



ALL OF US

HEALTH AND PHYSICAL EDUCATION RESOURCE
Understanding Gender Diversity, Sexual Diversity and
Intersex Topics for Years 7 and 8

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ALL OF US

All Of Us is a collection of short videos and teaching activities designed by Safe Schools Coalition Australia in order to assist students in understanding gender diversity, sexual diversity and intersex topics. The All Of Us resource supports the Health and Physical Education learning area of the Australian Curriculum.

The Australian Curriculum: Health and Physical Education is available online and was endorsed by all Ministers for Education in September 2015.

The videos capture the real lives of young lesbian, gay, bisexual, transgender and intersex (LGBTI) Australians in order to bring their stories into your classroom. Learning activities are built around the personal stories and experiences of these young people in order to facilitate genuine discussion and generate understanding.

The stories of young people in the videos intersect with topics outlined in the Australian Curriculum key (see page 9) to enable you to meet core Health and Physical Education (HPE) outcomes.

Beyond the classroom, All Of Us may be used as part of a sustainable, whole of school approach to challenging homophobia and transphobia, and better supporting sexual diversity, gender diversity, and people who are intersex in the school community.

Safe Schools Coalition Australia is nationally convened by the Foundation for Young Australians (FYA). We are proud to create change in schools to build safer and more inclusive environments for same sex attracted, intersex and gender diverse students, teachers, and families.

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BEFORE YOU BEGIN

1. Familiarise yourself with the background information and aims of *All Of Us* found in this section of the unit guide.
2. Display the *All Of Us* posters in the classroom.
3. Print off and provide each student with a list of groups and organisations they can seek support from.
4. If you haven't already, download the videos, posters, digital version of this unit guide, and student handbook from safeschoolshub.edu.au

MEET THE YOUNG PEOPLE



JAIMEE

Jaimee loves playing soccer, is passionate about helping those in need and wants to become a doctor. She has a Uruguayan background and in this video, explores the importance of having a supportive network at home and school. Her initial experience when she came out at school as a lesbian wasn't a positive one, but after shifting to an alternative high school, she discovered a supportive group of friends.

Jaimee discusses simple changes that teachers and students can make to ensure their classrooms and schools are supportive and safe places.

🕒 RUNTIME: 7:45 📖 LESSON 2



NEVO

Nevo is a positive and confident young person with the same hopes and dreams as many young people. He tells a powerful story about growing up with the knowledge that the female sex assigned to him at birth did not match who he knew he truly was. He speaks about the unique challenges facing transgender people and how the people in their lives can be supportive. He also comments on the important difference between gender identity and sexual identity. Nevo's story will help to dismantle fears and stereotypes about transgender and gender diverse people.

🕒 RUNTIME: 10:30 📖 LESSON 4



VIVIAN

Vivian grew up in a Chinese and Vietnamese family. She finds it funny how most Australians pronounce Phô. On the weekends you can find her running and jumping around Melbourne with her Parkour teammates.

A budding chef who loves finding more ways to incorporate Oreos into various desserts, Vivian is only 17 yet has already had a lifetime of experiences. Vivian is bisexual. For her, it is not the gender but the person you fall in love with. She attends a supportive and welcoming Catholic high school and describes in this video how schools can be important supports for LGBTI young people.

🕒 RUNTIME: 6:40 📖 LESSON 3



PHOEBE

Phoebe is an award winning young filmmaker from Brisbane. She loves spending time with her family and friends, playing ultimate frisbee, Bollywood dancing and gardening. Phoebe is intersex and has androgen insensitivity syndrome (AIS). This means that, even though Phoebe identifies as a woman, she has male chromosomes and her body does not respond to hormones in the same way that most girls' bodies do. Phoebe explains what it means to be intersex and the difficult experience of not having a shared experience of puberty with friends. She also speaks about the positive difference that having supportive friends can make.

🕒 RUNTIME: 7:30 📖 LESSON 5



JORDAN

Jordan is studying plant science, loves music and lives with his big Italian family. He is attracted to both boys and girls and identifies as bisexual. However, Jordan doesn't like labels and doesn't believe that his sexuality is his most defining feature. Jordan attended a school that had firm strategies in response to homophobic and biphobic behaviour and he speaks about the positive impact this had on his life. Jordan explains some of the ways that people can be supportive of someone when they come out to them and the importance of finding supportive groups.

🕒 RUNTIME: 7:10

📖 LESSON 6



MICHAEL

Michael grew up in country Victoria before moving to Melbourne to study science and engineering. He is a good footy player and enjoys rowing. Michael explains that coming out as gay doesn't change who a person is and in this video, questions some of the stereotypes people may have about this experience. Although he feared coming out to his brother and sister, he found that doing so made their relationship stronger. He talks about the positive impact that providing support to a young gay person can have, including the importance of avoiding discriminatory language like saying 'that's so gay'.

🕒 RUNTIME: 7:10

📖 LESSON 8



MARGOT

Margot enjoys photography, filmmaking, art and design. Her cultural background is both Malaysian and Romanian and she grew up with the traditions of both the Jewish and Catholic faiths. Margot explains that being transgender is about how you feel inside and how you see yourself. She speaks about what it's like to grow up being told you're a boy when you know you're a girl and feeling as though you have to ignore this very important part of who you are. Margot's experience of coming out to herself and to others as transgender was challenging but ultimately positive. She explains how important it is to have the support of friends and family.

🕒 RUNTIME: 9:30

📖 LESSON 7

WHY TEACH TOPICS OF GENDER DIVERSITY, SEXUAL DIVERSITY, AND INTERSEX?

10% of people are same sex attracted.⁹

4% of people are transgender or gender diverse.⁴

1.7% of people are intersex.³



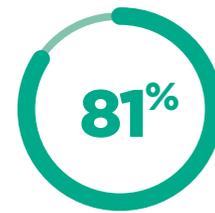
LGBTI students aren't always visible.^{6,7} Teaching *All Of Us* helps create inclusive learning environments.



of LGBTI students experience abuse or discrimination.⁵



of the abuse happens at school.⁵



don't feel supported by their school.⁵

THE RESEARCH

Australian and international research shows that around 10% of people are same sex attracted⁹, around 4% are gender diverse or transgender⁴, and around 1.7% are intersex³. We know that 75% of same sex attracted young people experience some form of homophobic abuse or bullying⁵, and that gender diverse and transgender young people are subject to discrimination that results in negative health and wellbeing.^{5,6,11} A staggering 80% of this abuse and bullying occurs while young people are at school.⁵

Research has also found that the homophobia experienced by same sex attracted young people has a direct impact on their academic engagement and achievement, including missing classes or days at school and dropping out of school all together.^{5,6}

At schools that had active policies against homophobic abuse, students were less likely to have poor mental health.^{5,6} They were also significantly less likely to experience homophobic violence, and wellbeing risks such as self-harm and suicide.^{5,6}

HOW ALL OF US CAN HELP

All Of Us provides a step by step guide to classroom activities that address gender and sexual diversity and intersex topics. Research indicates that including these topics in teaching and learning programs contributes to creating safer and more inclusive schools that result in demonstrated improvements in students' wellbeing and educational engagement.^{5,6,7}

However, many teachers tell us they are reluctant to discuss diverse sexualities and genders in their classrooms.⁹ This reluctance is often due to a lack of confidence or knowledge of the topics or a genuine concern for their students if they happen to 'say the wrong thing'.

That is why, with feedback from teachers and students, we have developed these detailed classroom materials and carefully curated short films. Used together, they will enable you to create an all of us kind of classroom that will make a huge difference in many students' lives.



BEFORE YOU BEGIN

WHERE DOES ALL OF US FIT IN THE AUSTRALIAN CURRICULUM?

The *All Of Us* educational resource has been developed to support core outcomes of the Australian Curriculum for Health and Physical Education. This page outlines the relevant Year 7 and 8 Achievement Standards which this resource links to and the curriculum content that is addressed by its teaching activities. You may also revise and continue to teach these activities in Years 9 and 10.

Schools may also choose to adapt and use the videos and teaching activities in other areas of the curriculum such as English, History, Humanities, Legal Studies, Civics and Citizenship, and applied learning curriculums (e.g. VCAL, TAS) where the exploration of LGBTI people and topics allows students to explore a range of areas which are relevant to each subject's learning intentions.

Relevant Year 7 and 8 Achievement Standards

"By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing..."

"...Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing."

YEAR 7 AND YEAR 8 CONTENT DESCRIPTIONS

In order to assist you in linking the content of these units with the Australian Curriculum, we have created these quick reference graphics. You will notice them throughout the units where each is applicable.



Investigate the impact of transition and change on identities (ACPPS070)



Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)



Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)



Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)



Practise and apply strategies to seek help for themselves or others (ACPPS072)



Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

HOW TO USE THE *ALL OF US* PROGRAM

The Design of *All Of Us*

The program comprises eight lessons. The first is an introductory lesson to help create a safe space in your classroom. The seven subsequent lessons are built around the themes and concepts that emerge from the stories of same sex attracted, intersex and gender diverse young people. Their experiences are captured in seven accompanying short films that are between seven and nine minutes in length.

Each lesson has been designed to reflect the principles of *Fleming's Visual Auditory Kinaesthetic* (VAK) theory so they include a range of teaching activities to meet the needs of visual, auditory, kinaesthetic, as well as reflective learners. These include videos, presentations, group discussions, interactive exercises and writing activities.

The entire resource has been scaffolded using *Bloom's Taxonomy*. We therefore recommend that the lessons be taught in sequence as a stand-alone Health and Physical Education unit. By doing so you will move through each level and provide your students with:

1. Knowledge of LGBTI identities
2. Comprehension of the impact of prejudice on the lives of LGBTI young people & strategies to improve the situation
3. The opportunity to apply these strategies and knowledge to a simulated experience, then in the real world
4. An opportunity to analyse the effectiveness of their strategies
5. An exercise to synthesise all of the above into collective strategies for students to work together to improve their school environment
6. The skills to evaluate and critique the progress of their class in collectively affecting social progress

Alternatively, individual lessons could be used to complement existing teaching and learning units. However, if taking this approach, it is important that you consider the learning intention of each selected or omitted unit carefully and also run the *Establishing a Safe Space* activity beforehand.

Program aims

1. Increase respect and inclusion of LGBTI people by challenging stereotypes and increasing empathy through exploring relatable, real life stories.
2. Reduce homophobic and transphobic behaviour and discrimination in schools and the wider community by increasing understanding of the impact of the behaviour and discrimination on people's health and wellbeing.
3. Provide practical strategies and skills to enable students to create a school environment that recognises and celebrates the diversity of each person's unique sexuality, gender identity or intersex status.

The Building Blocks of Identity

The Building Blocks of Identity handouts spread throughout *All Of Us* have been designed to provide a visual framework to explain the difference between a person's sex, gender, and sexual orientation. There is a separate handout for each of these three concepts. As all three of these aspects of identity are equally important, they are visually represented as separate yet interconnected building blocks at the top of each handout. The block that corresponds with the information below will be highlighted and twice the size of the other blocks. Common definitions of sexuality, gender and sex are often limited and, therefore, each handout presents more accurate definitions by showing that they exist on a spectrum rather than as absolute binaries.

Each handout includes strategies for being a "good friend" (or ally) for a person who identifies in this way. Lessons six, seven, and eight will provide students with the opportunity to put these strategies into practice to make their school environment a safe and inclusive place for *All Of Us*.

