

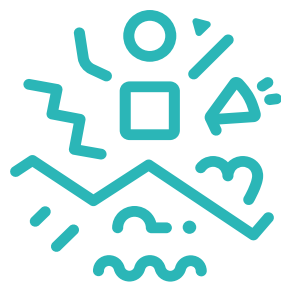
SO/GIE/SC

facilitators manual



MODULE 1

*SO/GIE/SC concepts
and terminology*



MODULE 1

In this Module participants explore concepts and terminologies related to SO/GIE/SC. The aim is to create a shared understanding of the language used around SO/GIE/SC issues and human rights of those who identify as sexual, gender and sex minorities. The module also engages participants in discussions about the impact of language on the inclusion, dignity and wellbeing of LGBTI persons in society.

MODULE 1

DESCRIPTION

This module introduces participants to basic SO/GIE/SC terminologies and concepts. Through a series of exercises, concepts such as biological sex, gender expression, gender identity, and sexual orientation are presented. Exercises offer the opportunity to jointly think through what these terminologies and concepts mean, and space is created for discussion and exchange of ideas around these terminologies and concepts. Participants will discuss key gender and sexual orientation terms and reflect on how to use these in programming and advocacy.

LEARNING OUTCOMES

At the end of Module 1, participants:

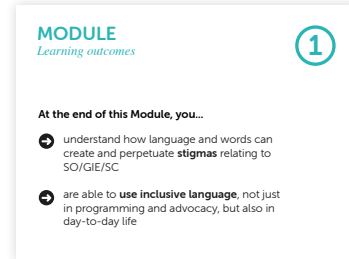
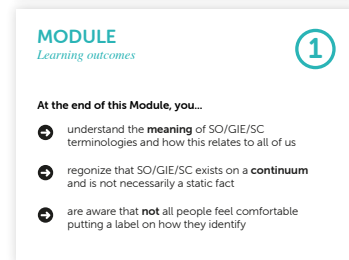
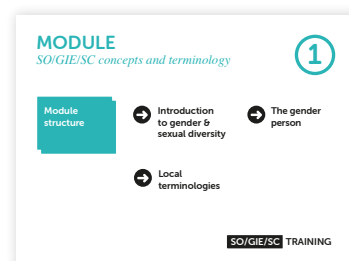
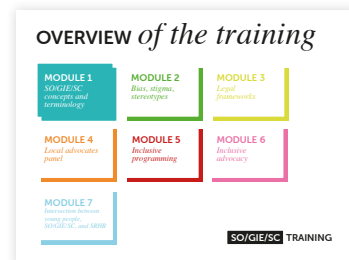
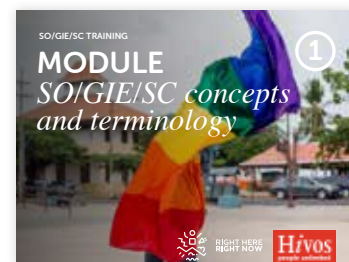
- ➔ Understand the meaning behind the SO/GIE/SC terminologies (sexual orientation, gender identity and expression, and sex characteristics) and how this applies to all of us.
- ➔ Recognise that SO/GIE/SC exists on a continuum and is not necessarily a static fact.
- ➔ Recognise that not all people feel comfortable putting a label on how they identify.
- ➔ Understand how language and words can create and perpetuate stigmas relating to SO/GIE/SC.
- ➔ Are able to use inclusive language.

STRUCTURE

- P4 **Module 1.1** - Introduction to gender and sexual diversity
- P7 **Module 1.2** - The gender person
- P18 **Module 1.3** - Local terminology
- P21 *Sources overview*

MATERIALS REQUIRED

- Projector and/or LCD Screen
- Print out Working Materials and Handouts
- Draw Working Materials and Handouts on a flip-over



⌚ 60 min.

⌚ 60 min. incl. exercise

⌚ 30 min.

- Felt pens
- Sticky notes
- Flipcharts

1.1

 60 min. total

Introduction to gender and sexual diversity

FACILITATOR TIPS

Since the issues gender and sex can bring about heated conversations, facilitators are encouraged to prepare well for this group exercise by internalising the contents of this section. Remember that not everyone feels comfortable with the use of labels commonly used (LGBTI), so it is generally advisable to speak of status (SO/GIE/SC). See also the introductory section about this.

Also remember to emphasise that some terminology can be acceptable in one setting or context, but considered offensive in another. Let participants know that, if they are not sure how a person would like to be addressed (pronoun, 'label'), it is much better to ask; this helps to avoid making a mistake that can be insulting to the person being addressed.

GROUP EXERCISE



Point 1 to 7:  30 min.

1. Open this section by asking participants to work in two groups.
2. Assign one of the groups with the topic "Act like a Lady", and to the other "Act like a Man".⁹
3. Ask the groups to brainstorm ideas on a flipchart or white board of what they think would constitute activities, expressions, characteristics or beliefs expected when you "act like a lady" or "act like a man". It is helpful to draft the setting, for example a day at school / a day at work / a Sunday with family / a Saturday night with friends in a bar, etc.



