

# **Safe Schools Coalition Australia Trainer's Manual**

A suite of training activities for the professional development of school staff in supporting same-sex attracted, intersex, and gender diverse students.

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# **Information for Trainers**

# Training Aim and Objectives

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## **Aim**

The purpose of this material is to empower all school staff to increase their confidence and draw on a body of knowledge and skills to implement a range of strategies that support gender diversity, intersex and sexual diversity in their school and challenge all forms of homophobia and transphobia.

## **Objectives**

During this training, participants will

1. Describe sex, gender and sexuality using a holistic and inclusive framework.
2. Explore the experiences of homophobia, transphobia and intersex prejudice, as well as the impact these have on the health, wellbeing, school engagement and academic achievement of same sex attracted, intersex and gender diverse (SSAIGD) young people.
3. Analyse the current school environment, and explain the role that teachers and staff play as a supportive or risk factor in the lives of SSAIGD young people.
4. Identify strategies to increase the supportiveness and inclusivity of the school in order to improve outcomes for SSAIGD students, staff and community members.

# About this suite

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## **Background**

Safe Schools Coalition Australia was established to deliver on the vision of the Australian Government's National Safe Schools Framework which aims to build safe school communities where diversity is valued, the risk from all types of harm is minimised, and all members of the community feel respected, included and supported. Building on the original 2003 Framework, the revised Framework was endorsed by all ministers for education in December 2010.

The Australian Government collaborates with state and territory governments to support the Framework as part of a national approach to make sure our school communities are safe and supportive.

Safe Schools Coalition Australia is build upon the model developed by Safe Schools Coalition Victoria, and is nationally convened by the Foundation for Young Australians. The program is federally funded by the Australian Government Department of Education and by the Victorian government. There are delivery partners in every state and territory in Australia.

## **Who is it for?**

This training activities included are aimed at all school staff including support and administration staff, and should be delivered wherever possible to all staff together in one group.

This training has been designed to allow school staff to create safer and more inclusive learning environments for all same sex attracted, intersex, and gender diverse students, teachers, families, and broader school community members. Only in safe schools can students achieve their full academic potential and enjoy a true state of wellbeing.

The content has been developed taking in to account the audience's pre-existing knowledge, skills and experience in teaching and supporting young people in the school environment as well as their identified gaps in sufficiently supporting the needs of same sex attracted, intersex, and gender diverse young people.

## **How does it work?**

This Trainers Manual consists of a suite of training elements for school staff that can be used by Safe Schools Coalition Australia staff members. It was developed as a collaboration between Safe Schools Coalition Victoria at Gay and Lesbian Health Victoria, Family Planning NSW, and the national office of Safe Schools Coalition Australia at the Foundation for Young Australians.

**This Manual has been designed to enable Safe Schools Coalition Australia State Partner Agencies to deliver tailored professional development education to school staff in a variety of delivery contexts. SSCA staff can use this suite of training elements to meet the needs of each member school within the constraints of the delivery context including time, space and materials.**

# How it works

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This Trainer’s Manual is part of a suite of training tools for the Safe Schools Coalition Australia program. A Safe Schools Coalition trainer can deliver training from this manual in one of the following ways:

Deliver the “Key Sessions” exactly as they are written.

OR

Use the “Key Sessions” as a scaffolding guide, and then add in “Preliminary” or “Supplementary” learning activities to create custom sessions.

To enable trainers to easily create customized sessions that more effectively meet individual school’s needs, the learning activities outlined in this manual have been grouped into 6 sequential “Elements” and further categorised and colour coded within this grouping as “Preliminary”, “Essential”, & “Supplementary”.

In order to meet all the training objectives, all “Elements” should be moved through sequentially over the course of a session. Within each “Element” the “Essential” activities must be delivered. If included, then “Preliminary” activities are best delivered before the “Essential” activities, & “Supplementary” activities are best delivered after the “Essential” activities.\*\*\* This should act as a scoping and sequencing guide to the trainer when customizing or creating sessions. For example:

## Element 1

(any desired Preliminary activities)

**ALL Essential Activities**

(any desired Supplementary activities)

## Element 2

(any desired Preliminary activities)

**ALL Essential Activities**

(any desired Supplementary activities)

## Element 3

(any desired Preliminary activities)

**ALL Essential Activities**

(any desired Supplementary activities)

(etc...)

All learning activities within this Trainer’s Manual have been officially endorsed by Safe Schools Coalition Australia and should be the only professional education provided to schools as official SSCA training. However, this Trainer’s Manual is intended to be expanded upon over the duration of the program with contributions by state partners.

\*\*\*See the “Matrix of Elements, Objectives, Learning Activities, and Outcomes” (pg19) for more information.

# Key Definitions

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## **Asexual**

Asexuality is an absence of sexual attraction to anyone, although this does not preclude romantic attraction. Approximately 1% of the population identifies as asexual (Bogaert, 2004)

## **Bisexual**

Bisexual men and women are sexually attracted to people of more than one gender.

## **Cisgender**

A term used to describe when a person's gender identity matches social expectations given their sex assigned at birth.

## **Gender diverse**

A broad term that can apply to many people who don't conform to, or identify with, traditional sex and gender norms. This term includes young people who may identify as trans (often written as trans\*), transgender, genderqueer, gender questioning or who feel that their gender identity does not align with the sex assigned to them at birth and/or society's expectations. The person may identify as neither male nor female, or both.

## **Gay**

Many people who are attracted to people of the same sex identify as "gay". Generally used by men who are attracted to men but some women also describe themselves as gay.

## **Gender identity**

Gender identity refers to a person's sense of being masculine or feminine, both or neither, and how they identify. Gender identity does not necessarily relate to sex assigned at birth. A person's gender expression is the outward signs they present to the world around them. This could include their name, use of pronouns, their style of dress and outward appearance and/or their mannerisms.

## **Heteronormative**

Relates to a systemic privileging of social models of binary sex, binary gender and binary sexuality that normalise heterosexuality.

## **Heterosexism**

Views or behaviour that assume everyone is, or should be, heterosexual and that other types of sexuality or gender identity are unhealthy, unnatural or not as good as heterosexuality. Heterosexism can include elements of homophobic and/or transphobic discrimination in presentations of what is 'normal' or not 'normal'.

## **Homophobia**

The irrational 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**

A term for when a person is born with natural variations (genital, chromosomal or other physical characteristics) that differ from stereotypical ideas about what it means to be 'female' or 'male'. Intersex is about biology rather than sexual orientation or gender identity. There are many different types of intersex variations and bodies. Intersex people have the same range of sexual orientations

and gender identities as non-intersex people. Most intersex people are heterosexual and identify in the sex they are raised, as men or women.

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

Although intersex people are often confused with transgender and gender diverse people, being intersex is not about gender identity and most intersex people identify as either women or men. Intersex people have the same diversity of sexuality and gender identity as non-intersex populations.

### **Lesbian**

Women who are sexually attracted to other women may identify as lesbian.

### **Pansexual**

People who experience attraction as ‘gender-blind’ so are potentially attracted to people of all gender identities or non-identities. Similar to ‘bisexual’ however the term can be used to recognise that there are more than two genders.

### **Queer**

Queer is an umbrella term that can refer to any sexual identity other than exclusively heterosexual or any gender identity beyond being completely male or completely female. It was historically used as a term of abuse but has since been reclaimed as a positive identity. Queer can also be a political identity linking to queer theory, an academic theory with progressive interpretations of sex and gender.

### **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, or who are questioning their sexuality. Some people prefer to use the term same-gender attracted.

### **Sex**

Sex refers to the biological attributes that define people as either male, female, a combination of female and male, or neither female nor male. These biological attributes include chromosomes, physical anatomy and hormones.

### **Sistergirls and Brotherboys**

Terms used by some Aboriginal and Torres Strait Islander communities to describe a person assigned ‘male’ or ‘female’ gender at birth and 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 (or trans or trans\*)**

An umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the sex assigned at birth. For example, a baby assigned male at birth but grows up to identify as a woman.

### **Transphobia**

The fear or intolerance of people who identify as transgender, or are gender diverse or gender nonconforming. Transphobia can be linked with hostility, verbal and physical abuse, or discrimination.

**Transsexual**

A person who identifies as the sex 'opposite' to the one assigned to them at birth and who may choose to undergo sex affirmation/reassignment surgery.

## Acronyms

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Acronyms should only be used internally with the exception of LGBTI and FYA. Below are acronyms that you may come across through Safe Schools Coalition Australia.

- SSAIGD: same sex attracted, intersex and gender diverse (young people)
- LGBTI: lesbian, gay, bi-sexual, transgender and intersex (adults)
- SSCA: Safe Schools Coalition Australia
- FYA: Foundation for Young Australians

**LGBTI and SSAIGD**

Safe Schools Coalition Australia uses the term same sex attracted, intersex and gender diverse when referring to young people with diverse sexualities or genders; and lesbian, gay, bisexual, transgender and intersex when referring to adults.

As same sex attracted, intersex, and gender diverse are not common terms in the wider community, where possible avoid using the acronym. In particular, SSAIGD is not a known acronym so should not be used. When using this term internally however, the acronym SSAIGD can be used when written.

# Use of language

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**Coming out:** This term is generally used when referring to same sex attracted and gender diverse young people. This can also be known as 'inviting in'. Coming out is a process that continues for people rather than being a one off event. As intersex people often first discover they're intersex from a doctor or parent, 'coming out' does not necessarily fit with their experience. A more accurate way to describe an intersex person's experience is to say they have 'learned they are intersex'.

**Disability:** If someone's disability is relevant in context, always describe them as a person with a disability rather than a disabled person, for example, a gender diverse young person with a disability.

**Gay:** Gay is used as an identity label meaning same sex attracted. It is also used as a derisive adjective (most commonly among young people) often meaning pathetic or dumb. For example, "That test was so gay." While people who use, "That's so gay," may say they are not homophobic, for many people use of the word in this way is hurtful.

**Gender:** Avoid unnecessarily gendered terms. For example, use workforce instead of manpower; artificial instead of manmade; police officer instead of policeman; cleaner instead of cleaning lady. When talking about individuals, be sure that you use their preferred pronoun (e.g. she, he, and they) or if not known refer to them by name.

**Indigenous community:** When referring to Aboriginal or Torres Strait Islander peoples, please use the entire term. If written in a document, you can then "\*" this and in a footnote, write the following: "\*Throughout this document, unless you are specifically referring to Torres Strait Islanders, the term "Aboriginal" refers to all persons who identify as being of Aboriginal and/or Torres Strait Islander descent". You can then use Aboriginal person/people for the remainder of the document.

**Misgendering:** Misgendering describes addressing someone using language that does not match how a person identifies their own gender or body. Using inclusive language means not misgendering people. For example, making sure you use pronouns such as 'he' or 'she' correctly.

**Queer:** A term used to describe a sexual or gender identity that is non-conforming to heterosexual or gender binaries. Queer has historically been used as a term of abuse, but has also been reclaimed by members of the LGBTIQ community as a positive identity to resist heteronormativity. Further, this term also refers to academic theory and method that resists normative ways of exploring and understanding social phenomena (i.e. queer theory). The definition of queer can be very subjective to its user and receiver so care should be exercised around its use and in general an explanation should be given about usage.

**Transgender:** Some transgender people do not want to be known publicly as transgender after they have begun to live socially in their affirmed gender. Going through gender affirmation or transition has distinct challenges that differ from those typically associated with 'coming out'. When talking about transgender people's experiences, it can be helpful to acknowledge this diversity and to avoid assumptions about a particular universal process. Phrases like 'sex change' and 'post-op' are increasingly falling out of use and considered inappropriate, as the range of transgender experiences are becoming more visible and move away from a strict medical model. Transgender is a noun, not an adjective, and it is therefore recommended not to use the term 'transgendered'.

**Use of pronouns and inclusive terms:** It is ok to ask people directly how they wish to be described by asking which pronouns they prefer or if they prefer to be addressed using their name only. Where possible, ask privately to avoid discomfort. It is important not to make assumptions about gender identity and to respect the dignity of each individual by respecting their preferred use or non-use of pronouns. Some people use gender neutral pronouns such as ‘they’ (singular) or ze. Avoid use of phrases like ‘ladies and gentlemen’ and ‘boys and girls’ in order to include everyone who may not identify as either.

## Considerations

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### **Positive and collaborative approach**

While parts of this training are focused on the impact of homophobia and transphobia, particularly on students in schools, the emphasis should be placed on positive and inclusive practice. Safe Schools Coalition Australia is not an anti-bullying program, rather a program that aims to create educational environments that allow same sex attracted, gender diverse, and intersex people to be themselves and enjoy positive wellbeing and learning outcomes.

The starting point for the program and this training is that same sex attraction, gender diversity, and intersex status are all normal and natural features of human diversity. While these forms of diversity may not necessarily be visible, it is crucial for student wellbeing and engagement that schools take positive action to ensure sexual diversity and gender diversity are actively included and made visible.

The coalition model allows schools to share ideas, strategies and best practice based on their experiences of implementing the program. SSCA staff

### **Legal and policy frameworks**

Safe Schools Coalition Australia’s training material has been developed to align with national and state or territory based legislation and education frameworks. It is important that all SSCA staff have a working knowledge of all relevant Department of Education policies and procedures – these may include diversity policy, anti-bullying initiatives, uniform code, and dealing with controversial issues.

#### ***Sex Discrimination Amendment (Sexual Orientation, Gender Identity, Intersex Status) Act 2013.***

It is unlawful to discriminate against a person on the basis of sexual orientation, gender identity and/or intersex status. Same-sex couples are now included in the Act under the definition of ‘marital or relationship status,’ which means they are now protected from being treated unfairly because they are in a same-sex couple.

