

# VOICES UNHEARD

## LGBT DOMESTIC ABUSE AND GENDER BASED VIOLENCE

AN EDUCATIONAL RESOURCE WITH A FOCUS ON LESBIAN,  
GAY, BISEXUAL AND TRANSGENDER YOUNG PEOPLE'S  
EXPERIENCES OF DOMESTIC ABUSE AND OTHER FORMS  
OF GENDER BASED VIOLENCE







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# INTRODUCTION



This resource was developed for those delivering educational work with a focus on domestic abuse and gender-based violence. It was developed as part of LGBT Youth Scotland's LGBT Domestic Abuse project and the youth-led domestic abuse project 'Voices Unheard' and created using tools developed with and for young people.

## ● **LGBT YOUTH SCOTLAND**

LGBT Youth Scotland is the largest youth and community based organisation for lesbian, gay, bisexual and transgender young people (LGBT) in Scotland. It supports a network of youth groups and services for LGBT young people across Scotland and provides research, policy support and training for professionals. For more information go to: [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)

## ● **THE LGBT DOMESTIC ABUSE PROJECT**

The LGBT Domestic Abuse project has a Scotland wide remit to raise awareness of LGBT domestic abuse and improve service responses for lesbian, gay, bisexual and transgender people experiencing domestic abuse. It is led by LGBT Youth Scotland and supported by an advisory group of members from Scottish Women's Aid, the Women's Support Project, the Scottish Transgender Alliance, NHS Glasgow and Greater Clyde's Open Road project, LGBT Centre for Health & Wellbeing, Stonewall Scotland and respectme.

## ● **VOICES UNHEARD**

Voices Unheard is a youth participation project which aims to increase the knowledge, skills and confidence of LGBT young people to become peer leaders in the areas of LGBT domestic abuse and gender based violence. It is facilitated by LGBT Youth Scotland staff and driven by young people. Their voices and the exercises developed as part of this project are embedded throughout this document.

We hope you find this resource useful. We know that just small changes to a lesson plan or workshop can make an LGBT young person feel included and their identity validated; they will find the information relevant to them and are more likely to achieve learning outcomes. Any visible steps to include LGBT people will also send a strong message regarding your commitment to LGBT inclusion and LGBT young people are more likely to 'come-out' and access appropriate support.



# HOW TO USE THIS RESOURCE



This resource will include useful information for work with young people on the issues of domestic abuse and gender based violence. We envisage it being used alongside existing educational packs but it can also be used as a stand-alone resource.

Here is a table with some suggestions of when and how to use it:

<b>IF YOUR LESSON INCLUDES -</b>	<b>ADD THIS -</b>	<b>WHERE TO FIND THIS?</b>
How domestic abuse functions/definitions of domestic abuse	The ways that LGBT people may experience domestic abuse	LGBT Young People and Domestic Abuse (page 11) Exercise 5. What is (LGBT) Domestic Abuse? (page 19)
Domestic abuse statistics	LGBT-specific domestic abuse statistics	Research (page 8)
Domestic abuse scenarios	LGBT-specific domestic abuse scenarios	Exercise 6. (LGBT) Bystander Scenarios (page 20)
Films on domestic abuse	A 5 minute video of young people talking about LGBT young people's experiences of domestic abuse	Additional Resources – Voices Unheard short film (page 24)
Healthy relationships	Discussion on what is a healthy LGBT relationship	Exercise 4. Health (LGBT) Relationships (page 18)
Discussions on gender and gender inequality	Discussion of gender stereotypes and homophobia, biphobia or transphobia	Exercise 1. The Gender Box (page 15) Exercise 2. Transgender and the Gender Binary (page 16)
Scenarios or discussions on becoming a bystander in situations where violence or bullying is taking place	Specific scenarios on homophobic, biphobic or transphobic bullying or a larger lesson on these forms of bullying	Exercise 6. (LGBT) Bystander Scenarios (page 20)



# GENDER BASED VIOLENCE - LGBT PERSPECTIVES



In this section we will explain the term 'gender based violence' in brief and outline how it relates to lesbian, gay, bisexual and transgender people.

At its most simple, gender based violence is about someone's gender – how they identify their gender and how they express their gender. Gender based violence can therefore be experienced by LGBT people because they express their gender in ways that differ from the normalised and dominant behaviours within society. When individuals do not comply with the gendered behaviours expected of them, they may be perceived as a threat to the existing (and unequal) gendered system in society.

**"GENDER VIOLENCE INCLUDES ALL TYPES OF VIOLENCE AGAINST WOMEN... BUT IS NOT CONFINED TO VIOLENCE AGAINST WOMEN; THUS RECOGNISING VIOLENCE AGAINST CHILDREN, YOUNG PEOPLE OR LESBIAN AND GAY PEOPLE. THE SIGNIFICANCE IN USING THE TERM LIES IN THE ASSERTION THAT THE VIOLENCE IS IN SOME WAY INFLUENCED BY OR INFLUENCES GENDER RELATIONS."**

Tina Skinner, Marianne Hester & Ellen Malos<sup>1</sup>

Gender based violence can be seen to have two primary functions:

- policing and punishing those people who do not conform to rigid gender norms, including LGBT people
- maintaining a system of gender inequality in society

Gender based violence can be seen as a way of controlling or 'policing' gender norms and access to power within society. This effectively limits the activities of those who do not hold positions of power within the gendered system, such as women and LGBT people, keeping them in inferior positions and reinforcing gender inequality.