A3 poster versions of these handouts can be downloaded from safeschoolshub.edu.au for displaying around the classroom. This allows you to periodically revisit the posters and review the content with the class as your students' understanding deepens.



Lesson and Film

Learning Intentions

1. Establishing a Safe Space

No Film

Create a safe learning environment in your classroom.
Introduce the *All Of Us* resource and roadmap the learning ahead.
Identify sources of information and support access outside these lessons.

2. Same Sex Attracted Experiences

Jaimee's Video



Understand how homophobia and discrimination affect everyone's wellbeing.
Define sexual diversity using a continuum.
Recognise that same sex attracted people do not fit into stereotypes.
List ways to be more inclusive of people who are gay or lesbian.

3. Bisexual Experiences

Vivian's Video



Recognise that diversity is not always visible and consider what this means for an inclusive school.
Demonstrate empathy for individuals with a diverse range of experiences.
Analyse and challenge stereotypes of same sex attracted people.
List ways to be more inclusive of people who are bisexual.

4. Transgender Experiences

Nevo's Video



Define the terms 'transgender', 'gender-diverse' and 'transphobia.'
Analyse societal expectations of gender as well as the stereotypical and limiting nature of these.
List ways to be inclusive of people who are transgender or gender diverse.

5. Intersex Experiences

Phoebe's Video



Explain what it means for a person to be intersex.
Understand the unique issues faced by a person who is intersex.
List ways to be more inclusive of people who are intersex.

6. What Can I Do?

Jordan's Video



Create a definition of an 'ally'.
Classify ways to be a supportive friend or ally for LGBTI people versus disrespectful behaviours.
Consider ways they can each be a good ally for people who are LGBTI.
Consider the impact of heteronormativity on LGBTI people.

7. Standing Out as an Ally

Margot's Video



Plan ways to overcome barriers in order to be good allies of people who are LGBTI.
Develop and demonstrate strategies to be good allies for people who are LGBTI.

8. A Safe School for All Of Us

Michael's Video



Consider how homophobia and transphobia affect all people negatively.
Develop and recommend strategies in schools to make them welcoming and safe for everyone.

TEACHING SEXUAL AND GENDER DIVERSITY AND INTERSEX TOPICS

Answering challenging questions

Young people are naturally curious about their bodies and feelings, as well as their sexuality and gender identity. It is normal that they will ask a lot of questions about these topics.

Be assured you don't need to know all the answers. You already have the skills and experience to acknowledge the question, seek out the answer and provide your response at an appropriate time.

You may also find it useful to:

- » rephrase the question to confirm you have understood it correctly or ask the student to restate the question so you can check for clarity
- » reflect questions back to students to hear their opinions
- » help students understand the difference between evidence and assumptions and guide students to reliable sources of further information (see next page)

Head to the Safe Schools Coalition Australia website for more information about upcoming training sessions across the country. There may be professional learning sessions focused on delivering this material with students. Your local department of education may also provide further training or support in this area.

The information on this page has been adapted from the NSW Department of Education and Communities, Teaching Sexual Health, 2011

Student confidentiality

The topics explored in these activities may prompt students to approach you to talk about their own feelings of same sex attraction, gender identity or intersex status. This is a positive step for a young person and reflects the fact that you have been open and accepting in your teaching practice. It is important for you to acknowledge to these students that they have shared something important with you. Do not assume that they are

having any bad experiences. Instead, be positive and thank them for telling you and ask an open question such as "Is there anything you need from me?" and allow the student to lead the discussion.

Student support

Students may not feel comfortable asking you directly for support, so it is important that they are aware of other people they can speak to. This may include the school's wellbeing coordinator or counsellor, as well as groups and organisations outside the school. Tell your students during the first *All Of Us* lesson who to contact if they would like to talk confidentially or get more information. This way, they won't feel pressured to 'out' themselves to you or to the rest of the class.

Get in touch with Safe Schools Coalition Australia to find out about local groups and organisations. safeschoolscoalition.org.au/contact-us

Additional resources and support materials

We have included a glossary at the end of this unit guide. This may be useful for you to review before you teach these activities and to hand out to your students to support their learning.

We recommend that you go to safeschoolshub.edu.au for more resources. You can become a member of Safe Schools Coalition Australia to show your school's commitment to promoting safety and diversity. As a member, you will have access to free, high quality resources and professional learning for staff and students, as well as ongoing support.

Teaching support

If you would like to contact someone about using the *All Of Us* resource or to discuss any challenges you may be having, please get in touch with the Safe Schools Coalition partner in your state or territory. Contact details are available at www.safeschoolscoalition.org.au/contact-us



Establishing a safe space

Before you begin teaching the *All Of Us* activities, it is important to create a safe learning environment by letting students know they have the right to 'pass' on any questions or discussions if they feel uncomfortable.

Encourage students to speak in the third person (he, she, they) when contributing to class discussions and avoid using names when sharing stories about others.

Establishing a safe learning environment is the first activity that we recommend you run with your class before completing any of the other activities or watching any of the videos with your students.

It is also helpful to remind students of the guidelines that this first activity sets out before the running of each and every subsequent activity that you carry out with your class.

Modelling correct language use

When discussing topics such as sexuality, gender diversity and intersex, it is important to model the correct use of terms. For example, it is OK to refer to people in the video series as gay if that is how they themselves have defined their sexuality. This is a positive use of the word. However, referring to something that is broken or boring as 'gay' is insulting and is therefore not acceptable.

Discussion questions

Each video is accompanied by discussion questions to help you facilitate and scaffold your students' understanding of the topics. These questions can be asked in a number of ways and we recommend that you vary their delivery. You can also choose different methods by which your students respond to these questions.

Some suggestions include:

- » Class discussion or formal class debate
- » 'Think, pair, share' discussion
- » Completion of questions individually in class or as homework
- » Group jigsaw question completion.

Closing the lesson

Closing these lessons in a positive way is crucial to ensuring all students feel supported. Discussions should be summarised and case studies or any ethical challenges brought to a resolution. This is particularly important for students who have participated in scenarios or who express a strong opinion about any issues.

Evaluation

We encourage students to complete a short confidential evaluation after taking part in the *All Of Us* activities. The evaluation will enable you to assess your students' learning outcomes and identify any outstanding issues.

The student evaluation is available online. This data will be used confidentially to help us evaluate and improve *All Of Us*. You may also use this information to revise the delivery in your own school.

You are also invited to complete our online teacher survey to provide us with your feedback on these curriculum materials. Contact Safe Schools Coalition Australia for how best to evaluate the impact of the resource in your school. safeschoolscoalition.org.au/contact-us

Information technology

Various activities lend themselves to I.T. integration. Suggestions for how you might use I.T. in your classroom to enhance activities are represented throughout this guide by the I.T. symbol: 



USING I.T. CAN HELP MAKE LESSONS MORE ENGAGING



STUDENTS SHOULD BRING A NOTEBOOK TO EACH CLASS

AUSTRALIAN GROUPS AND ORGANISATIONS

AUSTRALIA WIDE

Safe Schools Coalition Australia

Safe Schools Coalition Australia offers resources and support to schools to create safer and more inclusive environments for same sex attracted, intersex and gender diverse students, staff, and families.

Safe Schools Coalition Australia is nationally convened by the Foundation for Young Australians (FYA) in collaboration with service delivery partners in every state and territory. Contact us to find out more and to find out about other local groups and organisations in your state and territory.

www.safeschoolscoalition.org.au

HELPLINES

headspace

A national youth mental health foundation, supports young people who need to talk or who are going through a tough time.

www.headspace.org.au

eheadspace

eheadspace is a service offered by headspace, the national youth mental health organisation. eheadspace offers online chat or email support services for young people and their families

1800 650 890

www.eheadspace.org.au.

Q Life: 1800 184 527

Q Life is run for the purpose of helping LGBTI people who are in need. Phones are answered by trained counsellors who all identify as LGBTI themselves. The service receives calls from people experiencing all types of issues at school, work or home.

[www.qlife.org.au](http://www qlife.org.au).

Kids Helpline: 1800 55 1800

A free counselling service for people between the ages of 5 and 25. Kids Helpline provides confidential, over-the-phone counselling as well as online counselling for kids and teens.

www.kidshelp.com.au

Lifeline: 13 11 14

Lifeline provide 24/7 crisis support and suicide prevention services

www.lifeline.org.au



TEACHING AND LEARNING ACTIVITIES

1. Digital versions of these activities are available for easy printing from safeschoolshub.edu.au
2. Activity videos can be downloaded, streamed from YouTube or ordered on USB.
3. Each activity contains worksheets designed to be given to students in class or as additional homework.



INTRO

LESSON ONE

LESSON 1: ESTABLISHING A SAFE SPACE



MARKER
PENS



POSTER
PAPER



1 STUDENT
HANDOUT



THIS ACTIVITY PROVIDES
BASELINE INFORMATION

LEARNING INTENTIONS

- » Create a safe learning environment in your classroom
- » Introduce the *All Of Us* resource and roadmap the learning ahead
- » Identify further sources of information and support

OUTLINE

All Of Us is about understanding and supporting sexual diversity and gender diversity within your school community. In order to create a more inclusive school, it is important to make sure that your classroom is a safe space for open and honest discussions and that all students feel supported.

SUGGESTED PROCEDURE

1. Exercise: Establishing a Safe Space
2. Presentation: Introducing *All Of Us*
3. Presentation: Further Info or Support

ACTIVITY METHODS

EXERCISE: ESTABLISHING A SAFE SPACE

Explain to students the importance of creating a safe classroom space for discussing sensitive topics related to sexuality, gender and intersex.

Ask students to suggest some guidelines of agreed behaviours that will help create this space. Use the following questions to encourage suggestions:

Discussion Questions

1. How do we respect everyone's ideas, thoughts and feelings during class discussions?
2. How can we show people, without using words, that we respect what they are saying?
3. How should we ask questions of each other?
4. How do we respect people's privacy when they share things in class?
5. How do we use appropriate language when talking about topics related to LGBTI people?

Write the groups' suggestions down, then create a short list of 4-5 agreed behaviours in the "Group Agreement".

List this Group Agreement on a big piece of paper so you can display it on the wall.

If inappropriate behaviours arise anytime during these lessons, reminding students of their previous promise to abide by the Group Agreement can be a great way to immediately address these behaviours.

You can also post the list online, on a class blog or as an electronic document. This means that you can refer to it easily and edit it if needed.

Example Group Agreement

- » We respect other people's opinions even if they are different to our own
- » We don't gossip about what's been said in this class
- » We are open to new ideas
- » We ask questions that show respect
- » We use language that doesn't deliberately offend others

❗ While classrooms will likely already have "rules" that may be similar in intent, when discussing a sensitive area such as this, these are often not enough to create a safe learning environment. A group agreement will allow a space where everyone can feel safe.



If students have access to iPads or laptops, you could use a free polling and question app, such as 'Socrative' during this activity.

PRESENTATION: INTRODUCING ALL OF US

Introduce the *All Of Us* unit and its aims to students.

Advise your students that *All Of Us* is a series of activities that will help them learn about gender diversity, sexual diversity and intersex topics.

Tell students they will be watching some short films and hearing the personal stories of young lesbian, gay, bisexual, transgender and intersex people (LGBTI).

Introduce the acronym LGBTI and inform students that over the next few lessons they will discuss what each of these words means and will complete activities that aim to:

1. Increase respect and inclusion of LGBTI people by challenging stereotypes and increasing empathy through exploring relatable, real life stories.
2. Reduce homophobic and transphobic behaviour and discrimination in schools and the wider community by increasing understanding of the impact of the behaviour and discrimination on people's health and wellbeing.
3. Provide practical strategies and skills to enable students to create a school environment that recognises and celebrates the diversity of each person's unique sexuality, gender identity or intersex status.