[www.humanrights.gov.au](http://www.humanrights.gov.au)

#### ***The National Safe Schools Framework***

The framework outlines the fundamental importance of safety in school and aligns with the Australian Curriculum and the diverse range of national and state policies and frameworks. It describes a safe school as one where ‘the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident they will receive support in the face of any threats to their safety or wellbeing.’ It states that ‘Student safety and wellbeing are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and satisfied with their learning experiences at school.’

<http://www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf>

### ***The Melbourne Declaration on the Educational Goals for young Australians***

The declaration was made by all Australian Education Ministers in 2008 but is still relevant and referenced in current frameworks. The document declares the role of education in Australia as central to building a 'democratic, equitable and just society' and that 'schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.' It also states that 'As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others.'

[http://www.curriculum.edu.au/verve/\\_resources/national\\_declaration\\_on\\_the\\_educational\\_goals\\_for\\_young\\_australians.pdf](http://www.curriculum.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf)

### ***Australian Professional Standards for Teachers***

The Australian professional Standards for Teachers "make explicit the elements of high quality teaching". Since 2013 they have been used by all Australian teacher registration and accreditation authorities. Many of these reflect the aims of SSCA.

#### *Create and maintain supportive and safe learning environments*

4.1 Support student participation – demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. (Lead teacher)

4.4 Maintain student safety – initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. (Highly Accomplished teacher)

#### *Engage in professional learning*

6.2 Engage in professional learning and improve practice – participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. (Proficient teacher)

6.4 Apply professional learning and improve student learning - undertake professional learning programs designed to address identified student learning needs. (Proficient teacher)

#### *Engage professionally with colleagues*

7.3 Engage with the parents/carers

Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. (Highly accomplished teacher)

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

### **Supporting Lesbian, Gay, Bisexual, Transgender and/or Intersex staff members (LGBTI)**

This training is about professional practice, not about the sexual orientation, gender diversity or intersex status of staff members or particular students. There should be no expectation on staff to disclose their own sexuality, intersex status or gender identity during the session. If participants choose to talk about their own experiences by coming out as LGBTI during the session this information should be treated in a matter-of-fact way and not sensationalised or subjected to interrogation. If a staff member is identified by one of their colleagues as being LGBTI in a negative or uncomfortable way, the situation should be managed so that no further discussion occurs. At the end of the session the staff member affected should be offered appropriate and ongoing support if required.

### **Including students in the session**

In some circumstances it can be useful and powerful to include current or past students in delivering these activities, or to invite students to be participants. If there is an active student Stand Out group (sometimes known as a Gay-Straight Alliance or Diversity group), or if you have been working with particular students in the school, it is a good idea to at least ask them for their thoughts and perspective on what should be emphasised during this session with staff, and whether they would like any involvement.

One advantage of using a current student perspective is that it can make the session more school specific by relating to particular experiences that students have had, or would like to have. They can also provide powerful evidence of the need for change, or for the benefits of offering a more safe and supportive environment.

A potential disadvantage of having students involved is that staff may monitor or restrict their comments or contributions and not open up to an honest discussion. One solution to this is to introduce students half way through the session, or to include them at the beginning and ask them to leave part way through so further discussion can be had just between staff.

If the decision is made to include students in this session, careful consideration should be given to their role and how questions or comments from staff are managed. Staff should be briefed either by leadership or by the facilitator beforehand to make sure they don't undermine or invalidate student experiences, even if they disagree with particular assumptions or conclusions that are drawn. Students should feel, and be treated at an equal level with staff.

### **Including student and staff audit results**

Before delivering a staff professional development session it is useful to get a clearer picture of the specific school environment through use of the staff and student audit tools. Selected results from both the staff and student audit can be included in the presentation. It can be particularly useful to compare the following information:

- Do you think same sex attracted, intersex and gender diverse students would feel safe at your school? This creates an overall picture of the school and student perception.
- How many incidents of homophobic or transphobic behaviour and/or language do staff and students witness? Often students will witness much more than staff.
- How frequently do staff members challenge homophobic or transphobic behaviour according to students and staff? Often staff will report that they challenge more than students report in the audit.
- How aware are students and staff of school policy relating to homophobic or transphobic bullying or gender/sexual diversity? This is an area that may be quickly and easily improved.

It is important to make sure that this information is presented in a non-judgmental way as staff and school leadership may become defensive if they feel like their school is being presented in a negative way. The audit information should be given on the basis that it has been collected anonymously from staff and students in order to give a better idea of what already works well and what areas could be good starting points for further action.

It is possible to make broad comparisons with other schools, but no specific data should be shared between schools.

### **Considerations for rural and regional schools**

Each school should be considered in its own individual and unique context. Research from *Writing Themselves In 3* suggests that rural same sex attracted and gender diverse young people experience higher levels of homophobia than those who live in metropolitan areas. In rural or regional areas it is often the case that there are more connections between families and groups in the community and therefore particular consideration should be given to issues of confidentiality.

### **Considerations for faith-based schools**

Getting religious schools involved may seem a bit trickier, but there are plenty of staff who are delivering inclusive education in these schools.

Every school values the health and wellbeing of students, and respect for differences. All schools agree that bullying of any kind is harmful and should not be accepted. When a student is bullied in a homophobic or transphobic way, the school should respond in the most effective way possible.

Setting up a “diversity group” within a religious school that promotes the acceptance of all students (including those who are gender diverse, intersex or same sex attracted) should be encouraged.

It’s important to consider that some people will want to connect their own identity with their faith and spiritual beliefs. For many, religion goes hand in hand with sexual identity, gender identity and intersex status.

Try to talk about challenging homophobia and transphobia as a way to make sure everyone is safe and able to be happy and healthy. Everyone from every religion can agree that we all should have the right to be healthy and happy, so challenging homophobia and transphobia is about achieving that shared aim.

# Matrix of Elements, Objectives, Learning Activities, and Outcomes

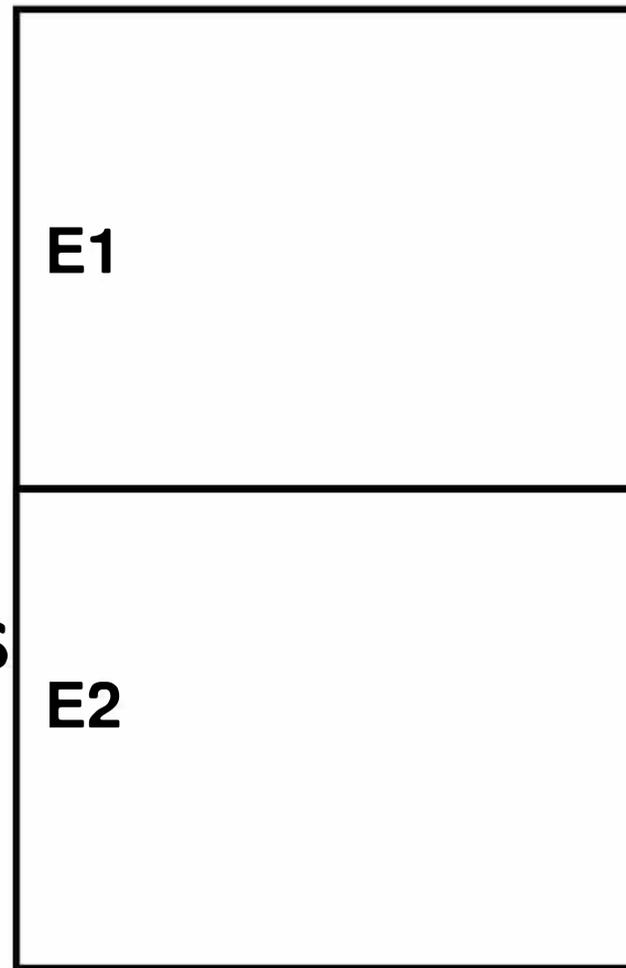
Element	Objective	Activities	Level	Learning Outcomes
<b>1: Introduction</b>	Introduce the facilitators, SSCA, and learners	Introductions (short)	Essential	n/a
		Group Agreement	Supplementary	n/a
		Names, Pronouns, & Expectations	Supplementary	n/a
		Introductions, Group Agreement, Pronouns, Expectations (full)	Supplementary	n/a
		Second Introduction (review)	Supplementary	n/a
<b>2: What is SSAIGD?</b>	Describe sex, gender and sexuality using a holistic and inclusive framework	Binary thinking	Preliminary	Define sex, gender and sexuality in a holistic way.
		Definition brainstorm	Preliminary	Define LGBTI and SSAIGD. Define intersex status.
		Slang scrawl	Preliminary	Describe heterosexism and its impact on LGBTIQ / SSAIGD people. Explore how an understanding of the language used to describe identities can help staff to empower SSAIGD young people. Recognise and identify appropriate and inappropriate words and phrases in regards to sexual and gender diversity.
		Taking up a position	Preliminary	Describe heterosexism and its impact on LGBTIQ / SSAIGD people. Identify own individual assumptions, values and attitudes as well as strategies to provide values-fair support to SSAIGD young people.
		Presentation on key terms (general)	Preliminary	Define LGBTIQ and SSAIGD Define intersex status State the difference between gender and sex
		The Wedding Cake Model	Essential	Define each identity within the LGBTI and SSAIGD acronyms Describe heterosexism and heteronormativity and their impact on LGBTI / SSAIGD people State the difference between gender, sex, and sexuality
		Gender Continuum	Supplementary	Define transgender, gender diverse, intersex, and gender affirmation/transition Identify the difference between gender diversity and intersex

				Explain the components of gender identity; gender expression, gender perception, and experience.
		Presentation on key terms - gender diversity & intersex	Supplementary	Define transgender, gender diverse, intersex, and gender affirmation/transition. Identify the difference between gender diversity and intersex
		Attraction, sexuality, & identity	Supplementary	Define sex, gender and sexuality in a holistic way. Describe human sexual orientation, behavior and identity using the Sexual Trichotomy model
<b>3: What's it like?</b>	Explore the experience of homophobia, transphobia and intersex prejudice, as well as the impact these have on the health, wellbeing, school engagement and academic achievement of SSAIGD young people.	Stepping Out	Preliminary	Describe heterosexism and its impact on LGBTIQ / SSAIGD people. Identify own individual assumptions, values and attitudes as well as strategies to provide values-fair support to SSAIGD young people. Identify forms of discrimination that SSAIGD people in the school community experience.
Impact of homophobia brainstorm		Preliminary	Explain the impact of homophobia on the health and wellbeing of SSAIGD students, staff and families. Explain the impact of homophobia on the school engagement and academic achievement of SSAIGD students.	
True stories - video		Preliminary	Describe the impact of homophobia, transphobia and intersex prejudice on people who are SSAIGD	
Impact of homophobia (presentation)		Essential	Explain the impact of homophobia on the health and wellbeing of SSAIGD students, staff and families Explain the impact of homophobia on the school engagement and academic achievement of SSAIGD students Identify the role schools can have in improving the health, wellbeing, school engagement and academic achievement of SSAIGD young people.	
Impact of transphobia (presentation)		Essential	Define transphobia Explain the impact of transphobia on the health and wellbeing of SSAIGD students, staff and families Explain the impact of transphobia on the school engagement and academic achievement of SSAIGD students <b>Identify the role schools can have in improving the health, wellbeing, school engagement and academic achievement of SSAIGD young people.</b>	

		Primary School Context (presentation)	Supplementary	Explain the importance of providing positive examples of same sex relationships in primary school curriculum.
<b>4 What does this mean for you and your school?</b>	Analyse the current school environment, and explain the role that teachers and staff play as a supportive or risk factor in the lives of SSAIGD young people.	Prevalence (presentation)	Preliminary	Recognise SSAIGD young people as existing within their school community.
		What would it be like at this school? (discussion)	Preliminary	Identify the current factors positively and negatively affecting the safety and inclusion of SSAIGD students at the school.
		Understanding the School Audit (presentation)	Preliminary	Identify both the challenges and supportive factors for SSAIGD students at the school.
		Policy Context (presentation)	Essential	Identify school, state, and federal policies, as well as state and federal legislation relevant to the role of schools and school staff in actively supporting SSAIGD young people
		Educational Frameworks (presentation)	Essential	Identify existing educational frameworks relevant to the role of schools and school staff in actively supporting SSAIGD young people.
		Impact of Supportive Teachers	Supplementary	Identify the role individual teachers can have in improving the health, wellbeing, school engagement and academic achievement of SSAIGD young people.
<b>5: Change is coming</b>	Identify strategies to increase the supportiveness and inclusivity of the school in order to improve outcomes for SSAIGD students, staff and community members.	Case studies	Preliminary	Demonstrate problem-solving skills in relation to specific cases with SSAIGD students, staff and community members. Identify appropriate responses and actions to support SSAIGD students, staff and community members.
		Champion Spruiker	Preliminary	Give an example of at least one resource which addresses SSAIGD themes. Explain how to source additional resources for SSAIGD students.
		Interrupting homophobic, transphobic and intersex prejudiced language (presentation)	Preliminary	List practical strategies to address homophobic, transphobic and intersex-prejudiced language.
		Interrupting homophobic, transphobic and intersex prejudiced language (activity)	Preliminary	Demonstrate practical strategies to address homophobic, transphobic and intersex-prejudiced language.
		Curriculum brainstorm	Preliminary	Develop examples of SSAIGD / LGBTQI content which could be included in

				the school curriculum.
		Reducing gender binaries - Brainstorm	Preliminary	Identify areas within the school where gender binaries could be removed.
		Sorting inclusive language	Preliminary	Describe heterosexism and its impact on LGBTIQ / SSAIGD people. Recognise and identify appropriate and inappropriate words and phrases in regards to same-sex attraction, intersex status and gender diversity.
		Race track	Preliminary	Identify actions that school staff can undertake to work towards achieving ideal outcomes for SSAIGD students, staff and community members.
		Creating Inclusive Schools (presentation)	Essential	Identify strategies for creating inclusive schools.
		Supporting students who are affirming gender (presentation)	Supplementary	Identify strategies for supporting students who are transitioning/affirming their gender at school.
<b>6: Closing</b>	Explain what participants can expect as a follow-up and to evaluate the session	Close & evaluation	Essential	n/a
		Close, Reflection, Evaluation (longer)	Supplementary	n/a

