideas

- Students review and change the school's anti-bullying policy
- Celebrate LGBT+ History month
- Display posters of positive LGBT+ role models
- Survey students to find out what they think is happening at school and what should be done about it
- Students present assemblies and deliver sessions in PSHE
- Produce a charter for students to sign and agree not to use the word HBT language
- Produce a display/posters promoting respect for difference and anti-homophobia
- Students wearing stickers and badges to show support
- Invite DRM to run workshops across the school

### Art:

- Incorporate **LGBT+ artists**/mention their LGBT+ identity e.g. Grayson Perry
- Come up with art projects that have a focus on **LGBT+ rights**
- Use database of **LGBT+ Objects** (<http://lgbthistory.exeter.ac.uk/>) when preparing an excursion to a museum to check whether you can include objects/resources from the past for discussing gender and sexual diversity today (can also be done as an in-school session)
- Discuss biography of/carry out project on **Frida Kahlo** (1907-1954, Mexican painter, acclaimed after her death for powerful art that expresses indigenous Mexican tradition and female experience, disabled by bus accident as a teenager, bisexual woman). There is also the movie **Frida** about her life from which some scenes could be shown.
- Discuss biography of/carry out project on **Eileen Gray** (1878-1976, Irish furniture designer and architect, pioneer of Modern Movement in architecture, famous for creating classic Bibendum chair and Satellite mirror, bisexual woman)
- Discuss biography of/carry out project on **Andy Warhol** (1928-1987, US-American artist and filmmaker, leading figure in "pop art" movement, produced iconic graphical images, gay man)

### Business:

- Discuss role of **DINKIES** (double income no kids, including LGBT+ couples) for economy
- Discuss biography of/carry out project on **Anne Lister** (1791-1840, Yorkshire landowner and industrialist, independently built up financial portfolio including property, shares in canals and railways, mining and quarrying, wrote diary in code to hide stories about her (lesbian) relationships, lesbian)
- Discuss biography of/carry out project on **John Maynard Keynes** (1883-1946, British economist, regarded as founder of modern macroeconomics, ideas formed foundation of Western twentieth-century economic policy, bisexual man)

### Citizenship:

- **GCSE coursework** e.g. anti-HBT campaign in school and community
- Include sexual and gender **identities** in units of work around identity
- Look at **LGBT+ rights** around the world
- Discuss biography of/carry out project on **Stephen Whittle** (1955-, British trans activist and writer, co-founded trans rights organisation Press for Change, awarded prestigious Human Rights Award by civil rights group Liberty, transgender man)
- Possible movies: **Milk** (biographical film on Harvey Milk), **Pride** (Lesbians & Gays Support the Miners)

### English:

- **Persuasive writing:** write letters to countries with anti-LGBT+ laws
- **Books** (recommendations can be found in the books list)
- Teach students about **LGBT+ vocabulary**
- Incorporate **LGBT+ authors**/mention their LGBT+ identity e.g. Oscar Wilde, Virginia Woolf, Walt Whitmann
- Dealing with **HBT language:** From a linguistic perspective, teachers should aim to elicit the difference between: • an insult and an opinion • accepting and agreeing • normal and normative • religious teaching and personal interpretation
- Discuss biography of/carry out project on **Anne Lister** (1791-1840, Yorkshire landowner and industrialist, independently built up financial portfolio including property, shares in canals and railways, mining and quarrying, wrote diary in code to hide stories about her (lesbian) relationships, lesbian)
- Possible movies: **The Perks of Being a Wallflower/ Love, Simon**

### Geography:

- Look at population **movement of LGBT+ people** around the world and within countries e.g. rural and urban (considering why LGBT+ people move from the countryside to cities)
- Discuss biography of/ carry out project on **László Almásy** (1895-1951, Hungarian explorer and aviator, explored North African desert, discovering and cataloguing prehistoric rock art and re-establishing European contact with Magyarab tribe, gay man)
- Examine the transformation of San Francisco's **Castro** district in the 1960s from a working-class Irish area to the world's first "gay neighbourhood"

### History:

- Lesson on the history of **LGBT+ rights** in the UK; suggested lesson plan for this in the Out with homophobia! resource (<http://bit.ly/OutWithHomophobia>)
- Include the implementation of **anti-gay laws** in the former colonies and its' consequences to this day when talking about the **British Empire**
- Use database of **LGBT+ Objects** (<http://lgbthistory.exeter.ac.uk/>) when preparing an excursion to a museum to check whether you can include

objects/resources from the past for discussing gender and sexual diversity today (can also be done as an in-school session)

- Discuss biography of/carry out project on **Edward Carpenter** (1844-1929, English poet, philosopher, socialist and gay activist, emphasised and wrote about long history of gay relationships to promote acceptance, campaigned for better conditions in industrial Sheffield, gay man)
- possible movies: **Milk** (biographical film on Harvey Milk), **Pride** (Lesbians & Gays Support the Miners), **The Imitation Game** (Alan Turing & WWII)

### ICT:

- Discuss biography of/carry out project on **Alan Turing** (1912-1954, pioneering computer scientist, first person to propose idea of a computer program, led team that created machine to crack German Enigma code, shortening the second world war, gay man). Scenes from the movie **The Imitation Game** could accompany this.
- Look at **safety on the internet** with a focus on anti-bullying
- Analyse the positives (connecting with others, learning about diversity) and dangers (cyber-bullying, staying safe online) of **social media** and online communication for LGBT+ people

### Maths:

- Use LGBT+ people in problems e.g. Jack and his boyfriend Farid have 10 apples...
- Use **census data** to look at statistics around same-sex marriages in the UK
- Discuss biography of/carry out project on **Alan Turing** (1912-1954, pioneering computer scientist, first person to propose idea of a computer program, led team that created machine to crack German Enigma code, shortening the second world war, gay man). Scenes from the movie **The Imitation Game** could accompany this.
- Discuss biography of/carry out project on **John Maynard Keynes** (1883-1946, British economist, regarded as founder of modern macroeconomics, ideas formed foundation of Western twentieth-century economic policy, bisexual man)

### Media:

- Look at & discuss different **representations** of LGBT+ people in the media
- **Newspapers/media search** – students to find an example of prejudice or discrimination against LGBT+ people in the media, present and discuss
- **Newspapers/media search** – students to find an example of a LGBT+ person who is successful and present/discuss their work
- Analyse the **role of media** in the increase in people feeling comfortable to come out as LGBT+ and questioning heteronormativity



**MFL:**

- Teach **LGBT+ vocabulary** e.g. when talking about families, pupils can practice sentences such as 'I have two mums' or 'Shaun's boyfriend is called Tim'
- Research and present on **LGBT+ rights in a country** or region that speaks the language you teach e.g. Latin America for Spanish
- Incorporate **LGBT+ authors**/mention their LGBT+ identity e.g. Thomas Mann, Erika Mann, Edouard Louis

**Books/Films for MFL**

- German: Discuss biography of/ carry out project on **Ralf König** (1960-, German writer and comic book creator, winner of many awards including "Best International Comic Creator", has sold over 5 million copies, gay man)
- Spanish: Discuss biography of/ carry out project on **Pedro Almodóvar** (1949-, Spanish film director, writer and producer, Academy Award winner for Best Foreign Language Film ("All About My Mother") and Best Original Screenplay ("Talk To Her"), gay man)
- French: Watch the movie **Tomboy** to have a discussion about gender identity