Explain to students that some of the terms in these aims may be unfamiliar but they will be explored as the unit progresses and there is no need to understand in detail what they all mean now.

Remind students that as these topics are based around people's identities and feelings, it is important to be respectful and use language which would not offend or cause upset to others around them.

Words like 'lesbian', 'gay', 'bisexual', 'transgender' and 'intersex' are positive words that describe identity, and students should feel comfortable saying them out loud.

These are also the words used in the *All Of Us* videos and it's important to respect a person's own

identity by using the same language they do to describe themselves, e.g. Not substituting 'gay' with 'homosexual'.

Speaking about topics in a negative tone, using hurtful language, or making fun of people's sexuality or gender is not appropriate and would therefore be against your group agreement.

Reading through the video synopses from the previous section, "Meet the Young People" (pg. 6-7), is a great way to roadmap the class's future learning over the sessions and can also build students' interest in the upcoming lessons. While you do this, you may also like to create further interest by displaying the young people's images via overhead projection or distribute these two pages as handouts.

Teacher note: To help you answer any pressing questions from your students, a detailed glossary can be found at the end of this resource.

PRESENTATION: FURTHER INFORMATION OR SUPPORT

It is important to finish the lesson by letting students know where at the school they can seek support (e.g. Wellbeing Coordinator) if they have questions or needs that they prefer to talk about one on one.

If your school has an established Stand Out Group, Diversity Alliance, or Queer-Straight-Alliance, tell the students how to access this.

- Provide a print out of the 'groups and organisations' handout so students are aware of the many options available outside of school also. Not every young person will want or need to access these other options, but some will. Get in touch with Safe Schools Coalition Australia to find out about local groups and organisations in your state or territory.
www.safeschoolscoalition.org.au/contact-us

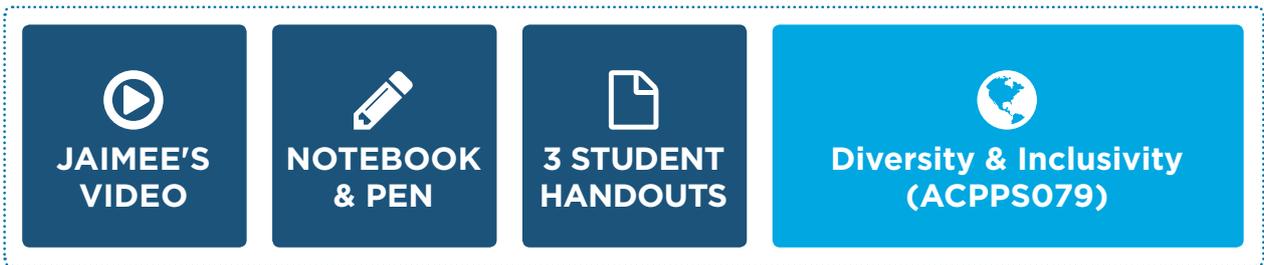
END OF LESSON



JAIMEE

LESSON TWO

LESSON 2: SAME SEX ATTRACTED EXPERIENCES



LEARNING INTENTIONS

- » Define sexual diversity.
- » Understand how homophobia and discrimination affect everyone's wellbeing.
- » Recognise that same sex attracted people do not fit in to stereotypes.
- » List ways to be more inclusive of people who are gay or lesbian.

OUTLINE

This lesson explores the lives of gay, lesbian and bisexual people. It allows students to put themselves in someone else's shoes.

SUGGESTED PROCEDURE

1. Interactive Exercise: Stepping Out
2. Activity: Jaimee's Video
3. Exercise: Questions About Jaimee's video
4. Interactive Exercise: Coming out
5. Building Blocks of Identity, Sexuality

ACTIVITY METHODS

ACTIVITY: JAIMEE'S VIDEO

Explain to your students that they are going to watch a video about a young person called Jaimee, who is going to share her story about growing up as a lesbian.

Ask students to write down one thing they find interesting and one thing they want to know more about as they watch the video.

▶ SHOW JAIMEE'S VIDEO

After watching 'Jaimee's Video' discuss the video as a group by asking your students:

1. What did Jaimee talk about in the video that stood out to you the most?
2. How does Jaimee define her sexuality?

3. What does being a lesbian mean?
4. What does 'coming out' mean?
5. How might Jaimee have felt when she first came out to someone? Why might she have been feeling this way?
6. What questions did you write down and have?

WRITING EXERCISE: QUESTIONS ABOUT JAIMEE'S VIDEO

- 📄 Provide the exercise questions for 'Jaimee's Video' to your students in class or as a take home activity.

INTERACTIVE EXERCISE: COMING OUT

Arrange students into new groups of 5 students, with friendship groups separated, and distribute one set of scenario cards to each group.

- 📄 These cards can be found attached at the end of this activity.

Ask groups to order the cards from what they think would be the least difficult scenario to the most difficult one.

Invite each group to discuss the order in which they arranged the cards and the reasons they chose that sequence.

Discuss with students why the scenarios might seem more difficult for gay or lesbian people than for straight people.

GROUP DISCUSSION: BUILDING BLOCKS OF IDENTITY - SEXUAL IDENTITY

Provide students with a digital or printed copy of the attached 'Building blocks of identity' handout. This handout provides students with a visual reference of the content you have covered and suggestions on how they can be more inclusive of same sex attracted people. Go through this together and answer any questions they might

have. (see page 10 for further instructions)

HOMEWORK IDEA: RESEARCH TASK

Invite students to research the question they thought of while watching Jaimee’s video and to report back to the class on their findings.

END OF LESSON

EXERCISE QUESTIONS
JAIMEE'S VIDEO

1. What might be some fears for gay and lesbian people about coming out?

2. What do we mean by stereotype? What are some examples?

3. What are some of the common stereotypes about gay and lesbian people? What stereotypes did Jaimee talk about?

4. How did Jaimee feel when she first realised she was attracted to other girls? Why might she have felt this way?

5. What things did Jaimee's teachers do to make her feel welcome at school?

6. What does our school do to create a supportive and safe environment for students like Jaimee?

7. What could our school do better to help young people like Jaimee feel more welcome?

SCENARIO CARDS
JAIMEE'S VIDEO



Cut out the cards, and order them from what you think would be the least difficult scenario to the most difficult scenario for someone who is lesbian, gay or bisexual.



COMING OUT TO YOUR TEACHER



COMING OUT TO YOUR BEST FRIEND



POSTING A STATUS ON FACEBOOK TELLING ALL YOUR SCHOOL FRIENDS YOU ARE GAY OR LESBIAN



TELLING A FRIEND ONLINE THAT YOU ARE GAY OR LESBIAN



GOING TO A STAND OUT GROUP OR QUEER-STRAIGHT ALLIANCE MEETING AT SCHOOL



HOLDING HANDS IN THE SCHOOL CORRIDOR WITH SOMEONE OF THE SAME SEX

BUILDING BLOCKS OF IDENTITY - SEXUALITY



Gender Identity

How you feel



SEX

The parts of your body



SEXUAL IDENTITY

Who you love, like and hookup with

There are lots of different components that make up your sexuality. You can be attracted to a whole spectrum of masculinity, femininity, both or even none. Your feelings, behaviours and identity aren't always the same.

If the example below was a girl they might identify as a lesbian. If they were a boy they might identify as straight.



Feelings

Who you like



Behaviour

Who you get together with



Lesbian

A girl attracted to other girls.

Gay

A guy attracted to other guys.

Bisexual

Attracted to more than one gender.

Straight

A boy attracted to girls or a girl attracted to boys.

Queer

A word for any sexuality that isn't straight.

Pansexual

Attracted to people regardless of their gender.



BEING A GOOD FRIEND AND ALLY

Ways to be a good friend to someone who is same sex attracted.

Don't assume everyone is straight

Don't make assumptions that people are straight. Instead, use phrases like "do you have a boyfriend or girlfriend?".

Watch your language

It is important to try not to use homophobic language. Never use phrases like "that's so gay!".

Stand Out

If you hear someone else using homophobic language, let them know it is not okay and ask them to stop.

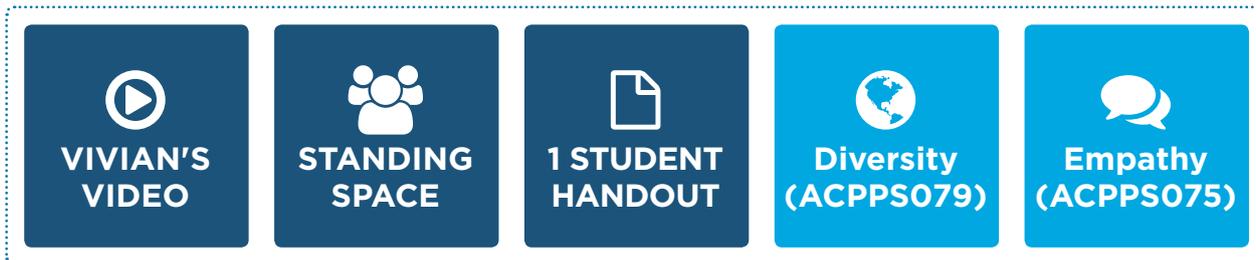


VIVIAN

LESSON THREE

LIVESTRONG®

LESSON 3: BISEXUAL EXPERIENCES



LEARNING INTENTIONS

- » Recognise that diversity is not always visible and consider what this means for an inclusive school.
- » Demonstrate empathy for individuals with a diverse range of experiences.
- » Analyse and challenge stereotypes of same sex attracted people.
- » List ways to be more inclusive of people who are bisexual.

OUTLINE

This lesson provides students with the opportunity to develop an understanding of 'being different' and to imagine what it feels like to have to hide part of yourself. By doing so, students will begin to build greater empathy for people whose experiences are different to their own and allow them to be more inclusive of people who are bisexual.

SUGGESTED PROCEDURE

1. Interactive Exercise: Don't Show Your Teeth!
2. Activity: Vivian's Video
3. Interactive Exercise: Challenging Stereotypes
4. Exercise: Questions About Vivian's Video

ACTIVITY METHODS

EXERCISE: DON'T SHOW YOUR TEETH!

Before watching 'Vivian's Video' set up your classroom so that students can easily turn and face one another, then tell students to imagine they live in a world where having teeth is considered really unpleasant.

Explain that in this world, anyone who has teeth may be discriminated against and considered inferior.

Tell students that they all have teeth that they have to hide every day from friends, family and teachers.

Ask students to form pairs. One member of each pair will begin by spending one minute telling the other about their weekend without showing their teeth. (You may need to demonstrate to your students how to talk while hiding your teeth.) The listening student must alert the speaking student if their teeth are visible at any time by saying "I can see your teeth!"

Remind students that the person they are speaking to must never find out that they have teeth.

After a minute, ask students to swap speaking and listening roles.

Discussion questions

1. What was it like to carry on that conversation?
2. How did it feel to have to hide part of yourself?
3. What are some things people sometimes feel they have to hide from others?
4. Do you think that some lesbian, gay or bisexual young people feel that they need to hide part of themselves? How might this make them feel?
5. Research⁵ shows that young people often realise they are lesbian, gay or bisexual between the ages of 11 and 14, but the average age for coming out is 16 years old. Why might that be the case?
6. How might these young people feel in the two to five years between realising they are gay, lesbian or bisexual and 'coming out'?

