

BeLONG To Resource Guide



Supporting LGBTI+
Young People in Ireland



General Resources

[Stand Up Awareness Week 2021 Resources - BeLonG To](#)

Stand Up Awareness Week 2021: Guide and Toolkit

- [A Guide To Stand Up Awareness Week 2021](#)
- [Stand Up Awareness Week Toolkit 2021: A supporting resource pack](#)

Other Useful Resources

Training:

- [90-minute eLearning Module: Creating LGBTI+ Inclusive Schools & Youth Services](#)

Curriculum Resources:

- [Junior Cycle Curriculum Resources](#)

Activity Resources:

- [Stand Up Awareness Week Quiz Questions](#)
- [Stand Up Awareness Week Quiz Answers](#)

Posters:

- [LGBTI+ Terminology Poster](#)
- [Schools Poster 1 Stand Up Awareness Week 2021](#)
- [Schools Poster 2 Stand Up Awareness Week 2021](#)
- [Youth Services Poster 1 Stand Up Awareness Week 2021](#)
- [Youth Services Poster 2 Stand Up Awareness Week 2021](#)

Image Bank:

- [LGBTI+ Parents and Families Imagery](#)
- [LGBTI+ Couples Imagery](#)
- [Trans, Non-Binary and Gender Non-Conforming People Imagery](#)
- [Assorted LGBTI+ Imagery](#)

Irish Language Resources:

- [An Foclóir Aiteach – Irish English LGBTI+ Dictionary](#)
- [Schools Poster 1 Stand Up Awareness Week 2021](#)
- [Schools Poster 2 Stand Up Awareness Week 2021](#)
- [Youth Services Poster 1 Stand Up Awareness Week 2021](#)
- [Youth Services Poster 2 Stand Up Awareness Week 2021](#)

Language and Terminology

This section gives some useful tools to support you in discussing LGBTI+ language and terminology with your class/group.

- **BeLonG To Glossary of LGBTI+ Terms:**

We have developed a glossary of LGBTI+ terms. Like all language, these terms will evolve over time and we will update our glossary to reflect any changes.

- **LGBTI+ Crossword and Wordsearch:**

Test your class/group's knowledge of the key LGBTI+ terms with these word searches.

- **Gender-Neutral Language Activity:**

Print this card to educate and encourage people to be mindful of using gender-neutral language or ask your class or youth group to create their own version and share it as a poster in prominent places in your school, Youthreach, youth service or community.



Supporting LGBTI+
Young People in Ireland

BeLonG To Youth Services Glossary of Terms

THE MOST IMPORTANT THING YOU NEED TO KNOW ABOUT LANGUAGE AND TERMINOLOGY IS THAT YOU DON' T NEED TO KNOW IT ALL. MOST PEOPLE WANT TO USE LGBTI+ INCLUSIVE LANGUAGE, BUT THEY ARE UNSURE WHERE TO BEGIN, AND LGBTI+ TERMINOLOGY CAN FEEL LIKE A MINEFIELD. A GOOD PLACE TO START IS TO LEARN SOME OF THE KEY CONCEPTS AND UNDERSTAND WHAT THE LETTERS IN LGBTI+ STAND FOR. HERE WE SHARE A GLOSSARY OF LGBTI+ TERMINOLOGY.

TERMS RELATED TO SEXUAL ORIENTATION/SEXUALITY

Term

Definition

Sexual Orientation or Sexuality

This is a term used to describe someone's emotional, romantic, and sexual attraction to other people.

LGBTI+

This stands for Lesbian, Gay, Bisexual, Trans, and Intersex people. The plus sign includes people with other minority sexual orientations and gender identities.

Lesbian

A woman who is mainly attracted to other women.

Gay

Someone who is mainly attracted to people of the same gender.

Bisexual/Bi

Someone who is attracted to more than one gender.

Queer

Some people use this word as an alternative to LGBTI+. Other people may use it to explain their gender, sexuality or political identity.

Pansexual

An individual who may be attracted to any person, regardless of their sex assigned at birth or gender identity.

Questioning

The process of exploring your sexual orientation, gender identity and/or gender expression.

TERMS RELATED TO SEXUAL

ORIENTATION/SEXUALITY

Term

Definition

Asexual

Someone who is not sexually attracted to others, or who has no (or low) interest in having sexual experiences.

Ally

A person who fights for, and supports others in their fight for equality, despite not being a member of the marginalised group, e.g. a heterosexual and/or cisgender person who believe in, and fights for the equality of LGBTI+ people.

Heterosexual/Straight

Someone who is mainly attracted to people of a gender different to their own.

Coming Out

For LGBTI+ people, coming out is the process of sharing your sexual orientation and/or your gender identity with people in your life.

Discrimination

Treating individuals or a particular group of people differently, especially in a worse way than how a person might generally treat others, because they hold negative views about people with certain characteristics – e.g. a person’s race, gender identity/expression, sexual orientation, class etc.

Homophobia

Discrimination against and/or fear or dislike of lesbian and gay people (including those perceived to be gay or lesbian). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about lesbian and gay people.

TERMS RELATED TO SEXUAL

ORIENTATION / SEXUALITY

Term

Definition

Biphobia

Discrimination against and/or fear or dislike of bisexual people (including those perceived to be bisexual) or of bisexuality. This also includes the spreading of negative myths and stereotypes through jokes and/or through personal negative thoughts about bisexual people.

LGBTI+ Bullying

Bullying based on prejudice or discrimination towards LGBTI+ people.

Outing

The deliberate or accidental sharing of another person's sexual orientation or gender identity without their permission. Outing is disrespectful and presents a danger for many LGBTI+ individuals.

TERMS RELATED TO GENDER CHARACTERISTICS

IDENTITY/ EXPRESSION & SEX

Term

Definition

Gender Identity

Gender identity is the personal sense of one's own gender.

Gender Expression

How we show our gender through our clothing, hair, behaviour, etc.

Sex Assigned at Birth

The designation of a person at birth as male or female based on their anatomy (genitalia and/or reproductive organs) or biology (chromosomes and/or hormones) .

Gender Roles and Expectations

People are assigned a sex at birth and this often predetermines a gender role that a person is expected to fulfill e.g. someone assigned female at birth, will be expected to live, identify, and outwardly present as a woman. Gender roles also create expectations such as being expected to 'act' like a woman and carry out jobs that society deems appropriate for women. Gender roles and expectations are often reinforced by society, people around us, and the media. People of all genders can find these expectations limiting and oppressive.

Gender Binary

The concept that there are only two genders, man and woman, and that everyone must be one or the other. The concept of the gender binary is often misused to claim that gender is biologically determined e.g that our bodies and biology define our genders. This concept reinforces the idea that men and women are opposites and have different roles in society.

TERMS RELATED TO GENDER CHARACTERISTICS

IDENTITY/ EXPRESSION & SEX

Term

Definition

Transgender or Trans

A term describing a person's gender identity that does not match their assigned sex at birth. This word is also used as an umbrella term to describe some groups of people who transcend conventional expectations of gender identity or expression.

Trans Man

A person who was assigned female at birth, but who experiences their gender identity as a man and identifies as a man.

Trans Masculine

A trans person whose gender identity and/or expression is closer to masculinity than to femininity.

Trans Woman

A person who was assigned male at birth, but who experiences their gender identity as a woman and identifies as a woman.

Trans Feminine

A trans person whose gender identity and/or expression is closer to femininity than masculinity.

Non-Binary

People whose gender identity is neither exclusively woman or man or is in between or beyond the gender binary.

Genderfluid

Someone who does not have a constant or fixed gender identity and/or gender expression.



Supporting LGBTI+ Young People in Ireland

TERMS RELATED TO GENDER CHARACTERISTICS	IDENTITY/ EXPRESSION & SEX
<i>Term</i>	<i>Definition</i>
Intersex	<p>This is an umbrella term used to describe a wide range of natural bodily variations that do not fit typical binary notions of male and female bodies. In some cases, intersex traits are visible at birth, while in others they are not apparent until puberty or later in life. Some intersex variations may not be physically apparent at all.</p>
Sex Characteristics	<p>Sex characteristics are physical features relating to sex. Primary sex characteristics include chromosomes, genitals, gonads, hormones, and other reproductive anatomy, and secondary sex characteristics are that which emerge from puberty such as breast development and the growth of facial hair.</p>
Gender Non-Conforming/Gender Variant/ Gender Expansive	<p>Someone who does not conform to the gender-based expectations of society.</p>
Cisgender/Cis	<p>Someone whose gender identity matches the sex they were assigned at birth.</p>
Pronouns	<p>The words used to refer to a person other than their name. Common pronouns are they/them, he/him, and she/her. Neopronouns are pronouns created to be specifically gender-neutral including xe/xem, ze/zir and fae/faer. For those who use pronouns (and not all people do) they are not preferred, they are essential.</p>

TERMS RELATED TO GENDER CHARACTERISTICS

IDENTITY/EXPRESSION & SEX

Term

Misgender/Mispronoun

Definition

To refer to someone using a word that does not reflect their gender. This could be a pronoun e.g. he/her or form of address e.g. ladies/guys. This may be unintentional and without ill intent or can be a maliciously employed expression of bias. Regardless of intent, misgendering/mispronouncing has a harmful impact. If you misgender/mispronoun someone by mistake, apologise, correct yourself, and aim to be more mindful moving forward.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition. This is a very hurtful and disrespectful thing to do on purpose. If you say someone's birth name by mistake, apologise, correct yourself, and aim to be more mindful moving forward.

Transphobia

The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia can result in individual and institutional discrimination, prejudice, and violence against trans, non-binary, or gender variant people. Transphobia may be targeted at people who are, or who are perceived to be, trans.