**Music:**

- Use music by **LGBT+ artists**/mention their LGBT+ identity e.g. Bernstein, Tchaikovsky, Boy George, Hayley Kiyoko, Mykki Blanco
- Create a unit of work on protest songs, including '**Same Love**', '**Glad to be Gay**' etc.
- Discuss biography of/carry out project on **Dusty Springfield** (1939-1999, English singer and record producer, 1960s icon, with hits including "Son of a Preacher Man", bestselling female singer in the world in 1966, bisexual woman)

**PE:**

- Teach about **LGBT+ athletes** and sportspeople, e.g. Gareth Thomas, Caitlyn Jenner, Caster Semenya, Tom Daley
- Look at **campaigns** such as 'Show Racism the Red Card'/ 'Rainbow Laces' and analyse why there are no out LGBT+ players in the English men's football league
- Discuss biography of/ carry out project on **Nicola Adams** (1982-, British boxer, first woman to win Olympic boxing title, champion flyweight boxer at Olympics, World Championships, Commonwealth Games and European Games, bisexual woman)

**PSHE:**

- Request **DRM pupil workshops**
- Ensure that all of your **SRE** is inclusive of **LGBT+ identities** (new guidelines coming soon)

- Discuss LGBT+ identities in detail and discuss the impact of HBT bullying and how it can be challenged

### **RE:**

- DRM's '**Faith and Sexuality**' resource
- Discuss biography of/ carry out project on **Bishop Gene Robinson** (1947-, US-American retired bishop, first man in an openly gay relationship to be elected bishop, voted USA's 7th most influential gay person, delivered invocation at President Obama's inaugural weekend, gay man)
- Discuss **religious stances on same-sex relationships** and marriages when looking at ethics
- Possible movie: **The Miseducation of Cameron Post** (discuss gay conversion therapy)

### **Science:**

- Studying **animal species** where the male takes a leading role in raising young, such as emperor penguins and sea horses, and staging class discussions on different family structures
- The **gay gene**? Pupils can do a research project on the current evidence e.g. <https://ind.pn/2Fa1Agw>; <https://bit.ly/2QmII09>, start lesson with following quote: *"If you hear someone say that homosexuality is unnatural, you can be pretty sure you are not listening to a scientist."* - Dr. Marc Breedlove, Michigan State University, Rosenberg Professor of Neuroscience
- Discuss biography of/ carry out project on **James Barry** (c.1795-1865, Irish surgeon, served as military surgeon in India and South Africa, where he improved conditions for wounded soldiers and inhabitants, transgender man)
- Discuss **gender identity** when teaching about puberty and bodily changes and ensure **intersex** people are included in discussions sex determination, chromosomes, hormones and genitalia
- Communicable diseases and developments in medicine including for **HIV**



## **Books**

The books listed here can be used as suggestions for private reading, holiday lists or in class.

Please note that all of the resources listed should be viewed before using them in the classroom to check for age appropriateness and applicability in the specific setting of your school and class.

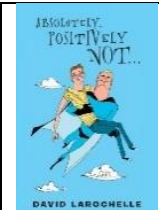
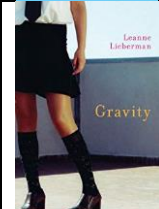
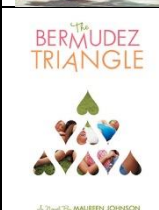
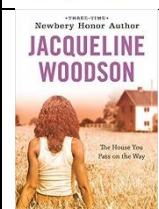
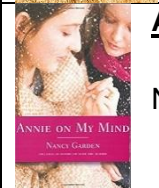

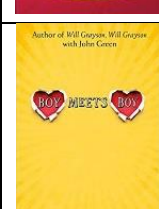
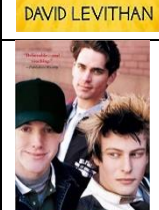
Please do recommend purchasing some of the listed books for the school's library and possibly displaying them there openly (especially during LGBT History Month).

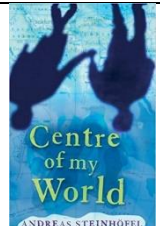

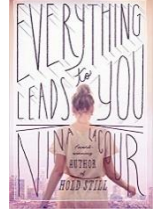

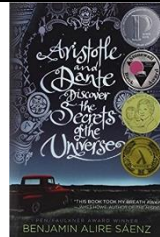
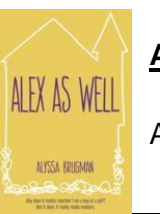

Possible activities for the classroom:

- Rewrite a traditional tale with LGBT+ characters in main roles
- Write a diary entry from a LGBT+ character's point of view
- Write a newspaper article reporting on events in book
- Transform book into a script and perform
- Write a book review based on one of the titles below
- Write a detailed letter to one of the authors
- Write a first chapter for a sequel from the point of view of another character
- Create an advice column using problems that LGBT+ young adults may face - students to respond to dilemmas
- Design a front cover and blurb for YA fiction about an LGBT+ person
- Speak in role as characters from a book



*The Guardian* also host a frequently updated book list here: <https://bit.ly/1jxNXFd>



Stories about Sexual Orientation (mostly)		
	<b><u>Two Boys Kissing</u></b>  David Levithan	Seventeen-year-olds Craig and Harry are trying to set a new Guinness World Record for kissing. Around them, Ryan and Avery are falling in love, Neil and Peter are falling out of love, and Cooper might be somewhere, but he is also, dangerously, nowhere. This powerful book follows a range of LGBT+ young people over one weekend.
	<b><u>Ash</u></b>  Malinda Lo	This fantasy novel reworks the Cinderella fairy tale. Ash is an abused teenage girl who longs for fairies to take her away from her terrible life.
	<b><u>This Book is Gay</u></b>  Juno Dawson	A funny and pertinent book about being lesbian, bisexual, gay, transgender, queer or just curious - for everybody, no matter their gender or sexuality.
	<b><u>What's up with Jody Barton?</u></b>  Hayley Long	It's hard enough being one half of the world's least identical twins, without both of you falling for the same guy. Jolene's turned flirting into a fine art, but Jody? Not so much. And as if a twinnery love triangle wasn't messy enough . . . there's something nobody knows about Jody Barton...
	<b><u>Jack</u></b>  A.M. Homes	Jack is a teenager who wants nothing more than to be normal - even if being normal means having divorced parents and a rather strange best friend. But when Jack's father takes him out in a rowboat on Lake Watchmayoyo and tells his son that he's gay, nothing will ever be normal again.
	<b><u>Simon vs the Homo Sapiens Agenda</u></b>  Becky Albertalli	A subtle, affecting look at a young gay teenager's first steps towards coming out.
	<b><u>More Happy Than Not</u></b>  Adam Silvera	In the months after his father's suicide, it's been tough for sixteen-year-old Aaron. He can't deny the happiness this new guy brings despite the tensions their friendship is stirring with his girlfriend. Since Aaron can't turn off his newfound feelings, he considers turning to the Leteo Institute's revolutionary memory-alteration procedure to straighten himself out.

