

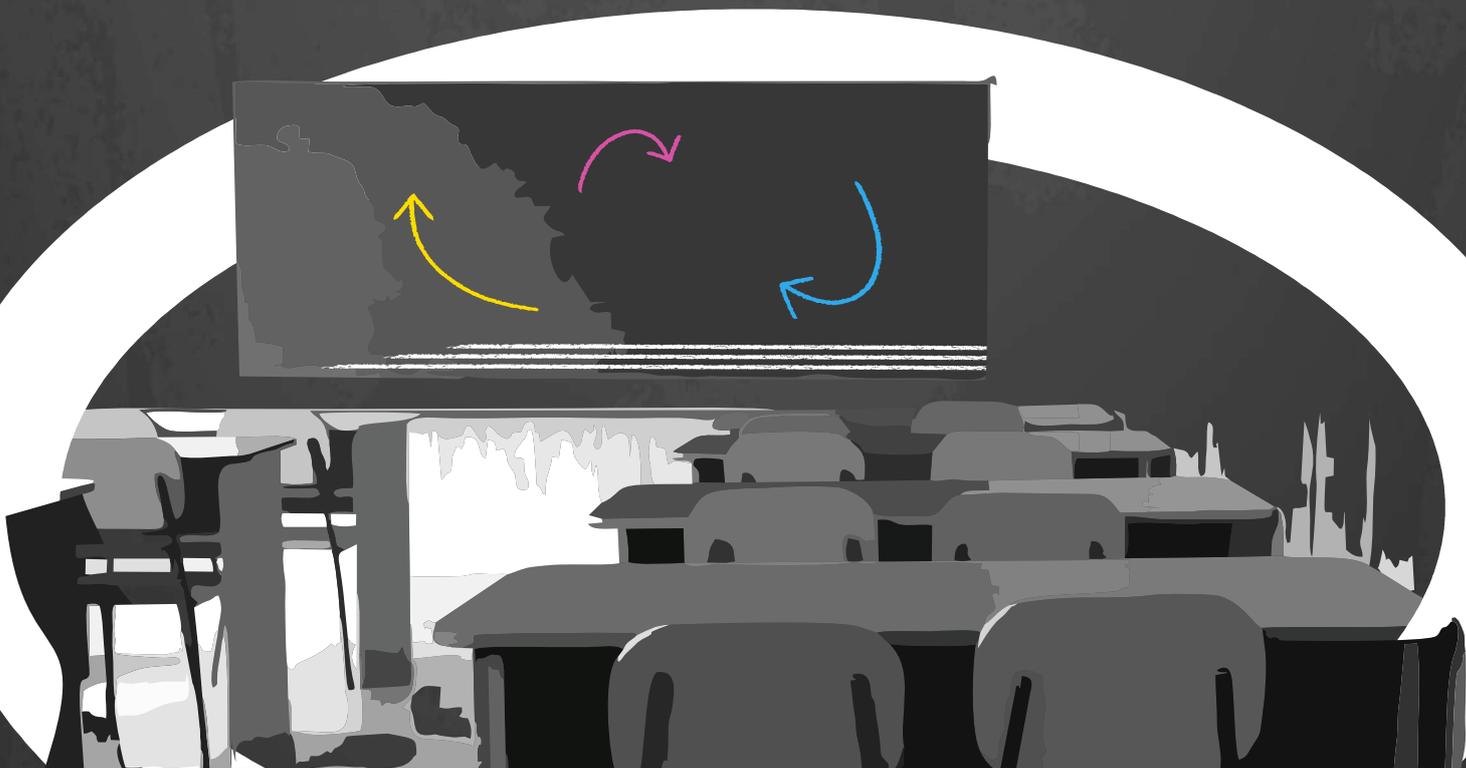


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SURVEY AND TEACHING GUIDELINES AGAINST LGBTQPHOBIA

**KITS AGAINST DISCRIMINATION
OPEN EDUCATIONAL RESOURCES FOR TEACHERS**



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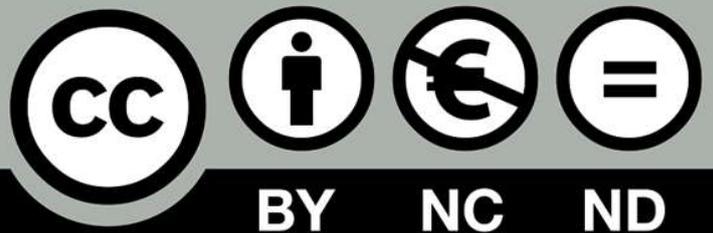
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BRIEF THEORETICAL INTRODUCTION TO SURVEY 4: LGBTQPHOBIA

What is LGBTQphobia?