Gender based violence is **"Any form of violence used to establish, enforce or perpetuate gender inequalities and keep in place gendered orders. In other words gender based violence is a policing mechanism."** James Lang 2002<sup>2</sup>

The term incorporates a range of physically, sexually and emotionally abusive and controlling behaviours including, but not limited to:

- domestic abuse
- rape and sexual assault
- female genital mutilation
- forced marriage
- homophobia, biphobia and transphobia
- commercial sexual exploitation, including prostitution, pornography and sex trafficking
- child sexual abuse
- sexual harassment



1/ Skinner, T., Hester, M. and Malos (2005) *Researching Gender Violence: Feminist Methodology in Action*

2/ Lang (2002) Key Note Speech at the International Conference *Eradicating Violence Against Women and Girls: Strengthening Human Rights*. Berlin 2<sup>nd</sup> – 4<sup>th</sup> December

## HOW DO LESBIAN, GAY, BISEXUAL AND TRANSGENDER PEOPLE NOT CONFORM TO GENDER NORMS? ISN'T THAT A STEREOTYPE?

- **Simply having a same-sex partner.** Within a society where being heterosexual is the norm, having a same-sex partner does not fit with gender norms and expectations.
- **Expressing gender in a way that does not conform to gender norms.** For example dressing in a way that doesn't fit with what society considers acceptable for men and for women. This is of course not specific to LGBT people.
- **Being a transgender person.** Trans\* people who do not identify with the sex they were prescribed at birth or for those who do not identify as either male or female are breaking gender norms prescribed within western society.

It is also worth noting that gender-based violence can occur due to perceived gender identity or sexual orientation. Straight (heterosexual) people who express their gender differently can experience homophobia, biphobia or transphobia. For example, girls who play football can be called 'lesbians' and boys who like to dance may be called 'gay'. The use of the word 'gay' as a way to make fun of something or someone continues in youth culture and is often used to ensure that young men and women stick to their gender expectations.

Gender-based violence can be seen as a spectrum of abuse; different types of abuse cannot be seen in isolation, but rather as part of a pattern of abuse. For example, the most common type of domestic abuse experienced by transgender people is transphobic abuse. It is for this reason that we include the abuse that happens solely or disproportionately to LGBT people within any definition of gender based violence and vital that we link the gendered abuse experienced by LGBT people within any definition and prevention work. Overall it is clear that gender matters when discussing the experiences of lesbian, gay, bisexual and transgender people.

## DOMESTIC ABUSE DEFINITION

The following definition takes into account the specific experiences of lesbian, gay, bisexual and transgender people:

**Domestic abuse can be perpetrated by partners or ex-partners and can include physical abuse (assault and physical attack involving a range of behaviour), sexual abuse (acts which degrade humiliate and are perpetrated against the person's will, including rape), and mental and emotional abuse (such as threats, verbal abuse, racial abuse, homophobic/ biphobic/ transphobic abuse, withholding money and other types of controlling behaviour such as 'outing'; the threat of 'outing' or enforced isolation from family and friends).**



# RESEARCH



Below is a brief summary of research findings with a focus on LGBT people and domestic abuse or gender based violence. It's worth noting that there are gaps in current data. There is a need for LGBT inclusion in national research and within domestic abuse monitoring systems, as well as targeted research aimed at identifying the specific experiences of LGBT people.

## 1. WHAT IS THE PREVALENCE OF DOMESTIC ABUSE AMONGST LGBT RELATIONSHIPS?

**1 IN 4 LESBIAN, GAY AND BISEXUAL PEOPLE WILL EXPERIENCE DOMESTIC ABUSE IN THEIR LIVES.<sup>3</sup>**

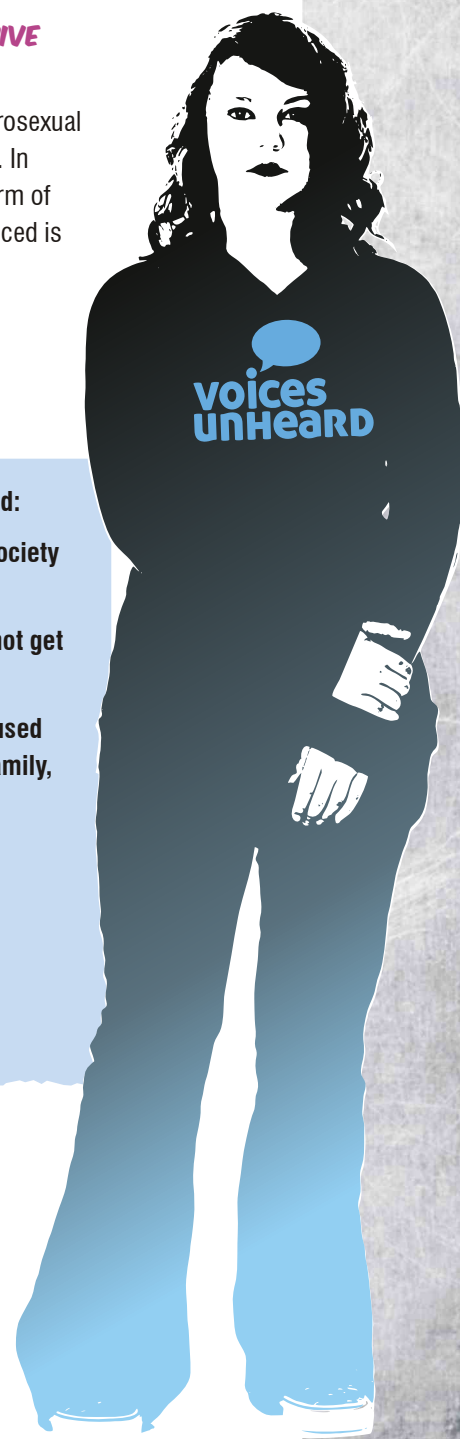
**80% OF TRANSGENDER PEOPLE HAVE EXPERIENCED SOME FORM OF ABUSIVE BEHAVIOUR FROM A PARTNER OF EX-PARTNER.<sup>4</sup>**

Lesbian, gay and bisexual people are just as likely to experience domestic abuse as heterosexual non-transgender women and need LGBT inclusive domestic abuse services and support. In addition, research shows that transgender people are highly likely to experience some form of abuse from partners and ex-partners and that the type of abuse most frequently experienced is transphobic emotional abuse.