FACILITATORS QUICK REFERENCE

SEX is a label that you are assigned by a doctor. It refers to biological aspects: chromosomes, hormones, internal and external sex and reproductive organs.

Generally, doctors assign either 'male' or 'female'. In practice however, your **SEX CHARACTERISTICS** are not always binary, but can include a diverse range of genetic, chromosomal, anatomic and hormonal variations.

GENDER is not about anatomy or biology, but about social and legal status, about expectations from society about behaviours, characteristics, and thoughts. It is about what society designates in the binary concepts of masculine or feminine. Each society and culture has standards about the way people should behave based on their gender.

Sex and Gender exist in a continuum as we shall explore further below.



⁹<https://www.pcc.edu/resources/illumination/documents/gender-role-boxes-glbtc-and-sexism-exercise.pdf>

As an add-on, ask participants to differentiate with age. What are activities, expressions, characteristics or beliefs expected from a young, unmarried woman or man, when compared to a middle-aged, married woman or man.

4. After ten minutes, the groups should post their papers around the room, and the trainer can review the concepts with the participants, noting commonalities that influence our social construct of gender.

5. Probe each of the groups what they think, guided by the questions below:

i. What happens if someone shows behaviour not typically expected from the specific gender-roles? For example, if a woman were to do something from the "Act Like a Man" lists, or were to fail to do some of the things from the "Act Like a Woman" list; what would be the common reaction? How does context play a role?

ii. How might gender-based expectations be affected by other aspects, such as a person's age, religion, economic situation, cultural or ethnic background? For example, do you think it is different for a young person to step out of the gender 'box' than for a middle-aged person? If so, what is the difference?

6. Facilitate a conversation about how these social constructs may either ostracise those who step outside of their assigned 'box', or force others to stay within their 'box', to fulfil societal expectations of a man / woman. How does this influence you as a person? Societal forces can be very powerful, and can be damaging to young people who feel like they do not 'fit in'.

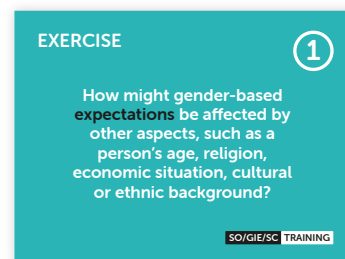
7. Ask participants to think about how social constructs are currently reinforced by institutions (inheritance laws, childcare policies, etc.), by speech acts (in expressions, jokes, television performances), and practices (differences in income, social position of women and men, access to (higher) education, etc.). Do participants see the connections?

EXPLANATION



8. Relate the group exercise to the terminology of sex and gender.

9. As background information (see image on the right), you can make use of the following definitions:



GENDER



- ➊ Is not about anatomy or biology, but about **social and legal status, expectations** from society about behaviors, characteristics and thoughts.
- ➋ Each society has **standards and norms** about the way people should behave based on their gender. These standards and norms ideas are **not static** and **change** over time and context.

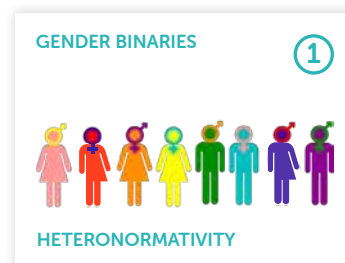
Gender: The World Health Organization defines gender as the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. The definition differs between societies, can change over time, and can vary in different contexts. Societies across the world generally prescribe, implicitly and explicitly, what they define to be appropriate norms and behaviours between men and women, men and men, women and women within households, communities and work places.¹⁰

10. Gender norms are a culturally defined set of roles, responsibilities, rights, entitlements and obligations, associated with being a woman or man, as well as the power relations between and among women, men, boys and girls. It also determines our roles and behaviours in relation to sexuality.

Explain that gender norms are also related to power (im)balances. So, while gender norms bind all persons to certain roles within society, at the same time they underpin and strengthen inequalities and power imbalances. Think of unequal payment for women and men, or unequal inheritance laws. Also, think about the behaviour and norms as they became apparent in the “Act as a man, act as a woman” exercise.

11. Gender binaries separate males and females into two distinct categories (biological, social, cultural, economic) that are viewed as opposite from one another and diametrically opposed. It involves the assumption that all persons assigned “male” at birth are inherently masculine, and all individuals assigned “female” at birth are inherently feminine.