	<b><u>Absolutely, Positively, Not...</u></b>  David La Rochelle	Chronicles a teenage boy's humorous attempts to fit in at his Minnesota high school by becoming a macho, girl-loving, "Playboy" pinup-displaying heterosexual.
	<b><u>Gravity</u></b>  Leanne Lieberman	Afraid that there is no way to be both gay and Jewish, Ellie Gold, an orthodox Jewish teenager feels forced to either alter her sexuality or leave her Jewish community until her mother and sister offer alternative concepts of God that help Ellie find a place for herself.
	<b><u>The Bermudez Triangle</u></b>  Maureen Johnson	Nina, Mel and Avery have been best friends since they were tiny. But one summer can change everything. When Nina goes away for a month, she comes back to find the world has changed. Mel and Avery have their own secret: one Nina can't be part of.
	<b><u>The House You Pass on the Way</u></b>  Jacqueline Woodson	Thirteen-year-old Staggerlee has always been different - set apart by the tragic deaths of her grandparents in an anti-civil rights bombing, by her parents' interracial marriage. This summer she has a new reason to feel set apart - her confused longing for her friend Hazel.
	<b><u>Annie on My Mind</u></b>  Nancy Garden	This book is the story of two teenage girls whose friendship blossoms into love and who, despite pressures from family and school that threaten their relationship, promise to be true to each other and their feelings.
	<b><u>Naomi and Ely's No Kiss List</u></b>  David Levithan and Rachel Cohn	Naomi (funny & gorgeous) and Ely (funny, gorgeous & gay) live in the same apartment block. They've been soul mates since forever. But what if they don't love each other in quite the same way, or play by the same rules? When Ely kisses Naomi's current boyfriend, the fault lines in their relationship begin to crack.
	<b><u>Boy meets Boy</u></b>  David Levithan	Paul has been gay his whole life and he's confident about almost everything. He doesn't have to hide his feelings like best friend Tony or cope with loving the wrong guy like his other friend Joni. But heartbreak can happen to anyone. Falling in love changes everything.
	<b><u>Rainbow Boys</u></b>  Alex Sanchez	Three teenage boys, coming of age and out of the closet. In a revealing debut novel that percolates with passion and wit, Alex Sanchez follows these very different high-school seniors as their struggles with sexuality and intolerance draw them into a triangle of love, betrayal, and ultimately, friendship.

	<b><u>Centre of My World</u></b> Andreas Steinhofel	All seventeen-year-old Phil has ever known about his father is that he was Number Three on his mother's list - third in a series of affairs that have set Phil's family apart from the critical townspeople. As for his own sexuality, Phil doesn't care what the neighbours will think; he's just waiting for the right bloke to come along.
	<b><u>One Man Guy</u></b> Michael Barakiva	Just when Alek thinks his summer couldn't get any worse, he meets Ethan. As he's drawn closer to Ethan's alluring persona, Alek realizes that he might want to be a bit more than "just friends" with the attractive skateboarder. But how will his Armenian-American family, so embedded in their culture and traditional ideals, react when he breaks the news?
	<b><u>Everything Leads to You</u></b> Nina LaCour	This book tells the story of Emi, a girl who knows how to design a film set like no one else, but finds her love life far from cinematic. Stuck in a hot-and-cold pattern with the same girl, she begins to break the cycle when a mysterious letter from an acting legend leads her to the beautiful and unconventional Ava.
	<b><u>Let's Talk about Love</u></b> Claire Kann	Alice is secretly asexual and that's the least important thing about her. She's a college student, has a great job, amazing friends, and is fine being single - nope, that's a lie. Alice wants rom com - grade romance: feels, cuddling, kissing, and swoons galore - as long as it doesn't lead to having sex.
	<b><u>Aristotle and Dante Discover the Secrets of the Universe</u></b> Benjamin Alire Saenz	Aristotle is an angry teen, Dante is a know-it-all. When the two Mexican-American boys meet at the swimming pool, they seem to have nothing in common. But as the loners start spending time together, they discover that they share a special friendship through which they learn the most important truths about themselves and the kind of people they want to be.
<b>Stories about Gender Identity</b>		
	<b><u>Alex As Well</u></b> Alyssa Brugman	Alex is ready for things to change in a big way. Everyone seems to think she's a boy, but for Alex the whole boy/girl thing isn't as simple as either/or, and when she decides girl is closer to the truth, no one knows how to react, least of all her parents.
	<b><u>I Am J</u></b> Cris Beam	J was certain that eventually everyone would understand who he really was: a boy mistakenly born as a girl. Yet as he grew up, his body began to betray him, so he started covering up his body, keeping himself invisible. But after being deserted by his best friend, J decides that he's done hiding.



	<b><u>The Art of Being Normal</u></b>  Lisa Williamson	David Piper has always been an outsider. His parents think he's gay. The school bully thinks he's a freak. Only his two best friends know the real truth – David wants to be a girl.
	<b><u>Parrotfish</u></b>  Ellen Wittlinger	Angela Katz-McNair has never felt quite right as a girl. Her whole life is leading up to the day she decides to become Grady, a guy. While coming out as transgender feels right to Grady, he isn't prepared for the reaction he gets from everyone else.
	<b><u>Luna</u></b>  Anne Peters	Regan's brother Liam can't stand the person he is during the day. Like the moon from whom Liam has chosen his female name, his true self, Luna, only reveals herself at night. But now, everything is about to change...
	<b><u>Beyond Magenta</u></b>  Susan Kuklin	Author and photographer Susan Kuklin met and interviewed six transgender and/or gender-neutral young adults and used her considerable skills to represent them thoughtfully and respectfully before, during, and after their personal acknowledgment of gender preference.
	<b><u>Being Jazz: My Life as a Transgender Teen</u></b>  Jazz Jennings	Jazz is one of the most prominent voices in the discussion about gender identity. At the age of five, Jazz transitioned to life as a girl, with the support of her parents. Jazz reflects on these experiences and how they have helped shape the mainstream attitude toward the transgender community.
	<b><u>Every Day</u></b>  David Levithan	Each morning, A wakes up in a different body. There's never any warning about who it will be, but A is used to that. And that's fine – until A wakes up in the body of Justin and meets his girlfriend. Now, the rules by which A has been living no longer apply. Because finally A has found someone he wants to be with – every day...
	<b><u>Beautiful Music for Ugly Children</u></b>  Kristin Cronn-Mills	Gabe has always identified as a boy but he was born with a girl's body. With his new public access radio show gaining in popularity, Gabe struggles with romance, friendships, and parents - all while trying to come out as transgender.

	<p><b><u>Symptoms of Being Human</u></b></p> <p>Jeff Garvin</p>	<p>Riley is genderfluid, a fact that doesn't mesh super well with having a conservative Congressman for a father. Thankfully, the internet is a respite for Riley. But when someone threatens to expose Riley as the person behind their blog, it forces the choice between coming out and losing an emotional lifeline.</p>
	<p><b><u>None of the Above</u></b></p> <p>I.W. Gregorio</p>	<p>A groundbreaking story about a teenage girl who discovers she was born intersex... and what happens when her secret is revealed to the entire school.</p>



## Videos

Please note that all of the resources listed should be viewed before using them in the classroom to check for age appropriateness and applicability in the specific setting of your school and class.