It is the rejection, fear, disdain, prejudice, marginalization, or discrimination towards LGBTQ+ people. This includes homophobia, transphobia, biphobia, enbyphobia, and any discrimination based on sexual orientation or gender identity.

What types of LGBTQphobia can happen in the classroom?

LGBTQphobic bullying is one of the most frequent types of harassment that occurs in classrooms in Europe. 54% of LGBTQ+ Europeans have suffered bullying at least once in their lives due to their sexual orientation or gender identity, UNESCO states based on a survey of a sample of more than 17000 children and youth between 13 and 24 years old.

- Homophobia discriminates against people based on their sexual orientation, with gays and lesbians being the victims, but

discrimination based on gender expression is also very common.

- Biphobia also discriminates against people based on their sexual orientation, but it has specific characteristics, for example it is common to deny the existence of bisexual people, having serious prejudices towards them as being more promiscuous, not having a clear sexuality, saying that “it’s just a phase” or that it is “just to draw attention”, etc.
- Transphobia discriminates against people based on their gender identity, since it does not match the one they were assigned at birth. It is not necessary for the trans person to have begun their transition for transphobia to occur, since this discrimination is usually based on the person not following mainstream gender roles.
- Enbyphobia discriminates against people for not having been assigned one of the two mainstream genders, so because they are non-binary people who do not consider themselves male



or female; they don't even have to have undergone any transition. For example, there are many intersex people who are non-binary or queer. There are also non-binary people who are "gender fluid", meaning that they change their gender on a regular basis.

Lastly, it is key to point out that one can suffer homophobic bullying and not be an LGBTQ+ person, but just seem like that to the bully. Thus, it is common for heterosexual students to be bullied for not complying with gender norms and mainstream sexuality, so for not being "masculine enough" or "feminine enough" for the harasser.

What is the first step towards preventing or stopping LGBTQphobia?

LGBTQphobic bullying, like many others, is usually based on prejudices, stereotypes, and ignorance, so it is essential for students to know the broad affective-sexual and gender diversity spectrum existing in society.

It is highly recommended not to assume the CIS-heterosexuality of students or any members of the educational community. One has to understand that

there is the possibility that each person can be heterosexual, homosexual, bisexual, trans, intersex, queer or just have doubts about their position in this regard.

Therefore, the first step is to raise awareness on the situation these people are experiencing, and teaching what LGBTQphobia is. It is also very important to develop values like empathy, tolerance, and peaceful coexistence in the classroom to prevent any type of discrimination. To do this, we recommend working on the LGBTQ+ Didactic Unit, included in the Kit for Sexual Diversity (OER).



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RECOMMENDATIONS FOR THE TEACHER ON SURVEY 4

How can you detect LGBTQphobia or bullying due to sexual and gender orientation?

1. The first step is to detect if there are students who are vulnerable to being harassed. To know this, watch the daily interaction between students, and notice if they use names/insults related to gender or sexuality (“faggot”, “dyke”, “sissy”, “tomboy”, etc.); if they mimic their way of speaking, moving, or walking; if they ridicule their way of dressing or expressing themselves with jokes, contempt, insults, or humiliation; hostile treatment or subjugation; if a student is left out of school and extracurricular activities and is usually alone; and if he/she interacts only with students of the opposite sex.
2. LGBTQphobia or bullying due to sexual orientation or gender roles. For this, it is usually considered that an abuse or harassment repeated three times or more has become bullying. There must also be intentionality and an imbalance of power.
3. In recesses and physical education there are usually activities or games segregated by sex: watch the relationships between students in these spaces to detect situations of harassment linked to LGBTQphobia. Bathrooms and changing rooms are other spaces in which the division by sex, the absence of adults, and body exposure makes them potentially dangerous places for those who don’t identify with normative gender and/or sexuality.
4. Be aware of the diversity within the LGBTQ+ community, lesbian, gay, transgender, bisexual, intersex, queer, etc. students; they each live very different realities. For example, lesbian women experience a double discrimination, one just for being a woman (sexism) and the other for being a lesbian (homophobia); trans people are especially vulnerable students since they are usually more visible than students who suffer bullying due to sexual orientation. Also, unlike other types of bullying, in this case families should not be notified without the consent of the student, since the decision to “come out” and make their sexual orientation and/or gender identity

public is a very personal decision, especially considering that LGBTQphobia can also come from families themselves.