Gender binaries discourage the crossing and mixing of gender roles and gender identities and expressions. It reinforces gender-based stereotypes and heteronormativity (see below). Note that people that do not fit the binary definition of women or men are generally also ‘forced’ into one of the binary roles.¹¹



12. Here it is important to introduce the term **heteronormativity** and talk about it. Explain that heteronormativity is the way in which heterosexuality is set as the norm. Heteronormativity defines gender as having binary categories (either male or female), and naturalises sexual attraction as directed towards the opposite gender.¹² Non-heterosexual attractions, such as for example same sex attraction and bisexuality, are marginalised as deviating from the heterosexual norm. But, at the same time they are always seen in relation to the heterosexual norm.¹³



¹⁰ www.who.int/gender-equity-rights/understanding/gender-definition/en/

¹¹ Copied from / based on the Queer Dictionary. <http://queerdictionary.blogspot.com/2014/09/definition-of-gender-binary.html>

¹² Ingraham, Chrys (1996), ‘The Heterosexual Imaginary: Feminist Sociology and Theories of Gender’, in Seidman, S. (ed.), *Queer Theory/ Sociology*, Cambridge, Mass: Blackwell: 168-193.

¹³ Jackson, Stevi (2006), *Interchanges: Gender, sexuality and heterosexuality: The complexity (and limits) of heteronormativity*, in: *Feminist Theory*, No. 7: 105-121.

1.2

 90 min. total

The Gender Person

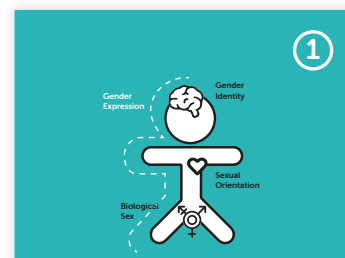
SHORT LECTURE



60 min.

Biological sex, Gender expression, Gender identity, Sexual orientation

13. Introduce the gender person. Explain that the person will help us to understand the four concepts of biological sex, gender expression, gender identity, and sexual orientation. Explain that you will address each of these aspects in the next **hour** or so.



14. Explain that the content and meaning of terminologies and concepts can differ according to different geographic, socioeconomic, and cultural contexts. Therefore, it is important to be aware of these differences and to talk about them.

15. Explain that the language used to describe sexual attraction to members of the same or opposite sex, or to both genders, may change from one country or region to another. Still, the reality of that attraction is a universal human experience. We will further explore the issue of language in the additional terminology and local terminology section.

GROUP EXERCISE



Biological Sex Exercise

16. Hand out the four definitions of biological sex, gender expression, gender identity and sexual orientation, and share with every participant at the beginning of this exercise.

Available in Working Materials and Handouts

17. Proceed to ask participants to choose the definition of biological sex.

18. Point out that this is not a test, but a way to learn what is probably new material for most people. Allow time for participants to absorb the options, and then ask for a volunteer to give the answer.

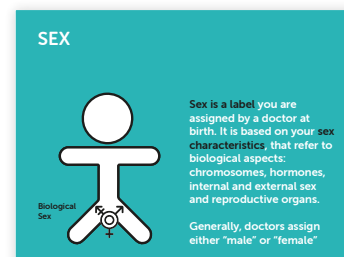
19. Once a participant has pointed out the correct definition proceed to read.



Then proceed to explain content and terminologies related to biological sex:

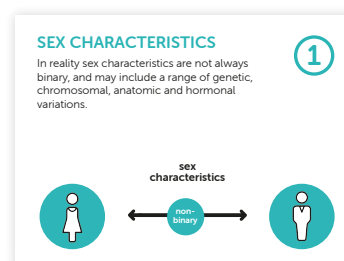
20. Typically, when a woman delivers a baby, the baby is assigned a sex based solely on the baby's visible genitalia (what is between their legs). However, biological sex is much more complicated than just someone's genitalia. Biological sex includes a person's chromosomal, hormonal, and anatomical characteristics. There are a wide range of sex characteristics.

i. Sex characteristics that are generally considered male include testes, penis, more testosterone than oestrogen, XY chromosomes, and features that develop such as wide shoulders and thick facial hair. Likewise, sex characteristics that are generally considered female may include a vagina, ovaries, uterus, more oestrogen than testosterone, XX chromosomes, and features developing later in life such as breasts and wide hips.

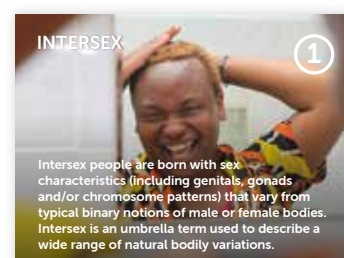


ii. Variations in these characteristics are quite common. Rarely are two females or males biologically the same. For example, someone may have most but not all of these characteristics; for example; a man with larger than usual breasts or a woman with narrow hips.

21. Explain that while we often consider biological sex as binary, in practice a wide variety of sex characteristics exist, with male and female on either end.



22. Explain that not everyone in society is aware that more significant variations can occur. Someone with more significant variations in their biological sex is typically called 'intersex'. Read out the definition.



23. Explain that a new global research provides data on intersex organising, but also data on the particular human rights violations they face. This report is part of the additional reading materials, and is accessible online.¹⁴

24. After you have read the definition, proceed to explain these variations as provided on the next page. ➔



¹⁴ <https://s3.amazonaws.com/astraea.production/app/asset/uploads/2017/10/Intersex-REPORT-For-the-Web-updated.pdf>

For instance, in approximately one in two thousand births, the genitalia are neither clearly male nor female.¹⁵ Other times, there may not be any visual indication that someone is intersex. In fact, for many people, the indications that they might be intersex do not appear until they get older (often after going through puberty). This is more common than you may think. Approximately in one of every hundred births, there is a variation in some of the many sex characteristics mentioned. This is very natural.