Resource	Info & activity proposition
<b>SHH/ Silence Helps Homophobia</b> (7:03min) <a href="https://bit.ly/1vTldww">https://bit.ly/1vTldww</a>	<p>The video opens up the discussion on the current situation in school and how things can be changed to create a safer, more welcoming environment. <i>Suggested Qs: 3.09m pause - Describe the incidents of homophobia? - What were the ways in which people were silent in this clip? - How could they have behaved differently?</i></p> <p><i>Watch the rest of the clip. - How did people react differently this time? - How did the main boy feel by the end? - Why do you think his feelings had changed?</i></p> <p><i>Activity: Create an action plan for each of the characters in the film (students, teachers, parents)</i></p>
<b>My Trans Story - Kai</b> (3:27min) <a href="https://tinyurl.com/y9z8wcwc">https://tinyurl.com/y9z8wcwc</a>	<p>The video is a great way to introduce trans issues and can be used as a springboard to ask questions such as:</p> <p><i>- How was his mother supportive and how do you think it made him feel? - What might be difficult for Kai when starting in secondary school and how might staff/students support him?</i></p>
<b>Inspiring children's reactions to Caitlyn Jenner</b> (2:25min) <a href="http://bit.ly/hatchkidsdiscusscaitlyn">bit.ly/hatchkidsdiscusscaitlyn</a>	<p>The video can be used to provoke a discussion on authenticity, self-esteem, respect and empathy. Possible questions:</p> <p><i>- How do the children describe the pictures they see? - What were the key messages that you take from this clip?</i></p>
<b>Things not to say to a trans person</b> (8:37min) <a href="http://bit.ly/thingsnottosaytotransperson">bit.ly/thingsnottosaytotransperson</a>	<p>The video shows different trans people responding to questions they get asked frequently and highlighting which questions can be inappropriate. Contains adult language. Advised to watch beforehand and use with Year 10 and above.</p> <p>Listen to each question and make notes on the responses.</p> <p><i>- Why do you think these questions are inappropriate? - Why do you think people want to know the answers in the first place?</i></p>
<b>It Gets Better</b> <a href="http://www.itgetsbetter.org">www.itgetsbetter.org</a>	<p>The It Gets Better Project tells LGBT+ youth around the world that it gets better and creates and inspires the change to make it better for them, mostly through videos.</p>
<b>Boy in the Dress</b>	<p>Watch the trailer – class discussion on gender expression and the right to be yourself.</p>

(00:36min) <a href="http://bit.ly/boyindress">bit.ly/boyindress</a>	
<b>Kids Say Yes to Marriage Equality in Ireland</b>  (3:05min) <a href="http://bit.ly/KidsSayYESIreland">bit.ly/KidsSayYESIreland</a>	Watch and discuss what happened in Ireland – <i>how does the class feel about the result?</i>  Come up with arguments to support the equal marriage vote in other places in the world.  <i>What does “Equal Marriage” mean?</i> Have discussion on equality and human rights.
<b>Ireland Votes for Equal Marriage Newsround clip &amp; article</b>  (1:15min) <a href="http://bit.ly/CBBCNewsroundEqualMarriage">bit.ly/CBBCNewsroundEqualMarriage</a>	Show this clip and article. Children write and film news report based on either this or the recent result in Australia.  Discuss 75 countries where it is still illegal to be gay and compare with human rights act.
<b>Always #LikeAGirl</b>  (3:18min) <a href="http://bit.ly/AlwaysLikeAGirl1">bit.ly/AlwaysLikeAGirl1</a>	Watch the clip. Write a list of stereotypes for girls and boys– <i>are these always true?</i> Look at different images of girls and boys and see where the stereotypes exist and don't. Explain how it is fine to either adhere to stereotypes or not – so long as you strive to be yourself. - <i>What do you think about this ad campaign?</i> - <i>Have you ever faced comments like this or have you ever heard them in school?</i>
<b>Love Has No Labels</b>  (3:19min) <a href="http://bit.ly/Lovehasnolabels">bit.ly/Lovehasnolabels</a>	Run a class discussion. - <i>What does this clip mean to you?</i> - <i>Can you name all of the groups that are represented?</i> - <i>How do you think the audience responded?</i>
<b>I Am Leo</b>  (28:05min) <a href="https://bit.ly/2QqDCiw">https://bit.ly/2QqDCiw</a>	Part of the BBC My Life Series, I Am Leo follows 13-year-old Leo, who was born a girl, in his journey to get his first male passport and be accepted as a boy.
<b>Let's Talk About Childcare</b> (1:00min)  <a href="https://bit.ly/2PGLhw1">https://bit.ly/2PGLhw1</a>	A gay dad talks about being a parent to an adopted child.
<b>The Riddle: new anti-homophobia message from UN human rights office</b>  (2:20min) <a href="https://bit.ly/1JqeL4c">https://bit.ly/1JqeL4c</a>	In this simple, high-impact video from the UN human rights office, individuals from diverse backgrounds pose questions directly to the viewer designed to expose the nature of human rights violations suffered by LGBT+ people around the world. The UN's message: LGBT+ rights are human rights. Together we will build a world that is free and equal.
<b>Stand Up! - Don't Stand for Homophobic Bullying</b>  (4:24min) <a href="https://bit.ly/1zYBXIY">https://bit.ly/1zYBXIY</a>	Irish anti homophobic bullying advertisement, created as part of BeLonG To Youth Services annual Up! LGBT+ Awareness Weeks. The campaign promotes friendship amongst young people as a way to combat homophobic bullying.

<b>Teachers' TV: Challenging Homophobia</b> <a href="https://bit.ly/2AMF3Ck">https://bit.ly/2AMF3Ck</a>	Discover a secondary school's successful anti-bullying strategy.  Useful resource for staff that looks at the impact of homophobia in a school setting and what actions can be taken to tackle it.
<b>Why do we see homophobic bullying in schools?</b> (Reach Teaching Resource)  (3:16min) <a href="https://bit.ly/2JGAjkz">https://bit.ly/2JGAjkz</a>	Students reflect on why we see homophobic bullying in schools - whether this is because of a lack of understanding, a fear of difference or an unwillingness to challenge it. - <i>What can we do to stop homophobic bullying?</i> This short film is part of the Reach Teaching Resource.
<b>Will Young calls for end to 'Gay' as school slur</b>  (1:47min) <a href="https://bit.ly/2qtHdRj">https://bit.ly/2qtHdRj</a>	A useful clip to kickstart a drive towards eradicating the negative use of the word gay in schools.
<b>Same Love</b>  (7:13min) <a href="http://bit.ly/SameLoveVideo">bit.ly/SameLoveVideo</a>	Use as a cloze activity. Play the video and get students to listen to the lyrics. Talk about the key messages and then complete the fill the gaps exercise ( <a href="http://bit.ly/SameLoveActivity">bit.ly/SameLoveActivity</a> ).
<b>Homophobia</b> - A teenager shares his experience of homophobic bullying  (4:19min) <a href="https://bit.ly/2SL1Jd7">https://bit.ly/2SL1Jd7</a>	A first-hand account of the impact of homophobic bullying. Could be used as a springboard to a discussion on what young people can do to tackle bullying and prejudice.
<b>Imagine A World Where Being "Gay" The Norm &amp; Being "Straight" Would Be The Minority!</b>  (19:12min) <a href="https://bit.ly/1f6QBep">https://bit.ly/1f6QBep</a>	This short film shows a world where being gay is the norm and a girl's realisation of her own heterosexual orientation and the struggles she has to go through.
<b>Stephen Fry takes on global anti-LGBTI leaders</b>  (58:26min) <a href="https://bit.ly/2qsklvY">https://bit.ly/2qsklvY</a>	This documentary shows Stephen Fry meeting with leading opponents of LGBT+ rights.
<b>Make a Difference for LGBTI Rights</b>  (1:12 & 0:55min) <a href="https://bit.ly/2RC3tnt">https://bit.ly/2RC3tnt</a>	Poets, Yrsa Daley-Ward and Patrick Cash, take on the Make a Difference in a Minute Challenge for LGBT+ rights with their texts 'And that's the thing about difference' and 'What Scares You'.  Can be used to encourage students to write creatively about LGBT+ issues & rights.
<b>Jamie: Drag Queen at 16</b>	This documentary follows Jamie and his wish to be a drag queen.