# Teaching Activities



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Safe Schools Coalition Australia respectfully acknowledges the traditional custodians of the land on which our national office and each state and territory partner office is situated, and pays respect to their elders both past and present. Safe Schools Coalition Australia is committed to working in partnership

with Indigenous individuals and communities locally across Australia to make schools safer and more inclusive for Aboriginal and Torres Strait Islander same sex attracted, intersex, & gender diverse peoples. *(note: This acknowledgement message is pending approval)*

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# Key Session Plans

# Foundation Session: Supporting Sexual Diversity, Intersex, and Gender Diversity in Schools

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This is the first Safe Schools Coalition Australia (SSCA) staff professional development session. This session provides an overview of Australian research into the prevalence and impact of homophobia and transphobia in schools and an introduction to supporting same sex attracted, intersex and gender diverse students, staff, and families. The minimum time required for this session is 55 minutes. (65 minutes if including the two optional activities)

## Set up for the session

You will need the following items to deliver this session:

- SSCA Foundation Session PowerPoint slides
- Laptop and data projector
- White board / butchers paper and pen

## Outline

---

Time	Element	Objective	Learning Outcomes	Learning Activities	Materials
4min	Element 1: Introduction	Provide acknowledgements as well as Introduce the facilitators, SSCA, and participants		Introduction – presentation	PowerPoint presentation
10min	Element 2: What is SSAIGD?	Describe sex, gender and sexuality using a holistic and inclusive framework.	<ul style="list-style-type: none"> <li>• Define each identity within the LGBTI and SSAIGD acronyms</li> <li>• Describe heterosexism and heteronormativity and their impact on LGBTI / SSAIGD people</li> <li>• State the difference between</li> </ul>	Wedding cake model	PowerPoint presentation Or Whiteboard and markers  <a href="#">Safe Schools Do</a>

Time	Element	Objective	Learning Outcomes	Learning Activities	Materials
			gender, sex, and sexuality		<a href="#">Better</a> booklet
20min	Element 3: What's it like?	Explore the experience of homophobia, transphobia and intersex prejudice, as well as the impact these have on the health, wellbeing, school engagement and academic achievement of SSAIGD young people.	<ul style="list-style-type: none"> <li>• Define transphobia</li> <li>• Explain the impact of homophobia and transphobia on the health and wellbeing of SSAIGD students, staff and families</li> <li>• Explain the impact of homophobia and transphobia on the school engagement and academic achievement of SSAIGD students</li> <li>• Identify the role schools can have in improving the health, wellbeing, school engagement and academic achievement of SSAIGD young people.</li> </ul>	<p>Impact of homophobia – presentation</p> <p>Impact of transphobia – presentation</p>	PowerPoint presentation
18min	Element 4: What does this mean for you and your school?	Analyse the current school environment, and consider the role of the school and each staff member as a support or risk factor in the lives of SSAIGD young people.	<ul style="list-style-type: none"> <li>• Recognise SSAIGD young people as existing within their school community.</li> <li>• Identify the current factors positively and negatively affecting the safety and inclusion of SSAIGD students at the school.</li> <li>• Identify school, state, and federal policies, as well as state and federal legislation relevant to the role of schools and school staff in actively supporting SSAIGD young people.</li> </ul>	<p>Prevalence presentation</p> <p>What would it be like at this school – discussion</p> <p>Policy context presentation</p> <p>Educational Frameworks</p>	PowerPoint presentation

Time	Element	Objective	Learning Outcomes	Learning Activities	Materials
			<ul style="list-style-type: none"> <li>Identify existing educational frameworks relevant to the role of schools and school staff in actively supporting SSAIGD young people.</li> </ul>		
10min	Element 5: Change is coming	Identify strategies to increase the supportiveness and inclusivity of the school in order to improve outcomes for SSAIGD students, staff and community members.	<ul style="list-style-type: none"> <li>Identify strategies for creating inclusive schools.</li> </ul>	<b>Creating inclusive schools – presentation</b>	PowerPoint presentation
3min	Element 6: Closing	Explain what participants can expect as a follow-up and to evaluate the session		<b>Close &amp; evaluation</b>	PowerPoint presentation

# Element 1: Introduction

## Essential Activity: Introduction (short)

### Objectives

Introduce the facilitators, and the Safe Schools Coalition.  
Create a safe learning environment

### Learning Outcomes

At the end of this activity participants will be able to:

- identify the history, context, structure, and aims of the Safe Schools Coalition and their membership

### Timing

Introduce facilitators, overview of SSCA and your organisation

TOTAL: 4 mins

4 mins

### Materials

PowerPoint presentation

Time	Learning activity	Materials
3 min	<p><b>Introduce facilitators and overview of the Safe Schools Coalition and your State Partner Organisation - presentation</b></p> <p>Method:</p> <p>Present the slide and talk through the following points:</p> <ul style="list-style-type: none"> <li>• Acknowledge the land by saying “I would like to acknowledge and pay my respects to the Traditional Owners of the land we meet on today. I would also like to pay my respects to the Elders past and present and any Aboriginal or Torres Strait Islander people here today”.</li> <li>• Acknowledge the LGBTI elders by saying: “I would also like to acknowledge our elders in the LGBTI community who dedicated their lives to creating the change that allows us to be here today”.</li> <li>• Introduce yourself and provide a brief outline of the skills and experience that provide you with credibility as a trainer and content expert in supporting SSAIGD young people.</li> <li>• Briefly provide an overview of Safe Schools Coalition Australia (current number of members nationally and in your state, the range of types of member schools, the supports we offer, the coalition model, etc.) It is important to acknowledge that this program has received funding until 30 June 2017 from the Australian Government Department of Education.</li> <li>• Acknowledge any other funding, for example from state or territory education/health departments, in kind support from your organisation, along with any specific relevant information</li> </ul>	<p>PowerPoint slides:</p> <p>“Supporting SD, GD &amp; I”</p> <p>“Acknowledgement of land &amp; elders”</p> <p>“What does SSCA do?”</p>

Time	Learning activity	Materials
	<p>about other local organisations who are official SSCA supporters.</p> <ul style="list-style-type: none"> <li>• Give some background information about your organisation, particularly the areas of strength that you have that give credibility to your involvement in this work e.g. research into practice focus, academic strength, years of working with schools, work with LGBTI community, award winning etc.</li> <li>• Explain that the session will be an introduction to sexual diversity, intersex and gender diversity which includes some of the key terminology and language, the local policy framework, and an overview of Australian research into homophobia, transphobia, and bullying in schools and suggested strategies for what makes a safe and inclusive school.</li> <li>• If there are any particular issues or events that have occurred which have led to you engaging with the school it may be appropriate to acknowledge these at this point. (i.e. a gender affirming student, an incident of abuse, a highly supportive administration, good pre-existing work at the school in the area, etc.)</li> <li>• Explain that this session will build upon and strengthen their existing anti-bullying knowledge and strategies in order to better meet the needs of the SSAIGD young people in their school and that this will be part of an ongoing partnership between the school and Safe Schools Coalition.</li> <li>• Acknowledge the fact that every school community is unique, and that we tailor our support to individual school needs. This session is one part of an ongoing partnership between the school and Safe Schools Coalition.</li> </ul>	
	<p><u>Key Messages: (each state &amp; territory partner will create these)</u></p> <ul style="list-style-type: none"> <li>• The Foundation for Young Australians (FYA) is the national convener of Safe Schools Coalition Australia and has partnered with organisations in the ACT, NSW, Queensland, South Australia, Tasmania and Victoria to provide support for all Australian schools. The program is being rolled out across Australia and will be operating in all states and territories by mid-2015.</li> <li>• By becoming a member of Safe Schools Coalition a school joins hundreds of other schools across Australia in making a public proclamation that they are dedicated to creating environments where same sex attracted, intersex and gender diverse students, teachers and families can feel safe and be themselves.</li> <li>• The role of the Safe Schools Coalition workers is to be the conduits between each of the different stakeholder groups-sharing best practice knowledge for creating change in schools between all our current and future members. We work</li> </ul>	

Time	Learning activity	Materials
	<p>directly with each school to cooperatively create a bespoke strategy for each individual school.</p> <p>(each state &amp; territory partner will need to create the rest of these)</p>	

**Notes for Trainer:**

- For less established state and territory partners it may be useful to highlight the total number member schools across Australia so that, even if the school you are presenting at is one of few members in your state or territory, they are made to feel part of a much larger movement. It may also be helpful to share an example of a great success the program has had in schools of a similar nature to the one you are presenting at (government, selective, catholic, independent, single sex, similar socio-economic or cultural mix of student cohort, etc.) This can help the learners feel confident that the program's strategies have been tried and tested in a situation like their own and that this has been successful.
- It can be very effective to establish credibility and set up a professional learning environment to have the school principal or member of the leadership team provide a brief, positive introduction before you begin. This can include some of their own reasons for inviting you and for joining the coalition. If this cannot be arranged beforehand it is worth even trying to arrange this on the day of the presentation when you arrive.

Corresponding slides:



# Element 2: What is SSAIGD?

## Essential Activity: The Wedding Cake Model

E2

### Objective

Describe sex, gender and sexuality using a holistic and inclusive framework

### Learning Outcomes

At the end of this activity participants will be able to:

- Define each identity within the LGBTI and SSAIGD acronyms
- Describe heterosexism and heteronormativity and their impact on LGBTI / SSAIGD people
- State the difference between gender, sex, and sexuality

### Timing

Wedding Cake Model activity

TOTAL: 10 mins

10 mins

### Materials

PowerPoint slide – The Wedding Cake Model (or whiteboard and marker)

Time	Learning activity	Materials
3 min	<p>Method:</p> <p>Draw the unlabeled outline of the model on the whiteboard or have it ready on the animated PowerPoint slide.</p> <p>Label the base layer of the cake as 'Sex'. Explain the following:</p> <ul style="list-style-type: none"> <li>• At birth a person is assigned either 'Male' or 'Female' as their sex based on a range of physical, hormonal and genetic sex characteristics. (label the cake with 'M' and 'F' as per the example provided)</li> <li>• However, some babies and later children and adults may not fit easily into either or only one of these two categories due to natural variations in their sex characteristics. The umbrella term for this is intersex (label 'Intersex' on the outside of the cake and 'non-intersex' within the cake).</li> <li>• It is estimated that at least 17 in 1000 people have an intersex variation. (Blackless, M. et Al 2000) Variations can range from very minor to very significant. This is approximately as common as having red hair – around 2% of people are thought to have red hair (label '1.7%' next to 'Intersex').</li> </ul>	PowerPoint slide or whiteboard & marker
<p><u>Key Messages for "Sex":</u></p> <ul style="list-style-type: none"> <li>• It is not correct to assume that everyone's body is the same and they will develop in the same ways</li> <li>• The two categorisations of 'Male' and 'Female' work for the majority of people so the validity</li> </ul>		

