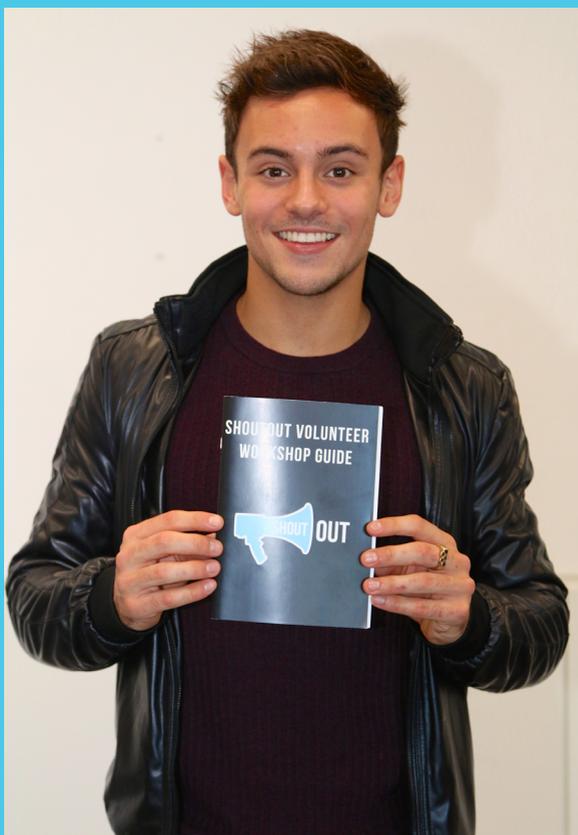




VOLUNTEER GUIDE



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SPEAKING AT THE
LAUNCH OF SHOUTOUT
IN 2013**



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2012
LONDON OLYMPICS**

WELCOME TO SHOUTOUT

This workshop has been developed to help promote and celebrate diversity in secondary schools on the Island of Ireland by challenging the existence of anti-LGBTQ+ bullying.

This interactive workshop helps young lesbian, gay, bisexual, transgender, queer, intersex and asexual participants realise that 'being different' is a normal part of any culture. Through the workshop we aspire to normalise difference and promote equality within the school community. We challenge the participants' attitudes in relation to what constitutes homophobic and transphobic bullying and encourage participants to consider the impact that bullying can have on LGBTQ+ young people. It is also a desired outcome of this workshop that all participants will recognise the importance of taking individual responsibility for challenging homophobic and transphobic bullying and ultimately developing a school environment where every individual feels safe and respected regardless of gender or sexual orientation.

WHY THIS IS AN IMPORTANT GUIDE

It is of utmost importance that you take some time to read through the entire volunteer manual prior to facilitating this workshop. We have provided a snapshot of the research that informed the outcomes for our workshop and we have outlined best practice in delivering a workshop. Although you may be familiar with much of the research and many of the statistics in relation to the lives of LGBTQ+ people on the island of Ireland, it is important that the information you are providing within the workshops is accurate and up to date. Much of the information provided in the following pages can be used within the workshops to prompt conversations among the participants, challenge their attitudes and answer their questions.

ACKNOWLEDGEMENTS

We at ShoutOut would like to thank you for volunteering your time and energy in facilitating this workshop and contributing to making Irish schools a better place for LGBTQ+ youth. Just by going in to the classroom and talking about this issue you are highlighting that LGBTQ+ bullying, no matter how subtle, is unacceptable and that schools can be a place where diversity is recognised and celebrated.

The success of ShoutOut depends on volunteers committing a few hours a month to this shared vision and for this we are grateful.



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INTRODUCTION

ShoutOut delivers the simple message of 'don't discriminate' in an interactive, engaging way. Our workshop facilitators are volunteers who are LGBTQ+ or allies and some of them know what it's like to be bullied

The workshop has been developed as a way of exploring a number of issues including challenging homophobic and transphobic bullying, coming out while in secondary school, being outed in secondary school, the challenges faced by transgender young people and the prolific use of the phrase "It's so gay". The activities within the workshop encourage participants to think of themselves as allies and to understand the responsibilities that come with being an ally.

The workshop was designed using interactive teaching methods that have been encouraged for use in SPHE. Facilitators use open mindedness, sensitivity and humour to deliver the workshop as well as the use of a non-didactic approach. The relaxed, safe environment created by the facilitators encourages the young people to participate in the activities and contribute honestly to the discussions.

The workshop is designed to be run with groups of young people between the ages of 12 and 18. It is recommended that the group size should not exceed 30.

BACKGROUND

Unfortunately homophobic and transphobic bullying is a real and life threatening problem in schools. All research pertaining to homophobic and transphobic bullying in Irish schools is relatively recent therefore it is not surprising that responses aimed at addressing it are limited. ShoutOut was set up as a response to the failure to embrace or accept sexual or gender diversity as a reality of school life.