(42:02min) <a href="https://bit.ly/2JM44AF">https://bit.ly/2JM44AF</a>	
<b>BBC Three Queer Britain Series</b> <a href="https://bbc.in/2QIJ46f">https://bbc.in/2QIJ46f</a>	Documentary series on LGBT+ people and issues in Britain. 6 episodes available (all approx. 30min long): 'Does God Hate Queers?', 'The Search for the Perfect Body', 'Out On the Streets', 'Preference or Prejudice', 'Porn Idols', 'Queer and Proud'
<b>What Are Pronouns?</b> (5:17min) <a href="https://bit.ly/1xFFs3S">https://bit.ly/1xFFs3S</a>	A clip in which a group of young trans, non-binary and genderqueer people talk about pronouns, their use and the impact it has on them.
<b>In a Heartbeat</b> (4:06min) <a href="https://bit.ly/2hgUVW7">https://bit.ly/2hgUVW7</a>	An animated short film on first (gay) love and all the thrills that come with it. A lesson plan & ideas can be found here: <a href="https://bit.ly/2SQMwYf">https://bit.ly/2SQMwYf</a>

## **Multimedia resources**

### **Countries where it is illegal to be LGBT+ – <http://bit.ly/76CountriesIllegal>**

Discuss the countries where it is still illegal to be gay and compare with human rights act.  
Share website <http://bit.ly/alloutcampaigners> for online petitions to encourage social activism  
(dependant on school policy) - *What is equality?* - *What are human rights?* - *Do they apply to everyone?* - *Why/why not?*

### **Counts HBT language used on twitter - <http://www.nohomophobes.com/>**

Discuss why this language is used so widely and how or when it is used in schools and the day to day surrounding of your pupils.

## **LGBT+ news**

If you need news on LGBT+ topics you can check the following sites:

<https://www.pinknews.co.uk/>

<https://www.gaystarnews.com/>

<https://www.gaytimes.co.uk/>

<http://www.divamag.co.uk/>

## Movies

Please note that all of the resources listed should be viewed before using them in the classroom to check for age appropriateness and applicability in the specific setting of your school and class.

Movie	Content
<b>Love, Simon</b> 2018	A movie in which a closeted gay teenager strikes up an online relationship with one of his peers, helping both towards coming out to their friends and families. (also a novel)
<b>Milk</b> 2008	<i>Milk</i> details the story of Harvey Milk's growing involvement in San Francisco politics and how he became one of the most prominent gay rights activists before his assassination.
<b>PRIDE</b> 2014	Uplifting comedy about the true story of an unlikely moment in recent British history, when in 1984, gay rights activists offered to support the striking miners.
<b>The Imitation Game</b> 2014	Tells the story of mathematician Alan Turing, who created a decryption machine that cracked Nazi codes during WWII and helped end the war. But despite his contributions to history, the fact that Turing was gay and publicly prosecuted for it, long kept him from being recognized by the public.
<b>The Perks of Being a Wallflower</b> 2012	Socially awkward Charlie is a wallflower until two students become his mentors. Sam and her stepbrother Patrick help Charlie discover the joys of friendship, first love, music and more... <i>Possible discussion on Patrick's closeted relationship with the school's athlete.</i>
<b>The Miseducation of Cameron Post</b> 2018	A drama based on a novel about a teenager who is sent to a gay conversion therapy camp after she is caught kissing her best friend.
<b>Tomboy</b> 2011	This French movie is a beautifully understated, naturalistic drama about childhood gender identity that's both touching and gently humorous.
<b>Moonlight</b> 2016	A young, African-American, gay man deals with his dysfunctional home life and comes of age in Miami during the "War on Drugs" era. The story of his struggle is told across three chapters in his life as he experiences falling in love while grappling with his own sexuality.
<b>The Danish Girl</b> 2015	With support from his loving wife Gerda, artist Einar Wegener prepares to undergo one of the first gender reassignment surgeries.

Teaching resources for many LGBT+ movies can be found on <https://www.intofilm.org/>



## **Further Guidance**

### **Supporting Young People:**

LGBT+ Switchboard	A confidential information, support and referral service for LGBT+ people and those considering issues around sexuality and/or gender identity. <a href="http://www.switchboard.LGBT">www.switchboard.LGBT</a>
NHS Advice for LGBT+ youth	Information and signposting for young LGBT+ and questioning people.  <a href="http://bit.ly/LGBTNHS">bit.ly/LGBTNHS</a>
The Mix	A charity supporting 16 – 25 year olds through a mix of digital support and a telephone helpline and counselling.  <a href="http://www.themix.org.uk">www.themix.org.uk</a>
Albert Kennedy Trust	The AKT supports LGBT+ homeless young people in crisis.  <a href="http://www.akt.org.uk">www.akt.org.uk</a>
Gendered Intelligence	GI runs youth groups in London, Leeds and Bristol for young trans, non-binary and questioning young people aged 11-25.  <a href="http://bit.ly/youthgroups">http://bit.ly/youthgroups</a>
EACH – Educational Action Challenging Homophobia	EACH runs a helpline for young people in England who are being bullied. It also offers support to adults who work with young people and parents.  <a href="https://each.education/">https://each.education/</a>

### **Faith and Religion:**

<b>DRM's faith and sexuality resource</b>	Lesson plan or workshop featuring LGBT+ people of faith. For all documents e-mail <a href="mailto:info@diversityrolemodels.org">info@diversityrolemodels.org</a>
Faith and Belief Forum	Builds understanding and lasting relationships between people of all faiths and beliefs through education, engagement and action programmes. <a href="http://www.3ff.org.uk">www.3ff.org.uk</a>
Inclusive Mosque Initiative	IMI promotes LGBT+ equality within the Islamic community in the UK. <a href="http://www.inclusivemosqueinitiative.org">www.inclusivemosqueinitiative.org</a>
Keshet UK	Keshet UK promotes LGBT+ equality within the Jewish community. <a href="http://www.keshet.org.uk">www.keshet.org.uk</a>
Inclusive Church	Inclusive Church works to create churches that are free from discrimination. <a href="http://www.inclusive-church.org">www.inclusive-church.org</a>