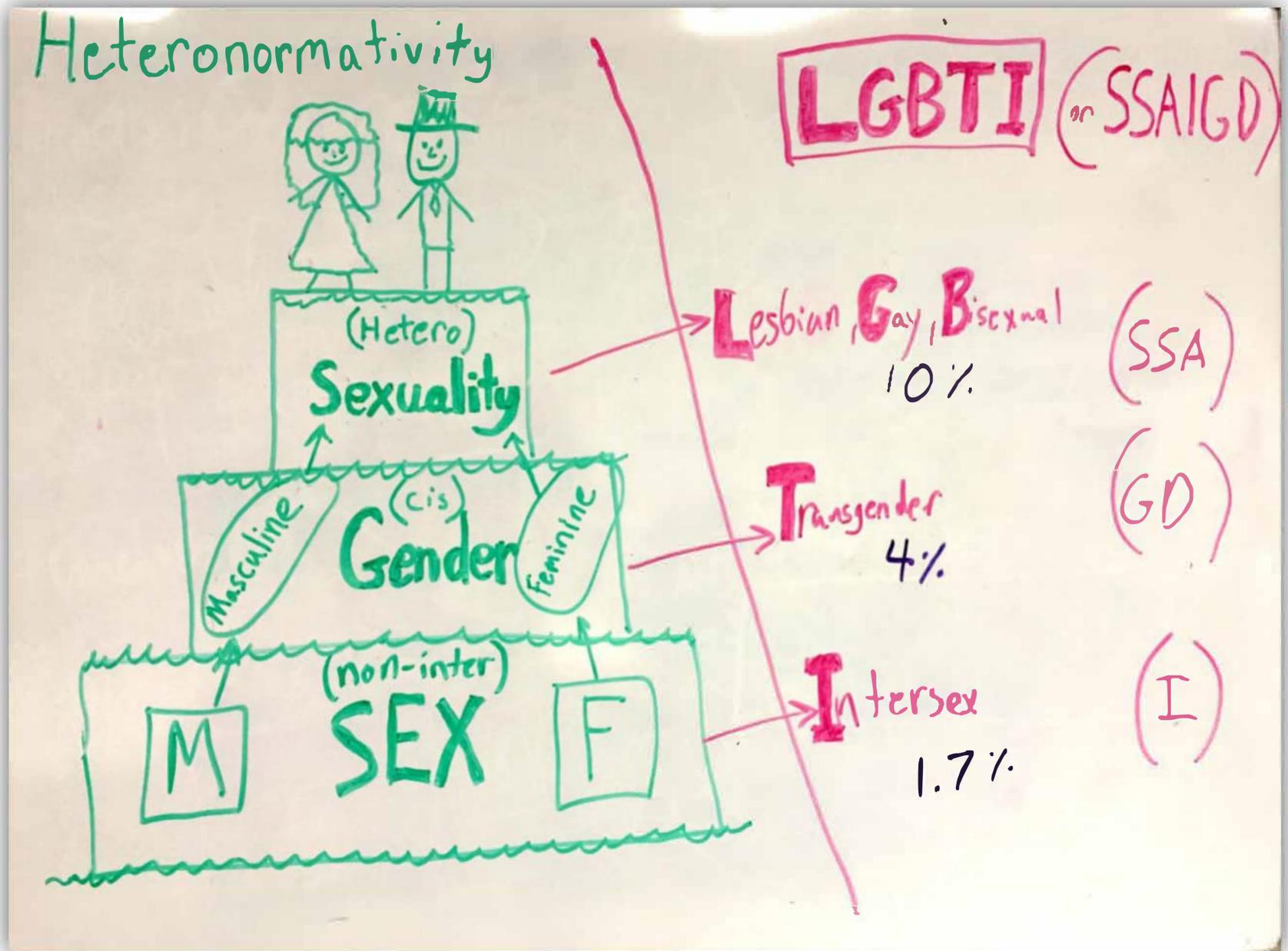
Time	Learning activity	Materials
	<p>of dividing humans into these two categories is rarely questioned and incorrectly assumed to simply be a 'fact of nature'.</p> <ul style="list-style-type: none"> <li>• Intersex people can experience discrimination, shame, and silencing simply because of a natural and normal variation in the way their body is formed.</li> <li>• Many intersex people are subjected to non-consensual 'normalising' surgeries at birth and grow up to wish this had not happened and that they had the opportunity to make this decision for themselves when they were old enough to do so.</li> <li>• Most intersex bodies are healthy bodies</li> <li>• More information on intersex can be sourced from <a href="http://www.oii.org.au">www.oii.org.au</a> (Organisation Intersex International).</li> </ul>	
3 min	<p>Label the middle layer of the cake as 'Gender'. Explain the following:</p> <ul style="list-style-type: none"> <li>• The two genders privileged within the model are 'Man' and 'Woman' (label these within the cake) and there is an assumption that gender is predetermined by our biological sex.</li> <li>• Although many people's gender identity and expression aligns with the expectations placed upon them because of their biological sex, this is not the case for people who are transgender.</li> <li>• Transgender is an umbrella term for people for whom these things do not align in the way that is generally expected in our society; the sex they were assigned at birth does not match their gender. (label 'Transgender' outside the cake)</li> <li>• When this does align we call this 'cisgender', for example a person who is assigned 'Male' at birth, and feels like a boy or man. (label 'cisgender' within the model)</li> <li>• Approximately 40 in 1000 (Clark, T. et. Al 2013) people are gender diverse or transgender. (label 4% next to transgender)</li> </ul>	PowerPoint slide or whiteboard & marker
<p><u>Key Messages for 'Gender':</u></p> <ul style="list-style-type: none"> <li>• It is not correct to assume that everyone has a gender identity that aligns with the sex they were assigned at birth</li> <li>• 'Cis' and 'Trans' come from Latin meaning "on the same side" and "on the other side" respectively. These are a much more inclusive way of categorising people's gender identities than being either 'transgender' or 'normal'.</li> <li>• As an umbrella term, transgender describes many different gender experiences. It may describe an experience of gender that is the exact opposite of what's presented in the wedding cake (for example, a person assigned male at birth whose gender identity is female). It could also describe an experience of gender that doesn't conform to the binary at all, for example a person could be gender fluid and move between male and female, or agender and sit outside of the binary altogether.</li> <li>• People who are transgender or gender diverse often experience exclusion, prejudice and discrimination because their gender identity or expression falls outside of the strict stereotypes</li> </ul>		

Time	Learning activity	Materials
<p>our society generally expects of a man or woman. This is called transphobia.</p> <ul style="list-style-type: none"> <li>• Most intersex people identify as either male or female; not transgender.</li> </ul>		
3 min	<p>Label the final tier of the cake as 'Sexuality'. Explain the following:</p> <ul style="list-style-type: none"> <li>• The most privileged sexuality in our society is heterosexuality (label this inside the cake). This privilege is demonstrated most obviously by the fact that heterosexual relationships are the only intimate relationships currently recognized by the government through marriage.</li> <li>• Those who do not have the experience of being solely attracted to members of the opposite sex include people who identify as Lesbian, Gay, or Bisexual. (label these outside the cake) but may identify as something different to lesbian, gay or bisexual .It is widely accepted that at least 10% of people (Mitchell, A. et. Al 2013) experience attraction to the same sex. (label 10% next to LGB)</li> </ul>	PowerPoint slide or whiteboard & marker
<p><u>Key Messages for "Sexuality":</u></p> <ul style="list-style-type: none"> <li>• It is not correct to assume everyone is solely heterosexual in attraction or behaviour.</li> <li>• Because our society idealises and privileges opposite sex attraction, people who are same sex attracted experience exclusion, prejudice and discrimination. This is called homophobia.</li> </ul>		
1 min	<p>Summarise the entire model by explaining the following:</p> <ul style="list-style-type: none"> <li>• This model of the world is what is known as 'heteronormativity' (label this above the cake). Heteronormativity describes societal cultures that assumes that everyone will always be non-intersex, cisgender, and heterosexual. Heteronormative actions assume that same sex attracted, intersex and gender diverse people do not or should not exist. The result of this exclusion is that when SSAIGD people are ever acknowledged within heteronormative environments, they will (intentionally or implicitly) be portrayed as unnatural, unhealthy or somehow less 'normal' than everyone else.</li> <li>• It is important to understand that sex, gender and sexuality are different parts of a person, but that heteronormativity has an impact on all three elements by privileging those who fit within this model and excluding and disadvantaging those who don't (illustrate this with a line separating the cake from the other labels and arrows showing their exclusion). While heteronormative ideals go unchallenged, the only way to reach the place of privilege at the top of the cake is to be non-intersex, cisgender, and heterosexual.</li> </ul> <p>Lastly, label the model with the acronyms LGBTI and SSAIGD at the top. Explain the purpose of these acronyms and their relationship by labeling</p>	PowerPoint slide or whiteboard & marker



Time	Learning activity	Materials
	"SSA" next to Lesbian, Gay, Bisexual and label "GD" next to Transgender.	
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>• The thing that all members of the LGBTI communities have in common is a shared experience of exclusion, prejudice and discrimination for not being the non-intersex, cisgender, heterosexual ideal. This negative treatment is called heterosexism.</li> <li>• Staff can consciously or unconsciously be acting in a heterosexist way by reinforcing heteronormative stereotypes when teaching young people any topics that intersect with the topics of sex, gender and orientation – this will be discussed further later in the session.</li> <li>• It is the responsibility of staff to provide an inclusive curriculum, resources, and teaching materials that challenge heteronormative views. This will enable the young people they support to self-determine how they wish to express their gender identity and sexuality and reduce instances of homophobia, transphobia and intersex prejudice.</li> <li>• The way people identify publicly does not always describe their sexual behaviour or orientation, private feelings about their gender, or experience of their own body. For this reason the acronym SSAIGD (Same Sex Attracted, Intersex, and Gender Diverse) has come in to common use for its increased inclusivity. SSAIGD speaks to experiences and behaviours rather than specifically labelled identities.</li> <li>• The phrase Same Sex Attracted (SSA) is more inclusive as, besides lesbian, gay, and bisexual, it would also capture people who identify as pansexual (attracted to individuals of any gender), or queer (an umbrella term for a range of non-heteronormative identities), people who might identify as straight but experience attraction to members of the same sex or people of any age who are questioning their sexuality.</li> <li>• The phrase Gender Diverse (GD) is more inclusive as, besides transgender, it would also capture people who identify as cisgender but who's gender expression does not conform to expectations and people of any age who are questioning their gender.</li> </ul>		

Example model:



E2

Adapted from: Leonard W, Heterosexism or the wedding cake model – 'Queer occupations: Development of Victoria's Gay, Lesbian, Bisexual, Transgender and Intersex health and wellbeing Action Plan' Figure 1, Volume 1, Number 3, p92 – 97, Gay and Lesbian Issues and Psychology, 2005

# Element 3: What's it like?

## Essential Activity: Impact of Homophobia (presentation)

### Objective

Explore the experience of homophobia, transphobia, and intersex prejudice, as well as the impact these have on the health, wellbeing, school engagement, and academic achievement of SSAIGD young people.

### Learning Outcomes

At the end of this session participants will be able to:

- Explain the impact of homophobia on the health and wellbeing of SSAIGD students, staff and families
- Explain the impact of homophobia on the school engagement and academic achievement of SSAIGD students
- Identify the role schools can have in improving the health, wellbeing, school engagement and academic achievement of SSAIGD young people.

### Timing

	<u>TOTAL: 10 mins</u>
Impact of homophobia – presentation	2 min
The impact of abuse – presentation	2 min
Where did the abuse take place? – presentation	2 min
The impact of homophobia on educational engagement	2 min
Discussion	2 min

### Materials

PowerPoint slides

Time	Learning activity	Materials
1 min	<p><b>Introducing <i>Writing Themselves In</i></b>                      Method:                      Present the slide and talk through the following key points:</p> <ul style="list-style-type: none"> <li>• <i>Writing Themselves In</i> is a series of studies conducted and published by the Australian Research Centre in Sex, Health and Society (ARCSHS) in 1998, 2004, and 2010 looking at the experiences of same sex attracted young people in Australia.</li> <li>• In the 2010 edition there were 3,134 young people who participated in the research who were aged 14-21 and same sex attracted and/or 'gender questioning' . 97% of the participants were same sex attracted so we consider this data to primarily reflect their experiences. Later we will look at recent research that reflects the experience of transgender and gender diverse young people.</li> <li>• Participants came from all states and territories and across metropolitan, regional and rural areas of Australia.</li> <li>• Work is underway in preparation for <i>Writing Themselves In 4</i>.</li> </ul>	Power Point slide: <i>Writing Themselves In</i> title
<b>Key Messages:</b>		

E3

Time	Learning activity	Materials
<ul style="list-style-type: none"> <li>The work of the Safe Schools Coalition is based on a solid foundation of evidence. We continue to work closely with leading researchers in this area to ensure it remains so.</li> </ul>		
1 min	<p><b>Experiences of homophobia presentation</b></p> <p>Method:</p> <p>Present the slide and talk through the following key points:</p> <ul style="list-style-type: none"> <li><i>Writing Themselves In 3</i> (Hillier et al., 2010) found in Australia in 2010 that nearly 1 in 5 same sex attracted young people had experienced physical abuse on the basis on their sexuality. <ul style="list-style-type: none"> <li>- 61% verbal abuse</li> <li>- 18% physical abuse</li> <li>- 75% some type of homophobia</li> </ul> </li> <li>Unfortunately not much has improved because a more recent but smaller scale study, 'Growing up Queer' (Robinson et al., 2013) found very similar results when they asked the question – 'Has anyone ever been abusive to you because of your sexuality and/or gender?' <ul style="list-style-type: none"> <li>- 64.1% verbal</li> <li>- 17.8% physical</li> <li>- 31.6% other types of homophobia</li> </ul> </li> </ul>	Power Point slide: Experiences of Homophobia
<p><u>Key Messages</u></p> <ul style="list-style-type: none"> <li>It is important to understand that the verbal abuse reported by 61-64% is not just referring to casual homophobic language such as "that's so gay". This language is reported as occurring every day by most young people. This figure from <i>Writing Themselves In</i> was described by young people as much more traumatic and directly targeted verbal assaults as well as profoundly distressing threats of violence.</li> <li>The figure of 18% experiencing physical abuse is often higher than people expect. We need to dispel any idea that 'gay bashing' was something that only exists in the past.</li> <li>These are difficult facts to come to terms with, but we cannot ignore the reality of the lives of these young people in Australia today. The young people who reported their experiences in these two surveys did so with the expectation that this data would be used to create positive change.</li> </ul>		
1 min	<p><b>Where did the abuse take place? presentation</b></p> <p>Method:</p> <p>Present the slide and talk through the following key points:</p> <ul style="list-style-type: none"> <li>We asked young people where they were when the abuse took place and they answered (refer to slide).</li> <li><i>Writing Themselves In 3</i> found that 80% of young people had experienced this abuse at school. It would be possible to interpret this data and conclude that it is safer for a same sex attracted young person to be out in the street or at home than attending school. It makes sense, then, for there to be higher levels of absence from same sex attracted or gender diverse young people who have experienced homophobia or transphobia.</li> </ul>	Power Point slide: Where did the abuse take place?
<p><u>Key Messages</u></p> <ul style="list-style-type: none"> <li>Whilst it is horrible that 80% of these young people experience bullying and harassment at school, it is better to focus on the great capacity this presents. It may be beyond our capacity</li> </ul>		