TERMS RELATED TO GENDER CHARACTERISTICS **IDENTITY/ EXPRESSION & SEX**

<i>Term</i>	<i>Definition</i>
Transition/Transitioning	A process through which some trans people begin to live as the gender with which they identify, rather than the one assigned at birth. Transition might include social, medical or legal changes such as coming out to family, friends, co-workers and others; changing one’s appearance; changing one’s name, pronoun and sex designation on legal documents (e.g.driving licence or passport); and medical intervention (e.g. through hormones or surgery).
Social Transition	A process in which trans people begin to live as the gender with which they identify, rather than the sex they were assigned at birth. This can involve changing their name and/or pronouns, changing how they dress or certain mannerisms. This will be individual for every trans person, not every trans person will socially transition.
Legal Transition	A process in which a trans person uses legal means to have their gender legally recognised. This can include legally changing their name via deed poll and/or acquiring a gender recognition certificate. In Ireland, this process is carried out by accessing a gender recognition certificate. (See Gender Recognition Act 2015).



TERMS RELATED TO GENDER IDENTITY/ EXPRESSION & SEX CHARACTERISTICS

Term

Definition

Gender Recognition Act 2015

This legislation enables trans people to be legally recognised as their gender and to be issued with a new birth certificate. This Act uses a best practice framework of self-declaration, that is the trans person does not need to provide proof in any form that they are trans they can simply declare that to be true for themselves and this is honored by the legislation. However, not all trans people will apply for gender recognition or will be able to access it. You currently have to be over 18 to apply and be an Irish citizen and the legislation only recognises people as male or female excluding a large cohort of the trans community. You can apply with parental consent when you are aged 16 & 17. Under 16s cannot under current legislation acquire legal gender recognition.

Medical Transition

A process by which trans people use medical means to alter their body to better reflect their gender identity, this can include hormone therapy or surgery. This will be individual for every trans person, not every trans person will medically transition.

Gender Affirming Healthcare

Healthcare that holistically attends to trans and non-binary people's physical, mental, and social health needs and well-being while respectfully affirming their gender identity.

TERMS RELATED TO GENDER CHARACTERISTICS

IDENTITY/EXPRESSION & SEX

Term

Gender Dysphoria

Definition

Distress resulting from a difference between a person's gender identity and the person's assigned sex at birth, associated gender role, and/or primary and secondary sex characteristics.

Hormone Replacement Therapy (HRT) or Hormones

The use of hormones to alter secondary sex characteristics. Some trans people take hormones to align their bodies with their gender identities. Other trans people choose not to take hormones. It is a personal choice.

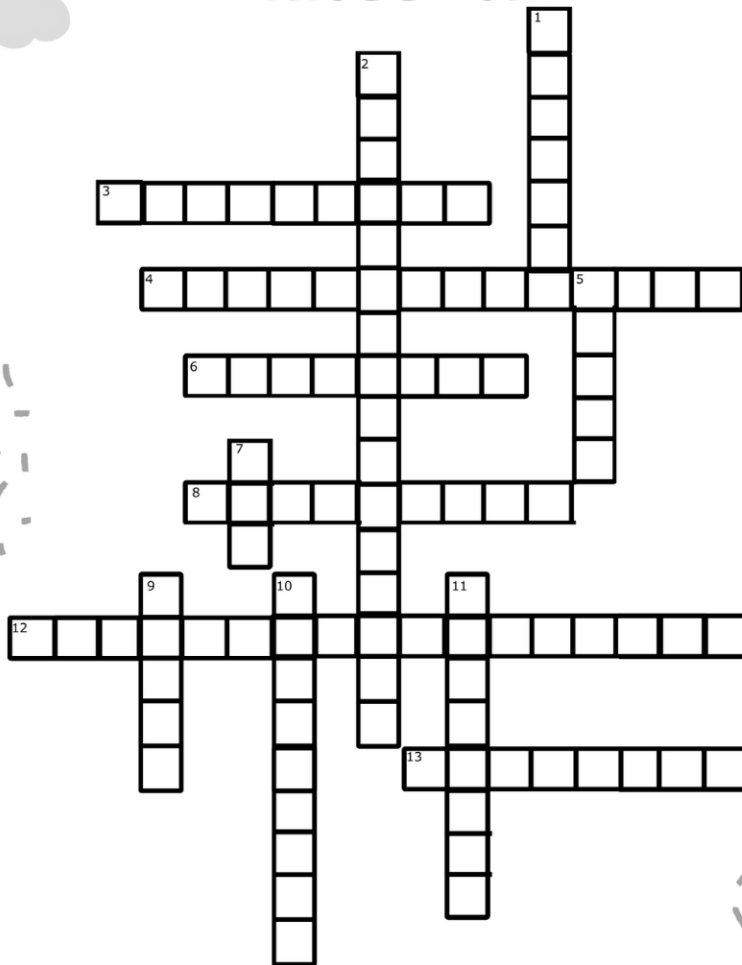
Top Surgery

This refers to gender-affirming surgeries which are carried out on the chest or breasts. Some trans **people** will have top surgery to align their bodies with their gender identities. Other trans people choose not to have surgeries. It is a personal choice.

Bottom Surgery

Bottom surgery, also called lower surgery, is used in the trans community to describe a variety of gender-affirming surgeries and other procedures that can be carried out on the reproductive organs or genitals. Some trans will have bottom surgery to align their bodies with their gender identities. Other trans people choose not to have surgeries. It is a personal choice.

LGBTI+ TERMINOLOGY CROSSWORD



USE THE CLUES BELOW TO FILL IN THE CROSSWORD!

DOWN

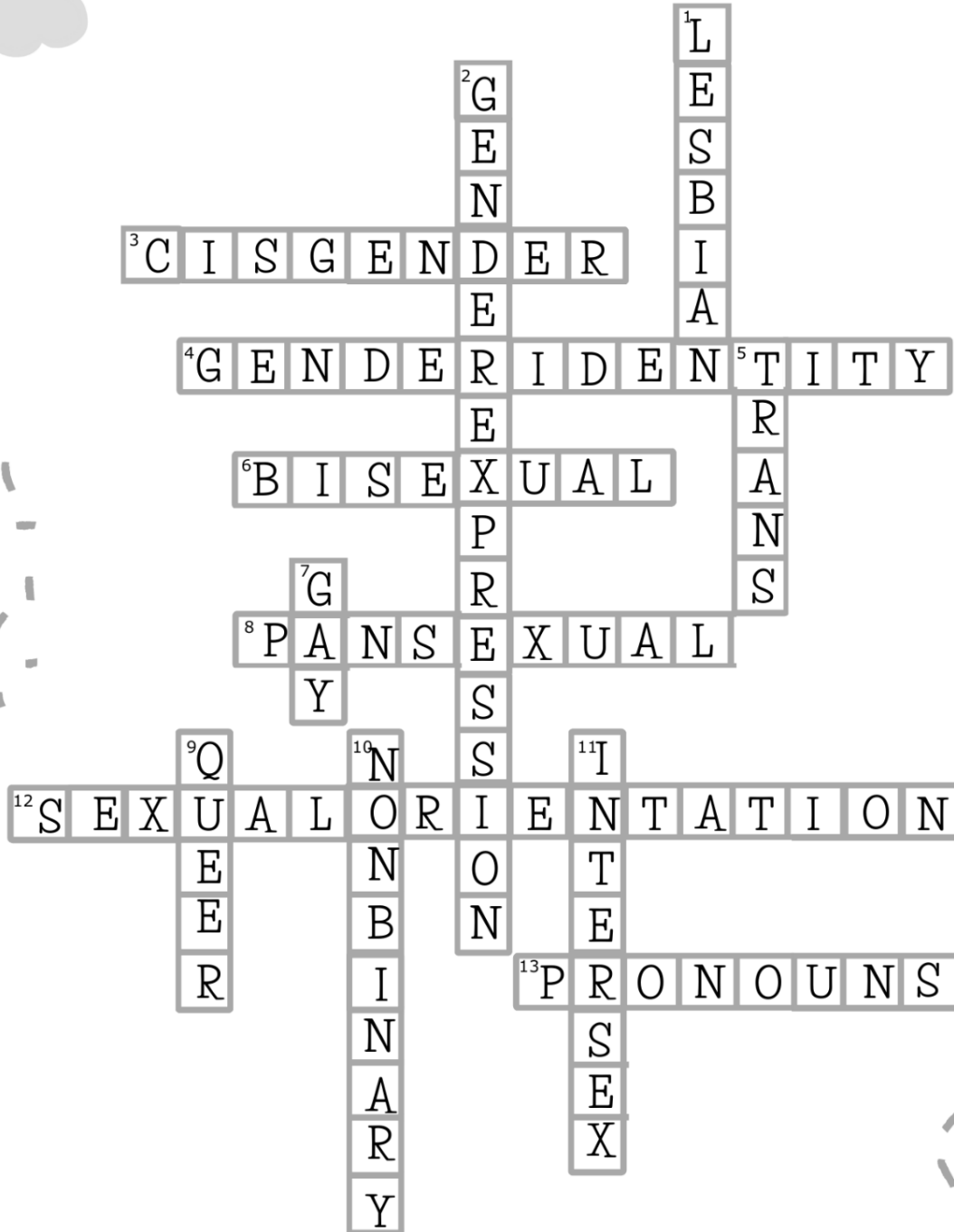
1. A woman who is mainly attracted to other women. (1 word, 7 letters)
2. How we show our gender through our clothing, hair, behaviour, etc. (2 words. First word 6 letters, second word 10 letters)
5. Someone whose gender identity does not match their assigned sex at birth. (1 word, 5 letters)
7. Someone who is mainly attracted to people of the same gender. (1 word, 3 letters)
9. Some people use this word as an alternative to LGBTI+. Other people may use it to explain their gender, sexuality or political identity. (1 word, 5 letters)
10. People whose gender identity is neither exclusively woman or man or is in between or beyond the gender binary. (2 words. First word, 3 letters, second word 6 letters)
11. This is an umbrella term used to describe a wide range of natural bodily variations that do not fit typical binary notions of male and female bodies. (1 word, 8 letters)