Irish legislation and educational policy guidance requires schools to promote equality of access to and participation in education. In this context schools are required to address discrimination, harassment and bullying, including homophobic harassment and bullying (Norman, 2010). Existing research suggests that teachers in an Irish context often view themselves as powerless to address the homophobic and transphobic bullying that takes place in schools (Maycock, 2009). However ignoring the problem of homophobic and transphobic bullying contradicts the requirements of schools under the Education Act (1998) where schools are required to ensure at the level of policy and practice that every student can come to school and enjoy its benefits equally, free from the threat of harassment and discrimination.

WHAT IS ANTI-LGBTQ+ BULLING?

Anti- LGBTQ+ bullying is when someone is discriminated against due to their gender identity, gender expression, sexual orientation or romantic orientation. This can also be known as homophobia, lesbophobia, biphobia, transphobia and/or acephobia. Most research focuses on homophobic and transphobic bullying.

WHAT IS HOMOPHOBIC AND TRANSPHOBIC BULLYING?

Bullying is defined by the Department of Education and Science as: "...repeated aggression, verbal, psychological or physical, conducted by an individual or a group against others"

When this type of behaviour arises out of the fact that the victim is identified or identifies themselves as LGBTQ+, or if the language used in the bullying is such that it would be offensive to LGBTQ+ people, then the behaviour can be described as homophobic/transphobic bullying (Norman, 2010).

WHAT THE RESEARCH TELLS US

Recently, a significant Irish research report showed how prolific homophobic and transphobic bullying is and the dire consequences for the young people at the receiving end of it. Supporting LGBT Lives, a Trinity College research study, commissioned by the Gay and Lesbian Equality Network (GLEN) and BeLonG To Youth Services, found that among LGBT people:

- 50% experienced homophobic bullying
- 40% were verbally threatened by fellow students
- 25% were physically threatened by their peers
- 34% heard homophobic comments from their teachers and other adult professionals (Maycock et al, 2009)

LGBT people still face considerable levels of stigmatisation, discrimination and harassment in their day-to-day lives, including in schools. All of the research highlights the negative implications that homophobic and transphobic bullying has for the immediate and longer term emotional well-being of young people and their ability to cope and to achieve their full potential. (BeLonG To 2010, Headstrong 2012, Norman 2010, Maycock 2009).

Supporting LGBT Lives found that many young LGBT students experienced feelings of disconnectedness from family and peers, social isolation, loneliness or aloneness. These were compounded by a lack of self-worth and self-loathing, which were often linked to the internalisation of discrimination, victimisation, and/or heteronormative expectations about what constitutes a 'normal life' (Maycock et al, 2009). These feelings can have a devastating impact on LGBT young people. The study found a direct relationship between experiences of homophobic and transphobic physical and verbal attacks and self-harm and suicidality. As a result:

- 20% of LGBT young people miss school because they feel threatened or afraid.
- 50% of LGBT people under 25 seriously think about ending their lives.
- 20% of LGBT people under 25 years attempt suicide at least once.

(BeLonG To 2010).

Research showed that the presence of supportive significant people in the lives of young LGBT people is the most common protective factor from negative mental health impacts (Maycock, 2009). It is with this intention, of making whole school communities a protective environment for the young LGBT participants within them that ShoutOut believe passionately in the positive impact that this workshop can have.

CODE OF CONDUCT & CHILD PROTECTION POLICY

ShoutOut adheres to the Children First; National Guidance in relation to child protection. Often you will be delivering workshops to 12 and 18 year olds and it's important to note that these are children until the age of 18.

You will be given guidance at your volunteer training with regards to child protection and by attending training you have agreed that you will adhere by ShoutOut's code of conduct in relation to child protection.

SHOUTOUT'S POLICIES

If a student makes a declaration of abuse this must be reported. The individual who deals with child protection in an organisation is called the designation liaison person (DLP) and the DLP for secondary schools is always the principal, and for ShoutOut the DLP is Bella FitzPatrick, whom you can contact at bella@shoutout.ie. It would not be appropriate to tell the teacher about the declaration due to confidentiality. Abuse includes underage sex with someone the same age as the student.

- Do not contact the student outside the workshop on social media or any other medium. If they reach out looking for support refer them to a support service such as Childline or BeLong To.
- Do not touch a student or take a photo of a student/students.
- Do not give out any personal details in a workshop such as your phone number or email address.
- If you witness a ShoutOut volunteer breaking any of the codes of conduct you must inform the DLP immediately.
- Don't be left alone with a student, keep another facilitator close by or stay in view of students and staff

HOW TO USE THIS RESOURCE



The resource is designed to be used by a trained facilitator in a group setting of between 25 and 30 participants aged between 12 to 18 years old. (Group sizes larger than 30 make it difficult for facilitators to achieve the outcomes set for the workshop and are therefore not recommended).



Always allow adequate preparation time prior to the workshop. Read through the activities thoroughly, familiarising yourself with the methodology of each activity. Read the processing questions and be prepared for additional questions that may arise from the activities. Know what resources, if any, are required for each activity. Ensure that you have these available for the workshop.



Best practice would be to prepare for your workshop with your co-facilitators, arranging who is going to facilitate which activities. However this is not always feasible therefore make every effort to arrive at your school 30 minutes prior to your workshop so that a plan can be developed by all facilitators.