E3

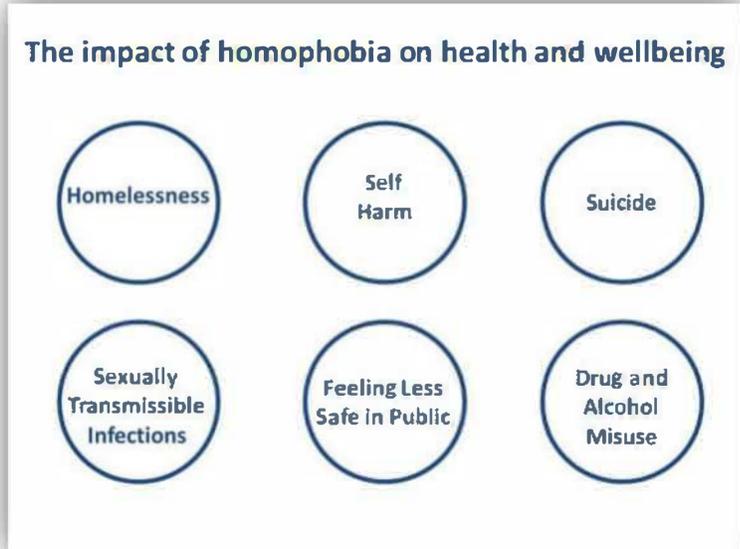
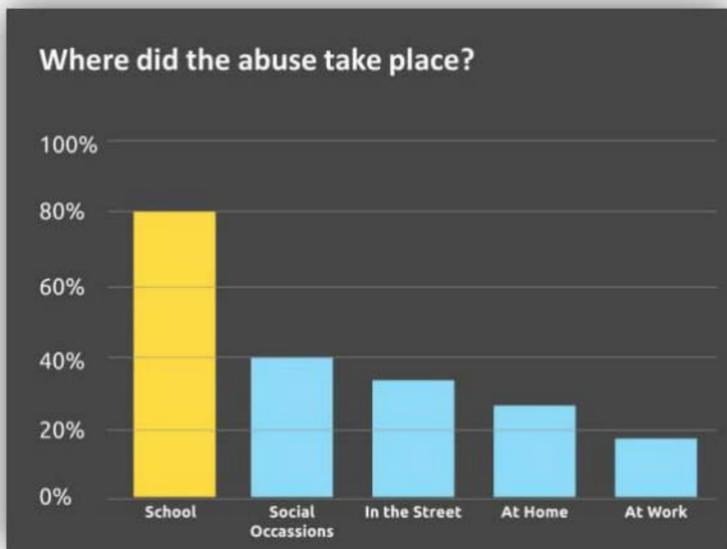
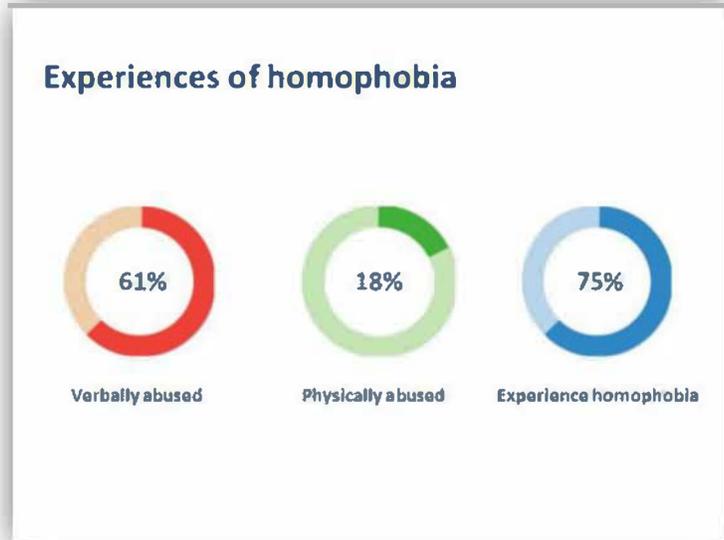
Time	Learning activity	Materials
	<p>to prevent gender and sexuality based discrimination on the street, in the workplace and at home, but school is where young people spend the majority of their time and the one environment we have the greatest capacity to change. We therefore have an opportunity to create major impact if we make sure this environment is safe and inclusive for everyone.</p> <ul style="list-style-type: none"> <li>Schools which have addressed the issue have been able to make their school a place where young SSAIGD students can feel safe and supported, even if they are not feeling that way on the street, at home, etc.</li> <li>It is not useful to 'blame' schools for these outcomes, schools are just one part of a broader homophobic and transphobic society which we all share responsibility for and can do something to change.</li> </ul>	
1 min	<p><b>The impact of abuse presentation</b></p> <p>Method: Present the slide:</p> <ul style="list-style-type: none"> <li><i>Writing Themselves In 3</i> found a clear correlation between poorer health and wellbeing outcomes and the experience of some form of homophobic abuse or discrimination.</li> <li>If a young person experienced homophobia then they were at a higher risk of mental health issues, homelessness, self-harm, suicide, STIs, and drug and alcohol misuse.</li> </ul>	<p>Power Point slide:  Impact of homophobia on health &amp; wellbeing</p>
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>To be clear, the evidence shows that being SSAIGD does not increase the risk of negative health and wellbeing outcomes (including poor mental health outcomes, suicide, drug and alcohol misuse, drug and alcohol abuse etc.); the cause of the increased risk is the experience of homophobia and transphobia.</li> <li>The research showed that if provided with an inclusive environment, where the increased risk from discrimination and abuse is addressed and reduced, SSAIGD young people can be as happy and as healthy as their heterosexual and cisgender peers.</li> <li>This training is about understanding both the reality of the situation facing same sex attracted, intersex and gender diverse young people and working out simple and effective ways to make it better, now.</li> </ul>		
1 min	<p><b>The impact of homophobia on educational engagement</b></p> <p>Method: Present the slide:</p> <ul style="list-style-type: none"> <li>This part of the <i>Writing Themselves In 3</i> research shows that when students experience homophobia they are much more likely to not be able to concentrate in class, miss class, and see their marks drop.</li> <li>Same sex attracted and gender diverse students also reported they do not feel safe using school toilets and changing rooms. This is a common experience that can have a negative impact on both mental and physical health.</li> </ul>	<p>Power Point slide: Impact of Homophobia on education</p>
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>Safe schools will perform better. As a school we have a shared purpose of achieving educational outcomes together with a focus on individual learners being enabled to be the best student they can be. Creating a safe and inclusive learning environment for SSAIGD</li> </ul>		



Time	Learning activity	Materials
	<p>students not only helps those students reach their full potential, it helps all of us achieve more together.</p> <ul style="list-style-type: none"> <li>Again, looking at this from a positive perspective, it is possible to see how challenging homophobia and transphobia and creating more inclusive environments will have a very direct positive impact on academic achievement and attendance, as well as keep more young people engaged in education – goals we all share as educators!</li> </ul>	

**Corresponding PowerPoint Slides:**

**Produced by**  
 Australian Research Centre for Sex, Health and Society  
**Participants**  
 3,134 SSA and GQ young people aged 14-21



### The Impact of homophobia on education

29% of students could not concentrate at school

21% of students missed classes or days at school

20% of students reported a drop in their marks

9% of students did not use the toilets

8% of students had dropped out altogether.

# Element 3: What's it like?

## Essential Activity: Impact of Transphobia (presentation)

### Objective

Explore the experience of homophobia, transphobia and intersex prejudice, as well as the impact these have on the health, wellbeing, school engagement and academic achievement of SSAIGD young people.

### Learning Outcomes

At the end of this session participants will be able to:

- Define transphobia
- Explain the impact of transphobia on the health and wellbeing of SSAIGD students, staff and families
- Explain the impact of transphobia on the school engagement and academic achievement of SSAIGD students
- Identify the role schools can have in improving the health, wellbeing, school engagement and academic achievement of SSAIGD young people.

### Timing

TOTAL: 10 mins

PowerPoint slide - What is transphobia?	1 min
PowerPoint slide - Research on gender diverse young people	2 mins
PowerPoint slide – Research on places trans* people avoid	2 mins
PowerPoint slide – Research on abuse according to teacher language	2 mins
Discussion	3 mins

### Materials

PowerPoint presentation  
Examples of research articles/ links

Time	Learning activity	Materials
1 min	<p><b><u>Discussion</u></b></p> <p>Ask the group if they can define “transphobia”. When an agreed definition is reached, ask the group for specific examples. These should include:</p> <ul style="list-style-type: none"> <li>• Words like ‘tranny’, ‘he/she’, ‘shim’, or ‘it’</li> <li>• Deliberately using the wrong pronouns or name</li> <li>• Denying access to gendered spaces such as changing rooms, toilets, sports teams, etc.</li> <li>• Any violence, abuse or discrimination experienced by transgender people because of their gender identity and/or expression.</li> </ul>	

### Key Messages

- Homophobia is often a much more well understood term than transphobia. Most people can

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infer the definition of transphobia in the context of these discussions but would struggle to provide examples of transphobia. Therefore they would struggle to spot transphobia and challenge it so it is important to provide specific examples

- Transphobia is defined commonly as: The fear or intolerance of people who identify as transgender, or are gender diverse or gender nonconforming. Transphobia can be linked with hostility, verbal and physical abuse, or discrimination.
- Transgender people can experience both transphobia and homophobia, or experience homophobic remarks on the basis of their gender expression.

2 mins	<p><b><u>Research on gender diverse young people – Presentation</u></b></p> <p>Present the slide and talk through the following points:</p> <ul style="list-style-type: none"> <li>• Explain that in <i>From Blues to Rainbows</i>, recent research into the experience of gender diverse young people, these students experience high levels of verbal and physical abuse on the basis of their gender identity and gender expression, and that this discrimination has severe negative impacts on their health and wellbeing.</li> <li>• 66% of the young people surveyed had experienced verbal abuse because of their gender identity and 21% had experienced physical abuse. 31% experienced other forms of transphobic abuse or harassment</li> <li>• Young people who experienced physical abuse had high rates of self-harm (70%), suicidal thoughts (90%), and suicide attempts (37%).</li> </ul>	<p>PowerPoint slide:</p> <p>Blues to Rainbows title</p> <p>Transgender Experiences of Abuse</p>
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Key Messages:

- The risk of suicide is higher before a gender diverse young person has told anyone about their gender identity. If staff can set up an inclusive environment in their classroom they will have established themselves as a safe and inclusive person for SSAIGD young people to talk to. By doing this, staff can play a significant role in reducing young people’s risk of self-harm and suicide.

2 mins	<p><b><u>Research on places young transgender and gender diverse people avoid – Presentation</u></b></p> <p>Present the slide and talk through the following points:</p> <ul style="list-style-type: none"> <li>• Because others perceive their gender as not what is typically expected of a cisgender person, these young people experience these locations as potentially unsafe spaces and therefore avoid them. As you can see, this includes numerous places.</li> <li>• 25% of the young people surveyed avoid school.</li> </ul>	<p>PowerPoint slide:</p> <p>Places Young Transgender People Avoid</p>
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Key Messages:

- Most cisgender people would move through these spaces without a second thought. However, many transgender and gender diverse young people report being “hyper-vigilant” in most public spaces in order to maintain their own safety. Not feeling able to access all these spaces safely and therefore avoiding them inevitably leads to profound feelings of exclusion and isolation for these young people.
- Toilets and change rooms are the most obviously gendered spaces. They are one of the few places in our society where any type of segregated access according to who someone is (or



perceived to be) is still widely seen as acceptable. This can be very problematic for people of non-binary genders or transgender and gender diverse people whose access is often 'policed' by others. This would also apply to toilets and change rooms at school.

- Obviously we have a responsibility to address the fact that 25% of these young people avoid school. No student should feel like it is unsafe for them to attend school.
- The statistics on this slide will not only apply to young people who identify as transgender but also any young person whose gender expression does not fit the stereotypes of masculinity or femininity. Addressing this issue in your school will not only benefit students who identify as transgender but also any students whose gender expression does not conform to the stereotypical ideals.

2 mins	<p><b><u>Research on abuse according to teacher language – Presentation</u></b>  Present the slide and talk through the following points:</p> <ul style="list-style-type: none"> <li>• The percentages represented in RED show the amount of transphobic harassment or abuse experienced by students who reported their teachers used INAPPROPRIATE language.</li> <li>• The percentages represented in BLUE show the amount of transphobic harassment or abuse experienced by students who reported their teachers used APPROPRIATE language.</li> <li>• These experiences of abuse at school are profoundly impacted by whether teachers use appropriate language. When teachers use appropriate language these rates drop by as much as 40%.</li> </ul>	PowerPoint slide:  Abuse According to Teacher Language
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**Key Messages:**

- This shows the amazing impact the example set by a supportive teacher can have as a protective factor from experiences of transphobia. This could be because many members of the school community will follow their lead.
- On an individual practice level, using the correct name and pronouns is the single most important thing a teacher can do to create a safe learning environment for their gender diverse and transgender students.
- However, in order to use 'appropriate language' you must first know the name and pronouns of a student – so the first step is creating an inclusive environment where a student can request this language and affirmation of their gender identity.

3 mins	<p><b><u>Discussion</u></b></p> <ul style="list-style-type: none"> <li>• Ask participants whether they have any questions or found any of these statistics surprising and expand understanding as needed.</li> <li>• Review how addressing these wellbeing and educational issues can benefit the school – e.g. happier students, better attendance rates, better grades, less demand on wellbeing staff and case work, etc.</li> </ul>	
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**Key Messages:**

- This report shows that when schools provide appropriate services for these students, their engagement and health are significantly improved. This includes teachers respecting their name and pronouns, being able to use the preferred toilets, and information in sexuality and puberty education.
- Supportive schools can be a protective factor for students who may not experience support at home, in public etc.