Share the key takeaway messages for this section:

- Everyone has a biological sex, and biological sex exists along a continuum.
- Biological human diversity is much more complicated than most people think!

Ask participants if they have any questions or comments on biological sex.

If there are no questions then proceed to **Gender Identity**.

GROUP EXERCISE



Gender Identity

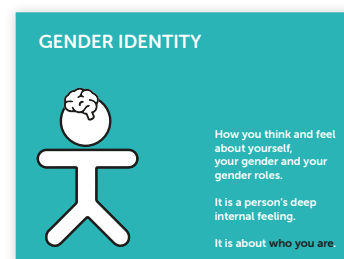
25. Ask participants to look again at the four definitions you handed out earlier (**Working Materials and Handouts**) and ask them which definition they think refers to gender identity. Give them a minute and ask them which definition they think matches the term.

EXPLANATION



Then proceed to explain Gender Identity:

26. Read out the definition word by word: **A person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth (man/boy, woman/girl, non-binary).** Your gender identity is not necessarily visible or obvious to other people, and does not always align with your gender expression and / or body.

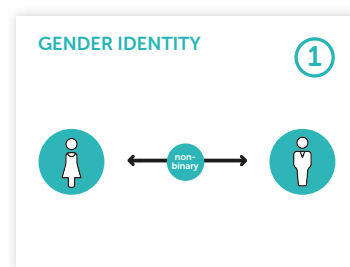


27. Ask participants if they think they all have a gender identity and who determines it.



¹⁵ Blackless, Melanie, Anthony Charuvastra, Amanda Derryck, Anne Fausto-Sterling, Karl Lauzanne, and Ellen Lee. 2000. How sexually dimorphic are we? Review and synthesis. *American Journal of Human Biology* 12:151-166.

28. Proceed to explain that gender identity is how a person understands his, her or their own gender. Deeply felt, it can remain private. It is how you think and feel about yourself, your gender and gender roles. It is a person's deep internal feeling. It is about **who you are**.
29. Formation of identity is influenced by hormones, environment, biological sex, culture, class and other personal circumstances. Scientific understanding of gender identity suggests that children can form a gender identity by the age of three.¹⁶
30. People who develop a gender identity that corresponds with a person's sex assigned at birth are known as **cisgender**. People with a gender identity that does not correspond with that person's biological sex often identify as **transgender**.
31. Explain that gender identity can also be experienced as a continuum.
32. Not all people identify with either one of the binary gender categories, that is, with 'woman' or 'man'. **Gender-non-binary** is a term people often use to describe persons gender-identities that do not fall into the categories of 'woman' or 'man'.
33. People that identify as 'non-binary' might prefer the pronoun 'they' or 'them' (instead of 'he/she' or 'his/her'). If you are not sure which pronoun to use, ask the person.
34. Transgender is an **umbrella term** referring to an individual whose gender identity is different from his, her sex assigned at birth.¹⁷
35. Transgender people are **diverse** in their gender identities (the way you feel on the inside), gender expressions (the way you dress and act), and sexual orientation (the people you are attracted to).
36. Transgender persons may or may not openly live in congruence with their felt gender identity. If a transgender person does live openly in congruence with her / his felt identity, then generally they seek to make their gender expression match their gender identity, rather than their sex assigned at birth.
37. For a transgender person to live in congruence with her / his felt identity means that one has to transition, socially and / or medically. Not all transgender people transition.
38. A **transgender woman** is a person whose sex was assigned male at birth but who identifies as a woman. A **transgender man** is a person whose sex was assigned female at birth but who identifies as a man.



¹⁶ Money, J. (1994) *The concept of gender identity disorder in childhood and adolescence after 39 years*. *Journal of Sex and marital therapy*, 20, 163–177.

¹⁷ When discussing transgender it is OK to mention the idea of one gender living in the body of another sex. But avoid using the word “trapped”—which has negative connotations.

39. Transgender people who **transition** socially and / or medically, may call themselves a **transsexual**. However, not all people that transition use this term. Also, please be aware that in certain contexts people might consider the term offensive.

Share the key takeaway messages:

- ➔ Gender identity is one's internal experience of gender—how one defines their own gender.
- ➔ Every person has a gender identity. This can be the same as OR differ from that person's biological sex.
- ➔ Like the other dimensions we have looked at, gender identity exists along a continuum.

FACILITATORS QUICK REFERENCE

GENDER IDENTITY is a person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth.

A person whose gender identity corresponds with that person's sex assigned at birth is called **CISGENDER**. A person whose gender identity does not correspond with that person's biological sex often identifies as **TRANSGENDER**.

TRANSGENDER is an umbrella term referring to an individual whose gender identity is different from his, her or their sex assigned at birth. They may or may not openly live in congruence with their felt gender identity.