ACROSS

3. Someone whose gender identity matches the sex they were assigned at birth. (1 word, 8 letters)
4. Someone's personal sense of their own gender. (2 words. First word 6 letters, second word 8 letters)
6. Someone who is attracted to more than one gender. (1 word, 8 letters)
8. An individual who may be attracted to any person, regardless of their sex assigned at birth or gender identity. (1 word, 10 letters)
12. Someone's emotional, romantic, and sexual attraction to other people. (2 words. First word 6 letters, second word 11 letters)
13. The words used to refer to a person other than their name, such as she/her, he/him or they/them. (1 word, 8 letters)



LGBT+ TERMINOLOGY CROSSWORD - SOLUTIONS



LGBTI+ TERMINOLOGY WORDSEARCH

G	P	S	I	N	T	E	R	S	E	X	L	P	Z
E	J	Q	N	Q	B	A	W	G	A	U	E	A	H
N	S	M	D	O	V	I	E	Z	N	W	C	N	R
D	F	C	S	U	N	P	S	T	R	A	N	S	X
E	B	Q	I	T	J	B	Y	E	D	V	P	E	F
R	K	P	Z	S	B	L	I	W	X	K	C	X	J
I	J	R	B	R	G	D	C	N	W	U	P	U	N
D	A	O	D	L	H	E	V	S	A	O	A	A	C
E	O	N	E	M	E	R	N	X	T	R	I	L	D
N	H	O	K	Q	F	S	L	D	J	H	Y	H	K
T	X	U	E	U	I	P	B	N	E	D	T	G	Y
I	O	N	C	E	F	M	R	I	Q	R	I	A	X
T	U	S	P	E	D	V	L	X	A	W	G	Y	M
Y	T	A	X	R	F	W	D	O	L	N	F	P	C

**CAN YOU FIND
THESE LGBTI+
TERMS IN THE
ABOVE
WORDSEARCH?**

- Lesbian
- Cisgender
- Gender Identity
- Queer
- Trans
- Bisexual
- Gay
- Non-binary
- Pansexual
- Intersex
- Pronouns



LGBTI+ TERMINOLOGY WORDSEARCH - SOLUTIONS

G	P	S	I	N	T	E	R	S	E	X	L	P	Z
E	J	Q	N	Q	B	A	W	G	A	U	E	A	H
N	S	M	D	O	V	I	E	Z	N	W	C	N	R
D	F	C	S	U	N	P	S	T	R	A	N	S	X
E	B	Q	I	T	J	B	Y	E	D	V	P	E	F
R	K	P	Z	S	B	L	I	W	X	K	C	X	J
I	J	R	B	R	G	D	C	N	W	U	P	U	N
D	A	O	D	L	H	E	V	S	A	O	A	A	C
E	O	N	E	M	E	R	N	X	T	R	I	L	D
N	H	O	K	Q	F	S	L	D	J	H	Y	H	K
T	X	U	E	U	I	P	B	N	E	D	T	G	Y
I	O	N	C	E	F	M	R	I	Q	R	I	A	X
T	U	S	P	E	D	V	L	X	A	W	G	Y	M
Y	T	A	X	R	F	W	D	O	L	N	F	P	C

**CAN YOU FIND
THESE LGBTI+
TERMS IN THE
ABOVE
WORDSEARCH?**

- Lesbian
- Cisgender
- Gender Identity
- Queer
- Trans
- Bisexual
- Gay
- Non-binary
- Pansexual
- Intersex
- Pronouns



Gender-Neutral Language Activity

Print this card to educate and encourage people to be mindful of using gender-neutral language or ask your class or youth group to create their own version and share it as a poster in prominent places in your school, Youthreach, youth service or community.

The card below is taken from qmunity.ca and you can learn more about the original card at www.tonilatour.com/hello-there/

When greeting others, be mindful of language.

Consider

“Thanks, **friends**.
Have a great
night.”

“Good morning,
folks!”

“Hi, **everyone!**”

“And for **you?**”

“Can I get
you **all**
something?”

Why?

Shifting to gender-inclusive language respects and acknowledges the gender identities of all people and removes assumption.

Based on Toni Latour's "Hello there" cards.

Getting Started

This section gives you tools that may be useful in getting Stand Up Awareness Week started.

- **Information on Stand-Up Awareness Week for Post-Primary School Senior Management and Board of Managements:**

This relates specifically to school policies, but please feel free to adapt this to suit your needs in a Youthreach or youth service.

- **Get Involved Posters:**

Photocopy these in colour or black and white and display them to help you gather your Stand Up Awareness Week team.

Information on Stand-Up Awareness Week for Post-Primary School Senior Management and Board of Managements:

Bullying, isolation, and a lack of acceptance has devastating effects on the mental health of LGBTI+ young people who experience twice the levels of self-harm, three times the level of attempted suicide, and four times the level of stress, anxiety, and depression – compared to their non-LGBTI+ friends (Higgins A. et al., 2016).

Stand Up Awareness Week is in its 12th year with almost 70% of all schools taking part in 2020. It is an annual campaign run by BeLoNG To Youth Services, which gives second-level schools, Youthreach, and youth services the opportunity to celebrate and recognise their LGBTI+ community. It is a time when we show solidarity with young people and our colleagues to ensure they feel seen, heard, and safe, and to ensure everyone knows that biphobic, homophobic, and transphobic language and bullying will not be tolerated. This initiative is part-funded by the Department of Education and Skills (DES) and extensively endorsed by DES as well as post-primary patrons and unions (see below). Recent European research has highlighted Stand Up Week under ‘Good Practices and Interventions’ (Költő et al., 2021: <https://www.gov.ie/en/publication/88354-lgbti-youth-in-ireland-and-across-europe-a-two-phased-landscape-and-research-gap-analysis/>).

Running Stand Up Awareness Week in your school is an excellent example of your school’s commitment to the education and prevention strategies that must be documented in the school’s anti-bullying policy. These strategies must explicitly deal with identity-based bullying, including in particular, homophobic and transphobic bullying: (Circular 45/2013 Anti-Bullying Procedures - <https://www.gov.ie/en/circular/73b4ce675b21403889f313a3fe420527/#>).

As part of its research during the 2021/22 school year, the Inspectorate will be looking at the extent to which schools are engaging with the requirements of the Anti-Bullying Procedures for Primary and Post-primary Schools, (2013): (<https://www.gov.ie/en/circular/94384-arrangements-for-inspectorate-engagement-with-post-primary-schools-and-centres-for-education-20212022-school-year/>).

BeLoNG To offers training and resources to support schools in running Stand Up Awareness Week.

If you would like to discuss how you might host Stand Up Awareness Week in your school, please do not hesitate to contact our Education and Training Support Team on 01 670 6223.

Thank you to our Stand Up Awareness Week funders:



Stand Up Awareness Week is endorsed by

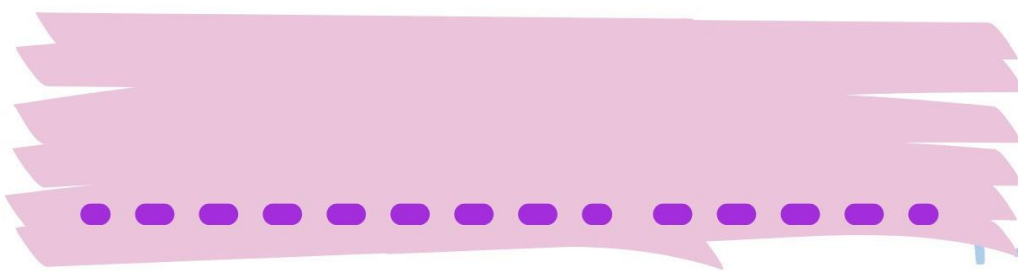




GET INVOLVED IN STAND UP AWARENESS WEEK!

Support and celebrate the LGBTI+ young people in your school or service this November 15th - 19th!

To learn more about Stand Up Awareness Week and how you can get involved, speak to your Stand Up Coordinator:



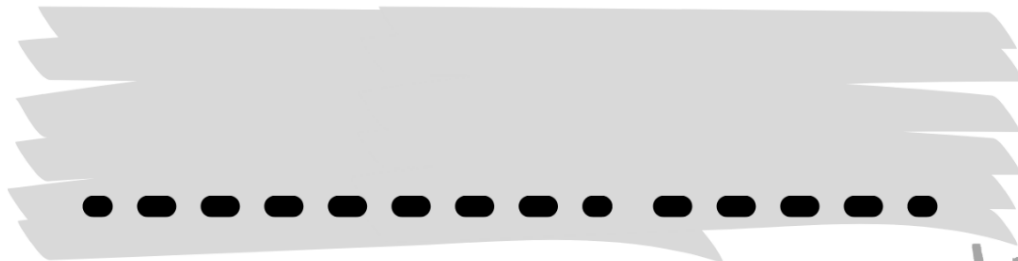
Or visit
www.belongto.org/professionals/standup/
to download a Stand Up resource pack



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Come Together (Step 3)

These resources are there to support you in your initial discussions around LGBTI+ topics and Stand Up Awareness Week.

- **Respectful Communications:**

These lessons are adapted from the SPHE/RSE Resource: 'Growing Up Lesbian, Gay, Bisexual and Transgender'. They give guidance on how to discuss LGBTI+ topics in an age appropriate respectful way.

- **Introducing LGBTI+ Topics:**

These lessons are also adapted from the 'Growing Up Lesbian, Gay, Bisexual and Transgender' resource. The first focuses on 'Gender', while second focuses on 'Understanding Sexual Orientation and Gender Identity'.

- **Additional Information:**

The full 'Growing Up Lesbian, Gay, Bisexual and Transgender' resource can be found here: [LGBT-English-Print.pdf \(sphe.ie\)](#) with accompanying videos here: [GU-LGBT - With subtitles on Vimeo](#) (Sort by Title to get number one first). These videos are not needed for the sections selected here.

Read through the lessons and decide for yourself what will work best for you in your school/Youthreach or youth service. The first two lessons are designed for Junior Cycle Students and the last one for Senior Cycle.