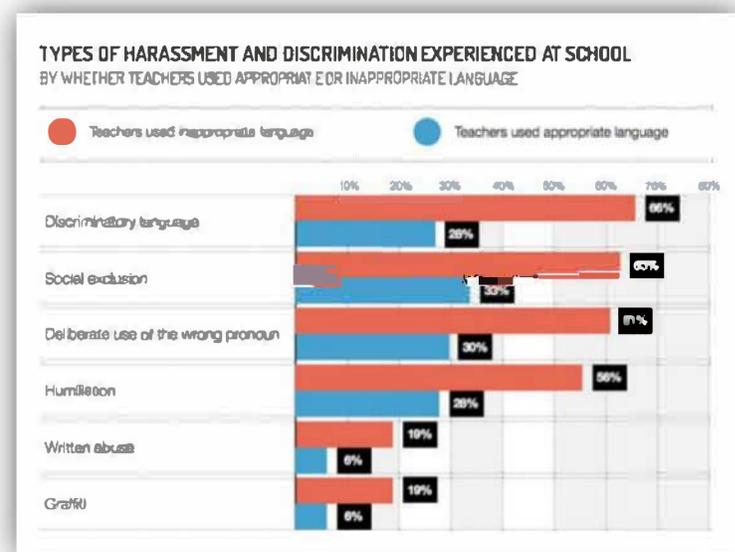
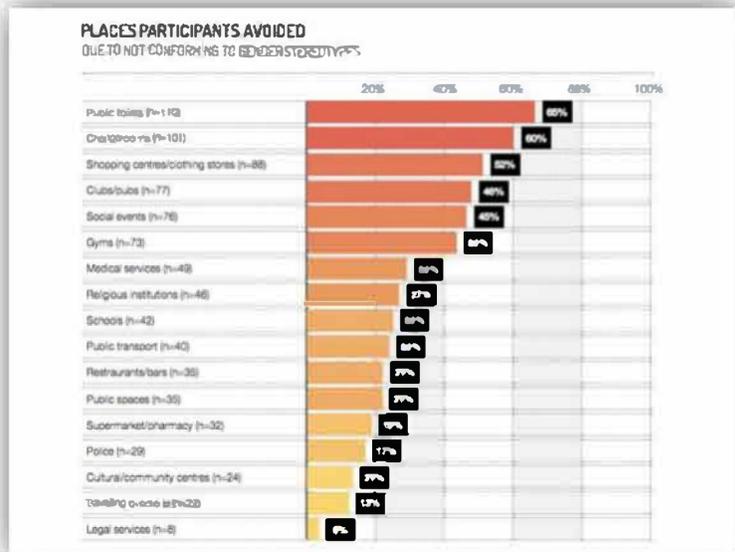
**Note on data:**

*From Blues to Rainbows* is the first national study of the experiences of transgender and gender diverse young people in Australia. The research was conducted by La Trobe University and the University of New England. 189 gender diverse and transgender participants aged 14-25 took part in an online survey, with a further 16 engaging in in-depth interviews.

The full report is available online here;

[http://www.latrobe.edu.au/data/assets/pdf\\_file/0007/598804/from-blues-to-rainbows-report-sep2014.pdf](http://www.latrobe.edu.au/data/assets/pdf_file/0007/598804/from-blues-to-rainbows-report-sep2014.pdf)

**Corresponding PowerPoint Slides:**



# Element 4: What does this mean for you and your school?

## Preliminary Activity: Prevalence (presentation)

### Objective

Analyse the current school environment, and consider the role of the school and each staff member as a support or risk factor in the lives of SSAIGD young people.

### Learning Outcomes

At the end of this session participants will be able to:

- Recognise SSAIGD young people as existing within their school community.

### Timing

PowerPoint slide- How many young people are SSAIGD at this school?

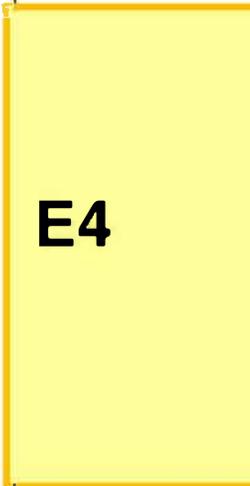
TOTAL: 5 mins

5 min

### Materials

PowerPoint presentation

Time	Learning activity	Materials
5 mins	<p><b>How many young people are SSAIGD at this school? Discussion.</b></p> <p>Method: Present the slide</p> <ul style="list-style-type: none"> <li>• Based on the 10% figure, ask the participants to calculate the approximate number of students who may be same sex attracted in their school</li> <li>• Based on the 4% figure, how many students at the school may be gender diverse?</li> <li>• How many may be intersex at 1.7%?</li> </ul> <p>Facilitate a brief group discussion around the following points:</p> <ul style="list-style-type: none"> <li>• Are there roughly these numbers of students who are 'out' at school?</li> <li>• Why do you think this is?</li> </ul> <p>Summarise the discussion, highlighting the key messages.</p>	PowerPoint slide
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>• It should be assumed that there will always be a number of same sex attracted, intersex and gender diverse students in every school and even in every class.</li> <li>• It is worth remembering that a significant section of the population will publicly identify as heterosexual while also being sexually attracted to, or sexually active with, people of the same sex.</li> <li>• Sexual diversity, gender diversity and intersex status are not necessarily visible, so it is likely there will always be a number of SSAIGD students who are not identifiable and who may never be known to staff, other students, or their families so we must create safe and</li> </ul>		



Time	Learning activity	Materials
	<p>inclusive environments for everyone regardless of whether we are currently able to easily see this diversity present in any given school.</p> <ul style="list-style-type: none"> <li>• If students are not self-identifying or 'out', there is a high likelihood that this will occur in the future. There is also a high possibility that there will be a student or more than one student who are transgender who may seek to affirm their gender identity while at your school.</li> <li>• Conversely, when these students witness homophobic and transphobic bullying of other students who have come out, other SSAIGD young people may choose not to come out fearing that this will put them at higher risk.</li> </ul>	

**Notes for trainer:**

- Learners can sometimes get too focused on the statistics around prevalence and their accuracy. It can be helpful to ask: “Even if there were hypothetically only one student in the school whom we could make feel more included and reduce the likelihood of negative outcomes in these ways, would that not still be worth it?”. Taking steps to reduce homophobia and transphobia and create a safe and inclusive environment for SSAIGD students can have tremendously positive impact on each student it affects so it is worthwhile doing this regardless of how many students we are talking about. In these situations, is there a minimum number that constitutes “enough” to warrant action?

**Further notes on statistics:**

- LGBTI people are not currently counted as separate identities in the Australian census. A study conducted in 2003 (*Smith, Rissel et al.*) found that up to 15% of Australian adults have experienced same sex attraction or had sexual contact with someone of the same sex. In the most recent National Survey of Australian Secondary Students and Sexual Health 2013 (*Mitchell et.al, 2013*) 11.2% of students reported being attracted to people of both sexes, 5.6% as attracted to only people of the same sex, and 4.4% as “not sure”.
- While a range of statistics exist regarding the prevalence of transgender and gender diverse population, studies which show a low prevalence of gender diverse people often have used data that is based on access to medical support and legal changes to documentation. Because it is known that many people do not choose to do either, it is likely that a low proportion of transgender people and the broader gender diverse community are captured through this data.
- The New Zealand Adolescent Health Survey was the first nationally representative survey to report on the overall health and well-being of transgender young people. 94.7% reported being non-transgender, 1.2% reported being transgender, 2.5% reported being not sure about their gender, and 1.7% did not understand the question. Students who reported being transgender or not sure about their gender or did not understand the question had compromised health and well-being relative to their non-transgender peers. (*Clark et. Al, 2013*)
- Note that there is less data available on people who do not conform to binary gender expectations. There has not been the same extent of research into this community either internationally or in Australia as there has been about sexually diverse populations. There

**E4**

are also the same limitations on collecting accurate population percentile data in this area due to lack of access to services and broad or unclear definitions.

- Intersex data is considered fairly accurate, as this is based on medical records. Around 1.7% of the population have an intersex variation. The variation may be very minor through to very significant. (Blackless, M. et. Al 2000). This means intersex variations are about as common as having red hair – around 2% of the population are thought to have red hair.

**Corresponding PowerPoint Slides:**

**How many people are we talking about?**

**Around 10% Same Sex Attracted**

How many students at this school?

**Around 4% Transgender and Gender Diverse**

How many students at this school?

**Around 1.7% Intersex**

How many students at this school?

**E4**

# Element 4: What does this mean for you and your school?

## Preliminary Activity: What Would It Be Like At This School? (discussion)

### Objective

Analyse the current school environment, and consider the role of the school and each staff member as a support or risk factor in the lives of SSAIGD young people.

### Learning Outcomes

At the end of this session participants will be able to:

- Identify the current factors positively and negatively affecting the safety and inclusion of SSAIGD students at the school.

### Timing

PowerPoint slide- 'What would it be like...'

Discussion (pairs and then group)

TOTAL: 5 mins

1 min

4 mins

### Materials

PowerPoint presentation

**E4**

Time	Learning activity	Materials
1 min	<p><b><u>What would it be like - Discussion</u></b></p> <p>Method:</p> <ul style="list-style-type: none"> <li>• Divide group into pairs</li> <li>• Ask pairs to consider what they think it would be like to attend [insert school name here] if they were a same sex attracted student.</li> <li>• Allow the pairs 2 – 3 minutes to discuss between them</li> <li>• Invite people to feed back to the larger group what they had discussed.</li> <li>• Ask participants not to identify or 'out' particular students, and remind them that it is ok to disagree with each other because there are no right or wrong answers to the question.</li> </ul>	PowerPoint slide: What would it be like at this school?
4 mins	<p>Facilitate a brief group discussion around the following points:</p> <ul style="list-style-type: none"> <li>• How safe and supportive is your school for SSA young people?</li> <li>• Why do you think that is or what led you to that conclusion?</li> <li>• What do you think are the biggest challenges / supportive factors for same sex attracted students?</li> <li>• What do other people think? Do you agree?</li> <li>• What steps does the school currently take to actively include</li> </ul>	

Time	Learning activity	Materials
	<p>same sex attracted students?</p> <ul style="list-style-type: none"> <li>Roughly how many students do you think are 'out' at this school? Do they feel safe? According to the statistics of prevalence, is it possible there are other students you are not aware of who do not feel safe about "being out".</li> </ul> <p>Close the discussion with a brief summary of what has been said, including some of the strengths and challenges that have been identified. There are likely to be both positive and negative statements made. Where possible allow the group to correct itself and only step in when necessary. Note the range of experiences and opinions within the group, but affirm that the commonality is the commitment to working towards improving things for SSAIGD students at their school.</p>	
<p><b>Key Messages:</b></p> <ul style="list-style-type: none"> <li>Explain that today's session, and our work generally, is all about making sure that SSAIGD students feel included, supported and safe coming to school. This is something we can all work towards and achieve together.</li> <li>Young SSAIGD people may encounter exclusion at many levels of their school experience.</li> <li>Each school has a variety of supportive structures as well as potential barriers.</li> <li>Through empathic reflection we can begin to understand how to work towards a more inclusive and safe school environment for all students.</li> <li>Each school environment is unique, just like the young people we work with.</li> <li>We can work with the strengths and challenges of each school to achieve a safe, supportive and inclusive environment.</li> </ul>		

**E4**

**Notes for trainer:**

If time permits (in longer sessions) this activity could be repeated for a discussion about intersex students and then one for transgender and gender diverse students. However, talking about all of these things at once tends to be too much for the audience to conceptualise simultaneously. The real point of this activity is to get the staff to begin to realise there is much more they could be doing to improve the situation for SSAIGD students. When time permits it is great to consider the unique aspects of each group's experience, however, it is not necessary to do this to accomplish the main goal. Individual strategies supplied in the *Creating Inclusive Schools* activity are fully inclusive of how to specifically improve the situation for SSA and I and GD students, which is more important.

It can be a very affective addition to or replacement of this activity to gather a selection of statements from young people beforehand. If there is an existing QSA or Stand Out group, contact them beforehand and ask the students themselves to write short quotes as to what they want teachers to know (anonymously) about what it is like to be SSAIGD at this school and what they would like their teachers to do to make their schools safer.

**Corresponding slide:**

**What would it be like to be a SSA student at this school?**

**E4**

# Element 4: What does this mean for you and your school?

## Essential Activity: Policy Context (presentation)

### Objective

Analyse the current school environment, and consider the role of the school and each staff member as a support or risk factor in the lives of SSAIGD young people.

### Learning Outcomes

At the end of this session participants will be able to:

- Identify school, state, and federal policies, as well as state and federal legislation relevant to the role of schools and school staff in actively supporting SSAIGD young people.

### Timing

TOTAL: 5 mins

PowerPoint Slide – Federal and state policy framework

2 mins

PowerPoint Slide – Local policy

3 mins

### Materials

PowerPoint presentation

E4

Time	Learning activity	Materials
2 mins	<p><b>Federal and state policy framework - presentation</b></p> <p>Method: Present the slide and talk through the following points:</p> <ul style="list-style-type: none"> <li>Introduce relevant policies in your state or territory that relate to this work. These may include equal opportunity or anti-discrimination legislation as well as department of education policy or guidelines. If possible, refer to any particular support or documented comments/quotes from local members of parliament, ministers or from the state government department of education.</li> </ul>	<p>PowerPoint slide: “Policy Frameworks”</p>
<p><u>Key Messages</u></p> <ul style="list-style-type: none"> <li>While it may be compulsory to follow federal and state policy in all schools it doesn’t necessarily mean that it is being followed well, or is even widely known about by staff in each individual school.</li> <li>Policies create an active responsibility and provide guidance</li> </ul>		
3 mins	<p><b>School policy – presentation and/or discussion</b></p> <p>Method: Present the slide</p> <ul style="list-style-type: none"> <li>Note: The slide may have information that you have collected before the session (perhaps in your consultations with the</li> </ul>	<p>PowerPoint slide: “What policies does your school have in place?”</p>

Time	Learning activity	Materials
	<p>school), or it may be blank and open for discussion.</p> <ul style="list-style-type: none"> <li>Facilitate a brief discussion with the whole group about what policies are in place at [insert school name] that explicitly mention same sex attraction, gender diversity, or intersex status, including anti-bullying and diversity policies.</li> </ul>	
<p><b>Key Messages:</b></p> <ul style="list-style-type: none"> <li>Policies can be useful as a point of engagement, help to establish the legitimacy of the program, and can provide supportive frameworks for action-planning.</li> <li>Policies create an active responsibility and provide guidance on inclusive practise.</li> <li>Evidence shows that schools with clear policies specifically naming measures for creating safe and inclusive environments for SSAIGD people are more successful in doing so</li> </ul>		

**E4**

**Notes for trainer:**

Before the session, ensure you have all the relevant information about state government and department of education policies and have updated the PowerPoint slides accordingly. In addition, check to see whether there are exemptions for religious schools or particular guidelines for government schools around bullying and student wellbeing/welfare in your state or territory.

