Addressing LGBT Issues with Young People

Educational sessions and support for teachers

healthy respect

Addressing LGBT Issues with Young People

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Introduction

- Aims & Acknowledgements
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Aims & Acknowledgements

The aims of this toolkit are:

To support teachers and youth workers in addressing Lesbian, Gay, Bisexual & Transgender (LGBT) issues with young people.

To provide curricular ideas for educational sessions on LGBT issues.

Acknowledgements

Healthy Respect would like to thank LGBT Youth Scotland for their support in developing this toolkit.

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About Healthy Respect

Healthy Respect is a Scottish Executive funded National Health Demonstration Project addressing young people's sexual health.

Healthy Respect aims to help young people in Lothian develop a positive attitude to their own sexuality and that of others, and a healthy respect for their partners, with the aim of reducing teenage pregnancies and sexually transmitted infections. Phase One of Healthy Respect ran from 2001 – 2004. The target population during this period was young people aged 13 – 25 years.

Healthy Respect is a partnership initiative hosted by Lothian NHS Board. Phase One of Healthy Respect comprised 19 projects involved the delivery of specific sexual health initiatives aimed at achieving the Project's overall objectives.

A full list of the projects and partners is given in the Appendices.

About this toolkit

Healthy Respect LGBT Project

Healthy Respect's LGBT project was delivered in partnership with LGBT Youth Scotland. Over three years, the project worked to demonstrate effective methods of reaching socially excluded lesbian, gay, bisexual and transgender (LGBT) young people, to reduce the incidence of unsafe sexual practice. A range of educational sessions was delivered addressing LGBT issues with professionals, young people and parents, families and carers.

Through this work we discovered that young people are already talking about LGBT issues, and value an opportunity to explore these topics further during Personal and Social Education (PSE). We also learned that professionals often need support to increase their confidence around addressing LGBT issues with young people. This can range from help with finding appropriate language, to developing classroom activities.

Addressing LGBT Issues with Young People toolkit

With this in mind, this toolkit has been produced for teachers and youth workers who work with young people aged 14 – 16, in formal or informal educational settings. Designed to compliment our Guide for Teachers on LGBT Issues (see section C), this toolkit builds upon the key messages of why we should be considering these issues with young people. It provides practical advice on how to address LGBT issues in an educational setting, and offers a range of curricular ideas for work with young people. You will also find a glossary to help with language, and guidance on how to integrate LGBT issues into your wider curriculum.

How to use this toolkit

1
Familiarise yourself with the toolkit

2
Read A Guide for Teachers on LGBT Issues (section C)

3
Plan your educational sessions, and decide where they fit in to the curriculum

4
Deliver and evaluate your educational sessions

B

Preparation

- Creating the right context
- Things to consider

Creating the right context

It is important that you create the right context within which to address Lesbian, Gay, Bisexual and Transgender issues.

Young people are already talking about LGBT issues, and often value the opportunity to explore the views of others in a safe manner. However, young people can find it difficult to discuss LGBT issues in isolation. When addressed as a stand-alone topic, young people are often unable to make links with the wider social issues. When LGBT issues are integrated into the broader curriculum or youth work programme, the links to wider social issues are much easier to arrive at. Appropriate curricular contexts for discussing LGBT issues with young people include:

- relationships
- equality
- anti-bullying.

Addressing LGBT issues at the end of a sexual health educational session can be problematic. This can create an exclusive focus on sexual behaviour, and provides very little opportunity to acknowledge that a person's sexuality is much wider than the sex they have. While it is important to include LGBT issues within sexual health education, it is also important to ensure that these issues are addressed within other mainstream curricular areas.

Try to ensure that your educational sessions form part of a wider educational programme to help consolidate the learning. In the Resources (E) and Useful contacts (F) sections at the end of this pack you will find details of useful resources and organisations who may be able to help you with this. Displaying posters and positive images can help to reinforce some of the key messages, and will increase young people's access to information and support.

Relationships

Equality

Anti-bullying

Each one of these areas can be considered as appropriate curricular contexts for discussing LGBT issues with young people.

Things to consider

Before delivering educational sessions on LGBT issues with young people, you may find it helpful to consider the following points:

Support young people on an individual basis
All young people are different, and have different support needs. If a young person approaches you for advice and support on LGBT issues, try and create an open and affirming environment, in which they feel safe to talk. Be aware of relevant support agencies, so that you can refer young people on for further or specialist advice.

LGBT issues affect the whole family
Whilst some of the young people you are working with may identify as LGBT, or may be seriously considering their sexual orientation or gender identity, others may have LGBT friends and family. Mums and dads or brothers and sisters can be LGB or T too! You'll find information on support agencies for families in section F at the end of this pack.

Agree on appropriate language
It is important that everyone in your group feels comfortable with the language used to discuss relationships and sexual health. You may find the glossary in this toolkit helpful with language around LGBT issues. Agreeing on language within your group agreement at the start of your programme can prevent problems arising later.

Challenge homophobia
Be prepared to challenge homophobic attitudes and behaviour if they arise. Homophobia can be directed at anyone, regardless of their sexual orientation or gender identity. Homophobia can socially exclude young people, leaving them in fear of attack or ridicule. Remember that your organisation may have equal opportunities and anti-bullying policies that tackle discrimination. Consider addressing discrimination within your group agreement.

Signpost young people on to services
It can be difficult for young people to pick up leaflets and resources on LGBT/sexual health and relationships issues. When making resources available, try to ensure that you give a copy to each individual young person. You may also find that displaying posters with information on services can increase access to support for young people.

C

A Guide for Teachers on LGBT Issues

First published 07.2003

a guide for

teachers›

on LGBT issues

healthy respect

Addressing LGBT Issues with Young People

PUBLICATION INSERT

increase your confidence when dealing with LGBT issues ❯❯

The aim of this booklet is:

to increase teachers' confidence and competence when addressing lesbian, gay, bisexual and transgender (LGBT) issues in schools through providing a resource to assist them in working with young people, parents, carers and colleagues on these issues.

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2 overview

3 should we be considering LGBT issues in schools?

5 addressing LGBT issues as part of the school curriculum

6 supporting LGBT young people on an individual basis

7 working with parents

12 and finally...