Teacher note: Students may answer question number six by suggesting that young people may not be sure about their sexuality. However, it is less about a person being sure than it is about them being able to accept that is how they feel. Many young people may be reluctant to talk about their same sex attraction due to social pressures and homophobia.⁵

! Teacher note: Before moving on, it is important to tell students that it is perfectly OK to have teeth, and show them, just as it is OK to be same sex attracted, or identify as lesbian, gay or bisexual.

ACTIVITY: VIVIAN'S VIDEO

Explain to your students that they are going to watch a video about a girl who is bisexual called Vivian. Ask students to write down one thing they find interesting and one thing they want to know more about as they watch the video.

🎥 SHOW VIVIAN'S VIDEO

After watching 'Vivian's Video' discuss the video as a group by asking your students:

1. What did Vivian talk about in the video?
2. What does being bisexual mean? Refer to glossary on page 55 if needed.
3. How did Vivian's parents respond to her coming out to them?
4. What did you find interesting about Vivian's story or experience?
5. What questions did you write down?

! Teacher note: Vivian explains that her sister told her "We know you are gay, ok?" People confusing bisexuality with being gay or lesbian is a common mistake. Bisexual people like Vivian outline that having their bisexuality questioned or dismissed and being labelled gay instead can be insulting or hurtful. Encourage your students to recognise that diverse sexualities exist and that it is important for them to respect an individual's sexual identity by using the term that they use for it.

INTERACTIVE EXERCISE: CHALLENGING STEREOTYPES

Remind students of the definition of stereotype and give them an example, such as the stereotype that all tall people must be good at basketball.

Ask students to imagine a line running through the classroom. Explain that one end of the line indicates a position of strong agreement, while the other indicates a position of strong disagreement. To

make it easier to remember which end is which put up signs on the wall that say 'strongly agree' and 'strongly disagree'.

Work through the stereotypes on the list below, asking students to move to the appropriate position along the imaginary line in the classroom which illustrates their level of agreement with each.

Ask students to explain why they have chosen their position on the line. Try to get a range of views while also making sure that any offensive or hurtful comments are addressed.

Example stereotypes

- » All people who have sexual or romantic experiences with someone of the same sex are gay
- » You can usually tell if someone is straight from how he or she looks or behaves (note this is about being straight not about being gay)
- » Bisexual people are confused about their sexuality

The key outcome for this discussion is an understanding that people's sexuality is made up of their feelings, behaviour and identity and we shouldn't make assumptions about any of these things based on anything else. You could revisit the Building Blocks of Identity hand out about sexual identity. Explain that a person may be having sexual or romantic experiences with the same sex and still be equally or more attracted to the opposite sex. It is important to not make assumptions based on stereotypes and to respect our friends by being supportive of their feelings, experiences and identity.

WRITING EXERCISE: QUESTIONS ABOUT VIVIAN'S VIDEO

Provide the attached exercise questions to your students in class or as a take home activity.

END OF LESSON

—————
'Don't show your teeth' has been adapted from Women's Health In the North and Reidy, C., (2011), *Pridentity: Inclusive Sexuality Education Resource Kit*, Women's Health In the North, Thornbury, Victoria.

EXERCISE QUESTIONS
VIVIAN'S VIDEO

1. What are some stereotypes that others might relate to you?

2. When was a time in your life when someone else applied an incorrect stereotype to you? How did that make you feel?

3. How do stereotypes get created?

4. In what ways can stereotypes be harmful for gay, lesbian and bisexual people?

5. What are some ways we can challenge stereotypes?

6. What is difficult about challenging stereotypes?

 **BEING A GOOD FRIEND AND ALLY**
Ways to be a good friend to someone who is bisexual.

Bisexuals exist

Don't make assumptions that people are only straight or gay.

Everyone is different

Don't question a person's bisexuality. Just because you only experience your attractions a certain way does not mean other people do the same.

Stand Out

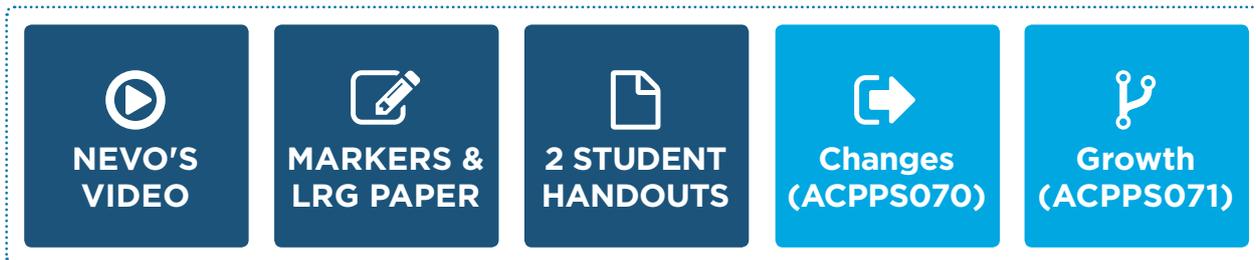
If you hear someone making negative comments about bisexuality, let them know it's not OK, and ask them to stop.



NEVO

LESSON FOUR

LESSON 4: TRANSGENDER EXPERIENCES



LEARNING INTENTIONS

- » Define the terms 'transgender', 'gender diverse', and 'transphobia'.
- » Analyse societal expectations of gender and the stereotypical or limiting nature of these.
- » List ways to be more inclusive of people who are transgender or gender diverse.

OUTLINE

This lesson provides students with the opportunity to explore the topic of gender and gender diversity. Up until this point, many students may believe that gender can only be either male or female, and that they have specifically related behaviours and characteristics. By completing this exercise, students will be able to explore the concept that gender exists outside this binary and that societal expectations of gender are shaped by the world in which they live.

SUGGESTED PROCEDURE

1. Interactive Exercise: Aliens!
2. Activity: Nevo's Video
3. Writing Exercise: Questions About Nevo's Video
4. Discussion: What is Transphobia?
5. Discussion: Building Blocks of Identity - Gender
6. Homework: Writing Task

ACTIVITY METHODS

INTERACTIVE EXERCISE: ALIENS!

Before watching 'Nevo's Video' ask your students to imagine that aliens have arrived in your classroom from another planet. Explain that these aliens are genderless. They do not understand our classifications of male and female.

Tell students that the aliens want to know how to tell whether someone is male or female. To help,

students will need to make a list of characteristics, hobbies, clothing and traits that we associate with being either male or female.

Indicate to your students that you are talking about gender and not sex by asking them to consider what makes them female or male. Most students will mention their genitals. Extend the discussion by asking students what it would mean in terms of their gender if they were to lose that part of themselves.

Explain that sex is about the body you are born with (male, female or intersex [see lesson 6]), while gender is about your identity, or how you feel inside.

Gender refers to the way that you feel on the inside. It might be expressed by how you dress or how you behave and for some people these things may change over time. For about 4% of people their gender may not align with the sex they were assigned at birth and that's OK.⁴

Divide your board into two columns, with one headed 'male' and the other 'female'. Model some example responses from the list shown on the next page.

Distribute butchers paper to groups of 3 or 4 students and instruct these groups to divide their page in the same manner as shown on your board.

Ask students to create their own lists of characteristics and behaviours under the two headings 'male' and 'female' to help the aliens.

Use the list below to prompt thinking:

- » Is there a difference in the kinds of toys that boys and girls play with?
- » Do males and females display emotions differently?
- » Do boys and girls like different types of movies or music?

! Teacher note: Stereotypes are likely to be used in this activity and may be expected as they allow for societal expectations of males and females to be highlighted and then challenged through this activity.

Once the student lists are completed, elicit responses from your students to build a complete list on your board.

Example list

Male

- » wear pants or shorts
- » like to build things with their hands
- » are tough and don't cry
- » like watching action films
- » enjoy playing with toy cars and tractors
- » have short hair
- » like play fighting or wrestling

Female

- » like cooking
- » enjoy dancing
- » have long hair
- » like pop music
- » enjoy shopping
- » wear make-up
- » gossip with friends

When the class list is completed, explain that the headings somehow got switched when the list was being taken to show the aliens.

Switch the headings on your lists.

Explain that these lists, with the switched headings, are what the aliens receive.

In this activity, students have the opportunity to explore how these expectations have developed in today's society and think about how they could be different. For example, if men want to have long hair it is their choice to do so. Lots of men do. It is not uncommon for men to wear some makeup either, like eyeliner. It does not affect anyone else and they have every right to look however they wish.

Discussion questions

1. Would it really matter if the aliens received these lists?
2. Is there anything on the list that now could not be true?
3. Would it matter if the characteristics were imposed on us by society? Do some women like watching action films? Do some men like romantic films?
4. Are some of these characteristics more common than others?
5. Do you think these gender expectations are the same in every country or culture?
6. Do you think society's expectations of gender change over time? For instance, has it always been common for boys to have short hair and girls to have long hair?
7. Do you know any people who don't fit the stereotypes you have just created?
8. Who decided that all boys and only boys like playing with cars and in the mud? Who makes these rules?

! Teachers note: Use your own examples to answer these questions, for instance in Victorian England, pink was a colour associated with boys and blue for girls.

ACTIVITY: NEVO'S VIDEO

Tell your students that they are now going to watch a video about a young person called Nevo who identifies as transgender. Inform students that being transgender means the sex a person is assigned at birth does not match the gender they identify as.

Explain that Nevo was raised as a girl and grew up feeling that this did not match who he really was. He is undergoing a transition, medically and socially, to make his external appearance more masculine and to make his life better reflect how he feels inside. This is also known as affirming one's gender identity.

Ask students to take notes while watching this video about how other people's expectations of gender have affected Nevo's life. They will use these notes to complete a homework task (see below).

📺 SHOW NEVO'S VIDEO

After watching 'Nevo's Video' allow students to ask you questions about the video. Students might ask what body parts Nevo has; remind students about respectful boundaries and being clear on what information they need to know as opposed to what they want to know. Below are some frequently asked questions and suggested responses:

What genitals does Nevo have?

It's important to consider how you would feel if someone asked you what your genitals were like. You might feel uncomfortable. No one needs to know what your genitals look like, just as you don't need to know what Nevo's look like, or anyone else's. It isn't polite to ask. What's important is the person that Nevo is.

Nevo talks about wanting children, how can he have them?

There are lots of different ways of having a child which Nevo could choose from depending on his body, his partner's body, and what he wants. These include things like IVF, fostering and adoption.

✍️ WRITING EXERCISE: QUESTIONS ABOUT NEVO'S VIDEO

Provide the attached exercise questions to your students in class or as a take home activity.

🗨️ GROUP DISCUSSION: WHAT IS TRANSPHOBIA?

Ask your class if anyone can define in their own words what 'homophobia' is. Next explain that, like what homophobia is for gay, bisexual or lesbian people, 'transphobia' is used to describe a whole range of negative behaviours towards anyone because they are transgender or gender diverse. You may have heard transphobic language like 'tranny', or other comments such as "you are not a real boy" or "don't let the shemale join the girl group" that can have a really negative impact. Transphobia and homophobia can happen face to face, at school, online or even by text. All transphobia and homophobia is bullying, goes against school policies and can potentially be against the law.^{2, 12} Nobody should have to tolerate any form of transphobia or homophobia, ever.