A **TRANSGENDER WOMEN** is a person whose sex was assigned male at birth but who identifies as a woman. A **TRANSGENDER MAN** is a person whose sex was assigned female at birth but who identifies as a man.

Transgender people are **DIVERSE** in their gender identities (the way you feel on the inside), gender expressions (the way you dress and act), and sexual orientation (the people you are attracted to).

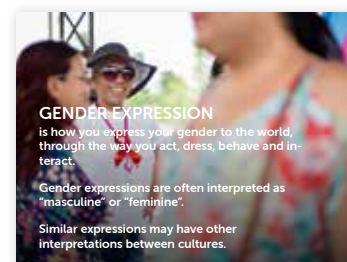
Transgender persons might or might not **TRANSITION** to live in congruence with their felt identity.

GROUP EXERCISE



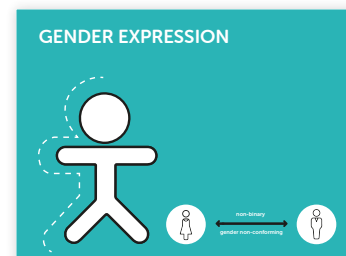
Gender Expression

41. Ask participants to choose the definition of gender expression from the four options (**Working Materials and Handouts**). (Again) point out that this is not a test, but a way to learn what is probably new material for most people.
42. Once someone has given the correct answer, display the slide and read the definition of gender expression.





43. Gender expression is about how people present and express themselves to the world.
44. Explain that clothing, mannerisms, gait, pitch of voice, language choices, pronunciation, posture, grooming, social interactions and much more, constitute what we consider to be a person's gender expression.
45. In addition, your gender expression is not necessarily a constant factor during the course of your life. It may change over time or with a different partner. This means there also is a relational aspect.
46. Explain that gender expression is often shaped by gender norms. Gender norms pressure people of all genders to behave in certain ways. Think of the first exercise we have done on gender ("Act like a lady, act like a man").
47. Here, we again want to refer to **heteronormativity**, that we also referred to in the previous section. As stated earlier, heteronormativity defines gender as a binary category and naturalises sexual attraction as directed to the oppositional gender.¹⁸ Non-heterosexual attractions, such as for example same-sex attraction and bisexuality, are marginalised as deviating from the heterosexual norm.¹⁹
48. Explain that gender norms change from culture to culture. Similar expressions may have other interpretations between cultures. For example, an occupation that is commonly seen as 'normal' for women in one country maybe considered 'inappropriate' for women in another.
49. The ideas about gender norms also change over time; this could be decades, or shifts could occur over just a few years or months (e.g. fashion trends).
50. **Ask participants** to name an example of a profession or type of behaviour that was considered a "typical male" or "typical female" profession, but which has now changed.
51. **Gender non-conforming** or **gender-variant** are terms often used to describe people who do not conform to societal norms expected from men and women.
52. **Transgender** persons generally seek to match their gender expression with their gender identity, rather than their sex assigned at birth.



¹⁸ Ingraham, Chrys (1996), 'The Heterosexual Imaginary: Feminist Sociology and Theories of Gender', in Seidman, S. (ed.), *Queer Theory/Sociology*, Cambridge, Mass: Blackwell: 168-193.

¹⁹ Jackson, Stevi (2006), *Interchanges: Gender, sexuality and heterosexuality: The complexity (and limits) of heteronormativity*, in: *Feminist Theory*, No. 7: 105-121.

Share the key takeaway messages:

- Everyone expresses their gender in various ways.
- Gender expression can be 100% aligned with your gender identity, but this is not necessarily the case. For most people, their gender expressions are influenced by gender norms.
- Gender expression exists along a continuum and, for many people, changes over time—even within a day—and in different settings.

Sexuality: Sexuality encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. Note that it is separate from gender identity. Consider for example a transgender woman with a heterosexual sexual orientation.

SHORT LECTURE



Sexual orientation

53. There now is only one definition left on the handout (**Working Materials and Handouts**), that refers to sexual orientation.

Again, read it out: **An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.** It is about who you are attracted to sexually, emotionally and/or romantically. It is about **who you want to be with.**



! FACILITATOR TIPS

Common misconceptions

Sexual orientation is not to be interchanged with the offensive term **sexual preference**, which is used to suggest that being gay or lesbian is voluntary and therefore “curable.” Your sexual orientation and gender identity or expression is not a choice or a decision; it is who you are, and who you are attracted to.

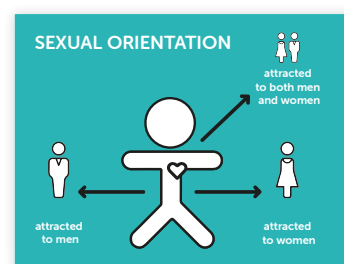
In some cases, people that identify as LGBT and paedophiles **are purposely mixed** up in public discourse, to further stigmatise LGBT people. Paedophiles are sexually attracted to children, while LGBT people are not. It is not to say that paedophilia never occurs within the LGBT communities, but there are as little paedophiles within the LGBT communities as there are in the general population.