Junior Cycle:

Lesson 1: Respectful Communication

Lesson 2: Gender

Senior Cycle:

Lesson 1: Understanding Sexual Orientation and Gender

Other Useful Resources:

1. New Relationships and Sexuality Unit for 1st Years: **Relationships and Sexuality Education 1 unit of learning** (hse.ie)
2. The Talking Relationships, Understanding Sexuality Teaching (TRUST) Resource: **Workbook V7 CMYK.indd** (pdst.ie)
3. NCCA Resources for learning and teaching in SPHE/RSE: **NCCA Curriculum Online Resources for learning and teaching in SPHE/RSE**
4. PDST Relationships and Sexuality Education Resources: **Relationships and Sexuality Education | PDST**
5. The Growing Up LGBT SPHE/RSE resource: **LGBT English Print.pdf (pdst.ie)** Videos: <https://vimeo.com/user/96707063/folder/821427/> (Sort by Title to get number one first).

BeLonG To Resources:

Share our videos with your students/youth group during Stand Up Awareness Week to help them learn about LGBTI+ identities and why language matters.

There is an accompanying Learning Pack to facilitate educator and youth workers to have an informed, safe and empowering discussion with young people about some of the key issues arising regarding the experiences of young LGBT+ people. The pack includes three videos on different issues, with corresponding lesson plans, handouts (where relevant), and links to additional information for teachers.

- **Stand Up Awareness Week In-Class Video Learning Pack:** <https://belongto.org/wp-content/uploads/2020/11/Stand-Up-Awareness-Week-In-class-Video-Learning-Pack-1.pdf>
- **Lesson One Video: Being LGBTI+ & Coming Out** <https://www.youtube.com/watch?v=zIU9o8fYhbU>
- **Lesson Two Video: Words we use and why they are important** <https://www.youtube.com/watch?v=5p0POPXz82I>
- **Lesson Three Video: Trans Identities** https://www.youtube.com/watch?v=5ZQSu3RX_04

TENI (Transgender Equality Network of Ireland) Resources:

1. TENI and UL Gender Identity and Gender Expression E-Resource: [UL University of Limerick | UL - University of Limerick](#)
2. TENI : Gender Recognition Act: [Gender Recognition - TENI](#)

Helpful Videos:

1. Helpful LGBTI+ Videos: <https://amaze.org/tagged/?tag=lgbtq> (Mainly for 1st years).

LESSON 1

JUNIOR CYCLE

RESPECTFUL COMMUNICATION

This lesson links with the Year 1 SPHE modules: **Communication Skills** - 'Express Yourself' and 'Learning to Listen' and **RSE** - 'Respecting Myself and Others'.

Aim

To enable students to develop an awareness of respectful communication and appropriate use of language in relation to lesbian, gay, bisexual and transgender issues. The letters LGBT are commonly used to stand for lesbian, gay, bisexual and transgender.

Learning Outcomes

Students will:

- (i) Have a better understanding of some of the language used in relation to people who are lesbian, gay and bisexual.
- (ii) Reflect on the impact of disrespectful communication.
- (iii) Be more aware of how to communicate respectfully on the topic of sexual orientation.

Student Materials

Lesson 1, Worksheet 1: Vocabulary (cut into cards).

Teacher Materials

Copy of School Code of Behaviour.



Background Information for the Teacher

People who are lesbian, gay, bisexual or transgender (LGBT) often experience negative attitudes from others, see research findings on p8 and p30. Negative attitudes can take the form of hidden prejudice, abusive language and physical aggression.

This lesson gives young people the opportunity to reflect on the ways in which they and their peers communicate and to learn respectful ways of communicating.

While sexual orientation exists along a continuum, three sexual orientations are generally recognised – homosexual, heterosexual and bisexual. The majority of people are heterosexual – attracted to people of the opposite sex. A smaller number are homosexual – attracted to people of the same sex. Others are bisexual – attracted to people of both sexes. A person's sexual orientation has emotional, psychological, spiritual and physical dimensions.

Many people who are lesbian, gay or bisexual don't like the word 'homosexual' because of historic prejudice and criminalisation; they prefer the word 'gay' to describe men who are attracted to men and the word 'lesbian' for women who are attracted to women.

It is generally accepted that people do not choose their sexual orientation; many gay, lesbian and bisexual men and women say that they were aware of their sexual orientation from a very young age. Sexual orientation is something that emerges and develops, especially during adolescence.

The teacher may wish to refer to the school's code of behaviour and equality legislation (see p9).

PROCEDURE

1. Introduction

Introduce the lesson by outlining the aim and learning outcomes, referring to the Background Information for the Teacher. Explain what is meant by sexual orientation. Discuss ground rules and boundaries with students, referring to the guidance in the 'Teaching the Junior Cycle Lessons' section. Remind students of sources of support.

2. Discussion

Explain to students that they are going to explore the impact of some of the ways in which we talk about sexual orientation.

The teacher reads out each scenario and asks students in pairs to discuss:

1. How might the person being spoken about feel?
2. How might other people around that person react?
3. What could be done differently?

Scenario A:

Mario is meeting his friends in town. When he gets there one of the lads shouts out, 'That shirt is sogay...'

Scenario B:

Emma opens her Facebook page to see that someone has posted, 'Now we know why Emma doesn't have a boyfriend – she's into girls...'

Scenario C:

Sam is quiet and doesn't have many friends. When he comes into class some of the lads say, 'Hey don't let him sit beside you, he's gay...'

Scenario D:

Anna isn't interested in going out with boys. One of her classmates asks her, 'Are you lesbian, or what?'

Take feedback for each scenario.

Note: *The teacher should be familiar with the school's RSE policy as it relates to this issue and should ensure that the scenarios are explored as sensitively as possible. Students may need to be reminded to discuss the situations in a way that is respectful and positive and without making reference to any particular individual.*

Discussion Pointers:

- Why is the word 'gay' used in such a negative way?
- How could this attitude be changed?

3. Vocabulary Activity

Introduce the activity by telling students that people use a wide variety of terms to describe people who are LGB, some of which carry and reinforce the negative attitudes that we have just discussed. If language is used in a cruel or inconsiderate way it can have damaging effects.

In order to discuss this topic in a respectful way it is important that we understand some key words used in relation to sexual orientation that are commonly used and that don't have negative connotations.

Divide students into pairs or groups of four and give each group two sets of cards cut from Worksheet 1: the words and their definitions. Students are asked to match the word with the definition.

Take feedback; check for correct matching and understanding.

Discussion Pointers:

- Which words or phrases did you know already?
- Which are new? Did any surprise you?
- Do you think it is important or useful to know these words? Why?

4. Conclusion

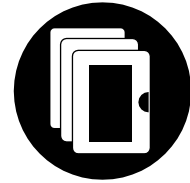
Sum up the lesson by reminding students that they are going to be exploring some of the issues facing young LGBT people in further lessons and that it is important that everyone abides by the ground rules to make the learning as safe, enjoyable and worthwhile as possible.

Note: *Remind students that discrimination on the grounds of sexuality is illegal under Equality Legislation, and we should avoid making personal comments or asking questions about people's intimate lives unless they volunteer such information themselves. The teacher may wish to read the relevant section from the school's Code of Behaviour.*

Ask students to write in their journal one thing they have learned in this class. If time allows, invite students to share their comments with the class if they so wish.

Remind students of the importance of talking to a trusted adult if they have concerns about anything and of sources of general and LGBT-specific support (see Appendix 1).

LESSON 1 WORKSHEET 1



VOCABULARY

Bisexual

Someone who is attracted to more than one gender e.g. both men and women.

Gay

Someone who is mainly attracted to people of the same gender.

Straight

Means the same as heterosexual – someone who is attracted to the opposite sex.

Transgender

A term describing a person's gender identity that does not match their assigned sex at birth. This word is also used as an umbrella term to describe some groups of people who transcend conventional expectations of gender identity or expression.

Lesbian

A woman who is mainly attracted to other women.

LGBTI

The term used to describe lesbian, gay, bisexual, transgender and intersex people.

Sexual

Our sexual and romantic attraction to other people.

LESSON 2

JUNIOR CYCLE

GENDER

This lesson links with the Year 1 SPHE module: RSE - 'Images of Male and Female'.

Aim

To increase the students' understanding of gender and gender identity and to introduce the concept of transgender.

Learning Outcomes

Students will:

- (i) Have a greater awareness of male and female stereotypes and their possible impact.
- (ii) Have a better understanding of the concepts of gender identity and transgender.

Student Materials

Lesson 2, Worksheet 2 (optional): Objects - Male or Female?

Lesson 2, Worksheet 3: Qualities - Masculine or Feminine?

Teacher Materials

The lesson will be more effective if the teacher brings in a number of household items, instead of using Worksheet 2 (see Step 2 – Gender Activities).



Background Information for the Teacher

This lesson allows students to examine male and female stereotypes and to explore the ways in which these stereotypes might affect their sense of identity.

The word 'sex' refers to someone's biological sex. While the word 'gender' can also mean biological sex, it is generally used in a wider sense to refer to the social and cultural factors influencing what it means to be male and female. Although it is common to polarise, in reality most people have both masculine and feminine traits. This can be seen in varying degrees, from the ultra macho man to the ultra feminine woman, with all shades of masculinity and femininity in between.

For most people their physical sex is apparent from birth and they are generally brought up in a way which encourages the development of their identity as either male or female.

For a very small proportion of the population this is not the case; their sex at birth is not in keeping with how they perceive their gender identity. Such individuals may be born male but identify themselves as female, or vice versa. Others may feel that their gender identity is not fixed. Transgender is the umbrella term used to describe these people.

PROCEDURE

1. Introduction

Introduce the lesson by outlining the aim and learning outcomes, referring to the Background Information for the Teacher. Remind students of the ground rules, boundaries and sources of support.

2. Gender Activities

Option a)

Hold up, one at a time, a range of everyday items, e.g. a reel of thread, kettle, spanner, and ask students to call out which object they think is male and which is female.