Indirect discrimination against transgender and gender diverse people is also potentially against the law when it has a negative impact on a person.^{2,}

¹² Things like not being able to wear the clothes or uniform that match your gender identity or not having access to a toilet safe to use may be considered indirect discrimination. Schools can better support transgender student's health and wellbeing through policies that address school uniform and toilets.⁶

🗨️ GROUP DISCUSSION: BUILDING BLOCKS OF IDENTITY - GENDER

Provide students with a digital or printed copy of the attached 'Building Blocks of Identity - Gender' handout. This handout provides students with a visual reference of the content you have covered and suggestions on how they can be more inclusive of transgender people. Go through this together and answer any questions they might have. (see page 10 for further instructions)

📝 HOMEWORK: WRITING TASK

Ask students to write a short summary (approx. 100 words) about Nevo's video and how society's gender expectations may have affected Nevo's life.

🗨️ **Teacher note:** Nevo discusses the use of pronouns, such as 'he', 'she', 'him' and 'her'. Use of the correct pronoun is very important to many transgender people, but it is not always apparent from the way someone appears which pronoun is appropriate. Whether by accident or deliberately, using the wrong pronoun that does not match a person's gender identity is called misgendering. You may want to remind students not to freak out too much if they get it wrong the first few times. It can take time to get used to, but it's really important to try your best to remember and address the person with the correct pronoun.

🏠 END OF LESSON



You may like to assign homework or discussion questions as a shared document on an application such as 'Google Drive' so that each student's summary is visible.

EXERCISE QUESTIONS
NEVO'S VIDEO

1. What did Nevo talk about in the video that stood out to you the most?

2. What sex was Nevo assigned when he was born?

3. What is Nevo's gender?

4. What does it means to be transgender?

5. What is Nevo's sexuality? Who is he attracted to?

6. How is a person's sexuality different from their gender?

7. Nevo talks about going through a transition. What does this mean? What kinds of transitions have you had to make in your life? How can transitions make you feel?

8. Why are pronouns (see definition below) important to people who are transgender?



Pronouns refer to words like 'him', 'her' or 'they'. Using the correct ones is important.

BUILDING BLOCKS OF IDENTITY - GENDER



SEXUAL IDENTITY

Who you like



SEX

The parts of your body



GENDER IDENTITY

How you feel

We each have our own unique identity, or way we think and feel about ourselves. This might include being Australian, our family's cultural background, as well as the city, town or state we live in. There are three in particular that help us build our identity; the sex we were assigned at birth, our gender identity, and our sexual identity. Gender isn't quite as simple as whether you're 'male' or 'female'. Everyone has their own gender identity in relation to masculinity and femininity. Some identify with both, and some don't identify with either; it's up to the individual to describe what gender identity fits them best. There are a whole range of different words people use to describe their gender identity. Here are just a few examples:



Transgender

When your gender **does not** match the sex assigned to you at birth.

Cisgender

When your gender **does** match the sex assigned to you at birth.

Pronouns

Words like 'him', 'her' or 'they'. Using the correct pronouns is important in respecting gender identity.

Expression

How you present to others, including pronouns.



BEING A GOOD FRIEND AND ALLY

Ways to be a good friend to someone who is transgender.

Don't assume

Don't make assumptions about gender identity. If you're unsure of someone's preferred pronoun, ask them, then use that one.

Names are personal

Always use a person's preferred name. This can sometimes change, and you should use the one they ask you to.

Stand Out

Don't use transphobic language and if you hear others using it, tell them that it's not okay and ask them to stop.

Bodies are private

Body parts are private. Think about whether questions you have are respectful or something you would normally ask anyone else.



PHOEBE

LESSON FIVE

LESSON 5: INTERSEX EXPERIENCES



LEARNING INTENTIONS

- » Explain what it means for a person to have intersex characteristics.
- » Understand the unique experiences of a person who has intersex characteristics.
- » List ways to be more inclusive of people who have intersex characteristics.

OUTLINE

This lesson provides students with the opportunity to understand what it means to be intersex and to appreciate that having intersex characteristics is part of the natural variation of human bodies.

1 Teacher note: Before teaching this activity, it is important that you understand what it means to be intersex. Please familiarise yourself with the intersex information that is provided in the Intersex Jumble answers below. Information in the handout has been adapted for a younger audience. If you have any questions about intersex, please contact Safe Schools Coalition Australia. Chromosomes and hormones might need additional explanation as they are not concepts normally taught in Year 7 or 8. Talk to Safe Schools Coalition Australia for additional guidance in this area.

SUGGESTED PROCEDURE

1. Presentation: Understanding Intersex
2. Activity: Phoebe's Video
3. Interactive Exercise: Intersex Jumble
4. Discussion: Building Blocks of Identity - Sex

ACTIVITY METHODS

PRESENTATION: UNDERSTANDING INTERSEX

Before watching 'Phoebe's Video' read the following to your students:

People are made up of many different parts and our bodies are unique from everyone else's. Just as the colour of your eyes is unique to you, your body parts will be a slightly different shape and size to the same parts of somebody else. You're probably aware of a lot of the organs that your body contains. Some of these organs are called sexual organs. Such as a penis or vulva. These are part of a person's reproductive system.

One of the first questions that people ask when a baby is born is 'is it a boy or a girl?' But did you know that there are a whole range of human bodies that are somewhere between what you might expect a boy or girl to look like? These differences in bodies occur naturally and are called intersex variations. Wouldn't the world be boring if we all looked the same?

What makes us look like we do depends on many things. Some of them are chromosomes, hormones, and tissue responses to hormones.

Some bodies respond differently to sex hormones. For example, someone might have XY chromosomes but be "insensitive" to testosterone, and their body might develop differently. Remember, this is all part of the natural diversity of human bodies and just some of the many ways that your body may look and be slightly different to the person next to you. It's completely normal and natural and we each have a body that is unique to us.

Chromosomes - Some chromosomes are more commonly associated with typical female bodies and others with typically male bodies.

Hormones - hormones are chemicals in the body that have an impact on our makeup. Men and women typically have different types of hormones. The levels of these are different and they change over time.¹⁰

ACTIVITY: PHOEBE'S VIDEO

Explain to students that they will be watching a video about a person called Phoebe who is intersex.

🎥 SHOW PHOEBE'S VIDEO

After watching 'Phoebe's Video' allow students to ask you questions but explain to students that the next activity will further explore what being intersex means and will answer many of the questions that they may have. Below are some frequently asked questions and suggested responses:

Does Phoebe have both male and female genitals?

No, it is not possible to have full sets of both genitals. Having said that, just like with you, and with Nevo who is transgender (lesson 4), it's not important to know what genitals a person has. As discussed earlier in this lesson, bodies come in all sorts of diverse shapes and sizes. People have different coloured eyes, different sized hands and also different sexual organs. Being intersex and having a body that looks different from what you might expect is a naturally occurring variation. What's important is the person, not what their body looks like.

Can intersex people have babies?

Some intersex people are fertile but it is likely that most people with intersex characteristics are infertile. Often this is as a result of medical treatment they have received while young, but in other cases, it just is. Future medical advances may make it possible for more people with intersex variations to reproduce.

Is Phoebe transgender?

No, as you may have learnt in the previous lesson, a person who is transgender feels that their physical sex that they were assigned at birth, does not match how they feel their gender to be. Phoebe was assigned a female sex at birth and this is how she also feels her gender to be. Sometimes people with intersex characteristics may have had surgery to reinforce a sex assignment as an infant, before they were able to feel how their gender might be. Some people with intersex variations don't feel they are transgender but also don't feel a strong affinity for the sex they are assigned.

INTERACTIVE EXERCISE: INTERSEX JUMBLE

Ask students to form pairs.

- 📄 Distribute the jumbled copies of the Intersex Jumble, which can be found at the end of this

activity.

Once all students have completed the activity by matching the headings with the correct paragraphs, invite the fastest pair to begin reading out their matches.

If this pair has any incorrect matches, move onto the next fastest pair and so on until all the information has been read out.

- 📄 Distribute correct and unjumbled copies of the Intersex Jumble to students and ask them to include this in their notebooks.

Discussion questions

1. What does it mean to be intersex?
2. Why do you think Phoebe's mum waited until Phoebe was 11 before telling her she was different from her friends?
3. What are the best ways for you to treat a person upon finding out that they are intersex?
4. How is being intersex different from being transgender?
5. Do you think surgery should be carried out on babies with ambiguous genitalia?

🗣️ **Teacher Note:** Phoebe mentions that she has 'AIS' which stands for 'Androgen Insensitivity Syndrome'. AIS is a type of intersex variation where a person is genetically "male" with XY chromosomes but because their body is unable to respond to certain "male" sex hormones (called androgens), they may have mostly female sex characteristics or signs of both male and female sexual development.¹

GROUP DISCUSSION: BUILDING BLOCKS OF IDENTITY - SEX

Provide students with a digital or printed copy of the attached 'Building Blocks of Identity - Sex' handout. This handout provides students with a visual reference of the content you have covered and suggestions on how they can be more inclusive of people who have intersex characteristics.

END OF LESSON

BUILDING BLOCKS OF IDENTITY - SEX



SEXUAL IDENTITY

Who you like



GENDER IDENTITY

How you feel



SEX

The parts of your body

We each have our own unique identity, or way we think and feel about ourselves. This might include being Australian, our family's cultural background, as well as the city, town or state we live in. There are three parts of our sexuality that help us build our identity; the sex we were assigned at birth, our gender identity, and our sexual identity. There are lots of different components that make up your sex. These components can be thought to sit anywhere on a spectrum between 'female' and 'male'.

Below is one example of where the components of someone with an intersex variation may sit.



Hormones

The chemicals in your body



Chromosomes

The makeup of your DNA



Sexual Organs

Body parts used in reproduction



Intersex

Someone born with natural variations in hormones, chromosomes or sexual organs that differ from conventional ideas about what it means to be female or male.



BEING A GOOD FRIEND AND ALLY

Ways to be a good friend to someone who is intersex.

Everyone is different

Don't make generalisations that people's bodies "should" or "should not" be a certain way. Avoid phrases like "ALL men will grow facial hair."

Don't assume

Don't make assumptions about people's gender identity. If you're unsure which is their preferred pronoun, ask them. Then use that one.

Bodies are private

Body parts are private. Think about whether questions you have are respectful or something you would normally ask anyone else.

INTERSEX JUMBLE



Cut out the questions (in bold) and match them to their answer.



1. WHAT IS INTERSEX?

Disorders or differences of sex development (DSD) is a medical term that is sometimes used to diagnose intersex people.

Many people and institutions object to the term and don't use it because it suggests there is something wrong with intersex bodies. Most intersex bodies are still healthy bodies.

2. WHAT ARE THE GENDER IDENTITIES AND SEXUAL ORIENTATIONS OF INTERSEX PEOPLE?

3. WHAT DOES THE TERM DSD MEAN?

Around 1.7%³ of the population is intersex. This means that around 1 person in 60 are intersex.

4. HOW MANY PEOPLE ARE INTERSEX?

Intersex people can face medical interventions in early infancy and throughout childhood to make their bodies appear more typical, and can have poor consequences for their physical and mental health.

5. HOW IS INTERSEX DIFFERENT TO BEING TRANSGENDER OR GENDER DIVERSE?

Intersex people can also face misgendering, or a lack of respect for their gender identities.

6. WHAT ISSUES DO INTERSEX PEOPLE FACE?

Intersex people are born with aspects of both male and female features.

Being transgender or gender diverse is about identifying as a different gender to the one you were assigned at birth. Being intersex means being born with both male and female characteristics.