The level of emphasis placed on the compulsory nature of each policy may be varied according to your initial assessment of how willing the school is to make changes and create improvements. If it seems like a school may be reluctant to take on the program, policy that includes legal obligations can be a useful point of leverage or encouragement to do more!

**Corresponding slides:**



(This is only an example slide showing national and Victorian frameworks)

**E4**

# Element 4: What does this mean for you and your school?

## Essential Activity: Educational Frameworks (presentation)

### Objective

Analyse the current school environment, and consider the role of the school and each staff member as a support or risk factor in the lives of SSAIGD young people.

### Learning Outcomes

At the end of this session participants will be able to:

- Identify existing educational frameworks relevant to the role of schools and school staff in actively supporting SSAIGD young people.

### Timing

PowerPoint Slide – Federal and state policy framework

TOTAL: 3 mins

3 mins

### Materials

PowerPoint presentation

Time	Learning activity	Materials
2 mins	<p><b>Federal and state policy framework - presentation</b></p> <p>Method:</p> <p>Present the slide and talk through the following points:</p> <ul style="list-style-type: none"> <li>• Introduce relevant national educational frameworks as well as any specific to your state or territory that relate to this work.</li> </ul>	<p>PowerPoint slide:</p> <p>“Educational Frameworks”</p>
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>• Central to all of these educational frameworks are notions of equity and justice and the importance of valuing diversity.</li> <li>• They all recognise that best practice means eliminating discrimination and several of them state this explicitly on the basis of sexual orientation.</li> <li>• They also draw a link between wellbeing and learning; that one can’t exist without the other. <i>The National Safe Schools Framework</i> states this explicitly.</li> </ul>		

E4

### Notes for trainer:

Before the session, ensure you have all the relevant information about state government and department of education frameworks and have updated the PowerPoint slide accordingly.

### Corresponding slides:

## Educational frameworks



(This is only an example slide showing national and Victorian frameworks)

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E4

# Element 5: Change is Coming

## Essential Activity: Creating Inclusive Schools (presentation)

### Objective

Identify strategies to increase the supportiveness and inclusivity of the school in order to improve outcomes for SSAIGD students, staff and community members.

### Learning Outcomes

At the end of this session participants will be able to:

- Identify strategies for creating inclusive schools.

### Timing

PowerPoint – Creating inclusive schools

TOTAL: 10 mins

10 mins

### Materials

PowerPoint presentation

Time	Learning activity	Materials
5 mins	<p><b>Creating inclusive schools – Presentation</b></p> <p>Present slide and discuss the following points</p> <p><b>Inclusive Schools do the following:</b></p> <ol style="list-style-type: none"> <li>1. Challenge all homophobic and transphobic language and behaviours</li> <li>2. Give positive examples and avoid heteronormativity in conversation and in class</li> <li>3. Are available to support SSAIGD students</li> <li>4. Make sexual and gender diversity visible</li> <li>5. Support student led activity to create change</li> </ol> <p>Ask the group what further planning or next steps could your school take to address these issues? Examples may include:</p> <ul style="list-style-type: none"> <li>• review school policy</li> <li>• promote existing policy</li> <li>• include diverse and inclusive information in sex education</li> <li>• review teaching and library resources to ensure they are diverse and inclusive of SSAIGD young people and families</li> <li>• a campaign to address homophobic and transphobic language</li> </ul> <p>etc.</p>	<p>PowerPoint slide:</p> <p>“Small changes make a big difference”</p>

### Key Messages:

#### Challenge all homophobic and transphobic language and behaviours

- Research (**Writing Themselves In 3**) shows that ‘gay’ is still very frequently used as a positive

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term of identity by young people. This means that when young people use 'gay' in a negative or derogatory way, it will directly contradict and insult those that use the same word to describe a part of who they or their families are. When asked "If you could pick only one thing for your school to do to make you feel safer, what would it be?" a majority of students wished their teachers would consistently challenge all homophobic and transphobic language. For anyone lacking confidence in doing this, there is a training video on Safe Schools Coalition Australia's website devoted to this topic.

- There are easily drawn parallels between casual homophobic language today and incidences of casual racism; common use of racist language didn't just end by itself, it was challenged. It is no longer acceptable to make racist comments, this means that most people think about the language they use; this is one of the most obvious ways that the incidence of racism has abated.

#### Give positive examples and avoid heteronormativity in conversation and in class

- An important point to understand is that heteronormativity is so pervasive in our culture it will likely have effected nearly every aspect of these young people's lives. This means that when it comes to homophobia and transphobia within a school context, young people tend to assume that people are homophobic and transphobic, unless they are given clear signals to the contrary; the perception being that the environment is too unsafe to think otherwise. For this reason you must actively provide cues you are cultivating a safe space for everyone in your classroom and school (such as 'if you had a boyfriend or girlfriend...').
- In every subject area there is the possibility of examples, case studies or structured discussions that include SSAIGD people. For example, math class can include question like "Mustafa wants to buy a box of chocolates for his boyfriend, Wulin, for Valentines. He has \$15 and the chocolates cost \$20. How much more money does Mustafa need?"
- A key way of being inclusive of people with Intersex characteristics is to not make generalisations that people's bodies "should" or "should not" be a certain way. For example, avoid phrases like "ALL men will grow facial hair", instead say "Commonly, people with high levels of testosterone will grow facial hair but all people's bodies are different." This practice is also more inclusive of people who are transgender whose bodies may differ from what might be expected for people of their gender.
- Avoid unnecessary gendering within your teaching and the practices of the school. (i.e. don't divide your class according to gender, provide all uniform options simply as 'options' and include gender neutral items, rebadge an available toilet block as gender neutral, etc.)

#### Be available to support SSAIGD students

- *Writing Themselves in 3* (Hillier et al. 2010) showed that teachers were the most common professionals for young people to come out to. Unfortunately, *Writing Themselves in 3* also showed that students did not always feel supported when this occurred. If you follow these other tips, you will show yourself to be a safe and supportive adult for your SSAIGD students, therefore increasing the likelihood of them trusting you as a person to talk to about being SSAIGD.
- It is therefore important to be prepared for a student to come out to you.
- Do not play it cool as though "it's no big deal". This is likely to give the impression you don't care or are uncomfortable about the issue because to this young person it is likely to be a big

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deal and they want you to react supportively.

- Do not assume that because they are SSAIGD that they will automatically have poor mental health and then refer them for counselling. This can give the impression you think SSAIGD people are inherently mentally ill.
- Do thank the young person for telling you, acknowledge this as an important and good thing about them, and tell them you are always happy to talk to them about this or anything else they would like to talk to you about. This last step invites them to seek help from you if things aren't going well without assuming that will always be the case.

#### Make sexual and gender diversity visible

- Having positive discussions specifically about same sex attraction, gender diversity, and intersex status can go a long way to reducing prejudice towards SSAIGD people. SSCA have developed the resource *All of Us* to aid teachers to do this formally within the years 7 and 8 Physical Health Education curriculum, however, informal discussions can be had in virtually any year level or subject.
- Be sure your school policy explicitly states that your school actively supports the inclusion of SSAIGD people in the school community.
- Display posters, stickers, banners, etc., proclaiming your school is a safe and inclusive space for SSAIGD people where homophobia and transphobia are not tolerated.
- Publicise the fact that your school is a member of Safe Schools Coalition and what that means.

#### Support student led activity to create change

- Establishing a Stand Out group (queer-straight alliance type group) is a fantastic way to provide a safe space for young SSAIGD students and their allies to come together and take ownership of creating change in their school.

#### **Notes for trainer:**

This activity is only meant to be a short overview, other activities in the SSCA Trainer's Manual can be used to build skills in assessing curriculum as well as reviewing teaching materials and resources to ensure they are representing sexual diversity and are not reinforcing heteronormative messages.

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Corresponding slide:

## Small changes make a big difference

1. Challenge all homophobic and transphobic language and behaviours
2. Give positive examples and avoid heteronormativity in conversation and in class
3. Be available to support SSAIGD students
4. Make sexual and gender diversity visible
5. Support student led activity to create change

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# Element 6: Closing

## Essential Activity: Close & Evaluation (short)

### Objectives

Explain what participants can expect as a follow-up and to evaluate the session

### Learning Outcomes

- n/a

### Timing

PowerPoint slide- Next steps and contact details

TOTAL: 3 mins

3 mins

### Materials

PowerPoint presentation

Evaluation forms

Time	Learning activity	Materials
3 mins	<p><b>Next steps and contact details - presentation</b></p> <p>Method: Present the slide and talk through the following points:</p> <ul style="list-style-type: none"> <li>• Talk through the next steps that will take place in your work with that particular school. Explain what they should expect as a follow up to today’s session.</li> <li>• If appropriate, ask for volunteers to join in a school ‘Safe Schools Coalition’ action team! Explain that this can form the basis of an ongoing group or staff (and possibly students) who can take the work in the school forward.</li> </ul> <p>Hand out evaluation forms and collect as many as possible before you leave! THANK everyone again for their time and participation in today’s session.</p> <p><u>Optional:</u> A nice way to close the session can be to re-ask the group to answer the question “What will it be like to be a young SSAIGD person attending this school – now that this training has occurred and after the strategies learned are put into place?”</p>	PowerPoint slide
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>• SSCA will have an ongoing role in supporting the school through the next steps and beyond.</li> <li>• A ‘Safe Schools Coalition action team’ is a proactive way to ensure change is implemented and sustainable within the school.</li> </ul>		

### Notes for trainer:

After returning to your workplace, don’t’ forget to fill out a facilitator debrief form.

# Intermediate Session: Supporting Gender Diversity and Transgender Students in Schools

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This is the second SSCA staff professional development module. It enhances the foundation session by providing more detail around supporting gender diverse and transgender students, staff and families, as well as giving a more detailed overview of Australian research into the experiences and needs of gender diverse and transgender young people. To cover the essential foundation session activities and the additional gender diversity content, the minimum time required for this session in total is 80 minutes.

## Set up for the session

You will need the following items to deliver this session:

- SSCA Intermediate Session PowerPoint slides
- Laptop and data projector
- White board / butchers paper and pen

## Outline

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Time	Element	Objective	Outcomes	Activity	Materials
4 mins	Element 1: Introduction	Introduce the facilitators, SSCA, and learners		Introduction – presentation	Butchers paper Markers PowerPoint Presentation
15 mins	Element 2: What is SSAIGD?	Describe sex, gender and sexuality using a holistic and inclusive framework.	<ul style="list-style-type: none"> <li>• Define each identity within the LGBTI and SSAIGD acronyms</li> <li>• Describe heterosexism and heteronormativity and their impact on LGBTI / SSAIGD people</li> <li>• State the difference between</li> </ul>	Wedding cake model  Presentation on key terms – transgender and gender diversity	PowerPoint presentation <a href="#">Safe Schools Do Better</a> booklet (Glossary of Terms page 10) Whiteboard

Time	Element	Objective	Outcomes	Activity	Materials
			<p>gender, sex, and sexuality</p> <ul style="list-style-type: none"> <li>• Define transgender, gender diverse, intersex, and gender affirmation/transition</li> <li>• Identify the difference between gender diversity and intersex</li> </ul>		Markers
20 mins	Element 3: What's it like?	Explore the experience of homophobia, transphobia and intersex prejudice, as well as the impact these have on the health, wellbeing, school engagement and academic achievement of SSAIGD young people.	<ul style="list-style-type: none"> <li>• Define transphobia</li> <li>• Explain the impact of homophobia and transphobia on the health and wellbeing of SSAIGD students, staff and families</li> <li>• Explain the impact of homophobia and transphobia on the school engagement and academic achievement of SSAIGD students</li> <li>• Identify the role schools can have in improving the health, wellbeing, school engagement and academic achievement of SSAIGD young people.</li> </ul>	<p>Impact of homophobia – presentation</p> <p>Impact of transphobia – presentation</p>	PowerPoint presentation
8 mins	Element 4: What does this mean for you and your school?	Analyse the current school environment, and consider the role of the school and each staff member as a support or risk factor in the lives of SSAIGD young people.	<ul style="list-style-type: none"> <li>• Identify school, state, and federal policies, as well as state and federal legislation relevant to staff's role in actively supporting SSAIGD young people.</li> <li>• Identify existing educational frameworks relevant to the role of schools and school staff in actively supporting SSAIGD</li> </ul>	<p>Policy context – presentation</p> <p>Educational Frameworks</p>	PowerPoint presentation