### **Trans in Schools:**

The Trans Toolkit	A toolkit about trans inclusion in schools, produced by All Sorts Youth <a href="https://bit.ly/2O8JzhM">https://bit.ly/2O8JzhM</a>
NHS: Transgender experiences	Information and support leaflet for trans people, their families and healthcare staff <a href="https://bit.ly/2At1yfm">https://bit.ly/2At1yfm</a>
LGBT Youth Scotland	A coming out guide for trans young people <a href="https://bit.ly/2kpykp3">https://bit.ly/2kpykp3</a>
Top Tips for working with trans and gender questioning young people	Written by young trans people from an All Sorts Youth group this leaflet gives you some information as well as useful tips on how to deal with a young person who is trans or questioning their gender <a href="https://bit.ly/2EMZm6A">https://bit.ly/2EMZm6A</a>
NEU: Supporting Trans and Gender-questioning students	A short introduction for schools to consider how to support transgender and gender questioning students in their care: <a href="https://bit.ly/2DIlrAG">https://bit.ly/2DIlrAG</a>

### **Working with Parents/Carers:**

<b>DRM's parents &amp; carers brochure</b>	A brochure for parents and carers, explaining what DRM's work is and why it is important for schools to undertake. <a href="http://bit.ly/DRMParentsCarers">http://bit.ly/DRMParentsCarers</a>
<b>DRM's parents &amp; carers workshops</b>	This session will leave parents and carers equipped to support the young people in their care and talk about why an inclusive and diverse school community meets everyone's needs. The 60 minute workshop is part of our whole school approach and can be booked here: <a href="https://bit.ly/2JgMeoY">https://bit.ly/2JgMeoY</a>
Families Together London	An organisation that supports parents and family members of LGBT+ people. Help is offered over the phone, one to one and via support groups. <a href="http://www.familiestogehterlondon.com">www.familiestogehterlondon.com</a>
FFLAG/Family and Friends of Lesbians and Gays	A charity supporting parents and their LGBT+ children. <a href="http://www.fflag.org.uk">www.fflag.org.uk</a>
Family Lives	A national charity that supports parents and families with the problems and challenges they face. Their services include a confidential helpline, forums, parenting courses and training. <a href="http://www.familylives.org.uk">www.familylives.org.uk</a>
Mermaids	Mermaids support transgender young people and their families with advice, support groups and resources. <a href="http://www.mermaidsuk.org.uk">www.mermaidsuk.org.uk</a>

## **Glossary**

(adapted from <https://bit.ly/1kkovDo>)

**agender** – *adj.* : a person with no (or very little) connection to the traditional system of gender, no personal alignment with the concepts of either man or woman, and/or someone who sees themselves as existing without gender. Sometimes called gender neutrois, gender neutral, or genderless.

**ally** – *noun* : a (typically straight and/or cisgender) person who supports and respects members of the LGBTQ community.

**androgyny/ous** – *adj.* : **1** a gender expression that has elements of both masculinity and femininity.

**androsexual / androphilic** – *adj.* : being primarily sexually, romantically and/or emotionally attracted to some men, males, and/or masculinity.

**aromantic** – *adj.* : experiencing little or no romantic attraction to others and/or a lack of interest in romantic relationships/behaviour. Aromanticism exists on a continuum from people who experience no romantic attraction or have any desire for romantic activities, to those who experience low levels, or romantic attraction only under specific conditions, and many of these different places on the continuum have their own identity labels (see demiromantic). Sometimes abbreviated to “aro” (pronounced like “arrow”). Not all aromantic people are asexual.

**asexual** – *adj.* : experiencing little or no sexual attraction to others and/or a lack of interest in sexual relationships/behaviour. Asexuality exists on a continuum from people who experience no sexual attraction or have any desire for sex, to those who experience low levels, or sexual attraction only under specific conditions, and many of these different places on the continuum have their own identity labels (see demisexual). Sometimes abbreviated to “ace.”

- Asexuality is different from celibacy in that it is a sexual orientation whereas celibacy is an abstaining from a certain action.
- Not all asexual people are aromantic.

**BAME** – *acronym*: black, Asian and minority ethnic (used in the UK to refer to people who are not white)

**bigender** – *adj.* : a person who fluctuates between traditionally “woman” and “man” gender-based behaviour and identities, identifying with both genders (and sometimes a third gender).

**bicurious** – *adj.* : a curiosity about having attraction to people of the same gender/sex (similar to questioning).

**biological sex** – *noun* : a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply “sex,” “physical sex,” “anatomical sex,” or specifically as “sex assigned at birth.”

- Often seen as a binary but as there are many combinations of chromosomes, hormones, and primary/secondary sex characteristics, it's more accurate to view this as a spectrum (which is more inclusive of intersex people as well as trans-identified people). – Is commonly conflated with gender.

**biphobia** – *noun* : a range of negative attitudes (e.g., fear, anger, intolerance, invisibility, resentment, erasure, or discomfort) that one may have or express towards bisexual individuals. Biphobia can come from and be seen within the LGBTQ community as well as straight society. Biphobic – *adj.* : a word used to describe an individual who harbours some elements of this range of negative attitudes towards bisexual people.

- Example of bi-invisibility and bi-erasure would be the assumption that any man in a relationship with a woman is straight or anyone dating someone of the same gender means you're gay. In neither case do we assume anyone could be bisexual.
- Really important to recognize that many of our “stereotypes” of bisexual people – they're overly sexual, greedy, it's just a phase – have harmful and stigmatising effects (and that gay, straight, and many other queer individuals harbour these beliefs too).

**bisexual** – *adj.* : 1 a person who is emotionally, physically, and/or sexually attracted to males/men and females/women. 2 a person who is emotionally, physically, and/or sexually attracted to people of their gender and another gender. This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to.

- Can simply be shortened to “bi”.
- Many people who recognize the limitations of a binary understanding of gender may still use the word bisexual as their sexual orientation label, this is often because many people are familiar with the term bisexual (while less are familiar to the term pansexual).

**butch** – *noun & adj.* : a person who identifies themselves as masculine, whether it be physically, mentally or emotionally. ‘Butch’ is sometimes used as a derogatory term for lesbians, but is also claimed as an affirmative identity label.

**cisgender** – *adj.* : a person whose gender identity and biological sex assigned at birth align (e.g., man and assigned male at birth). A simple way to think about it is if a person is not transgender, they are cisgender. The word cisgender can also be shortened to “cis.”

- “Cis” is a latin prefix that means “on the same side [as]” or “on this side [of].”

**cissexism** – *noun* : behaviour that grants preferential treatment to cisgender people, reinforces the idea that being cisgender is somehow better or more “right” than being transgender, and/or makes other genders invisible.

**cisnormativity** – *noun* : the assumption, in individuals or in institutions, that everyone is cisgender, and that cisgender identities are superior to trans identities or people. Leads to invisibility of non-cisgender identities.

**closeted** – *adj.* : an individual who is not open to themselves or others about their (queer) sexuality or gender identity. This may be by choice and/or for other reasons such as fear for one's safety, peer or family rejection or disapproval and/or loss of housing, job, etc. Also known as being “in the closet.” When someone chooses to break this silence they “come out” of the closet. (See coming out)

**Coming Out** – **1** the process by which one accepts and/or comes to identify one's own sexuality or gender identity (to “come out” to oneself). **2** The process by which one shares one's sexuality or gender identity with others (to “come out” to friends, etc.).

- This is a continual, life-long process. Everyday, all the time, one has to evaluate and re-evaluate who they are comfortable coming out to, if it is safe, and what the consequences might be.