## DOMESTIC VIOLENCE AND SEXUAL VIOLENCE - WHAT'S LOVE GOT TO DO WITH IT?

Catherine Donovan and Marianne Hester published research in 2014<sup>5</sup>, which found:

- recognition of domestic abuse in same sex relationships is difficult because society sees it as a problem of heterosexual men, physical violence and of gender;
- there is a gap of trust of mainstream agencies as LGBT victims fear they will not get a sympathetic response and face discrimination;
- love confuses victims about what they are experiencing and sexuality can be used as a way of controlling someone (e.g. threatening to 'out' somebody to their family, employers, social services);
- gay and bisexual men were significantly more likely than lesbian women to experience sexual violence and have their spending controlled;
- young age, low income and low education predict particular vulnerabilities to domestic abuse in same sex relationships, and being newly 'out' can position somebody as more vulnerable to abuse.



3/ Donovan et al. (2006) *Comparing Domestic Abuse in Same Sex and Heterosexual Relationships*

4/ Roch et al. (2010) *Out of Sight Out of Mind, Transgender People's Experience of Domestic Abuse*. LGBT Youth Scotland & the Scottish Transgender Alliance

5/ Catherine Donovan & Marianne Hester (2014). *Domestic Violence and Sexuality - What's love got to do with it?* University of Bristol



## 2. WHAT ARE LGBT YOUNG PEOPLE'S EXPERIENCES OF DOMESTIC ABUSE?<sup>6</sup>

**61% OF LGBT YOUNG PEOPLE HAVE EXPERIENCED SOME FORM OF ABUSE IN THEIR FAMILIES/HOME.**

**79% BELIEVED THAT AS A RESULT OF WITNESSING DOMESTIC ABUSE IN THE HOME, LGBT YOUNG PEOPLE WOULD FEEL LESS CONFIDENT TO 'COME-OUT'.**

It is clear that children and young people who witness domestic abuse can experience stress and fear and may suffer a range of adverse effects, including physical injury, poor health and psychological difficulties. Within our youth-led research LGBT young people told us that witnessing or being subject to domestic abuse may have a detrimental effect on their ability to form healthy relationships and felt that it was likely to impact on their ability and confidence to 'come-out'.

**"IT'S HARD ENOUGH TO 'COME-OUT' UNDER NORMAL CIRCUMSTANCES NEVER MIND IF YOU'RE BEING ABUSED TOO."**

**ALTHOUGH 52% OF RESPONDENTS (LGBT YOUNG PEOPLE) IDENTIFIED HAVING EXPERIENCED SOME FORM OF ABUSIVE BEHAVIOUR FROM A PARTNER, ONLY 37% RECOGNISED THE BEHAVIOUR AS ABUSE.**

It is clear that in our youth-led research there was a high prevalence of domestic abuse within LGBT young people's relationships. Overall there is limited public awareness that LGBT people can and do experience domestic abuse.

Many campaigns and educational resources are focused on heterosexual women; as a result many LGBT people are not aware that they can experience domestic abuse.

**"MEDIA DOESN'T GIVE AN IMPRESSION THAT IT CAN HAPPEN TO ANYBODY, JUST (THE DEPICTION OF) MAINLY HETEROSEXUAL RELATIONSHIPS IN POORER AREAS."**

## 3. WHAT IS THE IMPACT OF DOMESTIC ABUSE ON LGBT YOUNG PEOPLE?<sup>7</sup>

**OVER 30% OF THOSE WHO HAD EXPERIENCED DOMESTIC ABUSE HAD DELIBERATELY TRIED TO HURT THEMSELVES SINCE AND 20% HAD TRIED TO KILL THEMSELVES.**

LGBT young people can experience poor mental health due to prejudice and discrimination related to their sexual orientation and/or gender identity, as well as pressures to conform to gendered norms and expectations of heterosexuality. Research indicates rates of poor mental health amongst LGBT young people can be as high as 40%. This can be compounded for those young people experiencing domestic abuse resulting in an increased risk of suicide and self-harm.

6/ Voices Unheard (2010) *Domestic Abuse: Lesbian, Gay, Bisexual and Transgender People's Perspectives*. LGBT Youth Scotland  
7/ Lough Dennell and Logan (2012) *Life in Scotland for LGBT Young People: Health*. LGBT Youth Scotland

## 4. DO LGBT YOUNG PEOPLE EXPERIENCE OTHER FORMS OF VIOLENCE, BULLYING AND HARASSMENT?<sup>8</sup>

**69.1% OF LGBT YOUNG PEOPLE EXPERIENCED HOMOPHOBIC OR BIPHOBIC BULLYING IN SCHOOL, 24.6% IN COLLEGE AND 13.8% AT UNIVERSITY.**

**76.9% OF TRANSGENDER YOUNG PEOPLE EXPERIENCED HOMOPHOBIC, BIPHOBIC OR TRANSPHOBIC BULLYING IN SCHOOL, 69.2% IN COLLEGE AND 37.5% IN UNIVERSITY.**

Many LGBT young people experience homophobic, biphobic and transphobic bullying within schools or further education settings. Our research also showed that 10% of LGBT young people leave education due to a homophobic atmosphere or fear of being discriminated against. Young People specifically recommend increased visibility in the curriculum.

Homophobic, biphobic and transphobic attitudes and values continue to be a problem.

**"MORE GENERAL INCLUSION AND AWARENESS BUILDING OF SPECIFIC LGBT NEEDS, AND IN EDUCATION ISSUES AROUND SEXUAL HEALTH, SEXUALITY, RELATIONSHIPS EDUCATION AND MENTAL HEALTH. IN THE EDUCATION SYSTEM, WHEN RAISING LGBT ISSUES, EMPHASISING THE NORMALITY OF DIFFERING RELATIONSHIPS IN SOCIETY WOULD REDUCE THE FEAR."**

A recent survey showed that significant numbers of LGBT people experienced aggressive and violent behaviour but they were reluctant to report this to the police. Similar surveys have shown that there is an even higher prevalence of transphobia in Scotland and an increased risk of trans\* people experiencing harassment and abuse<sup>9</sup>.