EXPLANATION



Proceed to explain Sexual Orientation as follows:

54. As with the previous dimensions, sexual orientation exists on a continuum and each person’s sexual orientation is unique. However, four categories are commonly used to understand a person’s sexual orientation. These include heterosexuality, homosexuality, bisexuality, and asexuality.



FACILITATORS QUICK GUIDE

HETEROSEXUALITY: An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a different gender. People who are consistently oriented (sexually and/or romantically) to people of a different gender (men who are oriented to women and vice versa) generally refer to themselves as “**straight**” or “**heterosexual**”.

HOMOSEXUALITY: An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of the same gender. People who experience homosexual attraction may identify themselves as “homosexual”, “lesbian” or “same-sex attracted people”. They may sometimes also be labelled, or label themselves, as “gay” or “queer”. **Note that these terminologies are not universal** and can be considered **offensive**. In this training, we will explore appropriate terminologies in the ‘local terminologies’ section.

BISEXUALITY: An enduring emotional, romantic, or sexual attraction to people of two or more genders. People who experience bisexual attraction often identify as “bisexual”.

ASEXUALITY: An enduring absence of sexual attraction. People who do not experience such sexual attraction may identify as “asexual” or “ace”. Absence of sexual attraction does not mean lack of other forms of attractions such as emotional and/or romantic attraction. It also does not mean that asexual persons never have or never enjoy sex.



FACILITATOR TIPS

While we talk about these terms, please be aware that the term 'homosexuality' is used at the international stage, and often also in local context, in a negative way. Particularly in the English language

the word is hardly used in its factual aspect. This is important to mention, and to indicate that in module 2 we will look deeper into how stigmatisation works.

55. Explain that the meaning of these definitions / categories can vary in different countries or contexts around the world, or even from person to person.
56. Sexual orientations are not necessarily definitive categories and instead can be more fluid and change over time. However, your sexual orientation is a personal matter; it is who **you** are attracted to. **It cannot be changed by force or outside pressure.** Efforts to force people to change their sexual orientation do not work and instead can cause serious psychological damage.²⁰

Note:

57. A person does not necessarily have to identify as gay, lesbian or bisexual to have (had) same-sex relations. For example, in the context of HIV and AIDS, the world authorities moved away from personal identity language and into language that reflects practice, producing terms such as **Men that have Sex with Men (MSM)** or **Women that have Sex with Women (WSW)** in a direct effort to avoid deep socially-embedded stigma. Such language has caught on in other forums, and MSM and WSW terminologies are being adopted outside the HIV/AIDS contexts. In this way, issues related to the person's sexual health may be addressed by focusing more on the sexual contacts and the possible risks, rather than on their sexual orientation/identity.

Share the key takeaway messages:

- ➔ Sexual orientation is about emotional, romantic, and sexual attraction.
- ➔ Everyone has a sexual orientation and sexual orientation exists along a continuum.
- ➔ How we divide the continuum into categories, or whether we do so at all, depends on a society's norms and, ultimately, on each individual.
- ➔ Not all people feel comfortable that their sexuality is determined with a label or they feel it does not describe them accurately. It is also important to be aware that the connotation of a certain label can vary according to the social and cultural context, while on a personal level it can also differ greatly how people perceive a certain term. ➔



²⁰ The topic of changing a person's sexual orientation is sensitive. Treat participant's stories about (forcibly) changing sexual orientation with respect. But note that evidence has consistently shown that such efforts fail and can do serious harm. See also PAHO, 2009: The Pan-American Health Organization/World Health Organization Position Statement. "'Cures' for an illness that does not exist."

The terms 'queer' or 'homosexual' in particular, can be considered offensive to people. At the same time, others may use these labels with pride to identify themselves. It is up to each person to determine this for him or herself. In case you are not sure which term the person you talk to prefers, you can ask!

GROUP EXERCISE



30 min. total

58. Before we further dive into these terms, we want to ask you to think further about the definitions related to sexual orientation, as well as those related to the previous sections that we discussed. Divide participants into small groups (of about two to three persons). Hand out the printed sheets of terminologies (**Working Materials and Handouts**). Ask participants to come up with a definition of the term handed out to them. Give them five minutes time to think about this and discuss in their group.
59. Ask each group to present their definition. Ask the rest of the group if they agree. Ask participants to paste their definition on the overview-sheet (**Working Materials and Handouts**).
60. After each term is read, ask if there are any questions about the term. Refer to the annex of this training (terminologies) in case things are not clear. Then ask if someone could share his, her or their thoughts on why the term is important to know, or how it is relevant to inclusive programming and/or inclusive advocacy for the human rights of these populations. Also, be aware that some people do not feel comfortable with any label, or they switch between labels. Moreover, terminologies can always be debated or re-interpreted.
61. After having discussed each of the definitions and categories, present the following slide. Briefly revise and see if participants agree on this or not.