Some parts of their bodies, inside or outside the body, may differ from what people typically think of as being female or male.

People who have intersex characteristics may identify with the gender they were raised as or they may identify as transgender or gender diverse.

Intersex people have the same range of sexual orientations and gender identities as non-intersex people.

They can identify as gay, lesbian, straight, bisexual, or something else. They can also identify as men, women, or neither.

INTERSEX JUMBLE ANSWERS

1. Who are intersex people?

Intersex people are born with aspects of both male and female features. Some parts of their bodies, inside or outside the body, may differ from what people typically think of as being female or male.

2. What are the gender identities and sexual orientations of intersex people?

Intersex people have the same range of sexual orientations and gender identities as non-intersex people. They can identify as gay, lesbian, straight, bisexual, or something else. They can also identify as men, women, or neither.

3. What does the term DSD mean?

Disorders or differences of sex development (DSD) is a medical term that is sometimes used to diagnose intersex people. Many people and institutions object to the term and don't use it because it suggests there is something wrong with intersex bodies. Most intersex bodies are still healthy bodies.

4. How many people are intersex?

Around 1.7%³ of the population is intersex. This means that around 1 in 60 people are intersex.

5. How is intersex different to being transgender or gender diverse?

Being transgender or gender diverse is about identifying as a different gender to the one you were assigned at birth. Being intersex means being born with atypical sex characteristics. People who have intersex characteristics may identify with the gender they were raised as or they may identify as transgender or gender diverse.

6. What issues do intersex people face?

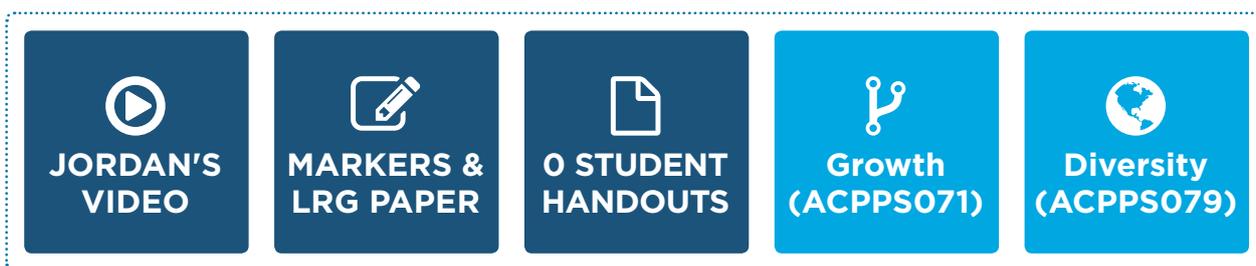
Intersex people can face medical interventions in early infancy and throughout childhood to make their bodies appear more typical, and this can have poor consequences for their physical and mental health. Intersex people can also face misgendering, or a lack of respect for their gender identities.



JORDAN

LESSON SIX

LESSON 6: WHAT CAN I DO?



LEARNING INTENTIONS

- » Consider the impact of heteronormativity on LGBTI people
- » Create a definition of an 'ally'.
- » Classify ways to be a supportive friend or ally for LGBTI people versus disrespectful behaviours.
- » Consider ways they can each be a good ally for people who are LGBTI.

OUTLINE

The idea of students and teachers becoming allies or supportive friends for their peers is an important one that applies across the school community. A good ally is someone who makes an effort to understand other people's experiences of the world that may be different from their own and does whatever they can do to make sure everyone is treated fairly. This lesson asks students to consider the qualities an ally would have and to begin to see the importance of becoming allies for their LGBTI peers.

SUGGESTED PROCEDURE

1. Group Discussion: What is 'Heteronormativity'?
2. Interactive Exercise: What Is An Ally?
3. Activity: Jordan's Video
4. Small Group Exercise: How to be a Great ally

ACTIVITY METHODS

GROUP DISCUSSION: WHAT IS 'HETERONORMATIVITY'?

Explain to the students that international research clearly indicates that every school community is likely to have LGBTI students, whether they are visible or not.^{3,4,5,9} Around 1 in 10 people are same

sex attracted⁹, up to 1 in 25 people are transgender or gender diverse⁴ and around 1 in 60 people are born with intersex bodies.³ This type of diversity is a normal part of a range of human experiences and has existed in some form in societies and cultures throughout history.

Despite this, young people still grow up in a world that is widely heteronormative. Heteronormativity describes a belief-system that reinforces that same sex attracted, intersex, and gender diverse people are somehow less 'normal' than everyone else. For example, a heteronormative view might be that a person who is assigned the male sex at birth, will always grow up to identify as a male and will always go on to have romantic and sexual relationships with females. While this is a common experience for many people it is certainly not the case for all LGBTI people. Because of heteronormativity LGBTI people often face exclusions as well as direct or indirect discrimination due to their bodies, gender and/or relationships.^{2,5,7,11,13}

Explain the above paragraph in your own words to students before inviting them to think of everyday examples where this world-view is reinforced. Some suggestions include: asking new parents whether their baby is a boy or a girl; always asking boys if they have a girlfriend rather than a girlfriend or a boyfriend; telling a girl not to express herself in masculine ways because it is not 'lady-like'.

Reducing heteronormativity in schools can have good outcomes for everyone, not just the LGBTI students.^{5,6,7,11,13}

INTERACTIVE EXERCISE: WHAT IS AN ALLY?

Explain that an ally is someone who stands up for others and ask students to write down a potential definition of what it means to be an LGBTI ally.

Invite students to share their ideas and write these

on your board. Agree on a class definition by using components of each of the answers, or by choosing the best via a vote. For example; 'an ally supports LGBTI people to be who they are.'

ACTIVITY: JORDAN'S VIDEO

Explain to students that they are now going to watch a video about a young person called Jordan who will talk about his life and how people have been supportive friends and allies to him.

Advise students that after watching the video, they will brainstorm more ways for people to be good allies. Encourage them to think about this as they watch the video and to take down any notes or thoughts that come to mind.

📺 SHOW JORDAN'S VIDEO

After watching 'Jordan's Video' discuss the video as a group by asking your students:

1. What did Jordan talk about in the video that stood out to you the most?
2. What is Jordan's sexuality?
3. What is homophobia? What examples of homophobia did Jordan experience?
4. How did Jordan say you should respond when a friend comes out to you?

🗣️ Teacher note: Remind your students that research has shown that in order for young LGBTI people to feel good about themselves, it is incredibly important that they receive positive reactions when they come out.⁵

SMALL GROUP EXERCISE: HOW TO BE A GREAT ALLY

Display a large piece of paper in front of your class. Divide the paper into two columns and label these columns with the headings 'A great ally does...' and 'A great ally doesn't...'.

Refer to the class definition of an ally then invite your class to give examples of actions and behaviours that a great LGBTI ally would and would not do. Write down their examples in each column.

The lists you create can remain on display in your classroom. Example lists are provided for you as

prompts below or you can refer students to the "How to be a good friend" sections of their previous handouts for inspiration. Example ally list

A great ally does

- » Respect their friend's confidentiality
- » Stand up for LGBTI students if they are being bullied
- » Have an open mind
- » Talk about relationships in a way that is inclusive of LGBTI people
- » Respect their friend's decision to come out or not
- » Tries to only use the name, pronouns, and identity labels an LGBTI person asks them to

A great ally does not

- » Keep saying "that's so gay"
- » Stereotype people
- » Assume their friends are only attracted to the opposite sex/gender
- » Deliberately use the wrong pronoun
- » Spread rumours
- » Talk behind their friend's back
- » Stand by when LGBTI people are bullied
- » Treat LGBTI people any differently to anyone else

END OF LESSON



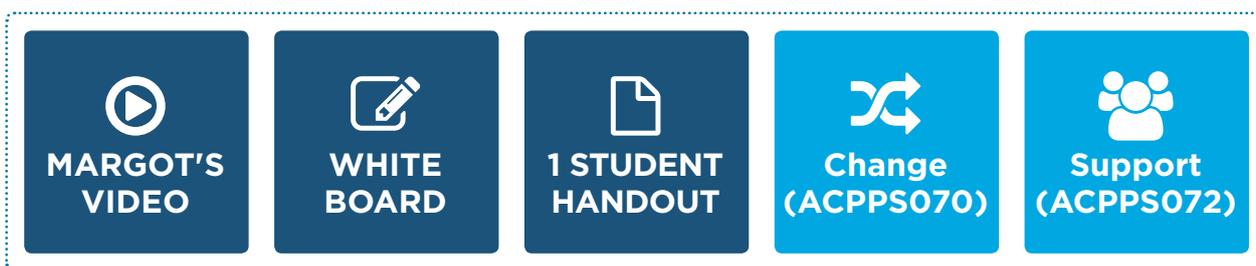
You may like to assign homework or discussion questions as a shared document on an application such as 'Google Drive' so that each student's summary is visible.



MARGOT

LESSON SEVEN

LESSON 7: STANDING OUT AS AN ALLY



LEARNING INTENTIONS

- » Plan ways to overcome barriers in order to be good allies of people who are LGBTI.
- » Develop and demonstrate strategies to be good allies of people who are LGBTI

OUTLINE

This lesson builds on lesson 6 in which students considered the qualities of an ally and the importance of becoming allies. This lesson develops the students skills at putting this into practice.

SUGGESTED PROCEDURE

1. Writing Exercise: What Would You Do?
2. Activity: Margot's Video

ACTIVITY METHODS

ACTIVITY: MARGOT'S VIDEO

Tell students that in this video they are going to hear from a young person called Margot who is transgender and grew up feeling that the sex she was assigned at birth (male) did not match how she felt her gender to be (female).

Encourage students to reflect on the situations they have just responded to on their worksheets and to take notes on the most interesting aspect of Margot's video for them.

🎥 SHOW MARGOT'S VIDEO

After watching 'Margot's Video' discuss the video as a group by asking your students:

1. What was said in this video that stood out to you the most?
2. What are pronouns? How do transgender people feel when you use their correct pronouns? Why would they feel this way?
3. How would having school library books or class lessons that have transgender people/ characters in them make transgender students

feel? Why might they feel this way? Can you give examples of any books like this?

4. What would it feel like to have to wear clothes to school that do not match your gender identity? How could this be addressed?

WRITING EXERCISE: WHAT WOULD YOU DO?

Explain to the students that they will now need to consider the idea that doing what you know is the right thing might not always be easy. What they think they should do may be different to what they feel they want to do, and that this may in turn be different to what they actually do.

Distribute the 'What would you do?' exercise handout to students. Advise students to complete their worksheets individually.

Once completed, ask students to share and discuss their responses.

📌 Teacher Note: As this activity asks students to describe how they feel, brainstorming a list of emotions before you begin may be helpful to prevent students from getting stuck. This activity also encourages students to think of ways they can address the removal of barriers such as being too embarrassed or scared to stand up for LGBTI students.

END OF LESSON

EXERCISE SHEET: WHAT WOULD YOU DO?



Read the scenarios below and answer the questions as best as you can.

1. During the second term of Year 7, your best friend who you have known since you started school tells you they are transgender.

a. What would you think?

b. What do you think would be the best way to react?

c. What might stop you from reacting as you think you should?

d. How might your reaction make your friend feel?

e. What might allow you to overcome the barriers and react in the best way?

2. One day during a PE class, you are playing soccer in boys vs. girls teams. A boy you know who has recently transitioned from female to male is told by a teammate to “Get lost and play in the girls team where you belong.” A few people laugh, the boy looks upset, but the game moves on.

a. What would you think?

b. What do you think would be the best way to react?

c. What might stop you from reacting as you think you should?

d. How might your reaction make the transgender boy feel?