**TWO THIRDS OF LESBIAN, GAY, BISEXUAL AND TRANSGENDER PEOPLE HAVE BEEN VERBALLY ABUSED, A THIRD PHYSICALLY ATTACKED; 61% OF THOSE PHYSICALLY ATTACKED DID NOT REPORT IT TO THE POLICE.<sup>10</sup>**

It is also worth noting that LGBT people from minority groups with intersecting identities may face multiple disadvantage. Research within the UK is limited in this area however there are some recorded cases of forced marriage amongst LGBT people within black or ethnic minorities<sup>11</sup> and discrimination of LGBT disabled people<sup>12</sup>.

**All of these forms of abuse can be seen as a part of the spectrum of gender based violence experienced by LGBT people.**

8/ Lough Dennell and Logan (2012) *Life in Scotland for LGBT People: Education*. LGBT Youth Scotland.

9/ *Transgender Experiences in Scotland* (2008). Scottish Transgender Alliance

10/ *How Safe Are You? LGBT People's Experiences of Community Safety* (2013). Stonewall Scotland

11/ *Forced Marriage Unit Statistics* (2013). Home Office

12/ *On Safe Ground – LGBT Disabled People and Community Groups* (2006). The Equality Network

# LGBT YOUNG PEOPLE AND DOMESTIC ABUSE

LGBT young people may experience domestic abuse in the following ways:

- **LGBT young people experience domestic abuse in their own relationships.** Their experiences are similar to the overall LGBT population however many LGBT young people may be going through the process of 'coming out', establishing their sense of self or are in their first relationships. This can mean that they are particularly vulnerable to abuse and coercion.

In our consultations with young people they were lacking confidence to access domestic abuse services. They felt that they may not be believed, feared a homophobic or transphobic response and were concerned that the service would not be confidential.

"I WOULD WANT TO FIND SOMEONE HELPFUL AND CONFIDENTIAL."

- **LGBT young people witnessing domestic abuse in their families.** As mentioned previously in the research section, LGBT young people may witness domestic abuse in their parent or carer's relationship. Our research showed that this may limit their ability to 'come-out' within their families and can have an impact on their views of future relationships.

"..YOU ARE ADDING TO THE FIRE. THEY HAVE PROBLEMS AND YOU ARE ADDING TO IT."

- **Young people witnessing domestic abuse in LGBT families.**

Young people who witness domestic abuse in a parent's relationship may have a fear of being stereotyped as an LGBT person themselves. They may experience homophobia, biphobia or transphobia or worry that those around them may judge their parents and blame the abuse on the fact that they are lesbian, gay, bisexual or transgender. Much like LGBT young people experiencing domestic abuse in their own relationships, young people witnessing it in LGBT families may be worried about outing their family members, may worry that services cannot or will not support them, or that they simply won't be taken seriously.

"WITNESSED FROM A YOUNG AGE, AND IN TRYING TO STICK UP FOR HER, MY SISTER AND ME WERE ALSO ABUSED.. IT'S AFFECTED MY VIEWS OF MEN AS A WHOLE AND RELATIONSHIPS."






# FORMS OF DOMESTIC ABUSE



When we consulted with the Voices Unheard group they told us the ways in which LGBT people can experience domestic abuse and gave us some clear examples:


- **PHYSICAL**

Causing physical harm to a partner or ex-partner. A violent reaction to a person's gender identity or how they express their gender.




- **EMOTIONAL**

Deliberately putting a partner down by making them feel worthless and devalued. Threats to 'out' them if they do not do as the abusive partner asks or if they end the relationship.



- **FINANCIAL**

Withholding finances to prevent partner dressing in gender-appropriate clothing, or socialising with other LGBT people 'on the scene'.



- **SEXUAL**

Rape and unwanted sexual contact, particularly if it degrades someone for the way they look or for being LGBT.



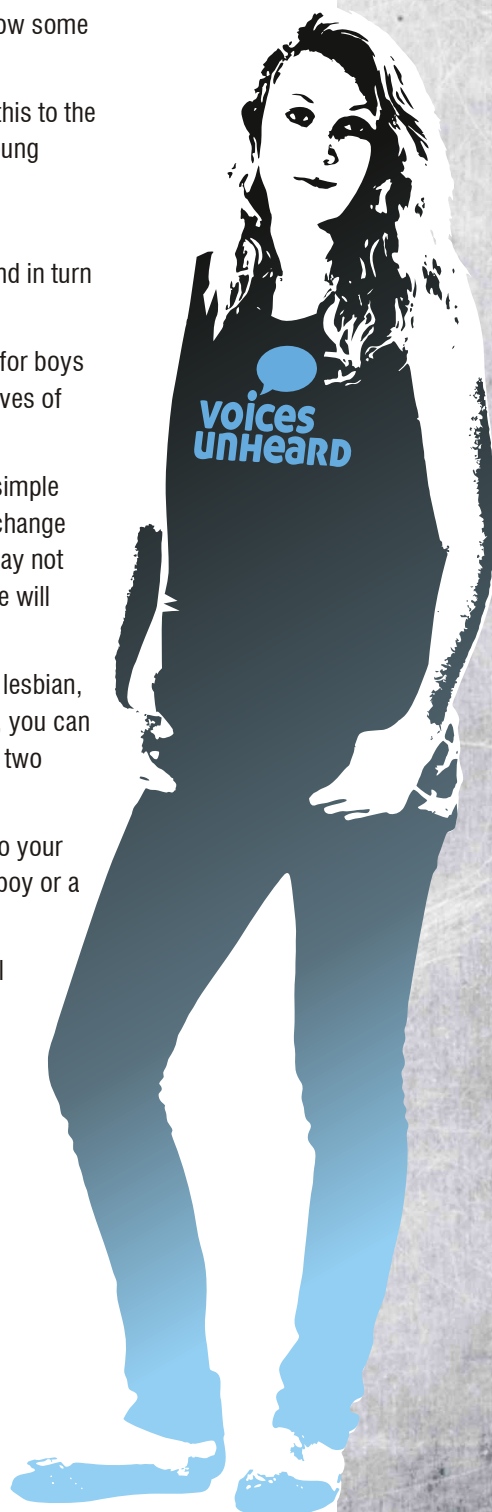
# TOP TIPS FOR LGBT INCLUSION IN EDUCATIONAL RESOURCES



Below are simple principles that anyone can follow to ensure lesbian, gay, bisexual and transgender people feel included or are not excluded. So whether you are adapting existing educational tool or developing something new, here's a quick how to:

- Use non-gendered names and limit the use of pronouns in scenarios. This will allow some level of gender ambiguity rather than a heterosexual dominant perspective.
- Make scenarios inclusive by adding a same sex couple and explicitly connecting this to the experiences of LGBT people. Remember whilst you may not be aware of LGBT young people in your group or class they may simply not be 'out' within this setting.
- Include a transgender person in your scenarios. Giving case study examples of transgender people are likely to increase understanding of trans\* people's lives and in turn reduce transphobic attitudes.
- Discuss gender in all aspects of your work. Create a dialogue about expectations for boys and girls and challenge gender norms. Where possible make connections to the lives of LGBT people.
- In your discussions regarding gender, mention the term 'transgender'. There are simple ways to describe this: 'some people don't feel like a boy or a girl', 'some people change their gender to match who they really are'. These are simplistic statements and may not include all identities under the transgender umbrella but children and young people will begin to grasp the concept.
- Mention that LGBT people exist! Not sure how to put this? Explain what the terms lesbian, gay, bisexual and transgender mean. If they are of primary school age or younger, you can explain that 'some boys love boys' and 'some girls love girls'; 'some people have two mum's and two dads'.
- If you are delivering a lesson with a DVD/ film resource add additional questions to your discussion such as 'would the situation be different if they were going out with a boy or a girl? Or if they were lesbian, gay or bisexual?'.
- If using a presentation format or giving out resources it's useful to provide referral information including your local LGBT youth group or the LGBT Youth Scotland website. [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk) and email [info@lgbtyouth.org.uk](mailto:info@lgbtyouth.org.uk)

In all educational interventions it's important to be 'age and stage' appropriate. What we mean by this is that there's no point in which a child is too young to discuss lesbian, gay, bisexual and transgender identities as there is no identifiable risk and it's important that children and young people receive positive messages at a young age; it is however useful to take time to consider the language used to ensure the message is understandable to their age or stage of development.



# EXERCISES & ACTIVITIES

This next section will provide examples of activities and exercises to compliment your educational programme on domestic abuse and/or gender based violence.

They have been gathered and adapted from workshops delivered by LGBT Youth Scotland staff and from resources developed as part of the Voices Unheard youth participation project. Rather than include full lesson plans or workshops we've chosen exercises that can be useful additions to educational programmes targeted at mainstream audiences.





# EXERCISE 1. THE GENDER BOX

**LEARNING OUTCOME:** Increased knowledge of gender roles and stereotypes, how there are policed/ enforced

**TIME:** 40 minutes +

**MATERIALS:** Flipchart paper/A3 paper, flipchart pens (Optional: magazines, scissors and glue)

## INSTRUCTIONS

Divide participants into 2 groups. Give each group 2 sheets of A3 paper or flip chart paper.

Ask them to write 'Girls/Women' on one piece of paper and 'Boys/Men' on the other and draw a large box in the centre of each. You may want to pre-prepare these hand-outs.

Ask participants to write down within the box behaviours, abilities, roles, biological attributes that are commonly thought to be held by girls/women. Ask the young people to repeat this process with the box labelled boys/men.

Once completed, facilitate a discussion using the following questions:

**1. HOW ARE THE BOXES DIFFERENT?**

**2. WHICH BOX HAS MORE WORDS THAT ARE ACTIVE OR POSITIVE?**

Ask young people to return to their groups and write down on the outside of the box any behaviours or roles that they think boys and girls/ men and women shouldn't do OR that society 'thinks' they shouldn't do.

## DISCUSSION QUESTIONS:

Facilitate a discussion using the following questions:

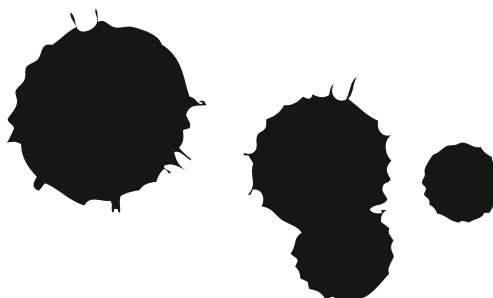
**1. IS BEING LESBIAN, GAY, BISEXUAL OR TRANSGENDER OUTSIDE THIS BOX OR ON THE INSIDE OF THE BOX?**

**2. WHAT MIGHT HAPPEN TO SOMEONE WHO STEPS OUT OF THE BOXES THEY HAVE CREATED?**

Explain that certain groups can be targeted for stepping out of their gender box including women, men, lesbian, gay, bisexual and transgender people.

Inform young people that the examples they have given can be seen as gender discrimination and gender based violence (GBV): Gender Based Violence is a term to describe acts, behaviour and attitudes that undermine, threaten or hurt others due to their real or perceived gender.

Note: This exercise can be expanded by using magazines and newspaper headings to create a collage.



## EXERCISE 2. TRANSGENDER AND THE GENDER BINARY



**LEARNING OUTCOME:** Increased knowledge of the term transgender

**TIME:** 15 minutes +

**MATERIALS:** Flipchart paper paper & pens/board, A4 paper & pens

### INSTRUCTIONS

Draw two boxes on flip chart paper or on a board with a line in between.