(Alternatively, give each student a copy of Worksheet 2: Everyday Objects - Male or Female? Ask them to decide if the item shown in each box is male or female, depending on what they think about its appearance and/or its use. Write either M or F beside the object.)

Divide the board into two columns headed 'Male' and 'Female'. Take feedback in the large group, listing the items assigned to each gender on the board. Explore reasons for choices. Ask students if the exercise tells us anything about how we think of males and females.

Note: Students may make their choice based on who uses the item most, or on the shape of the item, e.g. Male - strong, angular, practical; Female - decorative, curvy, fragile, soft. Explore why we share such strong notions of what it is to be female or male. There may be discussion about the impact of individual influences on our understanding of gender (e.g. family, friends, religion, etc).

or

Option b)

Ask students to draw a line in their journals labelling one end, 'Very feminine' and the other, 'Very masculine'. Give each student a copy of Worksheet 3: Qualities – Masculine or Feminine? Ask them to write the qualities in a continuum on the line, depending on whether they think they are feminine or masculine. They can add other qualities if they have time.

Take feedback from the students on where they placed their words.

Discussion Pointers:

- Do people in everyday life fit the stereotype or do most people have a mix of qualities, whether they are male or female?

- What is it like for someone who doesn't fit the stereotype – e.g. a boy who likes fashion; a girl who likes fixing engines?
- Do we sometimes pretend to be something that we are not, just to fit in?
- What effect might this have?

Note: Explain to the students that very few people fit the gender stereotypes completely. It is important to accept who we are with our own particular personality and accept others for who they are also.

Even though most people don't exactly fit the stereotypes, most people know that they are male or female. In a small percentage of cases people feel their gender identity is different from their biological sex. The world may see them as male or female but inside they may feel they are the opposite sex. This might be confusing for a young person experiencing this, as it's a topic that isn't talked about very much and the young person might fear not being understood or supported by others. Being transgender is something that we are only beginning to understand, but many positive developments have happened in the last number of years. It is important that transgender people experience acceptance and support as they explore their true gender identity.

3. Conclusion

Ask students to spend a few minutes reflecting on their own qualities and write down a list of qualities that they like in themselves.

Conclude the lesson by reminding students that we are all different. Our difference is something to value and not something to be afraid of. Being a part of a society where it is normal to be respectful and accepting of others helps everyone.

Remind students of the importance of talking to a trusted adult if they have concerns about anything and sources of general and LGBT-specific support (see Appendix 1).

LESSON 2 WORKSHEET 2



EVERYDAY OBJECTS – MALE OR FEMALE?

JUNIOR
CYCLE

LESSON 2 WORKSHEET 3



QUALITIES - MASCULINE OR FEMININE?

Drinks a lot	Good with children	Noisy	Takes risks	Emotional	Shows off
Aggressive	Into fashion	Competitive	Caring	Sensitive	Careful driver
Peacemaker	Well behaved	Likes to gossip	Good at housework	Romantic	Logical
Social	Alone	Organized	Neat	Strong	Responsible
Respectful	Generous	Witty	Creative	Independent	Dirty
Emotional	Logical	Organized	Neat	Strong	Responsible

GROWING UP LESBIAN, GAY, BISEXUAL AND TRANSGENDER: A RESOURCE FOR SPHE

LESSON 1

SENIOR CYCLE

UNDERSTANDING SEXUAL ORIENTATION AND GENDER IDENTITY

This lesson links with **Senior Cycle RSE Resource Materials Lesson 7** - 'Human Sexuality' and **Lesson 16** - 'Accepting Sexual Orientations'. It also links with **TRUST Lesson 9** - 'Sexuality' and **Lesson 10** - 'Sexual Orientation'.

Aim

To increase the students' understanding of sexual orientation and gender identity.

Learning Outcomes

Students will:

- (i) Have explored what is meant by sexuality, sexual orientation and gender identity.
- (ii) Have reflected on the experience of being LGBT.

Student Materials

Copies of mainstream popular magazines – One copy for each student.



Background Information for the Teacher

Sexuality

Sexuality is an integral part of being human. It is not just about sexual activity. It includes gender, sexual orientation, sexual expression, capacity for enjoyment and pleasure, our relationship with ourselves and others, and reproduction. We are sexual from the time we are born until the time we die.

Sexual Orientation

While sexual orientation exists along a continuum, three sexual orientations are generally recognised – homosexual, heterosexual and bisexual. Most people are heterosexual – attracted to people of the opposite sex.

A smaller percentage is homosexual – attracted to people of the same sex. An even smaller percentage is bisexual – attracted to people of both sexes. A person's sexual orientation has emotional, psychological, spiritual and physical dimensions.

Many people who are lesbian, gay or bisexual don't like the word 'homosexual' because of historic prejudice and criminalisation; they prefer the word 'gay' to describe men who are attracted to men and the word 'lesbian' for women who are attracted to women.

It is generally accepted that people do not choose their sexual orientation; many gay, lesbian and bisexual men and women say that they are aware of their sexual orientation from a very young age. Sexual orientation is something that emerges and develops, especially during adolescence.

Gender Identity

Gender identity is a person's internal feeling of being male, female or some other gender or combination of genders. Some people identify as having no gender at all while others feel their identity is outside the traditional male/female genders. The term 'transgender' is an umbrella term, which includes people of different gender identities and presentations, such as people who cross-dress, people who don't define themselves as being either male or female, transsexuals and others. A transsexual is someone who identifies with or has a desire to live as a member of the sex other than their sex at birth.

Society understands and interprets gender through our gender expression – i.e. how we appear to others, our mannerisms, clothes, the way in which we walk or talk. Gender identity can't be changed by treatment or counselling and is separate from sexual orientation.

PROCEDURE

1. Introduction

Begin by reminding students that they have already been introduced to the topics of sexuality, sexual orientation and gender identity in Junior Cycle.

Introduce this lesson by outlining the aim and learning outcomes. Discuss ground rules and boundaries with students, referring to the guidance in the 'Teaching the Senior Cycle Lessons' section. Remind students of sources of support.

2. Discussion

As a whole class activity or working in pairs or small groups, ask students what they think the terms 'sexuality', 'sexual orientation' and 'gender identity' mean.

Take feedback, discuss students' responses and clarify and correct any misinformation as necessary, using information from the Background Information for Teacher.

Explain the words that are generally used in relation to sexual orientation and gender identity – i.e. lesbian, gay, bisexual and transgender. Together they are often referred to as LGBT.

3. Magazine Activity

Tell students that they are going to look at some popular magazines and to think about whether the lives of LGBT people are reflected in the photographs.

Give each student, or a pair of students, a magazine and ask them to look at the photos and consider the following questions:

1. Do LGB people or issues feature in the magazines?
2. Why do you think this is?
3. Do transgender people or issues feature?
4. Why do you think this is?
5. What messages might this be sending?

Conclude the discussion by reminding students that as a society we sometimes forget about the lives and feelings of people who are in a minority and assume that everyone is the same. In the case of LGBT people this can make it more difficult for them to be open about who they are. In the next activity we look at the story of well known GAA player, Dónal Óg O'Curack and how hard it was for him to tell his parents that he was gay.

4. Reading

Dónal Óg Cusack is an Irish hurling legend. Born in 1977 in Cork into a traditional hurling family, he was part of two Cork hurling teams that won All-Ireland medals. He kept his identity as a gay man quiet for a long time, but then came out. In this extract from his autobiography he describes telling his parents about his sexual orientation.

Read the extract from Dónal Óg Cusack's autobiography – 'Come What May: The Autobiography', Penguin.

They all sat down and waited. Now, I've always been comfortable with who I am, but this wasn't easy. To them I was a son or brother, a hurler. I was a leader in a world of men's men. In Cloyne I had standing because I was a hurler, and hurling matters. Our house had produced three hurling sons and I had brought some serious medals through the lintel. I knew the pride that gave them. The room we were sitting in had its walls and shelves filled with the stories and mementos of hurling lives. Mainly mine.

So I told them the story pretty much exactly the way it had happened. The other, secret, story of this son they had reared in this house. I said, 'Look, I'm not into labels, I'm not this or I'm not that but this is what I've been doing, this is it, this is me blah, blah, blah. If that makes me whatever, then I am what I am, but I refuse to go down the road of labels and stuff like that. I don't know what's ahead of me but that's where I am. That's me. Still Dónal Óg' (page 155).

Discussion Pointers:

- What do you think it was like for Dónal Óg to keep this secret?
- Why do you think he doesn't want to put a label on himself?
- Are there extra problems in coming out if you are a sportsman or woman and if so, why?

5. Conclusion

Conclude the class by asking students to reflect for a few minutes on what they have learned in this lesson and to write it down in their journal.

Remind students of the importance of talking to a trusted adult if they have concerns about anything and of sources of general and LGBT-specific support (see Appendix 1).

Time To Plan (Step 4)

This Planning Tool is a great tool to use in your planning meetings with your team. You can follow the Seven Steps to Stand Up, in your Stand Up Awareness Week Guide, schedule actions and record your progress.

2021 Stand Up Awareness Week Planning Tool

This planning tool follows the Stand Up Awareness Week Guide format.

COORDINATOR(S)	
PROJECT EMAIL	
MEETING DATES/LOCATION & TIME	

Team Members:

Staff:

Young People:

GOALS

By the end of Stand Up Awareness Week, we would like people in our school/
Youthreach or youth service to:

INCLUSIVE ENVIRONMENT REFLECTION QUESTION ANSWERS

INCLUSIVE CURRICULUM REFLECTION QUESTION ANSWERS

INCLUSIVE POLICY REFLECTION QUESTION ANSWERS

PLANNED ACTIONS:

SEND IT: Go to belongto.org/sendit and show us your Pride!

SUSTAIN IT: What happens after Stand Up Awareness Week?

Roll It Out (Step 5)

The majority of your time will be spent in the planning stage, but don't forget to take lots of photos as you roll out your Stand Up Week. Record everything! You can send it to us to get your LGBTI+ swag – www.belongto.org/sendit, but also send it to your local media. They are always looking for great content – and this is it! The Media Guide below will give you all you need.