5. Be careful to notice less obvious cases of harassment or discrimination; physical aggression is usually the most obvious, but most bullying is psychological or verbal. Also, pay special attention to cyberbullying, as it is an increasingly frequent and especially serious phenomenon, because vulnerable students can be harassed 24/7, both inside and outside the classroom.
6. In addition to detecting harassment or discrimination, pay attention to other aspects or situations that are a symptom that something is not going well:
 - a) Changes in behavior or habits: it is necessary to notice if the vulnerable student drops their average grades, loses interest in certain activities, has a changing mood, changes their friendships, etc.
 - b) If you notice that the LGBTQ+ student or the one(s) suffering from LGBTQphobia becomes isolated and their classmates avoid being with him/her, this is considered a relational aggression: exclusion from the group.
 - c) Outbursts of anger, problems with authority, and problems regulating emotions are a symptom that bullying may be taking place, and both harassers and the harassed may have these attitudes.
 - d) Leaders and privileges: in a classroom there are usually students who assume the role of leaders, and who usually have other students who follow them; these situations must be watched carefully before the leadership becomes negative, using this situation to harass vulnerable students or to encourage “followers” to harass them.

What can you do with a situation of LGBTQphobia in the classroom?

1. The best option is always prevention, which is why it is key to educate the students in values like dialogue, empathy, tolerance, and the peaceful resolution of conflicts, especially at younger ages. It is also essential for them to learn what LGBTQphobia is, and the main reasons that cause it, in order to avoid it.

2. In cases where prevention is no longer an option (when harassment is already happening), the first step is to investigate and gather information, speaking with the parties involved.
3. Once you have all the necessary information, a sanction is required for harassers, adjusted to the seriousness of their actions, but it is essential that this sanction has an educational and not a punitive nature, meaning that it is necessary to work with the harasser's empathy and respect for diversity, and make them understand how their actions can impact other people, especially the harassed person.
4. In the case of the victim, it is advisable to create and maintain a climate of communication, trust, and show support, but also working on assertiveness, on learning to say no, and to set limits, always without resorting to violence. If they have any feelings of guilt, make it clear to them that the aggressors are to blame, never him/her. Lastly, show them that a boost in self-confidence and a change in attitude can also improve things.
5. Regarding witnesses, explain to them that not opposing an unfair situation makes them accomplices, that many times harassers seek their applause, the benefits of being dominant, so if they react with rejection towards a bullying situation, it is much more likely to stop.
6. Lastly, one of the most useful prevention tools is to assign the figure of two or three student observers who identify and report situations of bullying (peer prevention).

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SURVEY 4: LGBTQ+ PHOBIA

What do you think about the LGBTQ+ pride day?

1. If there is no heterosexual pride day, why should there be one for LGBTQ+?
2. I'm not ok with it; I agree with people being the way they are, but it is not necessary for the rest of us to see it.
3. Yes, it is a very important day to make diversity visible and fight for their rights.

What would you do if a family member or friend told you that they are LGBTQ+?

1. I would rather not know; I wouldn't feel comfortable afterwards.
2. I would support them.
3. I don't know, I've never considered it.

Are there LGBTQ+ characters in the series you watch?

1. No, I would never watch a series like that.
2. There are too many, it seems to be trendy now.
3. Yes, but I think it's not enough.

What would you do if a friend of yours makes fun of LGBTQ+ people in front of you?

1. I would laugh.
2. It would bother me, it's not okay to make fun of people.
3. I wouldn't say a thing, I don't want any trouble.

Have you ever criticized someone for her sexual orientation?

1. Yes, it was just as a joke, it didn't hurt anyone.
2. Never.
3. Sometimes, but without malice.



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