**WOMEN/  
GIRLS  
FEMININE**

**MEN/  
BOYS  
MASCULINE**

Explain that is called a 'gender binary', in other words the classification of gender into two distinct, opposite and disconnected forms of masculine and feminine biological traits and behaviours .

If completed previously, remind participants of the gender boxes that you discussed in the last workshop/lesson. If this was not completed, ask participants to identify feminine attributes of women and girls and masculine attributes of men and boys. Give the group 5 or 10mins to do this and note down their thoughts next to or within the gender box.

You will now explain the term 'transgender' in its simplest form using the following phrases:

- some people do not identify with the gender they were given at birth
- as a result some people may change their physical body to match who they really are
- some people express their gender differently for example by the way they dress
- some people identify as neither a man or a women or as both
- for some people their gender is fluid and can change

The term often used to describe this is 'transgender'.

To clarify learning you may use the definition outlined within the Glossary of terms or for a more youth friendly definition:

**How we feel about ourselves (like a woman, man, neither or both) is different from what people expected from us when we were born.**

Questions for further discussion can include:

- 1. DO YOU THINK BOYS/MEN AND GIRLS/WOMEN ARE COMPLETELY DIFFERENT?**
- 2. ARE THERE WAYS IN WHICH MEN AND WOMEN ARE SIMILAR?**

Note: Ultimately this exercise is about challenging the notion that there is a 'gender binary' and to use this to explain the term 'transgender'.

## EXERCISE 3. LGBT LANGUAGE

**LEARNING OUTCOME:** Increased knowledge of the terms lesbian, gay, bisexual and transgender and increased homophobic, biphobic and transphobic language

**TIME:** 15 minutes

**MATERIALS:** Flipchart paper, flip chart pens

### INSTRUCTIONS

#### PART ONE:

Ask young people to shout out what they think the following words mean: Lesbian, Gay, Bisexual, Transgender or Heterosexual. Take time to explain the terms using the following definitions:

- **lesbian** – a woman who fancies/loves other women
- **gay** – a man who fancies/loves other men. It can also be used to describe a woman who fancies/loves other women
- **bisexual** – a person who fancies/loves men and women
- **transgender** – how we feel about ourselves – like a woman, man, neither or both, is different from what people expected from us when we were born
- **heterosexual/“straight”** – a man who fancies/loves women or a woman who fancies/loves men

#### PART TWO:

Ask participants to put their hand up if they’ve ever heard the phrase ‘That’s so gay’ or the word ‘gay’ being used in a negative way.

Discuss the following with participants:

- **Why is the word gay used as an insult?**
- **Are they aware that people are gay and so calling something ‘gay’ to mean that it is bad is homophobic?**
- **Are they aware of the school’s/organisation’s position on homophobia?**
- **Are they aware that, even though they meant this as a joke amongst friends, it could hurt someone who identifies as gay as they are saying that gay = rubbish?**





## EXERCISE 4. HEALTHY (LGBT) RELATIONSHIPS



### LEARNING OUTCOME:

Participants will have increased knowledge of 'healthy' relationships

### TIME:

40 minutes +

**MATERIALS:** Flipchart paper and pen OR board, paper and pens (optional: song lyrics/pop music)

## INSTRUCTIONS

Ask participants where they receive messages about love (i.e. TV, their peers, music, their family, the internet) and note these thoughts on a flip chart paper or board. Ask participants to identify positive and negative messages that they hear about love. It may be useful to look at particular songs or TV programmes to identify key messages. Messages can include:

- love being out of our control
- there only being one person for us to love
- that if a relationship fails we are a failure
- that 'love hurts'
- that loyalty is given not earned
- that jealousy excuses bad behaviour
- that we 'always hurt the ones we love'

Take time to debunk these myths.

### LOVE SHOULDN'T HURT, LOVE SHOULD BE BASED ON MUTUAL RESPECT!

Divide participants into smaller groups and ask them to write down all the aspects of a positive or healthy relationship. If they write down words like 'trust' or 'respect' ask them describe what this would look like?

Let each group feedback their responses and take time to explain that healthy relationships include attributes such as: **kindness, affection, laughter and fun, trust, enjoying time together and time apart, listening, understanding and learning, freedom to be yourself, mutual respect, consent.**

If there is time, ask participants to write down what an unhealthy relationship looks like? Explain that anyone can experience an unhealthy relationship regardless of their age, where they are from, the colour of their skin, their religion, their sexual orientation, their sex or gender identity, or whether they have a disability or not.

Note: This exercise could be expanded by looking at messages in popular music at length. It may also be useful to do some desk research on famous couples prior to the session.

## EXERCISE 5. WHAT IS (LGBT) DOMESTIC ABUSE?



**LEARNING OUTCOME:** Increased knowledge and understanding of LGBT domestic abuse

**TIME:** 30 minutes +

**MATERIALS:** Paper and pens for participants

### INSTRUCTIONS

Divide participants into small groups and ask them to write down:

- 1. WHAT THEY THINK 'DOMESTIC ABUSE' IS? WHAT IT MIGHT LOOK LIKE?**
- 2. WHAT IS THE IMPACT OF DOMESTIC ABUSE AND WHO IT CAN AFFECT?**

Give the group 15 minutes to complete this task. Allow the group to feedback their thoughts and take time to debunk myths. Key messages include:

Domestic abuse is not simply violent behaviour. It's about power and control. Domestic abuse can include:

- **physical abuse (assault and physical attack involving a range of behaviour)**
- **sexual abuse (acts which degrade humiliate and are perpetrated against the person's will, including rape)**
- **mental and emotional abuse (such as threats, verbal abuse, racial abuse, homophobic/ biphobic/ transphobic abuse, withholding money and other types of controlling behaviour such as 'outing'; the threat of 'outing' or enforced isolation from family and friends)**
- **it can be perpetrated by partners or ex-partners**

Anyone can be affected by Domestic Abuse.