Media Guide

Spend some time on publicity and PR and let your wider community and county know about the amazing work you are doing to celebrate the LGBTI+ community through Stand Up Awareness Week.

- **In 2 minutes**

Re-tweet or share BeLonG To Youth Services social media posts about Stand Up Awareness Week and comment letting your followers know that your school/ Youthreach or youth service is participating in the campaign this November.

- **In 5 minutes**

Write your own social media post and let your followers know you are participating in Stand Up Awareness Week. Let people know what kind of activities you are participating in, share photos, videos or artwork alongside your post. Don't forget to tag BeLonG To Youth Services

- **Twitter:** @BeLonG_To
- **Facebook:** @belongtoyouthservices
- **Instagram:** @belongtoyouthservices

- **In 30 minutes**

Send a press release to your local newspaper and radio stations using our handy template as a basis. Let them know if there is a spokesperson available for interview or if you can welcome a press photographer at your school/ Youthreach or youth service.

- **In 60 minutes**

A picture tells a thousand words! Coordinate a photocall using our guide below and coordinate an image to share with your local newspaper. You can invite their photographer to take the photo or take a high-res image on a camera preferably and send it your local newspapers along with the Press Release.

Photocall Guide

A Photocall is a time arranged for photographers, often press photographers, to take pictures of an event, activity or group of people for publicity purposes. Here are some ideas:

- A group of young people all wearing t-shirts that make up the colour of the Rainbow flag (red, orange, yellow, green, blue, and violet) with the principal/ educator/ youth worker holding the Stand Up Awareness Week Guide.
- A group of students holding a rainbow flag with the principal/ educator/ youth worker holding a home-made poster with the words: 'Stand Up Awareness Week'.
- Create a chalk rainbow at the entrance to the building with a number of young people and the principal/ teacher/ youth worker.

See an example below:



B. Tips for Media Interviews

- The correct title is Stand Up Awareness Week run by BeLonG To Youth Services.
- Always be prepared with the top three key messages (see press release for reference) you want to deliver being top of mind.
- There is no such thing as 'off the record' - don't say anything off the record to a journalist or anything that you don't want to see in print.
- Avoid being late for the interview as the journalist might be on a deadline and you could lose the opportunity for positive publicity.
- Stay mindful of the fact that you don't have to answer anything outside the agreed areas of questioning - it's ok to say "I'm not in a position to discuss that today... Today I want to focus on xxx"
- Reporters love good sound bites. Solid, memorable quotes for their article or newscast make a good story, a better story. Know in advance the key message, statistics or quote you'll want to make, as it will add credibility, interest and emotion to the interview
- Avoid jargon - Terms that are widely used in your work world are likely not terms that the average person might be aware of. Speak to that audience so that your information is accessible and understandable
- Be concise - When the interviewer asks a question, keep your answer brief. It makes for a more effective interview and helps the dialogue between you be more conversational in nature
- A follow-up after an interview with a reporter isn't critical but a quick, thoughtful "thank you" can go a long way. Offer to be available for future features on the topic. This gesture will help your school/ youth service or Youthreach stand out for the amazing work you are doing.
- If you can't answer a question because you don't have the information readily available - it's ok to say, "I will come back to you on this as I don't have that specific info to hand." Be sure to follow up with the info you promised to share.

Press Release Template

FOR IMMEDIATE RELEASE

[Insert date]

Stand Up Awareness Week: (Insert School/Youthreach/Youth Service Name) Celebrates the LGBTI+ Community

Students/Young people at (school/Youthreach/youth service name) are recognising and celebrating the LGBTI+ community in (insert town/city name) by participating in a national campaign to end LGBTI+ bullying.

For 12 years now, the BeLonG To Youth Services campaign, Stand Up Awareness Week, has been a time for schools/Youthreach Centres and youth services to take a stand against the anti-LGBTI+ bullying, harassment, and name-calling that silences many LGBTI+ young people. Last year, nearly 70% of post-primary schools took part in the week-long campaign. As part of Stand Up Awareness Week, running from November 15th-19th, (school/Youthreach/youth service name) has been carrying out activities and events to create an LGBTI+ friendly environment that protects young people against homophobia, biphobia, and transphobia.

Research from 2019, the School Climate Survey, revealed that an alarming 73% of LGBTI+ students feel unsafe at school. Some 77% of LGBTI+ students experience verbal harassment (name-calling or being threatened), 38% experience physical harassment (being shoved or pushed), and 11% experience physical assault (punched, kicked or injured with a weapon) based on their sexual orientation, gender or gender expression. By participating in Stand Up Awareness Week, schools and youth services are taking an essential first step in creating an environment where LGBTI+ young people feel safe to be who they are.

Speaking about their involvement in Stand Up Awareness Week, (name), (school) Principal says:
“(Insert quote).”

Moninne Griffith, CEO, BeLonG To Youth Services, says: “We are so proud of (school/Youthreach/youth service name) for joining hundreds of schools and services around Ireland participating in Stand Up Awareness Week. Through this important campaign, they are showing solidarity with LGBTI+ young people to ensure they feel seen, heard, and safe, and to ensure everyone knows that biphobic, homophobic, and transphobic language and bullying will not be tolerated.”

ENDS

For further information, images or interviews contact: **Insert name, title, email and [phone number].**

About Stand Up Awareness Week

Stand Up Awareness Week 2021 (November 15th-19th) is a time for second-level schools, youth services, and Youthreach Centres in Ireland to take a stand against homophobic, biphobic and transphobic bullying. BeLonG To Youth Services has distributed Stand Up Awareness Week Resource Packs and Posters to all second-level schools and Youthreach Centres in Ireland. For more information, visit www.belongto.org/standup

About BeLonG To Youth Services

BeLonG To Youth Services is the national organisation supporting lesbian, gay, bisexual, transgender and intersex (LGBTI+) young people in Ireland. Since 2003, BeLonG To has worked with LGBTI+ young people to create a world where they are equal, safe and valued in the diversity of their identities and experiences. The organisation also advocates and campaigns on behalf of young LGBTI+ people, and offers a specialised LGBTI+ youth service with a focus on mental and sexual health, alongside drug and alcohol outreach.

Sustain It (Step 7)

Stand Up Awareness Week is a springboard to get your LGBTI+ inclusion journey started. To make a real impact on young people in your school/Youthreach or youth service, the positive culture needs to be sustained.

- **Setting up an LGBTI+ Club/GSA**

The young people that supported you in organising your club might be interested in continuing their LGBTI+ advocacy. Why not set up an LGBTI+ club or Gender & Sexuality Alliance group (GSA). There are lots of resources to support you below.

- **Poster and Image Bank:**

Here you will find a link to lots of images you can use when creating posters/other media to increase representation of LGBTI+ families, relationships and identities in your school, Youthreach or youth service.

Setting up an LGBTI+ Club/GSA

(Adapted from GSA Advisor Handbook: 2nd Edition, GSA Network, October 2020 10 Steps for Starting a GSA – GSA Network)

LGBTI+ Clubs or GSAs (Gender & Sexuality Alliances) can be a powerful tool for providing safe spaces for LGBTI+ students and their allies, as well as creating positive change within schools.

GSAs can perform several functions depending on the needs of the members, and each school's GSA is likely to be unique. There are three main types of GSA: Support GSAs, Social GSAs and Activist GSAs. Most GSAs are a combination of all three.

- Support GSAs provide a safe space for students who are facing challenges with their identities, or are facing bullying and harassment because of their sexual orientation or gender identity.
- Social GSAs help students who are LGBTI+ or questioning form social connections and community with each other in a safe, accepting space. These clubs help reducing the sense of isolation that LGBTI+ can sometimes feel.
- Activist GSAs are for students to get together to take action to improve their school and community for LGBTI+ students. They may focus on educating teachers, parents and students; engaging with school policies and procedures; and get involved with local and national LGBTI+ campaigns.

How to set up your LGBTI+ Club/GSA

Nominate an Advisor: Each GSA should have a member of staff acting as Advisor for the group. The Advisor will help facilitate the starting up and maintenance of the club, supporting the members where necessary to keep things running smoothly.

Spread the Word: Let other staff and students know about the club so you can recruit your first members!

Prepare for Meetings: Set an agenda and publicise your meeting. Think about the best way to reach young people (flyers, classroom announcements, social media).

Tips for a successful meeting

- a. 'Check in' at the start of meetings - allow everyone to share their name, pronouns, and how they're feeling at the start of each session.
- b. Agree ground rules/ways of working - allow members to come up with their own agreements for how to work effectively together.
- c. Agree how decisions will be made - whether by majority vote, consensus agreement etc.
- d. Nominate a facilitator - to keep the meeting on track and on time. This role can be rotated from one meeting to the next.
- e. Take notes or minutes - so those who can't attend a meeting can catch up
- f. Decide on a platform for working together - Google Docs, Dropbox or whatever works best for your club.
- g. Wrap up meetings - by agreeing the next steps and allowing everyone to 'check out'.

Create an Action Plan: Brainstorm ideas for projects to undertake. When you have chosen a project, set deadlines, assign responsibilities and get going!

Seek Support: Get in touch with Sharon (sharon@belongto.org) and Stephen (stephen@belongto.org), the Training & Education team at BeLonG To, who can give you guidance and advice for running your GSA .

Posters and Image Bank

Here you will find a link to lots of images you can use when creating posters/other media to increase representation of LGBTI+ families, relationships and identities in your school, Youthreach or youth service:
<https://www.belongto.org/image-bank/>

Inclusivity Theme Activities:

Inclusive Environment

Create your 2021 LGBTI+ Flag

Background for Teacher:

In 1978 Harvey Milk asked Gilbert Baker to design a unifying symbol for the LGBTI+ community. The result was the original Pride Flag. The original flag had eight stripes instead of six, and each stripe had a meaning. Despite the considerable money he could have made, he did not patent the design as he believed that the LGBTI+ community would evolve, and the flag should grow with it.