› overview

The vision of Healthy Respect is an inclusive one. It is, "To help young people in Lothian develop a positive attitude to their own sexuality and that of others, and a healthy respect for their partners, with the aim of reducing unplanned teenage pregnancies and sexually transmitted infections." A key feature of Healthy Respect is the promotion of inclusive practices aimed at supporting various minority groups, including lesbian, gay, bisexual and transgender (LGBT) young people.

Estimates vary regarding the percentage of lesbian, gay, bisexual and transgender people within the population as a whole, but figures of between 5-10% are most commonly used (Kinsey 1948, 1953; Schofield 1968; Johnson 1990, 1991; Janus & Janus 1993; Wellings et al 1994 and Gebhard 1997). This means that schools will have a significant number of young people who identify themselves as LGBT, are attracted to people of the same sex, or have friends and family members who are LGBT. Given the level of homophobia in society today, how can school staff play a part in supporting this group of vulnerable young people?

Schools can assist LGBT young people in a number of ways, especially through the provision of inclusive sexual health and relationships education, and as part of the work of guidance staff. Given the sensitive nature of this provision, it is important that a whole school strategy involving the senior management team is developed to ensure that this group of young people are given the best possible advice and support.

The principles and aims outlined in the Scottish Executive Education Department (SEED) National Guidance are also inclusive of all young people. The National Guidance highlights the role that schools have to play in the sexual health and relationships education of students. Sexual health and relationships education is seen as "a lifelong process whereby children and young people acquire knowledge, understanding and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework" ('Sex Education in Scottish Schools, Guidance for Schools and Local Authorities on Effective Consultation with Parents and Carers', Learning Teaching Scotland 2001).

"help support professionals, especially teachers, parents and carers in addressing the needs of LGBT young people..."

This booklet has been designed to help support professionals, especially teachers, parents and carers in addressing the needs of LGBT young people and others who may be affected by homophobia. It is recognised that some individuals may experience personal difficulties when addressing LGBT issues in schools. It might be useful for the reader to consider his/her own values as they relate to the issues contained in this booklet before using the methods suggested.

For example:

What personal thoughts and feelings arise when thinking about homosexuality and why?

What professional issues emerge for you and why?

How might you deal with any potential conflict between your personal values and your professional responsibilities?

Who might you approach for assistance in this respect?

› should we be considering LGBT issues in schools?

Many teachers are very supportive of LGBT young people but often express a lack of confidence when dealing with lesbian, gay, bisexual and transgender issues. Many parents and carers also appear to be anxious about addressing the issue of homosexuality in schools. Given these factors, should schools be dealing with LGBT issues?

Homophobia is an irrational fear of, and hostility towards, homosexuals and homosexuality. Homophobia is deeply rooted in society today, and whilst its impact on LGBT people is frequently hidden, it can often be expressed visibly, audibly and sometimes violently. There is increasing evidence to show the negative effects of homophobia on young people, particularly in terms of their mental health and well-being.

A significant number of LGBT young people experience anxiety and depression, and incidents of self-harm and suicide are on the increase.

In 1994 Stonewall Youth Project (now LGBT Youth Scotland) carried out a survey to look at the extent of homophobic bullying. LGBT young people who responded to the survey reported that they often experienced a range of homophobic behaviours in schools. The effect of these behaviours was to leave the LGBT young people feeling insecure and vulnerable with the consequent erosion of their self-confidence and esteem. This is still an issue for many young people as illustrated by the Lord Provost of Edinburgh's Report on Social Inclusion (June 2000). This report specifically mentions that LGBT young people are at risk of exclusion and discrimination which can lead to disruption to their schooling and underachievement for many students.

The Midlothian Young People's Sexual Health Promotion Group, commissioned the TASC Agency to carry out an external evaluation of young people's needs and perceptions in relation to sexual health matters. The Executive Summary (2001) stated that young people felt the hardest thing to get good information about was on LGBT issues. The young people also felt that of all the topics covered in the survey, being lesbian or gay was the hardest thing to talk about with adults.

"... should schools be dealing with LGBT issues?"

It is also worth noting that homophobia can have an adverse effect on many heterosexual young people too. For example, many heterosexual young people who have LGBT family members or friends, may experience hostile reactions from others.

In addition to these important considerations, there is significant support today from many professional, parental and government agencies calling for an objective and informative consideration of lesbian, gay, bisexual and transgender issues with students. For example, the SEED National Guidance (2001) states one of the key principles underpinning sexual health and relationships education as being: Non-discriminatory and sensitive to the diverse backgrounds and needs of all young people. ››

The national guidance also includes the following key aims of sexual health and relationships education, to:

- provide opportunities for children and young people to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community
- enable children and young people to develop and reflect upon their beliefs, attitudes and values in relations to themselves and others within a moral, ethical and multi-cultural framework
- foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others
- provide opportunities for young people to consider and reflect upon the range of attitudes to gender, sexuality and sexual orientation, relationships and family life
- develop an appreciation of, and respect for, diversity and of the need to avoid prejudice and discrimination
- provide information about the skills for accessing, where appropriate, agencies and services providing support and advice to young people.[1]

It is clear from these aims that sexual health and relationships education in Scottish schools should be pupil centred, respectful of social diversity and inclusive of all students. The SEED National Guidance places a high value on traditional family values, but not to the exclusion of alternative relationships and sexualities.

A recent publication by AVERT (a national AIDS education and medical research charity) also argues for a serious consideration of lesbian, gay, bisexual, and transgender issues in schools. It states that:

- Young people have a right to accurate information about sexuality
- Young people are already talking about homosexuality in school
- Bullying in school frequently involves the use of homophobic insults
- Lesbian, gay, bisexual and transgender pupils need extra support in school
- Parents may want to talk about homosexuality
- HIV infection continues to be a risk for gay men
- There is a heightened heterosexual risk especially for those heterosexual young people who might see HIV/AIDS as being an illness which primarily affects gay men.[2]

In conclusion, it is possible to make a strong case for addressing the issue of homosexuality within schools which is based on sound educational principles and within a firm moral and ethical framework.

› addressing LGBT issues as part of the school curriculum

How might LGBT issues be integrated into the school curriculum?