- **1 in 4 heterosexual women experience domestic abuse in their lifetime**
- **1 in 4 lesbian, gay, bisexual and transgender people experience domestic abuse in their life time**
- **both men and women can experience domestic abuse and be the perpetrators of domestic abuse**
- **children and young people whose parents and carers are experiencing domestic abuse are also affected**

End the exercise by explaining that there are organisations and adults that can support young people experiencing domestic abuse including teachers, youth workers and organisations such as Women's Aid and LGBT Youth Scotland.

Note: We recommend a robust group agreement to be developed prior to this exercise as well as consideration of referrals options and dealing with disclosures. It is also good practice to reiterate any confidentiality policies that are in place within the learning setting.

## EXERCISE 6. LGBT BYSTANDERS SCENARIOS



**LEARNING OUTCOME:** To have increased understanding of how individuals can use the power they have for positive change.

**TIME:** 35 minutes +

**MATERIALS:** Scenarios, paper and pens

### INSTRUCTIONS

Explain to participants that people who are not directly involved in an abusive situation may have opportunities to have a positive influence on the situation or be supportive.

Then ask participants to discuss the following:

**IF YOU THOUGHT YOUR FRIEND WAS BEING ABUSED BY THEIR GIRLFRIEND OR BOYFRIEND, OR THAT THEY WERE BEING ABUSIVE, WHAT COULD YOU DO?**

**Key message:** It's okay to tell a friend you think they're in an unhealthy or abusive relationship. Reassure them that it is not their fault.

Divide participants into smaller groups and provide them with a scenario. In their groups ask them to consider:

- What is the character feeling?
- What do they want to happen, or think should happen?
- How will it affect their lives?
- Is there anything you can do?

Add perforated edges to indicate that scenarios can be cut out.

#### SCENARIO 1

Jenny is 14 and has been in a relationship with Claire for about a year. They quickly started spending all of their time together. When you do see them they're always together. You begin to notice that Claire always makes fun of Jenny in front of other people and on more than one occasion she has accused her of flirting with people.

When you're out with a group of friends Jenny tells you she's not eating because Claire says she's too fat. You tell her stop being silly and Jenny goes into the shop to buy some chocolate. Claire sees her doing this and she looks REALLY angry. Jenny tells you she has to go home and leaves with Claire holding her arm tightly.





## SCENARIO 2

Alex was one of your closest friends in primary school. When you went to high school you drifted apart and don't spend much time together anymore. You've always thought he was gay although he's never said anything to you. You notice that people whisper things when he walks past like 'gay boy'. You know it's none of your business and don't want the bullies to turn on you so you've been ignoring it.

Since Alex went into 5<sup>th</sup> year you notice that he's coming into classes late. One morning you notice a guy you don't recognise dropping him off to school. When he rolls his sleeve up during registration you think you can see bruises on his arm.

## SCENARIO 3

Mel is 18. She was born male but now identifies as female. She lives next door to you and you remember when she used to look like a boy. Most people in the area avoid her but you think she's really nice and make time to chat to her when your friends aren't around. She's always been really nice to you after all.

You haven't seen her around for a while but now and then you see someone drop her off at her home. One night you hear an argument. You hear banging and shouting and someone calling her a 'tranny'. It goes on for ages but you think someone else will do something.

End the exercise by explaining that there's lots of ways of being active including:

- **Supporting peers** – you can't always fix situations but you can find out if there's anything you can do to support a friend.
- **Being vocal** – speaking out against violence and abuse.
- **Campaigning** – getting involved in campaigns to end violence and other abuses of human rights.
- **Being empowered and empowering others** – becoming more aware of your rights, learning how to be respectful to others and to behave towards others as you would wish them to behave towards you.

# APPENDIX



# LGBT INCLUSION IN EDUCATIONAL RESOURCES



Within this section we highlight existing examples of LGBT inclusion in educational resources.

## **ZERO TOLERANCE'S RESPECT PROGRAMME**

The RESPECT programme has been developed for both primary and secondary schools in Scotland and seeks to develop discussions with children and young people about the links between violence against women and gender equality. They have several exercises which look to increase the understanding of gender and sex, and have taken measures to ensure that their exercises are LGBT inclusive.

**Lesson 2: Respect and Gender** looks at gender stereotypes, how these are developed and maintained throughout society. It describes the differences between sex and gender; discusses messages and stereotypes and explains how being called 'gay' is often used as a weapon against men who do not conform to macho stereotypes.

**Lesson 7: Respect, Sex and Exploitation** explores different forms of sexual exploitation. Although this lesson has no specific LGBT content there are important messages that LGBT young people need to hear including understanding 'consent' and 'coercion'.

Further discussion: Explore who might be vulnerable to abuse looking at equalities groups (i.e. in relation to sex, gender identity, sexual orientation, age, disability, race, religion and belief).

[www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)

## **GET SAVI: STUDENTS AGAINST VIOLENCE INITIATIVE**

Get SAVI aims to reduce domestic abuse and gender based violence using a 'bystander' approach, with a focus on empowering student communities to deliver the programme. Workshops/ lessons include:

**Session 1: Gender as a Social Construction** increases participants understanding of how gender is socially constructed and how gender stereotypes are often unachievable. **Session 2 – There is a Continuum of Abuse** increases participants understanding of the links between different forms of gender based violence within a continuum of abuse and discrimination. Participants discuss their values and identify similarities and multiple forms of discrimination.

[www.preventionplatform.co.uk](http://www.preventionplatform.co.uk)



## **GENDER MATTERS: A MANUAL ON ADDRESSING GENDER-BASED VIOLENCE AFFECTING YOUNG PEOPLE**

This manual was created by the Council of Europe and aims to provide information, perspectives and resources for widening the focus on gender and human rights. It includes information as well as practical tools and resources to address gender-based violence and was developed specifically for youth workers. LGBT inclusion is embedded through the document and there are specific sections which address the LGBT specific nature of gender and gender based violence.