And so the flag evolved:

2017: Philadelphia's Office of LGBT Affairs added black and brown stripes to the Pride flag to recognise LGBTI+ people of colour.

2018: Daniel Quasar released a redesign of the Pride flag, called the Progress Pride flag including black, brown, pink, pale blue, and white stripes, to represent marginalised people of colour in the LGBTQ+ community, as well as the trans community, and those living with HIV/AIDS.

2021: Intersex Equality Rights Activist in the UK Valentino Vecchiotti, included a yellow triangle and purple circle to represent the intersex community.

Materials:

- Colour copies of the Pride Flags and Flag template on the next page.
- Coloured markers

Procedure:

1. Invite your students/ youth group to research the original Pride flag and the other Pride flags represented in 'A Few of The Many Pride Flags.'
2. Explain the history of the flag design and note that the Progress Pride flag is currently the most widely used flag in the LGBTI+ community.
3. Invite students/young people to create a flag that they feel is most representative of the LGBTI+ community.
4. Ask students/young people to write a brief explanation of why they chose their design.
5. Ask students/ young people for permission to display their designed flags around the school/ Youthreach or youth service with the explanation underneath.

A Few of the Many Pride Flags



AGENDER



AROMANTIC



ASEXUAL



BISEXUAL



DEMISEXUAL



GENDERFLUID



GENDERQUEER



INTERSEX



LESBIAN



PANSEXUAL



POLYSEXUAL



PROGRESS



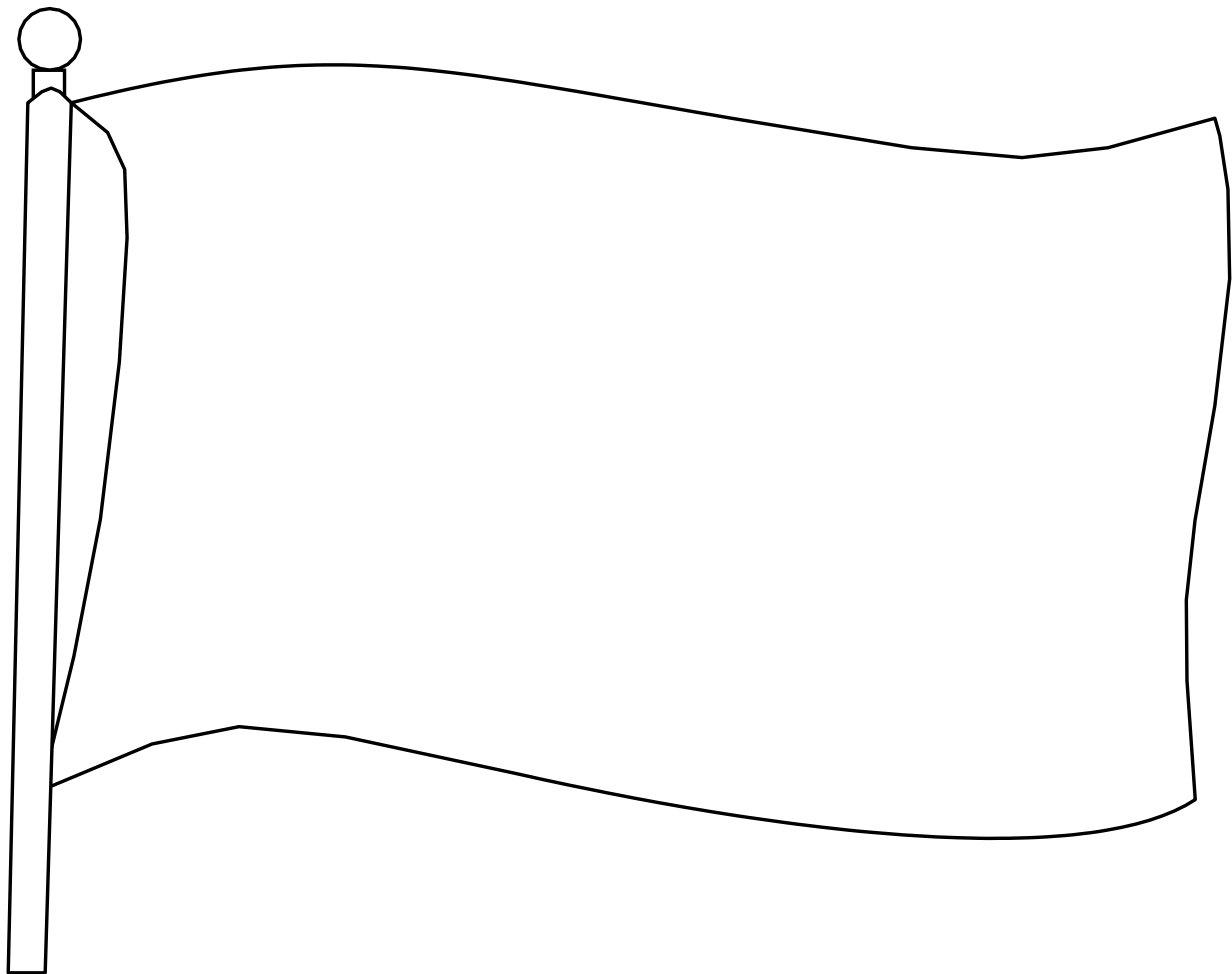
NON-BINARY



TRADITIONAL



TRANSGENDER



Supporting Trans and Non-Binary Young People

With the help of trans young people, we have created tips on how to make your school, Youthreach or youth service more welcoming for trans and non-binary young people.

Respecting

- Use the name and pronouns the young person requests. If you aren't sure of someone's pronouns, rather than assuming, just ask.
- Don't share information about the young person's trans identity without consent.
- Don't single out one young person as an example of a trans or non-binary person.

Accommodating

- Allow young people to use the bathroom that matches their gender.
- Make a gender-neutral bathroom available and accessible to all students.
- Allow young people to share rooms on overnight trips with people of the same gender.
- If young people are uncomfortable in gendered spaces, make neutral rooms or single rooms available by choice.
- Ensure that trans students are not obliged to partake in PE.
- Allow students to wear the uniform they feel most comfortable in.

Protecting

- Enforce your Anti-Bullying Policy and specifically mention transphobic bullying.
- Be aware that transphobia can come from staff as well as young people.
- Listen to trans and non-binary young people when they feel targeted or unsafe.
- Encourage an inclusive school, Youthreach, or youth service environment.
- Challenge transphobic comments and ideas from young people and staff.
- Remember that different young people will be comfortable with different things, so when in doubt, ask the young person.

Supporting

- Advocate for the interests of your trans and non-binary young people.
- If a young person asks for help, do your best to provide it.
- Put up BeLonG To posters and engage in Stand Up Awareness week and our Inclusivity Themes.

CHALLENGING BIPHOBIC/HOMOPHOBIC AND TRANSPHOBIC LANGUAGE

Adapted from: Guide to challenging homophobic language (east-ayrshire.gov.uk)

6

How can I respond?

from: *Safe to Learn: Homophobic bullying; DCSF, 2007*

A pupil makes a homophobic remark such as 'That's so gay' or 'Oi, pass me a pen you dyke'. **Does the school have an explicit policy stating homophobic language is unacceptable?**

NO

Staff can intervene more effectively and respond to homophobic language if it is part of policies and procedures.

YES

Tell the pupil that homophobic language is not acceptable in school. Explain that homophobic language is offensive. **Does the pupil understand?**

YES

There may be some lapses, and you may have to say it again, but pupils begin to understand that homophobic language is unacceptable and it stops.

NO

The pupil continues to make comments, as does the rest of the class. Explain in more detail the effect that homophobia and homophobic language have on people and that like racist language, homophobic language will not be tolerated. **Does it stop?**

YES

The culture of a school is changing. In the same way pupils understand racism is unacceptable, they begin to understand that homophobic language is unacceptable.

NO

Remove the pupil from the classroom and talk to the pupil in more detail about his/her behaviour and why it's offensive. **Does the pupil stop?**

YES

It takes time to teach young people that homophobic bullying is unacceptable, especially if it has not been challenged in the past. Pupils who experience homophobic bullying will be more confident about discussing other incidents with you if the school is seen to tackle incidents.

NO

Involve senior managers. The pupil should understand the sanctions that will apply if they continue to use homophobic language. **Does this help?**

YES

The involvement and support of the headteacher and senior management in tackling homophobic language sends a strong leadership message that homophobic language and behaviour will not be tolerated.

NO

Invite parents in to discuss the attitude of the pupil. Even if parents and pupils think gay people should be treated differently, **this does not mean homophobic language or bullying is acceptable.**

PARENTS RESPOND NEGATIVELY



Take time to explain to parents why this policy is important as part of the anti-bullying policy of the school. Explain that all pupils should be able to feel safe at school. Reiterate that they have an obligation to help schools uphold policies.

The most insidious form of homophobic language in schools is the use of the term 'gay' as a generally derogatory remark or insult. Teachers can find this to be the most difficult to tackle because they don't feel pupils are deliberately being homophobic.



However, many secondary school teachers understand how permitting this language contributes to a harmful environment and challenge this language in their classrooms. Teachers handle this in a number of ways:

A student used the word gay in a negative way, and we got into a conversation about inappropriate use of language, and how using it like that was offensive to people who were gay. I compared it to racism, and he understood exactly what I was getting at. Hailey, teacher, secondary school (West Midlands)



Challenging a 'so gay' remark led to a discussion where the pupil intimated that it was because I was also gay. I asked if that would matter at all to which he replied no, so I asked why he felt it was a good 'put down'. He said actually he was being rather stupid and just wanted to apologise. As the lesson was a broad discussion we opened out the debate to all who generally felt that it really did not matter what anyone was.



I confronted a student who called another student gay as an insult and asked why he felt it appropriate to use such language as an insult. We discussed why being gay was not wrong or negative and so the word 'gay' should not be used as a term of abuse. Em, teacher, faith state secondary school (West Midlands)

Pupils in primary school may not necessarily understand that their comments are inappropriate. Taking this into account, primary school teachers have also found ways to address children who use the term gay in a derogatory manner.