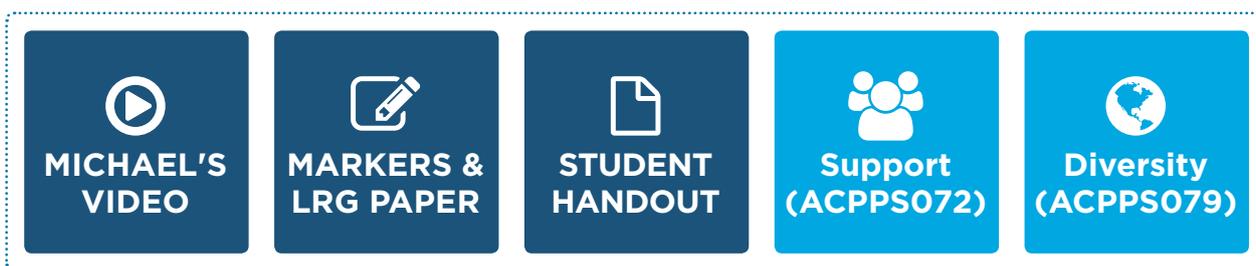
e. What might allow you to overcome the barriers and react in the best way?



MICHAEL

LESSON EIGHT

LESSON 8: A SAFE SCHOOL FOR ALL OF US



LEARNING INTENTIONS

- » Consider how homophobia and transphobia affect all people negatively.
- » Develop and recommend strategies to implement in schools to make them welcoming and safe for all students, staff and families including those that are LGBTI.

OUTLINE

This lesson encourages students to work together to implement school level change in order to create an environment which is safer for LGBTI people.

SUGGESTED PROCEDURE

1. Activity: Michael's Video
2. Interactive Exercise (Part 1): Imagining a Safe School for *All Of Us*
3. Interactive Exercise (Part 2): Stepping Stones on the Path to Change
4. Evaluation

ACTIVITY METHODS

ACTIVITY: MICHAEL'S VIDEO

Tell students that they are going to watch a video about a young guy called Michael who is gay and grew up in the country.

🎥 SHOW MICHAEL'S VIDEO.

After watching 'Michael's Video' discuss the video as a group by asking your students:

1. What happened in this video that stood out to you the most?
2. Why might Michael have been worried about coming out to his friends and family?
3. What effect did coming out have on his relationship with his friends and family?
4. What could his friends and family have done to

make it easier for him to talk to them about his sexuality?

- ❗ **Teacher note:** Michael mentions that he first came out to his 'RA.' A Residential Advisor (RA), is a fellow college student, usually two or three years older that provides a supervising and mentoring role at some colleges.

INTERACTIVE EXERCISE (PT 1): IMAGINING A SAFE SCHOOL FOR ALL OF US

Ask students to form groups of 4-5 students each.

Explain to your students that they will now have the chance to brainstorm ideas and explore strategies that have already been used around Australia to make schools safer and more welcoming for LGBTI people.

Distribute butchers paper, pens/textas and copies of the 'Strategies to Make a Safer School' handout.

Ask students to brainstorm and write down on their paper which of these strategies (or one of their own ideas) might work in their own school to help make it safer and more welcoming for LGBTI people.

As a prompt you can write up on your board:

1. What are your favourite ideas from the handout or from your own ideas?
2. Which idea do you think would work best to make your own classroom or school safer and more welcoming for LGBTI students?
3. What might be some challenges in carrying out your best idea?
4. How might you overcome these challenges?

- ❗ **Teacher note:** Various schools around Australia and the world have successfully reduced levels of homophobia and transphobia. If student groups get stuck, remind your students that

there is no need for them to re-invent the wheel. Rather, they can learn from what other schools have done and tailor strategies from the list to work in your own unique school community.

INTERACTIVE EXERCISE (PT 2): STEPPING STONES ON THE PATH TO CHANGE

Invite any willing groups to present their best idea to the class. List each presenting group's ideas on the board. Depending on time, you can either repeat the rest of this activity with each idea, or ask students to vote on a class idea from this list.

Facilitate a group discussion about what needs to happen to make that idea become a reality. For any barriers that come up, continue to ask "What would it take" questions. e.g. What would it take to overcome that? What would it take to make sure something bad didn't happen? In this way you are asking your students to problem solve and to identify all the steps required to turn the idea into a reality in your school. Write each step inside a sequence of circles on the white board with arrows connecting them, as shown at the end of this activity.

Ask students to identify which individuals in the school they think could help make each step happen. This may include house leaders, sports captains, duty monitors, heads of department, the assistant principal, classroom teachers, themselves and so on.

Ask for any volunteers who would like to complete one of the particular steps. If one of the steps

requires asking someone not in the room to do something (for example, asking the principal to put something in the newsletter) you should still assign a time frame and a student/s to go ask for this step to be completed. Students might be more comfortable volunteering as groups rather than individuals.

Assign yourself any steps that are necessary to bridge the gaps.

Nominate a time frame for each step and a date when each volunteer (including yourself) will report back to the class on the progress that has been made.

📌 Teacher note: Be sure to get the appropriate permission for any activities. Also, be sure to document students' names so they can check in with each other and you can follow up with them. Regularly check in with your students to assess their progress or help them problem solve. Help them bring their idea to life! Together, you can all make a safe school for *All Of Us!*

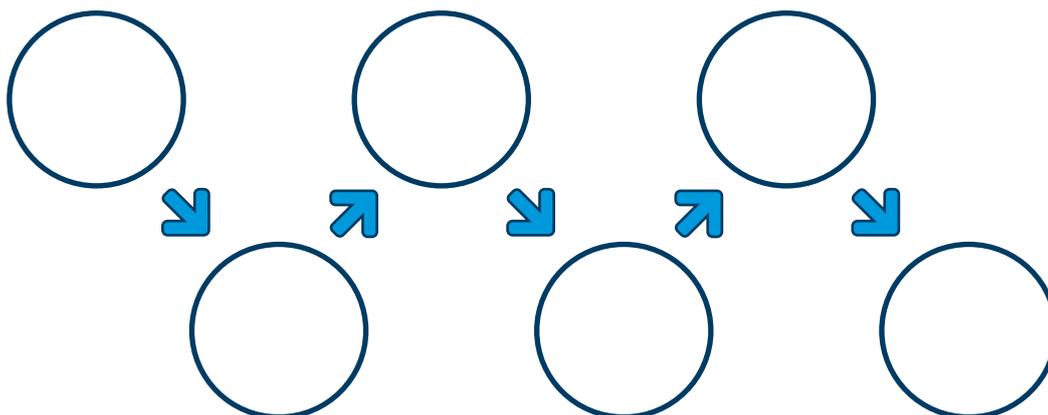
EVALUATION

At the completion of all the lessons, ask students to fill in the anonymous and confidential evaluation online. Contact Safe Schools Coalition Australia for how best to evaluate the impact of the resource in your school. safeschoolscoalition.org.au/contact-us

The feedback given in this evaluation will not only help this resource be improved in the future, but can also be supplied to you by request for your own Performance and Development evidence needs.

END OF LESSON

Stepping Stones Example



STRATEGIES TO MAKE A SAFER SCHOOL



There are a bunch of ways your school can be more supportive and inclusive of LGBTI students and staff. This is your chance to come up with your own ideas or build on what others have done all across Australia. Ask your teachers or principal what you can do at your school!

➔ safeschoolscoalition.org.au

Facebook/Twitter pledge

Come up with a pledge that can be posted as a status update or tweet. Your aim is to draw attention to the existence of homophobia and transphobia and to try to combat it. Choose your own wording or adapt this:

“I’m pledging to not use homophobic or transphobic language online or at school. Comments like ‘that’s so gay’ are sooo 1999. Post this and pledge to do the same if you think #allofus deserve respect. #safeschools” (for Safe Schools Coalition Australia).

Encourage your friends to spread the message and remember to use the hashtags #allofus and #safeschools.

Sign up to join Safe Schools Coalition Australia

Is your school a member of Safe Schools Coalition Australia? We are a national coalition that brings together school staff, students and families to create safer and more inclusive learning environments for same sex attracted, gender diverse and intersex young people. Your school can join too. Just ask your principal to sign a membership form that can be downloaded from the Safe Schools Coalition Australia website.

Check out which schools have already joined the coalition and make sure you don’t get left behind!

Start a Stand Out group or a Queer-Straight Alliance (QSA)

Does your school have a safe space for LGBTI people and their allies to meet regularly? If not, you could create one! These groups allow students to catch up, discuss sexual and gender diversity and intersex topics, and come up with ways to make their school more LGBTI inclusive. All you need

is a meeting space like a classroom, a supportive teacher to help you run it, and some great students who want to show their support for LGBTI people.

Contact Safe Schools Coalition Australia for ideas on how you can start your own Stand Out group. www.safeschoolscoalition.org.au

Support IDAHOT day

International Day Against Homophobia and Transphobia (May 17) is awesome. It’s a day for awareness and action that can start many conversations and supportive activities in your school. It can also highlight the need to make spaces safe and supportive for everyone, including staff, students, and families who are LGBTI.

For IDAHOT, you could organise a themed casual clothes day where students pay a gold coin to wear purple clothes, rainbow clothes or a rainbow ribbon to show their support for their LGBTI peers. If you’re feeling more ambitious, you could host a BBQ or lunchtime concert. Donations collected on the day could go to IDAHOT, an LGBTI charity or back to the group to fund more activities.

Update School Policies

Does your school’s anti-bullying or diversity policy specifically include harassment or discrimination based on sexuality, gender identity or intersex status? If not, talk to your school. School-level policy protections help schools significantly reduce violence and wellbeing risks for LGBTI people.⁶ Make it your mission to ensure that staff and students understand the guidelines and expectations about behaviour towards LGBTI people in the school community, and that homophobic and transphobic bullying will not be tolerated at your school. You could request that an announcement be made at assembly to remind everyone about this.

STRATEGIES TO MAKE A SAFER SCHOOL

Curriculum changes

What do you learn about in Health and Physical Education? Make sure that any Health and Physical Education programs in your school are inclusive and relevant to all students, including LGBTI students. Ask your school to commit to teaching the *All Of Us* unit each year in the Health and Physical Education curriculum for Years 7 or 8.

Posters

Want to brighten up a bleak school corridor? Ask to display some awesome posters that support sexual and gender diversity. These can be ordered from Safe Schools Coalition Australia. Or if you're feeling creative, why not make your own?

Stickers

Who are the most supportive teachers in your school? It's time they were acknowledged! Give these teachers a special sticker to put on their office window or door. They can even display them on their diaries or classroom walls so that all students know they are an LGBTI ally.

Rainbow crossing

How about creating a colourful entrance to your school that doubles as a show of support? Get permission to paint or chalk up a rainbow crossing or path in your school grounds to show support for LGBTI people.

Gender-neutral toilets

Remember what Nevo and Margot said in their videos? Having only male and female toilets can make gender nonconforming students feel unsafe or uncomfortable.^{6, 13} A good solution is to have gender-neutral or unisex toilets installed or rebadged at your school in addition to boys and girls toilets.

Same-sex formal dates

How would you feel if you couldn't go to the school's formal or other special nights with the person you really wanted to. If your school holds any event at which students can bring a date, see if there is a clear policy that expressly permits people to bring whoever they choose, regardless of their gender. If not, talk to your school.