**The Spaces and Places workshop** explores the safety of LGBT people in different 'everyday' situations and locations.

[eycb.coe.int/gendermatters/pdf/Gender\\_matters\\_EN.pdf](http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf)

## **CRUSH: A TEACHING RESOURCE PACK & FILM**

Developed by the National Children and Young People's Prevention Network (NCYPPN) who have an interest in Gender-Based Violence (GBV) prevention; this resource aims to help school staff provide children and young people with the support and knowledge needed to help them form healthy and respectful relationships. **Exercise 3** looks at the language they use and hear and specifically discuss the word 'gay' being used in a negative way and the impact this can have.

# **ADDITIONAL RESOURCES**



Below are examples of good practice however we recognise that this is not an exhaustive list:

- **Voices Unheard Short Film** and resources  
[www.lgbtyouth.org.uk/voices-unheard-project](http://www.lgbtyouth.org.uk/voices-unheard-project)
- **LGBT Youth Scotland's Toolkit for Teachers** on 'Dealing with Homophobia and Homophobic Bullying in Scottish Schools'  
[www.lgbtyouth.org.uk/files/documents/Toolkitforteachers.pdf](http://www.lgbtyouth.org.uk/files/documents/Toolkitforteachers.pdf)
- **Mentors in Violence Prevention** developed by the Violence Prevention Unit  
[www.actiononviolence.co.uk/content/mvp-scotland](http://www.actiononviolence.co.uk/content/mvp-scotland)
- **They Loved Me, They Loved Me Not: Young People's Stories of Sexual Exploitation** DVD & Resource  
[www.sunderland.ac.uk/research/newsevents/news/news/index.php?nid=2820](http://www.sunderland.ac.uk/research/newsevents/news/news/index.php?nid=2820)
- **'Time for TEA'** - Transgender Awareness in Education Short Film developed by LGBT Youth Scotland  
[www.lgbtyouth.org.uk/sup-campaigning-Time-for-TEA](http://www.lgbtyouth.org.uk/sup-campaigning-Time-for-TEA)
- **Silence Helps Homophobia** Short Film developed by LGBT Youth Scotland  
[www.lgbtyouth.org.uk/shh](http://www.lgbtyouth.org.uk/shh)


For more information go to Domestic Abuse Resources and Training for Schools in Scotland:  
[www.dartsscotland.org/resources](http://www.dartsscotland.org/resources)

# GLOSSARY OF TERMS




## **BIPHOBIA**

Biphobia is the irrational fear of, aversion to, or discrimination against bisexual people.




## **BISEXUAL**

Refers to someone who is emotionally and physically attracted to women and men




## **CROSS-DRESSING**

This is a term used to describe people who, some of the time (not permanently), dress in clothes associated with their opposite gender, as defined by socially accepted norms, but the person still identifies with their biological sex. This is sometimes used interchangeably with the term transvestite.




## **GAY**

Refers to someone who is emotionally and physically attracted to people of the same gender. Some women prefer to refer to themselves as gay women rather than lesbian, although the word gay is most commonly used in reference to men.




## **GENDER**

This term refers to those characteristics and social roles society normally defines as masculine and feminine. The term girl/woman and boy/man are assigned at birth on the basis of biological sex. They have many expectations, standards and norms that limit and can oppress people's gender expression.




## **GENDER IDENTITY**

Gender identity refers to each person's deeply felt internal and individual experience of gender, which may or may not reflect the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.




## **HOMOPHOBIA**

Homophobia is the irrational fear of, aversion to, or discrimination against lesbian, gay and bisexual people.



## **HOMOSEXUAL**

A person whose primary physical attraction is toward people of the same sex. This term is used as a formal classification and is a term lesbians, gay men or bisexuals rarely use to define themselves. Historically this term has been used to medicalise or criminalise lesbian and gay people, and many experience it as a stigmatising term. Best practice is to avoid it.



## **INTERSEX**

Sometimes people's external genitals, their internal reproductive system or their chromosomes are in between what is considered clearly male or female. People born with these kinds of variations are often referred to as intersex people and there are many different intersex variations.

### **NON-BINARY GENDER**

Gender identities that don't fit within the 'accepted' binary for men and women. People can feel they are both, neither, or a mixture of gender identities. Many view gender as a one dimensional spectrum with male on one end, female on the other, and non-binary in the middle – but the reality is that gender is often more complex.

### **LESBIAN**

Refers to a woman who is emotionally and physically attracted to other women.

### **LGBT**

Acronym for Lesbian, Gay, Bisexual, Transgender.

### **SEX**

The categories into which humans and most other living things are divided on the basis of their reproductive functions or biology.

### **SEXUAL ORIENTATION**

Sexual orientation refers to each person's capacity for emotional and physical attraction to individuals of a different gender, the same gender, or more than one gender.

### **TRANSGENDER**

In the UK this is used as an all-encompassing umbrella term for those whose gender identity or expression does not match with the norms expected by the society they live in. Included in the overall transgender category are transsexual people, non-binary gender identities and cross-dressing.

### **TRANSPHOBIA**

Transphobia is the irrational fear of, aversion to, or discrimination against transgender people.

### **TRANSSEXUAL**

A transsexual person's gender is different to the gender they were assigned at birth on the basis of their physical characteristics (sex). Transsexualism is medically recognised, and is also called gender dysphoria.

Many transsexual people find it impossible to continue to live as the gender they were assigned at birth, and choose to transition to live permanently as their actual gender identity. Many, but not all, will have medical treatment, such as hormone treatment or surgery, to bring their physical appearance more into line with their gender. This process is often called gender reassignment, or gender alignment.



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REGISTERED OFFICE:  
THE CITADEL,  
39/40 COMMERCIAL STREET,  
LEITH, EDINBURGH,  
EH6 6JD

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