A pupil called another pupil 'gay' as a general insult. This was immediately pointed out as being inappropriate behaviour – just name-calling is bad enough! When asked if they knew what 'gay' meant, that pupil just said 'stupid'. Another pupil pointed out that it meant being in love with someone of the same sex, and also pointed out she had a family member who was gay and that she was pleased about that. That was the end of the discussion. Eve, teacher, primary school (East of England)



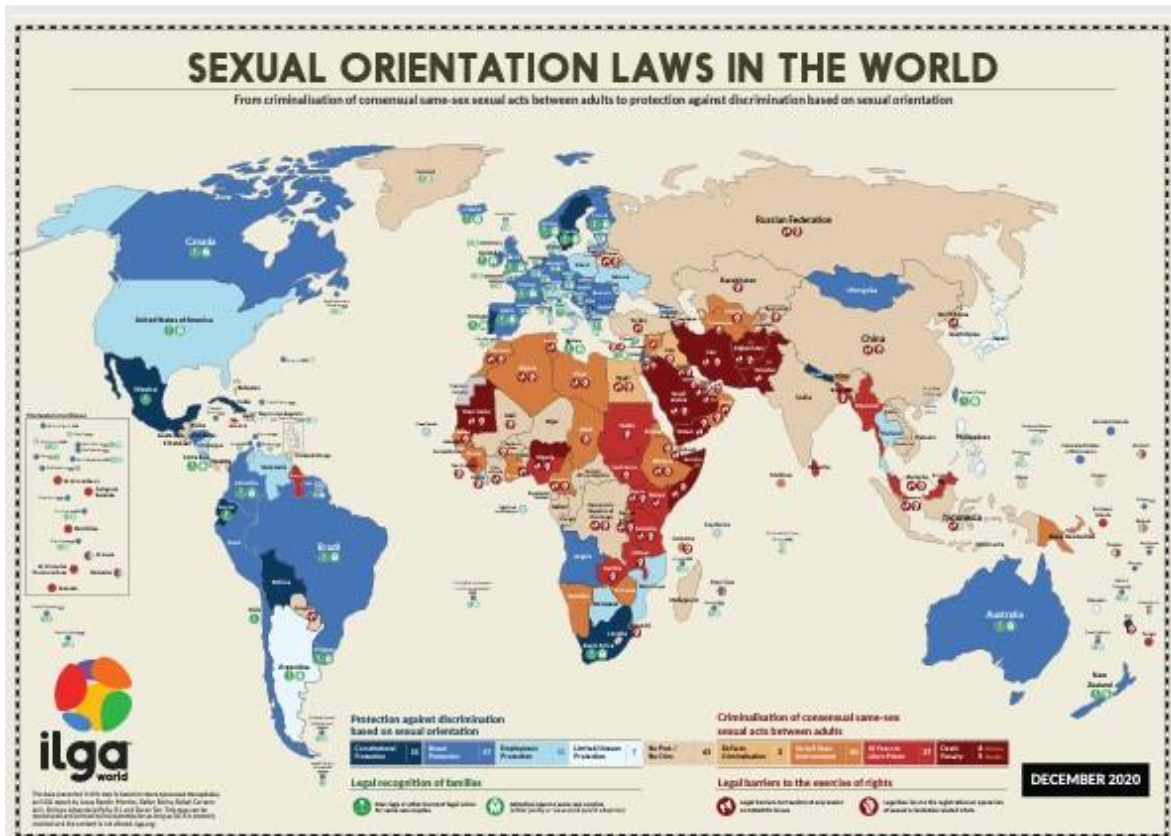
I talked openly and honestly with the children about what 'being gay' actually meant and discussed why it was not very nice or relevant to use the word gay as an insult. Nikky, teacher, primary school (North West)

Comments such as 'that's so gay' are rarely referring to sexual orientation. Remind pupils what gay means; that it's not a negative thing; that it's hurtful to people who are gay and to young people whose parents and carers, family members, or friends are gay. Tell them it shouldn't be used as a negative term and it won't be tolerated in school. Challenging this language fosters a school culture where homophobia, homophobic language and homophobic bullying are not acceptable. Remember, schools always tackle racist language. The use of homophobic language should always be challenged in the same way.

Inclusive Curriculum

IGLA World Map

Go to <https://ilga.org/maps-sexual-orientation-laws> to engage with this interactive map. You can also download it in multiple formats and languages.



Inclusive Policies & Practices

Anti-Bullying Procedures for Primary and Post-Primary Schools

Invite your students to review your school/Youthreach or youth service Anti-bullying Policy or Code of Behaviour and see if they include the main points outlined in this circular:



Circular 045/2013

**To: The Managerial Authorities of Recognised Primary, Secondary, Community, and Comprehensive Schools
and
The Chief Executive Officers of Education and Training Boards**

Anti-Bullying Procedures for Primary and Post-Primary Schools

1. Purpose of circular

The purpose of this circular is to inform school management authorities that [Anti-Bullying Procedures for Primary and Post Primary Schools](#) (hereinafter referred to as “these procedures”) have been developed following consultation with the relevant education partners and replace the *1993 Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools*. These procedures have resulted from a review of the 1993 guidelines and the implementation of the [Action Plan on Bullying – Report of the Anti-Bullying Working Group to the Minister for Education and Skills](#) which was published in January 2013.

2. General

The purpose of these procedures is to give direction and guidance to school authorities and school personnel in preventing and tackling school-based bullying behaviour amongst its pupils and in dealing with any negative impact within school of bullying behaviour that occurs elsewhere. These procedures apply to all recognised primary and post-primary schools and to centres for education (as defined in the Education Act 1998) which are attended by pupils under the age of 18 years. Where a school caters for vulnerable adults these procedures also apply to those adult learners. School authorities and school personnel

are required to adhere to these procedures in dealing with allegations and incidents of bullying.

3. Next Steps

All Boards of Management are now required to immediately commence the necessary arrangements for developing and formally adopting an anti-bullying policy which fully complies with the requirements of these procedures. It is expected that this will be completed by each school as early as possible in the 2013/14 school year but in any event by no later than the end of the second term of the 2013/14 school year. The school's anti-bullying policy shall then be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of the school's anti-bullying policy shall be provided to the Department and the patron if requested.

4. Summary of Main Elements

The following is a summary of the main elements of these procedures:

- All Boards of Management are required to formally adopt and implement an anti-bullying policy that fully complies with the requirements of these procedures. A template anti-bullying policy which must be used by all schools for this purpose is provided in [Appendix 1](#) of these procedures.
- The school's anti-bullying policy must be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of the school's anti-bullying policy must be provided to the Department and the patron if requested.
- Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time. These procedures make clear that this definition includes cyber-bullying and

identity-based bullying (such as homophobic bullying and racist bullying).

- These procedures outline key principles of best practice for both preventing and tackling bullying and require all schools to commit to these principles in their anti-bullying policy. The key principles are:
 - A positive school culture and climate
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of Education and Prevention Strategies (including awareness raising measures)
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
 - On-going evaluation of the effectiveness of the anti-bullying policy.
- These procedures recognise that a cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect. These procedures outline key elements of a positive school culture and climate and provide schools with some practical tips for building a positive school culture and climate.
- These procedures also highlight the importance of a school-wide (management, staff, pupils and parents) approach. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere.
- These procedures require that the prevention of bullying must be an integral part of a school's anti-bullying policy. The education and prevention strategies that the school will implement must be documented

in the anti-bullying policy and must explicitly deal with the issue of cyber-bullying and identity based bullying including in particular, homophobic and transphobic bullying.

- A school's anti-bullying policy must also set out the school's procedures for investigating and dealing with bullying and the school's procedures for the formal noting and recording of bullying behaviour. The school's procedures must be consistent with the guidance and direction set out in this document.
- These procedures emphasise that the primary aim in investigating and dealing with bullying is to resolve any issues and restore as far as is practicable the relationships of the parties involved (rather than to apportion blame).
- In any case where it has been determined by the relevant teacher that bullying behaviour has occurred-
 - the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy); and
 - the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must record the bullying behaviour in the standardised recording template at [Appendix 3](#) (and a copy must be provided to the Principal or Deputy Principal as applicable) in the following circumstances:
 - In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be

recorded and reported immediately to the Principal or Deputy Principal as applicable.

- The procedures include oversight arrangements which require that, at least once in every school term, the Principal will provide a report to the Board of Management setting out:
 - the overall number of bullying cases reported (by means of the bullying recording template in [Appendix 3](#)) to the Principal or Deputy Principal since the previous report to the Board and;
 - confirmation that all of these cases have been, or are being, dealt with in accordance with the school's anti-bullying policy and the [Anti-Bullying Procedures for Primary and Post-Primary schools](#).
- As part of the oversight arrangements, the Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation by the school. Written notification that the review has been completed must be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A standardised notification which must be used for this purpose is included at [Appendix 4](#). A record of the review and its outcome must be made available, if requested, to the patron and the Department.

The above is a summary of the main elements of these procedures and should therefore be read within the context of the overall [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) document.

5. Queries

Queries in relation to a school's anti-bullying policy and its implementation of these procedures should be dealt with at school level.

General queries should be e-mailed to the Department at:

schoolgovernance@education.gov.ie

6. Dissemination of Circular

A copy of this circular should be provided to members of the Board of Management and school staff. A copy should also be provided to the Parents' Association. This circular and the associated procedures may be accessed on the Department's website at www.education.ie. An Irish version of this circular is also available on the Department's website.

Hubert Loftus
Principal Officer
School Governance Policy Section

September 2013

References

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Költő, A., Vaughan, E., O'Sullivan, L., Kelly, C., Saewyc, E. M., & Nic Gabhainn, S. (2021). LGBTI+ Youth in Ireland and across Europe: A two-phased landscape and research gap analysis. Dublin: Department of Children, Equality, Disability, Integration and Youth.