There are a number of possibilities for raising awareness about sexual orientation in S1-S4 for example, through general discussion around gender stereotypes, equal opportunities and the nature of prejudice and discrimination. Same-sex relationships could also be mentioned as part of a wider programme on personal relationships in curriculum areas such as religious and moral education (RME), personal and social education (PSE) and sexual health and relationships education.

"There are many useful resources available for the delivery of Sexual Health and Relationships Education"

There are many useful resources available for the delivery of Sexual Health and Relationships Education. For example, the SHARE programme (Health Education Board for Scotland 2001) offers a comprehensive curricular provision for the early and middle stages of secondary education. Whilst this programme does not provide discrete sessions on homosexuality, it offers advice on how to be more inclusive in approaching this issue e.g. through the use of more inclusive language and illustrations when exploring relationships.

It is possible to take a more explicit approach to homosexuality in the later stages of the secondary school. Some useful resources are available for example, "Talking about homosexuality in the secondary school" (AVERT 1997), provides some useful resources and strategies in chapter 3.

The staff team based at LGBT Youth Scotland are able to offer specific advice and support on integrating issues relating to homosexuality into appropriate parts of the curriculum.

› supporting LGBT young people on an individual basis

It is also extremely important that teachers, and guidance staff in particular, should feel confident and competent in supporting any young person who might approach them for advice and support on issues relating to sexuality.

As we now know, many young people will have concerns about their sexual orientation, but others will have issues relating to gender identity. Many young people will identify as transgender.

"Transgender people face many challenging issues in their lives..."

This is an umbrella term for people who don't fully identify with their birth gender or aspects of traditional expectations of their birth gender. Transgender people face many challenging issues in their lives ranging from the way they might dress to taking hormones or seeking surgery to change their gender. Most, but not all, people who live their 'real' gender will identify as heterosexual. Society's attitude towards transgender people is still far from positive and many transgender young people feel highly vulnerable. School staff are advised to adopt the same strategies for supporting transgender young people as they would for lesbian, gay or bisexual young people.

There are a number of ways in which school staff can support LGBT young people on a one-to-one basis. One of the most important things staff can do is to create an open and affirming environment which would enable LGBT young people to feel more comfortable about approaching them for advice and support. There are a number of ways in which this can be achieved.

For example:

Through displaying posters from LGBT agencies on the walls in guidance rooms.

Through using inclusive language when relating to young people e.g. 'partner' instead of, or in addition to, 'husband/wife'.

Through challenging the use of stereotypes.

Through awareness of the heterosexist nature of our culture.

Through treating young people's concerns seriously.

Another important way of helping LGBT young people is to know your own limits and to be aware of the various support agencies which are available to them. A list of these agencies is included at the end of this booklet.

It is not possible to provide enough information in this booklet on how to work with individual young people, so staff in-service training is highly recommended. The staff team based at LGBT Youth Scotland can offer training and support for school staff in this area.

› working with parents

Research (Roger Ingham 1997) has shown that open and honest communication between parents and carers and their children about sex and relationships can have long term developmental benefits. It can also play a part in delaying first sexual experience and increasing safer sexual practices.

"Sexual health and relationships education can be a sensitive and controversial area"

If sexual health and relationships education in schools is to be effective, it is important that those who deliver it are confident in their task. Sexual health and relationships education can be a sensitive and controversial area, and some parents and carers will have particular concerns which may need special consideration and attention. This is especially true when looking at LGBT issues.

So how can staff harness parental support to ensure that homosexuality is considered in school?

In addition, how should teachers respond to the minority of parents and carers who might express homophobic views?

The SEED National Guidance places a clear responsibility on schools and local authorities to involve parents and carers in the planning and delivery of sexual health and relationships education in schools.

There are a number of strategies which are particularly effective for involving parents/carers in the planning and delivery of sexual health and relationships education in schools, and these are listed below. It is useful to remember that schools can enlist support from other agencies to help carry out these strategies, especially those suggested in the **Advanced level of involvement** section. Community Education and various voluntary agencies are often already involved with the school and may have valuable experience in running these kinds of initiatives.

Strategies for involving parents/carers include:

- General level of involvement
- Advanced level of involvement
- Dealing with specific parental concerns ››

General level of involvement

1. **The School Handbook** should include general information about the sexual health and relationships education programme in the school. Broad information should be given on the topics covered, including LGBT issues, and who parents can contact if they have concerns. The Handbook should also mention **(a)** that schools are expected to provide factual, relevant information for all students **(b)** the rights of the child and **(c)** the rights of parents to withdraw their children if they are not happy with the school programme.

2. **Parent presentations** which might involve senior school management, guidance staff, school nurses and other health specialists can also be useful in communicating with parents/carers. Presentations provide an opportunity for parents to voice concerns and ask questions. They also provide a forum for the school to address these concerns and inform parents face to face about the issues. It is advisable to involve PTA's and School Boards at an early stage. Schools should provide opportunities during these presentations to explore individual parental concerns on a one-to-one basis, and not to allow an individual, or a minority of parents/carers, to dominate the meeting.

Advanced level of involvement

1. **Parents workshops/groups.** Can be either a one-off session, or a series of sessions, discussing various issues relating to the sexual health and relationships curriculum, including LGBT issues. It can often be difficult to get parents along to these workshops, but it is worth it if you have parents who are keen to be actively involved.

The following points are worth noting when seeking to establish parents workshops/groups:

- try to ensure attendance of both mothers and fathers
- advertising the group as a sexual health group can put people off, so it might be more productive to give the group a broader focus e.g. by calling it a 'Healthy Living' group
- it would be beneficial to explore the need for ground rules and to consider common values in order to build trust during these workshops
- discuss confidentiality and ensure that group members have a clear understanding of what this means. For example, ask group members if they can agree to keep matters private to the group, and to think carefully about what they want to share in the group.

2. **Workshops for young people and parents.** Groups should be run separately but should look at the same issues. The parents and young people can then come together to discuss issues at the end of the session.

3. **Young people could create an information booklet or a regular newsletter** to inform parents/carers of their opinions and views and to tell them what their sexual health and relationships education covers. These should be designed from young person's perspective, in relation to topics they cover in the school's sexual health and relationships education curriculum. Support from teachers is essential. The booklet/newsletter should be distributed to all parents. This encourages discussion between young people and their parents and it gives the young people the opportunity to give their views.