School website banners

When someone visits your school website, what do they see? Consider adding a banner to your homepage that clearly states all students, staff and family who are LGBTI are welcome and safe at your school. This sends a powerful message of acceptance and support to your community, as well as to prospective school members.

Entrance hall message

The entrance or reception area of your school says a lot about the way your school treats people. How about putting a message in this space that makes everyone, including LGBTI people, feel welcome? Posters, banners or other artwork could be used to communicate this in a strong, visual way. If your school is a member of Safe Schools Coalition Australia, make sure your membership certificate is up in a place for everyone to see!

LGBTI representative library books

Remember all those boy-meets-girl stories you've read over the years? Imagine for a moment how you'd feel if you had never read a book that contained characters just like you. For many same-sex attracted, gender diverse and intersex students, this is exactly what happens.⁶ Fortunately, there are many great books featuring same-sex attracted, intersex and gender diverse characters. It's important that we all have the chance to read these books, so speak to your librarian about getting some of them on your school's shelves. You can start by asking Safe Schools Coalition Australia for recommendations.

New ways of dividing up the class

Of course it's easy to divide a class into a boys group and a girls group when you are doing activities, but having a class or team segregated this way may be really stressful to transgender students.^{6, 13} They may have a non-binary identity or feel pressured to join a group that does not match their gender in order to avoid questions or being outed. Come up with a more creative way to divide up classes such as numbering (1,2,1,2) or using the alphabet (people with names starting A-L in one group, people with names starting M-Z in another).

GLOSSARY AND INCLUSIVE LANGUAGE

Bisexual

A person who is emotionally and romantically attracted to multiple genders.

Coming out

This term is used when referring to LGBT people telling others about their identity. It can also be known as 'inviting in'. It is a process that continues for people rather than being a one-off event.

Many intersex people often first discover they are intersex from a doctor or parent. As such, 'coming out' does not usually fit with their experience. A more accurate way to describe this is to say they have learned they are intersex.

DSD

Disorders or difference in sex development.

Gender diverse

A broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as for example trans, transgender, genderqueer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned them at birth or society's expectations. The person may identify as neither male nor female, or as both.

Gender identity

Gender identity refers to a person's sense of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth. Rather, a person's gender expression is made up of the outward signs they present to the world around them. This could include their choice of name and preferred pronoun (which may include using no pronoun), their style of dress and appearance, and/or their mannerisms.

Heterosexism

Views or behaviours that assume everyone is, or should be, heterosexual and that other types of sexuality or gender identity are unnatural or not as good as being heterosexual. People with differences in their physical sex characteristics may experience heterosexism too. This may include elements of discrimination based on limited ideas about what is 'normal' and 'not normal'.

Homophobia

The fear or intolerance of people who identify as lesbian, gay, bisexual or same sex attracted, usually linked with hostility, verbal and physical abuse, or discrimination. Homophobia also includes institutional and cultural bias and structural inequality.

Intersex

People who are born with natural variations in genital, chromosomal or other physical characteristics that differ from stereotypical ideas about what it means to be female or male. Intersex refers to biology rather than sexual orientation or gender identity. Intersex people have the same range of sexual orientations and gender identities as non-intersex people. Most identify with the gender they were raised, as either male or female.

Intersex is often associated with a medical diagnosis of disorders, or differences of sex development (DSD). Some intersex individuals may prefer to be described as a 'person with an intersex variation' or be identified by their specific variation.

Misgendering

Misgendering occurs when people are addressed using language that does not match how the person describes their own gender, identity or body. This can be avoided by using inclusive language and choosing correct pronouns such as 'he', 'she' or 'they'.

Pronouns

Pronouns are words like she, his and them. It's ok to ask people about their preferred use of pronouns. Where possible, ask privately. Some people use gender-neutral pronouns such as 'they' (singular) or 'ze', while others use no pronoun or may wish to be addressed by their name only. It is important not to make assumptions about people's gender identity and to be respectful when using pronouns.

Same sex attracted

People who experience feelings of sexual and/or emotional attraction to others of the same sex. This term includes people who may identify in ways such as lesbian, gay, bisexual, queer, pansexual or heterosexual, who are questioning their sexuality, or who are not wanting to label themselves. Some people prefer to use the term 'same gender attracted'.

Sexuality

Sexuality describes who people are attracted to and how they express this attraction. Human sexuality is diverse. It includes people who are exclusively attracted to those of the opposite sex (heterosexual), people who are exclusively attracted to members of their own sex (e.g. same sex attracted, gay, lesbian), and people who are attracted to more than one gender (bisexual, pansexual), or to no sex or gender (e.g. asexual).

Sistergirls and Brotherboys

Terms used by some Aboriginal and Torres Strait Islander communities to

describe a person assigned male or female at birth and identifying or living partly or fully as another gender. Use and spelling of the terms may vary across different groups and communities, and other cultures will use different terms to describe gender diversity.

Transgender (also trans or trans*)

An umbrella term used to describe people whose gender identity is different from the sex assigned to them at birth. An example is a child who is assigned a male sex at birth but actually feels more comfortable living as a girl and identifies as female.

Transphobia

Prejudice or discrimination based on a person being, or perceived as being, transgender or gender diverse. Transphobia can be expressed through hostility, verbal and physical bullying or discrimination. Transphobia also includes institutional and cultural bias and structural inequality.

INCLUSIVE TERMS

Gender

Where possible, avoid using gendered terms. For example, use words like 'workforce' instead of 'manpower', and 'police officer' instead of 'policeman'. Phrases like 'ladies and gentlemen' or 'boys and girls' should be avoided. When speaking about individuals, be sure you know and use their preferred pronoun (she, he, they). If unknown, ask that person, or use their name instead.

Pronouns

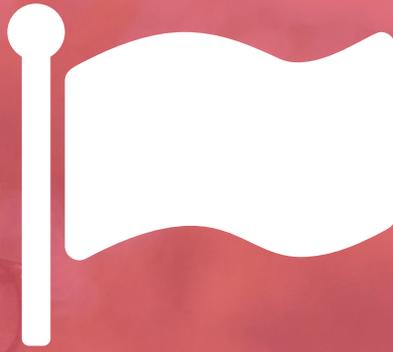
It's ok to ask people about their preferred use of pronouns. Where possible, ask privately. Some people use gender-neutral pronouns such as 'they' (singular) or 'ze', while others use no pronoun or may wish to be addressed by their name only. It is important not to make assumptions about people's gender identity and to be respectful when using pronouns.

Transgender

Some transgender people do not want to be known publicly as such after they have begun to live in their affirmed gender. Going through gender affirmation or transition has distinct challenges that differ from those typically associated with coming out. It is helpful to acknowledge this and to avoid assuming there is a universal process that all transgender people go through. Phrases like 'sex change' and 'post-op' are increasingly falling out of use.

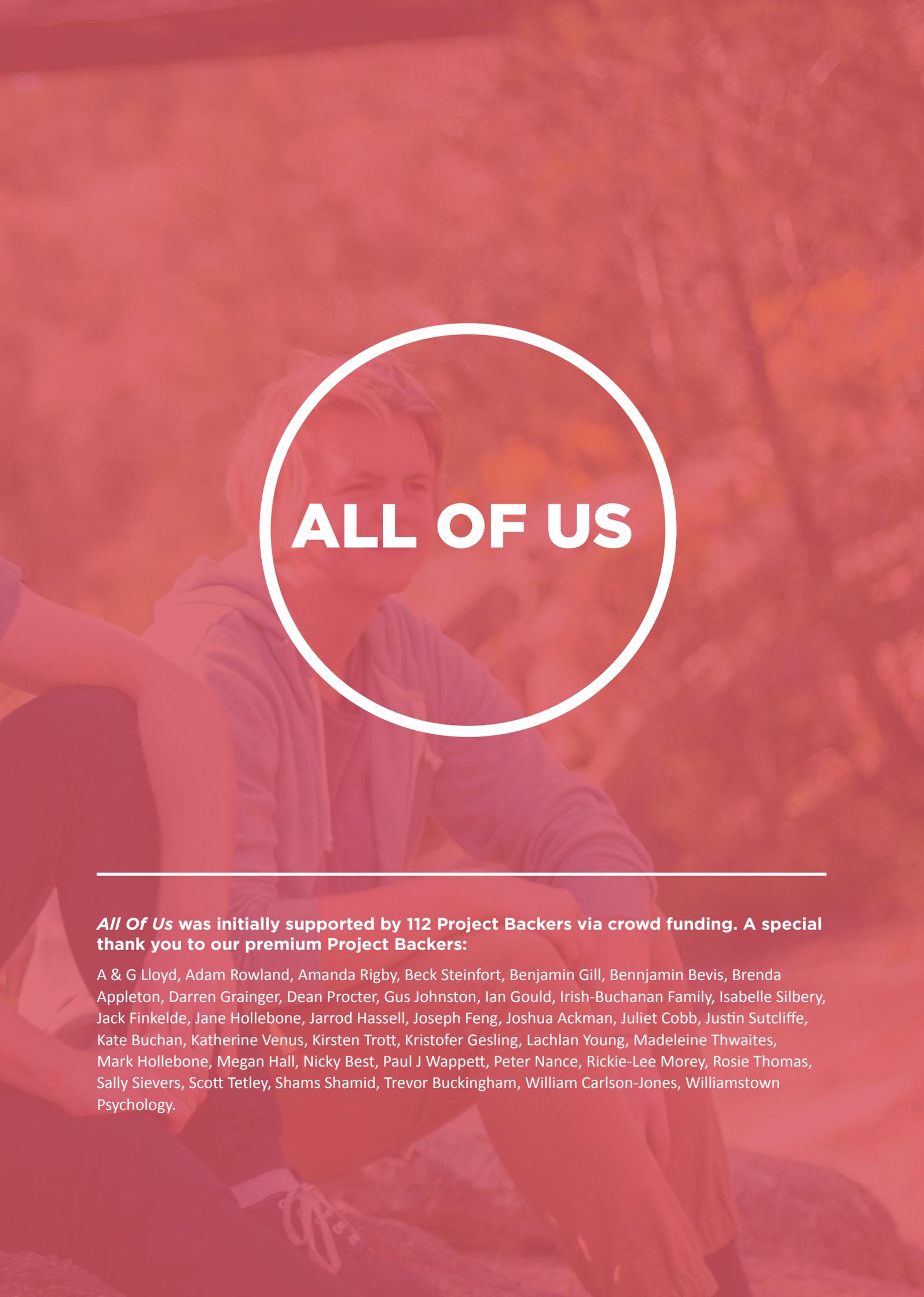
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NEXT STEPS

1. Your school can become a member of Safe Schools Coalition Australia.
2. Run *All Of Us* each year. As each Year 7 cohort experiences the activities, you will see changes in behaviours, attitudes and understanding.
3. Check your school bullying and diversity policies to ensure they include specific references to homophobia and transphobia as well as positive examples of gender diversity, sexual diversity, and intersex status.
4. Support student led activities, such as Stand Out Groups, or the celebration of International Day Against Homophobia and Transphobia (IDAHOT).



ALL OF US

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SAFE SCHOOLS COALITION AUSTRALIA

Safe Schools Coalition Australia is nationally convened by the Foundation for Young Australians (FYA). Safe Schools Coalition Australia is proud to be helping schools to build safer and more inclusive learning environments for same sex attracted, intersex and gender diverse students, school staff, and families. Ask to get your school involved.

safeschoolscoalition.org.au