**constellation** – *noun* : a way to describe the arrangement or structure of a polyamorous relationship.

**cross-dresser** – *noun* : someone who wears clothes of another gender/sex.

**demioromantic** – *adj.* : little or no capacity to experience romantic attraction until a strong sexual or emotional connection is formed with another individual, often within a sexual relationship.

**demisexual** – *adj.* : little or no capacity to experience sexual attraction until a strong romantic or emotional connection is formed with another individual, often within a romantic relationship.

**down low** – *adj.* : typically referring to men who identify as straight but who secretly have sex with men. Down low (or DL) originated in, and is most commonly used by communities of colour.

**drag king** – *noun* : someone who performs masculinity theatrically.

**drag queen** – *noun* : someone who performs femininity theatrically.

**dyke** – *noun* : referring to a masculine presenting lesbian. While often used derogatorily, it can be adopted affirmatively by lesbians (both more masculine and more feminine presenting lesbians) as a positive self-identity term.

**emotional attraction** – *noun* : a capacity that evokes the want to engage in romantic intimate behaviour (e.g., sharing, confiding, trusting, interdepending), experienced in varying degrees (from little-to-none, to intense). Often conflated with sexual attraction, romantic attraction, and/or spiritual attraction.

**fag(got)** – *noun* : derogatory term referring to a gay person, or someone perceived as queer. Occasionally used as a self-identifying affirming term by some gay men, at times in the shortened form 'fag' but this hasn't been embraced by the whole community.

**feminine-presenting; masculine-presenting** – *adj.* : a way to describe someone who expresses gender in a more feminine/masculine way.

**femme** – (*noun & adj*) someone who identifies themselves as feminine, whether it be physically, mentally or emotionally. Often used to refer to a feminine-presenting queer woman.

**fluid(ity)** – *adj.* : generally with another term attached, like gender-fluid or fluid-sexuality, fluid(ity) describes an identity that may change or shift over time between or within the mix of the options available (e.g., man and woman, bi and straight).

**FtM / F2M; MtF / M2F** – *abbreviation* : female-to-male transgender or transsexual person; male-to-female transgender or transsexual person.

**gay** – *adj.* : **1** individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or gender. More commonly used when referring to men who are attracted to other men, but can be applied to women as well. **2** An umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.



- “Gay” is a word that’s had many different meanings throughout time. In the 12th century is meant “happy,” in the 17th century it was more commonly used to mean “immoral” (describing a loose and pleasure-seeking person), and by the 19th it meant a female prostitute (and a “gay man” was a guy who had sex with female prostitutes a lot). It wasn’t until the 20th century that it started to mean what it means today.

**gender binary** – *noun* : the idea that there are only two genders and that every person is one of those two.

**gender expression** – *noun* : the external display of one’s gender, through a combination of dress, demeanour, social behaviour, and other factors, generally made sense of on scales of masculinity and femininity. Also referred to as “gender presentation.”

**gender fluid** – *adj.* : gender fluid is a gender identity best described as a dynamic mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days.

**gender identity** – *noun* : the internal perception of one’s gender, and how they label themselves, based on how much they align or don’t align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more. Often confused with biological sex, or sex assigned at birth.

**gender neutrois** – *adj.* : see agender.

**gender non-conforming** – *adj.* : **1** a gender expression descriptor that indicates a non-traditional gender presentation (masculine woman or feminine man) **2** a gender identity label that indicates a person who identifies outside of the gender binary. Often abbreviated as “GNC.”

**gender normative / gender straight** – *adj.* : someone whose gender presentation, whether by nature or by choice, aligns with society’s gender-based expectations.



**genderqueer** – *adj.* : a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid).

- may combine aspects man and woman and other identities (bigender, pangender);
- not having a gender or identifying with a gender (genderless, agender);
- moving between genders (genderfluid);
- third gender or other-gendered; includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation.

**gender variant** – *adj.* : someone who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, gender-queer, cross-dresser, etc).

**gynesexual / gynephilic** – *adj.* : being primarily sexually, romantically and/or emotionally attracted to some woman, females, and/or femininity.

**heteronormativity** – *noun* : the assumption, in individuals or in institutions, that everyone is heterosexual (e.g. asking a woman if she has a boyfriend) and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatising of other sexualities.

**hermaphrodite** – *noun* : an outdated medical term previously used to refer to someone who was born with some combination of typically-male and typically-female sex characteristics. It's considered stigmatising and inaccurate. See intersex.

**heterosexism** – *noun* : behaviour that grants preferential treatment to heterosexual people, reinforces the idea that heterosexuality is somehow better or more "right" than queerness, and/or makes other sexualities invisible.

**heterosexual** – *adj.* : a person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex. Also known as straight.

**homophobia** – *noun* : an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ. Homophobic – *adj.* : a word used to describe an individual who harbours some elements of this range of negative attitudes towards gay people.

- The term can be extended to bisexual and transgender people as well; however, the terms biphobia and transphobia are used to emphasise the specific biases against individuals of bisexual and transgender communities.
- May be experienced inwardly by someone who identifies as queer (internalised homophobia).

**homosexual** – *adj. & noun* : a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is slightly outdated and due to its history as a category of mental illness can be considered stigmatising, other options would be gay and/or lesbian.

- Until 1973 "Homosexuality" was classified as a mental disorder in the DSM Diagnostic and Statistical Manual of Mental Disorders. This is just one of the reasons that there are such heavy negative and clinical connotations with this term.

**intersex** – *adj.* : term for a combination of chromosomes, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. Formerly known as hermaphrodite (or hermaphroditic), but these terms are now outdated and derogatory.

**lesbian** – *noun & adj.* : women who have the capacity to have sexual, romantic, physical, and/or spiritual attraction primarily or exclusively to other women.

**LGBTQ; GSM; DSG** – *abbreviations* : shorthand or umbrella terms for all people who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. LGBTQ is Lesbian Gay Bisexual Transgender and Queer and/or Questioning (sometimes people add a + at the end in an effort to be more inclusive); GSM is Gender and Sexual Minorities; DSG is Diverse Sexualities and Genders.

- There is no “correct” initialism or acronym — what is preferred varies by person, region, and often evolves over time.

**lipstick lesbian** – *noun* : Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way. Is sometimes also used to refer to a lesbian who is assumed to be (or passes for) straight.

**MSM / WSW** – *abbreviations* : men who have sex with men or women who have sex with women, to distinguish sexual behaviours from sexual identities: because a man is straight, it doesn't mean he's not having sex with men. Often used in the field of HIV education, prevention, and treatment.

**Mx. / “mix” /** – an honorific (e.g. Mr., Ms., Mrs., etc.) that is gender neutral. It is often the option of choice for people who do not identify within the gender binary: Mx. Smith is a great teacher.

**outing** – *verb* : involuntary or unwanted disclosure of another person's sexual orientation, gender identity, or intersex status.

**pansexual** – *adj.* : a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions. Often shortened to “pan.”

**passing** – *adj. & verb* : **1** trans people being accepted as, or able to “pass for,” a member of their self-identified gender identity (regardless of sex assigned at birth) without being identified as trans. **2** An LGB/queer individual who is believed to be or perceived as straight.