4. **Parent peer education groups.** Train willing parents to run groups for their peers. This has the advantage of being more sustainable and has great advantages for those parents who become peer educators. These groups can be a more acceptable means of passing on information – parents feel more comfortable talking to other parents, or those in the same situation.

5. **Drama, video or music productions** that address issues around sexual health and relationships education are another possible medium for liaising with parents/carers. These again provide a meaningful channel for young people to have an active input into the process. They can also be presented to parents/carers who are more likely to attend and reflect on the issues covered in the production.

6. **Parents' Groups developing a resource.** For example 'Together Boxes' (developed by Mary Blair at Loanhead Family Learning Centre) cover five topics such as relationships, biology, body image etc. Parents work with a facilitator to research and develop sexual health and relationships education resources. They produce the resource which is then made available in the school library for parents to get access to and work through with their children. ››

Dealing with specific parental concerns

The following formula is offered to support teachers when dealing with particular parental/carers' concerns especially in situations of potential conflict.

The formula offered below is intended to summarise, in a memorable way, what is in fact a three-stage process of dealing with parental concerns.

stage 1
ACKNOWLEDGE

the concerns of the parent/carer

that the personal views of the teacher are not relevant here

that the teacher is acting in a professional capacity

stage 2
PROFESSIONAL

role is to respond to the SEED guidance and other curricular advice

role is to promote the rights of the child - all children

role is to support vulnerable young people, including LGBT young people

role is to uphold the values of the school

stage 3
RESPONSIBILITY

to ensure that sexual health and relationships education is for all

to the whole school, which is a diverse community

not to promote any one view

to confront bullying and other behaviours which challenge school's values

to explain the right to opt-out

stage 1
ACKNOWLEDGE
Expression of concerns

It is very important that the parent/carer is allowed to have his/her concerns expressed and acknowledged by the school. This helps the parent/carer to feel that the school is treating them seriously, and also gives the school a clear indication of what the parental concerns are. Often these concerns can be allayed through a process of clear and open discussion and exploration of the issues.

It is equally important that staff maintain professional objectivity when talking with the parent/carer, and are not seen to support or oppose the parent's own views.

It is important that staff should feel confident in this part of the discussion. In listening to the parent/carers concerns, school staff should ensure that the parent/carer is clear about the teacher's role in the meeting. They should make reference to their professional skills and expertise, and to the fact that their own personal opinions are of no relevance here. They are acting in a professional capacity and not a personal one.

stage 2
PROFESSIONAL
Exploration of concerns

Staff are then encouraged to explore the sexual health and relationships education curriculum in some detail with the parent/carer. Specific reference should be made to the aims and objectives of the programme, and age appropriateness. Staff should explain how the programme relates to national and local curricular advice and guidance, and to the values of the local school community.

It is important that the parent/carer is made aware of the professional role of the teacher in meeting the needs of all young people in the school. This includes meeting the needs of the many LGBT young people in the school community.

stage 3
RESPONSIBILITY
Reconciliation of concerns

Finally, staff should emphasise their desire to work with parents and carers to resolve any difficulties. However, such a resolution must be in line with the school's stated educational objectives and expressed values, and must not conflict with the school's role in meeting the educational needs of all young people within the diverse school community.

Parents/carers should be encouraged to see that the school is not advocating any one standpoint in sexual health and relationships education; but it is obliged to take a stance against behaviours which challenge the values of the school, including bullying and homophobia.

If after thorough discussion with the school, the parent/carer is unable to accept the school's position, then staff must explain the parental right to withdraw their child from the class, and the school's responsibility to cater for this withdrawal.

Finally, a useful indicator of how staff should relate to parents/carers in these difficult situations, is to reflect on how they would deal with other sensitive issues, for example, with a parent who might express sexist or racist comments.

› and finally...

As stated previously, there are a number of professionals available to provide advice and support to schools. The staff team at LGBT Youth Scotland, and the Healthy Respect team (whilst the Demonstration Project is still in operation), can offer support in a number of ways including:

- helping schools in developing their sexual health and relationships education curriculum so that LGBT issues are addressed
- helping school staff to implement initiatives aimed at supporting the needs of LGBT young people and others
- helping schools to improve communcation with parents and carers when addressing LGBT issues in schools.

You can contact the Healthy Respect Team on **0131 536 9454** and LGBT Youth Scotland on **0131 622 2266** for further advice and support.

USEFUL RESOURCES AND CONTACT AGENCIES:

Anti-Bullying Network
Moray House School of Education
Holyrood Road,
Edinburgh EH8 8AQ
Phone: 0131 651 6100
Fax: 0131 651 6100
Website: www.antibullying.net
Email: abn@education.ed.ac.uk

Avert
(AIDS Education & Research Trust)
'Talking about homosexuality in the secondary school'
AVERT, 11-13 Denne Parade, Horsham,
West Sussex RH12 1JD
Phone: 01403 210202
Email: avert@dial.pipiex.com

Churches including:
Church of Scotland Convenor of Education Committee
Church of Scotland,
121 George St,
Edinburgh EH2 4JN

Holy Trinity Metropolitan Community Church
A Christian Church with a special ministry to lesbian, gay, bisexual and transgender people.
Phone: 0131 347 8699
Website: www.mccedinburgh.com

Scottish Episcopal Church Convenor
Provincial Education Committee,
Scottish Episcopal Church,
21 Grosvenor Crescent,
Edinburgh EH12 5EE

Mission and Ministry Officer
Scottish Episcopal Church,
21 Grosvenor Crescent,
Edinburgh EH12 5EE
Email: missionministry
@scotland.anglican.org

Healthy Respect

A National Demonstration Project based in Lothian which seeks to help young people develop a positive attitude to their own sexuality and that of others, and a healthy respect for their partners, with the aim of reducing unplanned teenage pregnancies and sexually transmitted infections.

Phone: 0131 536 9454
Website: www.healthy-respect.com

Lesbian Line

Telephone help, information and support for lesbians.

Phone: 0131 557 0751
Thursday 7.30-10.00pm

LGBT Youth Scotland

A national organisation supporting the inclusion of lesbian, gay, bisexual and transgender young people in the life of Scotland; providing services for young people, families and professionals.