TERMINOLOGY
related to **Sexual Orientation, Gender Identity and Expression and Sex Characteristics (SO/GIE/SC)**

TERMINOLOGY

The meaning of terms can vary according to socio-cultural context, between groups, in time, etc.

Also persons can change acknowledge and respect that it is up to each person to determine this for themselves.

In case you are not sure which term the person you talk to prefers, you can ask!

EXERCISE 30 min.

Terminologies

SO/GIE/SC TRAINING

Sex	Gender	Sexual orientation
biology	identity	expression
		attraction

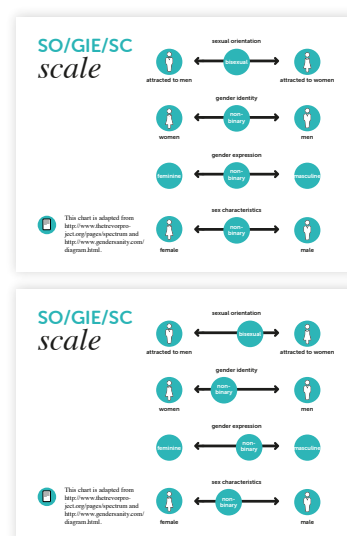
Sex	Gender	Sexual orientation
biology	identity	expression
		attraction
female	man	feminine
male	woman	masculine
intersex	transgender	transgender
transsexual	transsexual	transsexual
	cisgender	cisgender
	queer	queer
	cross-dresser	cross-dresser
		heterosexual
		queer
		questioning
		MSM / WSW

EXPLANATION



Summarise this section by emphasising that all elements of SO/GIE/SC are not binaries but continuums

62. Clarify that biological sex, gender expression, gender identity, and sexual orientation all exist on separate continuums. The four continuums may influence each other. For example, one's biological sex may or may not influence one's gender identity. One's sexual orientation might even influence one's gender expression. However, where a person falls on one continuum does not determine where they fall on another: it is a crucial point to understand that these are not interdependent.



63. For example, just because someone is born biologically female, it does not mean that this person will identify as a woman or express the own gender in feminine ways. Therefore, where people are located in any of the continuums does not determine where they will be in another continuum. For example, an individual may feel he or she is located on the very right of the biological sex scale (identifying as male), but that does not determine that they will always express their gender in a typically masculine way or that they will be located on the very right of sexual orientation continuums. Making assumptions about other people's biological sex, gender identity or even sexual orientation, because of for example their perceived gender expression, can be very insulting and stigmatising.

64. Participants should understand that the issues a trans-woman has to deal with are very different than the issues a bisexual man has to cope with, or of the struggles of an intersex person, etc. While one's SO/GIE/SC is **only one part of who you are** – you also have many other features you share with all humans (race, colour, language, religion or conviction, political or other opinion, national, ethnic or social origin, nationality, age, economic position, property, marital status, birth or other status) – within SO/GIE/SC there are multiple sets of differing concerns for individuals.

65. Finally, participants should be aware that when we talk about SO/GIE/SC, we talk about all human beings. All persons are somewhere on the SO/GIE/SC scale and no two persons are the same. There is no normal or abnormal.

REFLECTION



Facilitator asks participants to reflect and consider how these continuums may apply in their lives. Facilitator asks participants to visualise themselves on these scales (privately).

1.3

 30 min. total

Local Terminology

EXERCISE & DISCUSSION



30 min.

Under this section, the training will review terminologies used locally to refer to sexual and gender minorities. Participants are expected to generate a word cloud exercise where they write different local terms or phrases that are used to refer to people belonging to sexual, gender or sex minorities.

Note for facilitators:

This exercise can risk being painful or cathartic for some people participating in this exercise – it is important to **DO NO HARM**. The facilitator must therefore emphasise that the goal of the exercise is to encourage participants to use positive language. This is because positive language cements positive values and negative language entrenches negative values.

MATERIALS

- Three labels: Positive, Neutral, Negative
- Sticky notes and pens/markers



GROUP EXERCISE



- Give participants several sticky notes or note cards and pens to write with.
- Ask them to think of all the words they know in the local languages (and English) related to SO/GIE/SC. Encourage them to come up with many words and tell them to also include words that are slang or disrespectful.
- Encourage them to also think about language that describes SO/GIE/SC related issues in a non-western framework. Think for example about the Hijras of Pakistan, India and Bangladesh, the Muxes of Mexico, the Two-Spirits in the USA and Canada, and the Sekrata in Madagascar.

- Ask them to write only one word on each sticky note – using as many as they like - and afterwards post their sticky notes in a visible place in the room (for example on the wall or a whiteboard).
- Once everybody has put their notes on the wall or whiteboard, designate three sections on the board: negative,²¹ neutral, and positive.
- Ask volunteers from the group to rearrange the words into these three categories.