- Passing is a controversial term because it often is focusing on the person who is observing or interacting with the individual who is “passing” and puts the power/authority in observer rather than giving agency to the individual.
- While some people are looking to “pass” or perhaps more accurately be accepted for the identity that they feel most aligns with who they are “passing” is not always a positive experience. Not all trans people will want to ‘pass’.
- Some individuals experience a sense of erasure or a feeling of being invisible to their own community when they are perceived to be part of the dominant group.

**PGPs** – *abbreviation* : preferred gender pronouns. Often used during introductions, becoming more common in educational institutions. Many suggest removing the “preferred,” because it indicates flexibility and/or the power for the speaker to decide which pronouns to use for someone else.

**polyamory / polyamorous** – *noun, adj.* : refers to the practice of, desire to, or orientation towards having ethically, honest, and consensual non-monogamous relationships (i.e.

relationships that may include multiple partners). This may include open relationships, polyfidelity (which involves more than two people being in romantic and/or sexual relationships which is not open to additional partners), amongst many other set-ups.

**queer** – *adj.* : used as an umbrella term to describe individuals who don't identify as straight/cisgender. Also used to describe people who have a non-normative gender identity, or as a political affiliation. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ community. The term "queer" can often be used interchangeably with LGBTQ (e.g., "queer folks" instead of "LGBTQ folks").

- If a person tells you they are not comfortable with you referring to them as queer, don't. Always respect individual's preferences when it comes to identity labels, particularly contentious ones (or ones with troubled histories) like this.
- Use the word queer only if you are comfortable explaining to others what it means, because some people feel uncomfortable with the word, it is best to know/feel comfortable explaining why you choose to use it if someone inquires.

**questioning** – *verb, adj.* : an individual who or time when someone is unsure about or exploring their own sexual orientation or gender identity.

**QPOC / QTPOC** – *abbreviation* : initialisms that stand for queer people of colour and queer and/or trans people of colour.

**romantic attraction** – *noun* : a capacity that evokes the want to engage in romantic intimate behaviour (e.g., dating, relationships, marriage), experienced in varying degrees (from little-to-none, to intense). Often conflated with sexual attraction, emotional attraction, and/or spiritual attraction.

**same gender loving (SGL)** – *adj.* : sometimes used by some members of the African-American or Black community to express an non-straight sexual orientation without relying on terms and symbols of European descent.

**sex assigned at birth (SAAB)** – *abbreviation* : a phrase used to intentionally recognize a person's assigned sex (not gender identity). Sometimes called "designated sex at birth" (DSAB) or "sex coercively assigned at birth" (SCAB), or specifically used as "assigned male at birth" (AMAB) or "assigned female at birth" (AFAB): Jenny was assigned male at birth, but identifies as a woman.

**sexual attraction** – *noun* : a capacity that evokes the want to engage in physical intimate behaviour (e.g., kissing, touching, intercourse), experienced in varying degrees (from little-to-none, to intense). Often conflated with romantic attraction, emotional attraction, and/or spiritual attraction.

**sexual orientation** – *noun* : the type of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for some others, generally labelled based on the gender relationship between the person and the people they are attracted to. Often confused with sexual preference.

**sexual preference** – *noun* : the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. Generally when this term is used, it is being mistakenly interchanged with "sexual orientation," creating an illusion that one has a choice (or "preference") in who they are attracted to.

**sex reassignment surgery (SRS)** – *noun* : used by some medical professionals to refer to a group of surgical options that alter a person's biological sex. "Gender confirmation surgery"

is considered by many to be a more affirming term. In most cases, one or multiple surgeries are required to achieve legal recognition of gender variance. Some refer to different surgical procedures as “top” surgery and “bottom” surgery to discuss what type of surgery they are having without having to be more explicit.

**spiritual attraction** – *noun* : a capacity that evokes the want to engage in intimate behaviour based on one’s experience with, interpretation of, or belief in the supernatural (e.g., religious teachings, messages from a deity), experienced in varying degrees (from little-to-none, to intense). Often conflated with sexual attraction, romantic attraction, and/or emotional attraction.

**stealth** – *adj.* : a trans person who is not “out” as trans, and is perceived by others as cisgender.

**straight** – *adj.* : a person primarily emotionally, physically, and/or sexually attracted to people who are not their same sex/gender. A more colloquial term for the word heterosexual.

**stud** – *noun* : most commonly used to indicate a Black/African-American and/or Latina masculine lesbian/queer woman. Also known as ‘butch’ or ‘aggressive’.

**They/them** - alternate pronouns that are gender neutral and preferred by some trans people. They replace “he” and “she” and “his” and “hers” respectively. Alternatively some people who are not comfortable/do not embrace he/she use ze / zir / “zee”, “zerr” or “zeer”/

**third gender** – *noun* : for a person who does not identify with either man or woman, but identifies with another gender. This gender category is used by societies that recognise three or more genders, both contemporary and historic, and is also a conceptual term meaning different things to different people who use it, as a way to move beyond the gender binary.

**top surgery** – *noun* : this term refers to surgery for the construction of a male-type chest or breast augmentation for a female-type chest.

**trans** – *adj.* : An umbrella term covering a range of identities that transgress socially defined gender norms. Trans acts as an abbreviation but is also used to specifically include non-binary identities, as well as transgender men (transmen) and transgender women (trans women).

**transgender** – *adj.* : A person who identifies (and often lives) as a member of a gender other than that assigned at birth based on anatomical sex.

- A trans person can be straight, gay, bisexual, queer, or any other sexual orientation as being trans refers to gender identity and not sexual orientation.

**transition / transitioning** – *noun, verb* this term is primarily used to refer to the process a trans person undergoes to live as the gender they know they are deep down. **Social transition** refers to the steps taken to be recognised as the gender they are (e.g. changing name, pronouns, appearance, gender on birth certificate and official documents etc.). **Medical Transition** refers to taking steps to align ones’ body and sex characteristics with ones’ gender identity. This can involve taking cross hormones and/or surgery.

- NB each person’s transition will be different and not all trans people medically transition.

**transman; transwoman** – *noun* : An identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth. (sometimes referred to as transguy) 2 Identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth.

**transphobia** – *noun* : the fear of, discrimination against, or hatred of trans people, the trans community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society. Transphobia is often manifested in violent and deadly means. While the exact numbers and percentages aren't clear, it's safe to say that trans people are far more likely than their cisgender peers (including LGB people) to be the victims of violent crimes and murder. Transphobic – *adj.* : a word used to describe an individual who harbours some elements of this range of negative attitudes, thoughts, intents, towards trans people.

**transsexual** – *noun and adj.* : a person who identifies as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex. Some trans people do not like this term as it often brings about confusion due to the use of 'sexual' in it. Other do not like the focus it brings on biological sex and medical transition rather than gender identity.

**transvestite** – *noun* : a person who dresses as the binary opposite gender expression ("cross-dresses") for any one of many reasons, including relaxation, fun, and sexual gratification (often called a "cross-dresser," and should not be confused with transsexual).

**two-spirit** – *noun* : is an umbrella term traditionally used by Native American people to recognize individuals who possess qualities or fulfil roles of both genders.

**ze / zir / "zee", "zerr" or "zeer"/** – alternate pronouns that are gender neutral and preferred by some trans people. They replace "he" and "she" and "his" and "hers" respectively. Alternatively some people who are not comfortable/do not embrace he/she use the plural pronoun "they/their" as a gender neutral singular pronoun.