Office: 0845 113 0005
(LGBT Youthline 7.30-9.00pm)
07905 918 515
(SMS Text Messaging)
0131 622 2266
(general enquiries)
Website: www.lgbtyouth.org.uk
Email: info@lgbtyouth.org.uk

Lothian Gay Switchboard

Telephone help, information and support to gay men and lesbians.

LGL Switchboard, PO Box 169,
Edinburgh EH1 3UU
Phone: 0131 556 4049
Every evening 7.30-10.00pm

Parents Enquiry Scotland

A voluntary organisation which supports parents and families of LGBT children.

Phone: Anne on 0131 556 6047
Email: parentsenquiry@hotmail.com

Scottish Executive Education Department Learning & Teaching Scotland

'Standards in Scotland's Schools etc. Act, 2000: Conduct of Sex Education in Scottish Schools'
'Sex Education in Scottish Schools: Summary of National Advice'
'Sex Education in Scottish Schools: Effective Consultation with Parents and Carers'
'Sex Education in Scottish Schools: A Guide for Parents and Carers'

Transgender groups

Website: www.ftm.org.uk
www.mermaids.freeuk.com

TEXT REFRENCES:

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1 'Sex Education in Scottish Schools, Guidance for Schools and Local Authorities on Effective Consultation with Parents and Carers', Learning Teaching Scotland 2001
2 'Talking about homosexuality in the secondary school' (1997), Chapter 1

› vision

To help young people in Lothian develop a positive attitude to their own sexuality and that of others, and a healthy respect for their partners, with the aim of reducing unplanned teenage pregnancies and sexually transmitted infections.

Healthy Respect Partner Organisations
Lothian NHS Board (lead partner)
Lothian University Hospitals NHS Trust
Lothian Primary Care NHS Trust
West Lothian Healthcare NHS Trust
City of Edinburgh Council
East Lothian Council
Midlothian Council
West Lothian Council
Caledonia Youth
Edinburgh Women's Rape and Sexual Abuse Centre
Health Opportunities Team
LGBT Youth Scotland
West Lothian Drug and Alcohol Service

Healthy Respect @ Lothian NHS Board
NHS Lothian, Deaconess House, 148 Pleasance
Edinburgh EH8 9RS **Tel** 0131 536 9454
Email healthy.respect@lhb.scot.nhs.uk

www.healthyrespect.co.uk

Addressing LGBT Issues with Young People PUBLICATION INSERT

Education sessions

D

- Group agreement
- Education session 1 Young people's relationships
- Education session 2 Equality for all
- Education session 3 No place for bullying
- Evaluation form

Preparation for educational sessions

Group agreement

Group agreements play a vital role in ensuring a safe environment when working in groups. This is particularly important when discussing sensitive subjects like sexual health, sexuality and relationships.

Duration

40 minutes approximately.

Outcomes

Involving young people in the development of their own group agreement can be positive in two ways:

- group agreements can set ground rules which make it safe for young people to participate, share their own views, and to safely challenge the views of others
- being involved in the development of the group agreement increases the level of ownership group members feel towards it. This can help young people to share responsibility for maintaining respectful and safe behaviour within the group.

Method

Introduction

Explain to the group that this session is about creating a safe atmosphere within the group. Introduce the idea of expectations, both of themselves, and of others within the group. Ask young people in pairs to spend ten minutes discussing how they would like to be treated in the group. Ask them to also consider how they would like to feel within the group.

Bring the whole group together to discuss what they have come up with. Develop these ideas into an agreement of how the group will operate. You may want to try and include:

- **Confidentiality:** what is said in the group remains in the group
- **The right to pass:** everyone has the right to 'pass' if they don't want to be involved in part of the discussion
- **Disclosure:** don't tell the group something that might make you feel uncomfortable
- **Respect:** we should respect people's right to have an opinion, which might not be the same as ours.

Once your group has developed an agreement, write it up on a whiteboard or flipchart. It is important to display the agreement and perhaps revisit it during future sessions if required.

Exercise ends

Educational session 1

Young people's relationships

Group Agreement

It is important to discuss and agree an appropriate group agreement with your group before starting a session like this one. You will find a group agreement exercise on page 7 of this toolkit to help you.

Duration

40 minutes approximately.

Outcomes

By the end of this session, young people should:

- be able to recognise the similarities amongst all relationships
- understand the need to respect other people's relationships
- know how best to talk about a wide range of relationships, including lesbian, gay and bisexual relationships.

Materials

Relationships web sheet
Flipchart/whiteboard and pens
Glossary of terms

Method

Introduction

Explain to the group that this session is about the variety of different relationships that exist. Introduce the idea that you are considering lesbian and gay relationships as well as heterosexual ones. A brief discussion might be useful to have to check that everyone understands the terms and can ask questions. You might need to refer back to the group agreement at this stage.

Relationships web

This exercise asks young people to think about all the different kinds of relationships we have on a daily basis. This can range from everyday relationships like those with your classmates or friends, to with parents, and carers, to more intimate relationships with boys and girls.

Exercise continues >

Ask each young person to draw their own relationships web with them in the middle, and then arrows reaching out to bubbles with people they have relationships with. Tell the group that they should do this exercise on their own, and that they will not be asked to share their relationship web with the rest of the group. Relationships might include:

- the bus driver
- brother/sister
- friends
- parent(s)/carers
- teachers
- classmates
- boyfriend
- girlfriend

Then ask the group to look at their relationship webs again and think about how these relationships might be different for someone of a different sexuality to them. As a whole group, discuss what issues there might be for people who are lesbian or gay with the various different relationships they have identified. References should be made to both similarities and differences. Issues might include:

- coming out to parents/carers
- coming out to friends
- meeting other lesbian or gay young people.

Relationships manual

Split the group into two and ask one half to consider the pressures on relationships, and the other to consider positive aspects of relationships. At the same time, ask the groups to consider whether LGBT relationships might have additional pressures, or positive aspects, that are different to other relationships.