Time	Element	Objective	Outcomes	Activity	Materials
			young people.		
30 mins	Element 5: Change is coming	Identify strategies to increase the supportiveness and inclusivity of the school in order to improve outcomes for SSAIGD students, staff and community members.	<ul style="list-style-type: none"> <li>Identify areas within the school where gender binaries could be removed</li> <li>Identify strategies for creating inclusive schools.</li> <li>Identify strategies for supporting students who are transitioning / affirming their gender at school.</li> </ul>	<p>Reducing gender binaries – brainstorm</p> <p>Creating inclusive schools – presentation</p> <p>Supporting students who are transitioning gender - presentation</p>	PowerPoint presentation
3 mins	Element 6: Next steps and contact details	Explain what participants can expect as a follow-up and to evaluate the session	n/a	<p>Next steps and contact details – presentation</p> <p>Discussion</p>	PowerPoint presentation

# Element 2: What is SSAIGD?

## Supplementary Activity: Presentation on key terms (gender diversity & intersex)

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### Objectives

1. Describe sex, gender and sexuality using a holistic and inclusive framework

### Learning Outcomes

At the end of this session participants will be able to:

- Define transgender, gender diverse, intersex, and gender affirmation/transition
- Identify the difference between gender diversity and intersex

### Timing

TOTAL: 5 mins

- |    |   |        |
|----|---|--------|
| a. | PowerPoint slide – ‘What is Trans* and what is Intersex?’ | 1 mins |
| b. | PowerPoint slide – ‘What is Gender Diverse?’              | 2 mins |
| c. | PowerPoint slide – ‘What is transition/ affirmation?’     | 2 mins |

### Materials

PowerPoint presentation

[Safe Schools Do Better](#) booklet – Glossary of Terms page 10

Time	Learning activity	Materials
2 mins	Present the slide ‘What is Trans* and what is intersex?’, and talk through the key messages : ‘What is transition/ affirmation?’	PowerPoint slide: ‘What is Trans* and what is intersex?’
<p><b>Transgender Key Messages:</b></p> <ul style="list-style-type: none"> <li>• Transgender (or sometimes written as Trans*) is a broad term that applies to a range of different experiences. Although there are medical definitions it is not useful to define transgender as a medical ‘condition’ or ‘disability’.</li> <li>• Everyone who is transgender will have a different journey and range of experiences, thoughts and feelings about their gender identity and how they choose to express it.</li> <li>• Some transgender people will seek medical support while others may choose to change their name and pronoun without any medical intervention.</li> <li>• There is not one simple pathway or ‘proper’ way to be transgender.</li> <li>• The Sex Discrimination Act specifically states that the sole determinant factor in recognising any person’s gender (including young people) is that person’s “social footprint” (or the way they live their gender within their life).</li> </ul> <p><b>Intersex Key Messages:</b></p> <ul style="list-style-type: none"> <li>• Intersex is an umbrella term and experiences of intersex can be variable. Some intersex people will be diagnosed from birth, others will never be diagnosed, and some will recognise themselves as intersex at puberty or during adulthood.</li> <li>• Discussing the term Disorder of Sexual Development (DSD) is necessary because it may be the only term that a young person has ever heard used to describe them. However, intersex</li> </ul>		

Time	Learning activity	Materials
	<p>is the preferred term by the intersex community and should be introduced as such.</p> <ul style="list-style-type: none"> <li>• Intersex is not the same as transgender and people who are intersex experience the same diversity of sexuality and gender as people who are not intersex.</li> <li>• Within the teaching of sexuality and puberty education, standard definitions of 'male' and 'female' bodies do not work for everyone and there is no 'typical' puberty experience. It is possible to talk about 'common' experiences for boys and girls, while recognising that everyone has a unique body and process of adolescent development.</li> <li>• One way to be more inclusive when discussing anatomy is to preface statements with "generally". Such as "generally women's bodies..." and "generally men's bodies...". This includes intersex and gender diverse people's experiences of their bodies and will not make any of your students feel excluded.</li> </ul>	
	<p><b>What is Gender Diverse?</b> Present the slide 'What is Gender Diverse', and talk through the following points:</p> <ul style="list-style-type: none"> <li>• In <i>From Blues to Rainbows</i> both the terms transgender and gender diverse are used to be more inclusive.</li> <li>• Like Transgender, "Gender Diversity" is a broad term used to reflect the fact that gender is not as simple as either and only male or female (gender is non-binary). However, Gender Diverse is slightly more inclusive for people who identify with the gender they were assigned at birth (cisgender) but express their gender in unconventional ways. (i.e. feminine or androgynous boys, butch or androgynous girls, etc.)</li> <li>• When asked about their gender identity, the respondents in the <i>From Blues to Rainbows</i> study gave a variety of responses aside from simply the binaries of boy/man or girl/woman as evidenced in the graph.</li> </ul>	<p>PowerPoint slide:  What is Gender Diverse?</p>
	<p><b>Key Messages:</b></p> <ul style="list-style-type: none"> <li>• An increasing number of young people are choosing to express their gender in non-traditional ways, and to identify with a gender other than male or female. This poses some challenges to schools to make sure these students are supported – some of the practicalities around this will be explored in the learning activity 'Reducing Gender Binaries – Brainstorm'.</li> <li>• Transgender and Gender Diverse are both used as umbrella terms. They don't necessarily reflect the diversity of all those who fall into those categories.</li> <li>• The only way to really know what language or terminology to use is to ask the individual.</li> </ul>	
2 mins	<p>Present the slide "What is gender transition/affirmation?", and talk through the key messages :</p> <ul style="list-style-type: none"> <li>• Gender transition is when a person makes changes to their life to match their internal sense of self and gender identity. Also known as gender affirmation because a person is affirming their true gender through this process.</li> <li>• Gender transition/affirmation often includes changes in name and pronouns.</li> </ul>	<p>PowerPoint slide:  What is transition/affirmation?</p>

Time	Learning activity	Materials
	<ul style="list-style-type: none"> <li>Gender transition/affirmation may or may not include necessary medical care such as hormone therapy, counselling and/or surgery.</li> <li>Social transitions and medical transition are unique and personal journeys for each individual.</li> </ul>	

**Key Messages:**

- Transition or gender affirmation is about expressing your own sense of gender identity and being able to be yourself. For students, being themselves and expressing their gender at school is critical in having positive health and wellbeing and being able to engage in learning.
- Everyone’s process of transition or gender affirmation is unique, and may or may not include a range of different elements of medical and social changes.
- Students who wish to transition at school should be supported to guide the process within their school.
- If a school has not supported a student to transition yet, they should be prepared for it to happen at some stage in the future.

Note: If the school is supporting a student to transition or affirm their gender, specific considerations should be mentioned at the end of the session (with the student’s permission) by using the ‘Supplementary Activity: Supporting Students Who are Affirming Gender (presentation)’.

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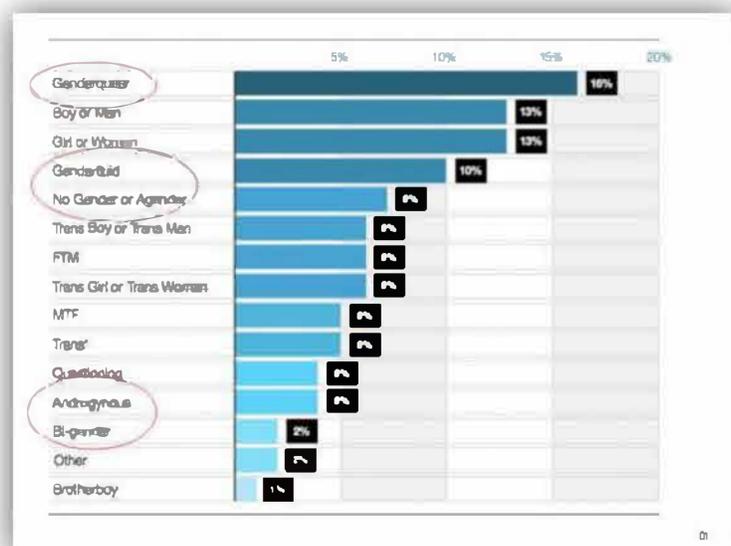
**Notes for trainer:**

If time permits, a video from the Safe Schools Coalition Australia YouTube channel could be a useful addition to this activity (eg: ‘Tony’s story’, or ‘Phoebe’s’ and ‘Nevo’s’ videos from All Of Us).

<https://www.youtube.com/user/SafeSchoolsCoalition/playlists>

**Corresponding slide:**

What is ‘Transgender’ or ‘Trans\*’?  
 What is ‘Intersex’ and how is it different?



## **What is gender transition/affirmation?**

Changes to match your internal sense of self and gender identity

Often includes changes in name and pronouns

This may or may not also include necessary medical care such as hormone therapy, counseling and/or surgery.

Social transition and medical transition are unique and personal journeys for each individual.

# Element 5: Change is Coming

## Preliminary Activity: Reducing Gender Binaries - Brainstorm

### Objectives

Identify strategies to increase the supportiveness and inclusivity of the school in order to improve outcomes for SSAIGD students, staff and community members.

### Learning Outcomes

At the end of this session participants will be able to:

- Identify areas within the school where gender binaries could be removed

### Timing

TOTAL: 10 mins

Brainstorm (or presentation)

5 mins

Reducing gender binaries

5 mins

### Materials

Butcher's paper

Class set of paper markers

Blue Tac

Time	Learning activity	Materials
5 mins	<p><b>Schools and Gender - Brainstorm</b></p> <p>Method:</p> <ul style="list-style-type: none"> <li>• This activity can be conducted in either small groups of 3-4 on butcher's paper, or as a whole group using the whiteboard.</li> <li>• Ask participants "What role does gender play in schools?" or "Where do you see gender play out in schools?"</li> <li>• Report small group findings back to whole class and stick butcher's paper onto the walls.</li> </ul> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Titles: Ms, Mrs, Miss, Mr</li> <li>• Pronouns : Her, Him</li> <li>• Administrative forms</li> <li>• School reports</li> <li>• Addresses to parents: mum and dad</li> <li>• Addresses to students: boys and girls</li> <li>• Addresses to school community: ladies and gentlemen</li> <li>• Uniforms</li> <li>• Toilets</li> <li>• Changing rooms</li> <li>• School camp sleeping arrangements</li> <li>• Curriculum examples</li> <li>• Subject choices</li> <li>• Sports choices</li> </ul>	<p>Butcher's paper</p> <p>Markers</p> <p>Or</p> <p>PowerPoint Slide:</p> <p>Reducing Gender Binaries</p>

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Time	Learning activity	Materials
	<ul style="list-style-type: none"> <li>• Staff gender and gendered positions (e.g. leadership, pastoral care, maths/science, woodwork)</li> <li>• Careers guidance</li> <li>• General expectations</li> <li>• School captains of single sex</li> <li>• Friendship choices</li> <li>• Whole schools single sex</li> </ul> <p><i>Optional method of delivery:</i></p> <ul style="list-style-type: none"> <li>• Present the animated PowerPoint slide to provide examples of places binary gender divisions occur at school</li> </ul>	
5 mins	<p><b>Reducing gender binaries – Group Discussion</b></p> <p>Method:</p> <ul style="list-style-type: none"> <li>• Reflecting on the brainstorm from 4.1, ask the group “What types of gender divisions are necessary?”</li> <li>• Ask participants to highlight some gender binaries that could be reduced or removed on their brainstorm lists.</li> </ul>	
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>• There are a large number of ways in which gender is recognised and reinforced in schools.</li> <li>• The conclusion is not that we should get rid of gender altogether, but that we should recognise the pressure that these divisions put on gender diverse and transgender students in particular. Most of these are not necessary and easily changed in order to create more inclusive environments for gender diverse young people.</li> </ul>		

**Corresponding PowerPoint Slides:**



**E5**

# Element 5: Change is coming

## Supplementary Activity: Supporting Students who are Affirming Gender (presentation)

### Objectives

Identify strategies to increase the supportiveness and inclusivity of the school in order to improve outcomes for SSAIGD students, staff and community members.

### Learning Outcomes

At the end of this session participants will be able to:

- Identify strategies for supporting students who are transitioning / affirming their gender at school.

### Timing

PowerPoint – Supporting students who are affirming their gender in school TOTAL: 10 mins  
10 mins

### Materials

Time	Learning activity	Materials
10mins	<p><b>Supporting students who are gender transitioning/affirming their gender in school – Presentation</b></p> <p>Present slide.</p> <ul style="list-style-type: none"> <li>• Explain practical things a teacher can do include:           <ul style="list-style-type: none"> <li>- Respecting and using correct names and pronouns. Let the individual decide how they would like to be addressed, and do not make assumptions.</li> <li>- Ensuring privacy and confidentiality. Respect the individual’s right to privacy and do not disclose their gender identity without their permission. Involve the individual in every discussion and decision, as far as possible.</li> <li>- Recognising that every experience is different. Do not make assumptions based on the individual’s history, your previous experiences with them, or their gender identity. If you have had experience with a student transitioning/affirming their gender, do not assume that this experience will be the same – each journey is different and deserves to be treated as such. By letting the student lead the process, you ensure they are at the centre.</li> </ul> </li> </ul>	PowerPoint slide
<p><u>Key Messages:</u></p> <ul style="list-style-type: none"> <li>• Each state and territory will have its own specific advice, guidance and policy around the process of transition for students.</li> <li>• Transitioning/affirming gender identity at school does not have to be a complicated process. Each individual student will have their own needs and be able to make decisions on the</li> </ul>		

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steps they wish to take during the process.

- The key to a successful process is to ***respect the student at the centre***, and to think about managing the transition of the school to recognise their gender identity.
- Some practical steps may need to be put in place, but for most it is simply a question of using the correct name and pronouns. By changing how that young person fits into and interacts with their school, the main difference you will see is how happy and confident that young person becomes.

**Notes for trainer:**

Have additional resources/referrals ready and/or refer to SSCV / SSCA websites

**Corresponding slides:**

**Support for [STUDENT NAME]**

**Simple and respectful**

**E5**

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