GROUP DISCUSSION



Facilitate group discussions during this exercise:

- Ask participants to note which words appear more frequently than others.
- Ask whether everyone knows what they mean or what these terms are supposed to mean. If not, ask if the person who wrote down the term can explain. In the unlikely case that there is a term of which nobody actually knows the meaning, talk about why this word still appears on a sticky note. If it is an irrelevant term, you might also want to consider taking it out.
- Ask participants which words might be acceptable to hear at the family dinner table, in school, on the street, and at the workplace.
- Ask them which words have negative connotations and – if there are many negative words - why so many words are negative (assuming they are).
- Ask participants to reflect on how a person who identifies within a sexual or gender minority may feel about this word cloud that we have created?
 - If there are participants that openly identify as sexually or gender diverse you can consider asking one of them how they feel about these words. Again, be careful to **do no harm**.
 - Ask participants to imagine being called/identified with these words on a daily basis. Does this provide insight into links between language and stigma?
 - Focus on some of the words which might have a gender component (e.g. sissy boy, lady-man).



²¹ Explain that negative means any word that a person who is LGBTI+ may find insulting or offensive.

- Also, focus on whether certain words are more likely be used by young or old. Do different age groups use different words?
- Now suppose you want to advocate for the recognition of transgender persons' human rights at the local political level, or to ensure homosexual acts are decriminalised. What terms would you use and what terms would you not use? Why (not)?
- Is the current vocabulary sufficient for programming and advocacy contexts? Is there a need for new vocabulary? Or, can we use existing words in a new way? Ask the group to discuss—and ideally agree on—which terms would be best to use in programming and advocacy contexts at the local or national level. Also, indicate that before using any term you should always check with LGBTI persons / groups / organisations beforehand.²²

Close the session by noting the following key takeaways:

- ➔ Take care not to use insulting words when referring to people that identify as LGBTI, or issues related to SO/GIE/SC. These are harmful and should never be used, especially not in advocacy and programming.
- ➔ It is necessary to use positive and inclusive language that advances the human rights of all persons in society, including SO/GIE/SC minorities.
- ➔ Consult with and / or involve relevant persons in determining which words to avoid and which words to use.
- ➔ Remind participants that exclusion and discrimination are reinforced by the use of derogatory language and terminologies, and therefore participants should be encouraged to use positive language.



²² Although some words have been “reclaimed” for positive use, it’s important to take care when using them as a non-LGBTI+ person.

MODULE 1



Sources overview

SOURCES MODULE 1: 1.1

- ⁹ <https://www.pcc.edu/resources/illumination/documents/gender-role-boxes-glbtc-and-sexism-exercise.pdf>
- ¹⁰ <http://www.who.int/gender-equity-rights/understanding/gender-definition/en/>
- ¹¹ Copied from / based on the Queer Dictionary. <http://queerdictionary.blogspot.com/2014/09/definition-of-gender-binary.html>
- ¹² Ingraham, Chrys (1996), 'The Heterosexual Imaginary: Feminist Sociology and Theories of Gender', in Seidman, S. (ed.), *Queer Theory/Sociology*, Cambridge, Mass: Blackwell: 168-193.
- ¹³ Jackson, Stevi (2006), *Interchanges: Gender, sexuality and heterosexuality: The complexity (and limits) of heteronormativity*, in: *Feminist Theory*, No. 7: 105-121

SOURCES MODULE 1: 1.2

- ¹⁴ <https://s3.amazonaws.com/astraea.production/app/asset/uploads/2017/10/Intersex-REPORT-For-the-Web-updated.pdf>
- ¹⁵ Blackless, Melanie, Anthony Charuvastra, Amanda Derryck, Anne Fausto-Sterling, Karl Lauzanne, and Ellen Lee. 2000. How sexually dimorphic are we? Review and synthesis. *American Journal of Human Biology* 12:151-166.
- ¹⁶ Money, J. (1994) The concept of gender identity disorder in childhood and adolescence after 39 years. *Journal of Sex and marital therapy*, 20, 163–177.
- ¹⁷ When discussing transgender it is OK to mention the idea of one gender living in the body of another sex. But avoid using the word "trapped"—which has negative connotations.
- ¹⁸ Ingraham, Chrys (1996), 'The Heterosexual Imaginary: Feminist Sociology and Theories of Gender', in Seidman, S. (ed.), *Queer Theory/Sociology*, Cambridge, Mass: Blackwell: 168-193.
- ¹⁹ Jackson, Stevi (2006), *Interchanges: Gender, sexuality and heterosexuality: The complexity (and limits) of heteronormativity*, in: *Feminist Theory*, No. 7: 105-121.
- ²⁰ The topic of changing a person's sexual orientation is sensitive. Treat participant's stories about (forcibly) changing sexual orientation with respect. But note that evidence has consistently shown that such efforts fail and can do serious harm. See also PAHO, 2009: The Pan-American Health Organization/World Health Organization Position Statement. "Cures" for and illness that does not exist.

SOURCES MODULE 1: 1.3

- ²¹ Explain that negative means any word that a person who is LGBTI+ may find insulting or offensive.
- ²² Although some words have been "reclaimed" for positive use, it's important to take care when using them as a non-LGBTI+ person.