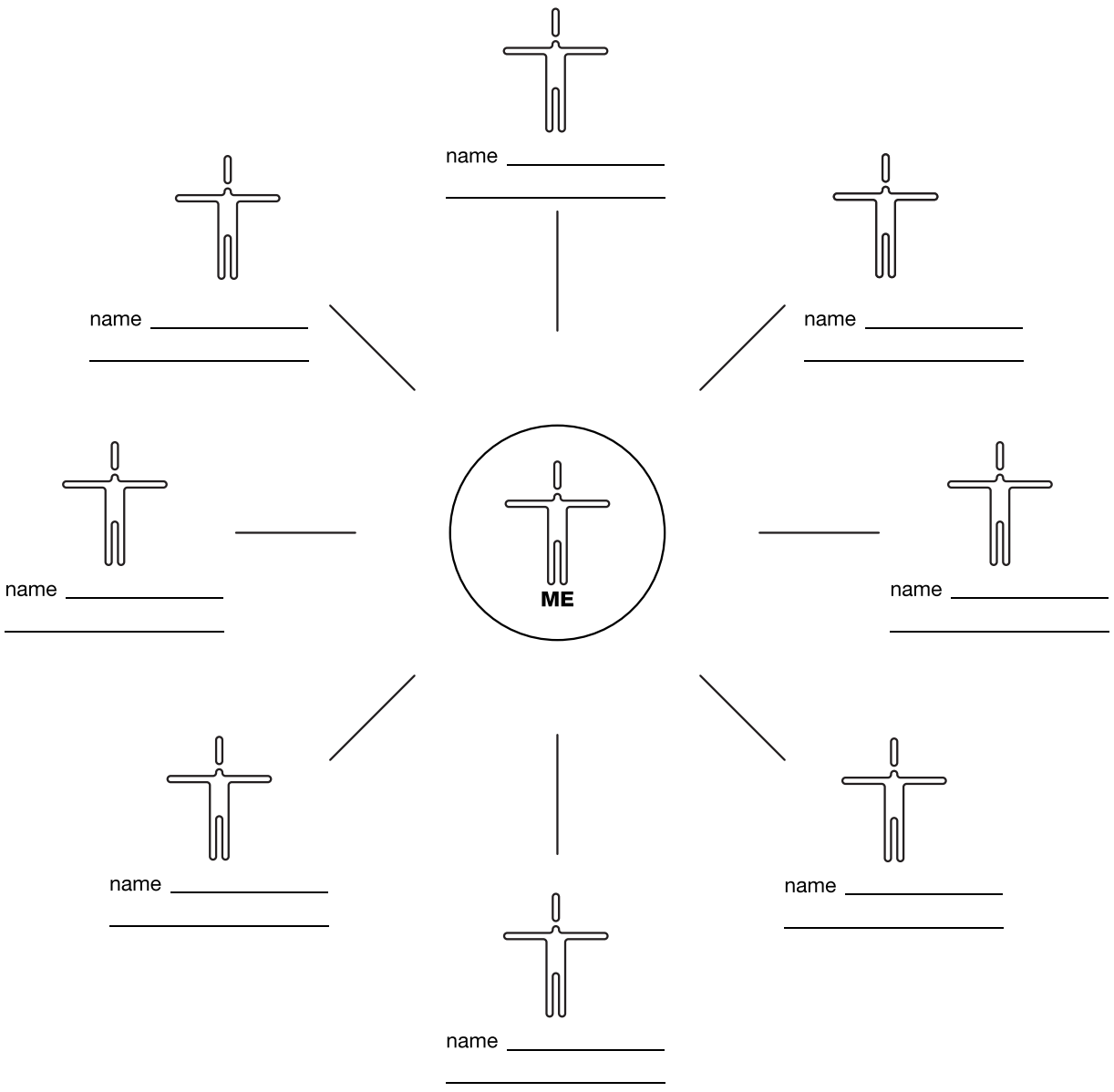
Then ask each group to write a relationships checklist from their discussions. This could then form a guide that the group has composed themselves to happy and healthy relationships. This should also provide an opportunity to have a discussion about the kind of pressures and problems that LGBT young people face.

Evaluation

You will find an evaluation form in this toolkit (page 17) for young people to complete at the end of the session.

Exercise ends

Relationships web



Educational session 2

Equality for all

Group Agreement

It is important to discuss and agree an appropriate group agreement with your group before starting a session like this one. You will find a group agreement exercise on page 7 of this toolkit to help you.

Duration

40 minutes approximately.

Outcomes

By the end of this session, young people should:

- try to put themselves in the shoes of someone who is being treated unfairly
- recognise that LGBT young people should have the same opportunities as their peers
- find opportunities to make sure their youth club/school/youth setting has equality statements that mention LGBT young people.

Materials

School or youth club equal opportunities statements or anti-bullying policies
Coloured paper – two colours

Method

Introduction

Explain to the group that this session is about people's rights and responsibilities.

Step 1 – Rights and Responsibilities

In order to get young people thinking about their own rights and responsibilities, ask each young person to come up with two rights that they think they should have, and two responsibilities that they think they should take seriously. Rights should be noted down on one colour of paper and responsibilities on another.

Then ask the young people to place their notes on the floor in two lines, one line for rights and one line for responsibilities. Ask young people to take it in turns putting their rights and responsibilities down on the floor, asking questions if it is unclear what they mean.

Exercise continues >

Step 2 – Review policy

Ask young people to review any policy or statement that the school or youth club has which deals with equal opportunities. Then ask the young people if any mention is made of sexual orientation or LGBT people in any of the policies. You will find a glossary in the toolkit that may help identify terms associated with LGBT issues. Questions that you might ask the group are:

- do you think that the rights and responsibilities you came up with earlier are included in the policies?
- are all groups of people in society included, such as LGBT people?
- do you think that the policy represents everyone?

Step 3 – Action

Young people can then be encouraged to make sure that sexual orientation and LGBT people are included in the school or youth club policy. They can raise the issue by writing to the head teacher or youth club leader to suggest that LGBT people are included in the policies. Alternatively, young people could be encouraged as a group to write a charter of rights based on the rights they identified to display in the youth setting.

Through these exercises, there should be the opportunity to chat about the discrimination that LGBT young people might face, and the rights to equal opportunities that they should have.

Evaluation

You will find an evaluation form in this toolkit (page 17) for young people to complete at the end of the session.

Exercise ends

Educational session 3

No place for bullying

Group Agreement

It is important to discuss and agree an appropriate group agreement with your group before starting a session like this one. You will find a group agreement exercise on page 7 of this toolkit to help you.

Duration

40 minutes approximately.

Outcomes

By the end of this session, young people should:

- know what kinds of bullying LGBT young people face
- realise who is affected by homophobic bullying
- be able to come up with ways to tackle bullying.

Method

Introduction

Explain to the group that today's session involves looking at different forms of bullying. The aim of the session is to find positive ways forward. A possible approach could be to suggest to young people that they should see this session as an opportunity to develop themselves in a number of ways. It is also important to refer to bullying behaviour during this session, rather than young people as bullies or victims.

Step 1

Ask young people in pairs to discuss for 10 minutes:

1 What is bullying?
2 Why are people bullied?

Bring the whole group together to discuss what they have come up with. Identify similarities and differences between the ideas young people have come up with. Consider whether the issues are specific to your local area, or are universally experienced by young people.

Exercise continues >

Step 2

Ask young people to get themselves into small groups of five or six. Issue half of the groups with Case study 1, and the other half with Case study 2. Give them 15 minutes to work through the case studies, and then bring the whole group back together to share their work.

Step 3

From the discussion in Step 2, pull together the ideas from young people on how to challenge bullying. As a whole group, try to identify three main strategies to challenge bullying in your school or youth club. Write them up on the whiteboard or flipchart, and display them in your youth space for the future.

Evaluation

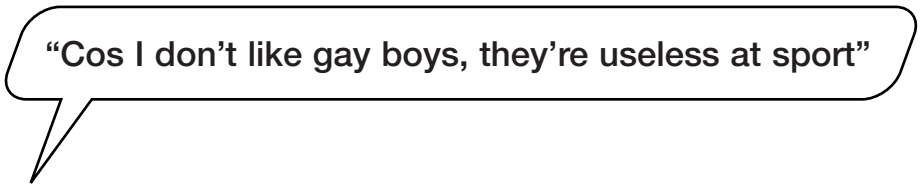
You will find an evaluation form in this toolkit (page 17) for young people to complete at the end of the session.

Exercise ends

No place for bullying

Case study 1

You are taking part in a game of basketball in PE at school. Two boys in your team start arguing, and you overhear Greg telling Simon that he doesn't want to be in the same team as him. You ask Greg why and he tells you:



Question 1

What do you think about what Greg has just said?

Question 2

How do you think this will make Simon feel?

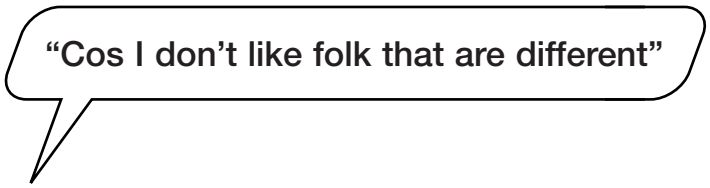
Question 3

What would you do?

No place for bullying

Case study 2

You are taking part in a game of basketball in PE at school. Two girls in your team start arguing, and you overhear Louise telling Kavita that she doesn't want to be in the same team as her. You ask Louise why, and she tells you:



Question 1

What do you think about what Louise has just said?

Question 2

How do you think this will make Kavita feel?

Question 3

What would you do?

Evaluation form

What we thought...

How much did you enjoy the session?

Loads

It was ok

Didn't enjoy it

How much did you learn that was useful?

Loads

Quite a lot

Not much

Was there one thing you particularly liked?

Was there anything else you would have liked to talk about?

Do you have any comments?

Resources

E

- Glossary
- Training & Development
- Other resources

Glossary

Some terms and definitions to help you discuss LGBT issues with young people.

Bisexual	Used to describe people who are attracted to both men and women.
Butch	A word often used to describe lesbian women who seem to be masculine in their appearance.
Coming Out	The process by which a person is open and honest about their sexuality. Whereas someone is said to be in the closet if they are not open about their sexuality. [Coming Out of the closet].
Drag King	Where a women dresses up as a man. They are not trying to be men, but perhaps are dressing up for a social occasion.
Drag Queen	Where a man dresses as a woman. They are not trying to be women, but often are dressing up for the purpose of a show.
Gay	A positive word used to describe homosexual men and women.
Gender Identity	The way a person feels, identifying as female, male, both or neither. Although lots of people don't think about it, gender and sex can be different. For a non-transgender person, their sex and gender are the same; i.e., both female or male. For a transgender person sex and gender are different and often in conflict. It is this conflict combined with social pressure that causes unhappiness, confusion and often depression.
Gender Dysphoria	A medical term often used by psychologists or psychiatrists to describe someone's feelings of intense unhappiness about their biological gender. A transgender person feels that there is a conflict with their gender between their bodies and how they feel. This conflict often leads to extreme unhappiness, confusion and depression.
Hermaphrodite	**or Intersex.** People who are born with ambiguous male and female genitalia. Usually doctors assign them to one gender at birth. They can experience distress about their genetalia and/or their gender.
Heterosexual	**or Straight.** Used to describe people who are attracted to the opposite sex, to describe mixed-sex relationships and behaviour.

Glossary continued

Heterosexism	Discrimination based on the assumption that heterosexual people are superior to homosexual people. This might be on a legal, cultural, institutional or political basis.
Homophobia	Fear or contempt for homosexual people or behaviour based on such a fear.
Homosexual	Used to describe people who are attracted to the same sex, to describe same-sex relationships and behaviour.
Intersex	See **Hermaphrodite**.
Lesbian	A positive word used to describe homosexual women.
LGBT	An acronym for Lesbian, Gay, Bisexual and Transgender.
Sexuality	The combination of a person's sexual attitudes, emotions, experiences and desires. Every person's sexuality is unique to them, and develops over time.
Sexual Orientation	Used to describe whether a person is attracted to people of the same sex, or the opposite sex, or both. The most commonly used terms to describe a person's sexual orientation are straight, lesbian, gay or bisexual.
Straight	See **Heterosexual**.
Transgender (TG)	Often used as an umbrella term that includes transsexuals, transgender, transvestites and other groups of 'trans' people. Specifically though a transgender person is someone who lives as the opposite gender to their biological gender, but do not wish to change their bodies through surgery.
Transsexual (TS)	People who are convinced that they belong to the opposite gender and want to change their bodies through hormones and surgery. This term might be used to describe someone who wants to go through, is going through, or has gone through, transitional gender treatment.

Training & Development

You may find it useful to participate in training to develop your skills and knowledge around LGBT issues and challenging homophobia in youth settings.

There are a number of organisations which have developed training for people who work with young people around these issues. The training they offer can help to:

- raise awareness of LGBT issues
- build confidence and competence when addressing LGBT issues
- create an awareness of our own attitudes and values
- develop good practice to promote inclusive and positive citizenship.

Organisations offering training include Equal Regard, the training provider of LGBT Youth Scotland and your local health promotion department. Details of these organisations (section F) together with a list of other resources (page 21) are available in this toolkit.

Other resources

There are lots of resources available to help you address LGBT issues with your co-workers and the young people in your organisation.

Why not have a look at some of the resources listed below, or enquire at your local Health Promotion Library for more information on the resources they stock.

The Lothian Health Promotion Library and Resource Centre can be contacted by phone on 0131 536 9451.

Video Resource Packs

Living It: a powerful teaching resource on homophobic bullying.
(2003) Bolton Primary Care NHS Trust, d2digital.

Challenging homophobia.
(2003) FPA, London.

Teaching Kits

Pathways to Sexual Health.
(1994) NHS Lothian, Edinburgh.

Useful contacts

F

Useful contacts

Healthy Respect	Information on sexual health and relationships for young people, parents and professionals. www.healthyrespect.co.uk
LGBT Youth Scotland	A national organisation, supporting lesbian, gay, bisexual and transgender young people. www.lgbtyouth.org.uk
Stonewall Scotland	A national organisation, working to achieve legal equality and social justice for lesbians, gay men and bisexual people in the UK. www.stonewall.org.uk
Parents Enquiry Scotland	Providing advice and support for parents and carers of LGBT young people. Email parentsenquiry@hotmail.com Tel 0131 556 6047
Anti-Bullying Network	Providing information about bullying and giving a lot of useful contact numbers for support. www.antibullying.net
Childline Scotland	Bullying line where young people can phone for support. Tel 0800 44 1111

Appendices

- Appendix 1 Healthy Respect Projects
- Appendix 2 Healthy Respect Partners

Appendix 1

Healthy Respect Projects

Phase One (2001 – 2004)

	Project title	Project description
A	**Improving Contraceptive Services in Abortion Services**	Demonstrating how to improve the contraceptive uptake and use among women who have terminations and reduce the return rate for abortions.
B1	**Looked After and Accommodated Young People**	Demonstrating how local authority residential units can integrate their sexual health promotion into their work with young people.
B2	**Young People with Specific Needs**	Demonstrating that effective inreach/outreach education sessions increase the accessibility of sexual health services to young people, particularly those who are vulnerable or have special needs.
C	**Chlamydia Testing**	Revealing the true extent of Chlamydia in communities and demonstrating the best way of making testing and treatment available, and to find ways of helping men to share responsibility for sexual health issues such as Chlamydia.
D	**Emergency Contraception and Chlamydia Testing**	Demonstrating whether all women presenting for emergency contraception should be offered Chlamydia screening and when it is best to test.
E	**Sexual Health Promotion in Further Education Colleges**	Demonstrating the effectiveness of sexual health promotion activities in further education settings through the establishment of a free condom scheme, convenience advertising and promotion of Chlamydia testing.
F	**Lesbian, Gay, Bisexual and Transgender Work**	Demonstrating effective methods to reach socially excluded LGBT young people, to reduce the incidence of unsafe sexual practices.

Appendix 1
Healthy Respect Projects continued

	Project title	Project description
G	**Sexual Health and Relationships Education in the School Setting**	Demonstrating the effectiveness of increasing young people's knowledge of sexual health issues through a multidisciplinary approach to education, information, and accessible services designed to meet the needs of young people.
H	**Confidentiality and Child Protection**	Identifying solutions to the tensions between confidentiality and the Child Protection Guidelines in order to address the issue of underage sexual activities.
I	**Developing & Supporting the Role of Parents**	Demonstrating a range of ways of making contact with and supporting parents in the area of their children's sexual health.
J	**Young Men's Sexual Health**	Demonstrating the benefits of single sex approaches in working with young men.
K	**Young Women Who Have Experienced Sexual Abuse or Coercion**	Demonstrating the efficiency of providing training to professionals on sexual abuse and coercion on the support available to young women suffering abuse and coercion.
L1	**Creating Affirmative Cultures: Mass Media Campaigns**	Demonstrating the development and implementation of mass media campaigns in order to underpin the work of all the individual projects.
L2	**Creating Affirmative Cultures: Youth Involvement**	Ensuring young people are involved in all aspects of Healthy Respect, and identifying effective practice in involving and consulting young people on sexual health issues.
L3	**Creating Affirmative Cultures: c:card**	Reviewing and developing the c:card service.

Appendix 2

Healthy Respect Partners

Phase One (2001 – 2004)

Phase One of Healthy Respect comprised 19 projects involving the delivery of specific sexual health initiatives aimed at achieving the Project's overall objectives. Healthy Respect worked in partnership with the following 13 organisations involved in the delivery of sexual health education, information and services in Lothian.

Caledonia Youth

City of Edinburgh Council

East Lothian Council

Edinburgh Women's Rape and Sexual Abuse Centre

Health Opportunities Team

LGBT Youth Scotland

Lothian NHS Board

Midlothian Council

NHS Lothian Primary and Community Division

NHS Lothian University Hospitals Division

NHS Lothian West Lothian Healthcare Division

West Lothian Council

West Lothian Drug & Alcohol Service

Feedback

H

LGBT toolkit feedback form

We would like to know if you have found this toolkit useful in your work and would be pleased to receive your feedback.

Who are you?

What is your job?

Where do you work?

How did you get a copy of this toolkit?

Have you found it useful?

What have you used it for?

Further comments

Thank you for taking the time to fill this in.

Please return either by post (address on page 2) or fax back to 0131 536 9412.