The processing questions that follow each activity are essential for the young people to meet the outcomes set. It is through answering the processing questions that the participants get to critically think about the purpose of the activity and what messages they derived from it.



Facilitators should allow additional time for personal reflection and evaluation following a session. What worked well? What did not work so well? Is there a particular issue that you need to research more? Is there anything, within your control, that you can improve on for the next workshop? When co-facilitating, this is a conversation that all facilitators should be having together to ensure the smooth running of subsequent workshops.



Due to the sensitive nature of the workshop content, it is of the utmost importance that a contract is drawn up to at the beginning of the workshop as it can be referred back to throughout the session. This is as much to protect you, the facilitator, as it protects the participants.



Ensure that you have the ShoutOut web address written at the top of the whiteboard/flipchart through the workshop. Before ending the workshop, encourage the participants to contact ShoutOut if they have any queries or concerns. ShoutOut will direct them to the relevant services.

WORKSHOP AIMS AND OUTCOMES

AIMS

The aim of the ShoutOut workshop is to address and challenge this existence of anti-LGBTQ+ bullying in schools through educating students.

OUTCOMES FOR SCHOOLS

Schools that facilitate the delivery of the ShoutOut workshop will be better able to:
Create and promote a positive school ethos that recognises and celebrates diversity and promotes equality.

Promote the school community as one of understanding, respect and inclusiveness.

Encourage participating students to exercise some influence over their peers in terms of challenging the use of homophobic and transphobic language.

OUTCOMES FOR YOUNG PEOPLE

On completion of the workshop participants will be able to:

List and define the diverse range of words associated with gender and sexuality.

Recognise some of the challenges associated with gender and sexual orientation faced by LGBTQ+ young people.

State the impact that homophobic and transphobic language can have.

Challenge their own prejudices, and that of their classmates, in relation to homophobic and transphobic bullying.

Develop strategies for challenging the use of homophobic and transphobic language.
State the importance of being an ally.

Recognise themselves as allies for LGBTQ+ issues and act accordingly.

Acknowledge and appreciate diversity and promote equality.

CONTRACT

TIME: 5 minutes

MATERIALS: Flipchart/Whiteboard, markers.

METHOD:

Explain to the participants that it is important, when talking about a sensitive subject such as anti-LGBTQ+ bullying, that there are a few ground rules. This is to ensure that everyone's voice is heard and that nobody is intimidated or too nervous to contribute.

Begin the activity by writing a few obvious rules on the flipchart or whiteboard (For example: Mobile phones off, one voice at a time (and that includes when the facilitator is speaking) no name calling or referring to other participants' personal stories during the workshop, etc.).

Ask the participants to suggest a few rules. If they are hesitant, you can ask prompting questions such as 'What are your normal class rules?' Take vague statements such as 'Be respectful' and try and turn them into concrete actions such as 'Listen to the person who is speaking' or 'Put up your hand before contributing.' If the students miss any crucial rules, you can suggest them yourself at the end of the activity.

Note on 'confidentiality': if participants contribute the word 'confidentiality' to the contract, write it up and ask them to elaborate on what they mean by confidentiality. We do not encourage participants to divulge personal stories during the workshop but if this happens we do ask and expect the rest of the participants to respect that person's confidentiality. However, in general, this is not a workshop where we recommend that "what happens in the room, stays in the room. ShoutOut aims to eradicate homophobic and transphobic bullying within school communities. For this to happen, we need workshop participants to be allies to the cause and to spread the workshop message (not personal stories) throughout the school.

Facilitators should ensure that the participants are clear about limits to confidentiality as per Children First Guidelines. If you know that a young is at risk or could be at risk, you will have to report this.

Aim: The aim of this activity to agree a few ground rules among the group to ensure a safe environment for the participants and the facilitators.

Objectives: On completion of this activity, participants will be able to state what is appropriate and inappropriate behaviour within the workshop, as agreed by the participants.

MY STORY

TIME: 5 minutes

MATERIALS: None

METHOD:

Take two minutes to tell your story on how you interacted with LGBTQ+ identity as a teenager and how things have changed for you since. It is important to be open and honest but ultimately the message you communicate needs to be positive. If you are talking about hardship you faced, it is important to end it with a positive resolution.

Note: For a cis, straight facilitator, it is important to talk about why you are an LGBTQ+ ally. What was your experience as a teenager of homophobic and transphobic bullying and what impact did this have on you?

Aim: The aim of this activity is to highlight to the participants the facilitators' teenage experiences of LGBTQ identity.

Objectives: On completion of this activity participants will be able to:
Relate to the facilitators on a more human level.
Recognise some of the challenges faced by young LGBTQ young people.
Identify the facilitators as confident young adults and positive role models.

LANGUAGE AND LABELLING

TIME: 10 minutes

MATERIALS: None

METHOD:

Write LGBTQIA on the whiteboard or flipchart.



Ask the students if they know what each of the letters stand for and the meaning of the words that they represent.

There are of course many identities not included in LGBTQIA which students may ask about and you can define as they do. It's very important that we include intersex as it's relatively untalked about in schools.

Be prepared to define a variety of identities many of which are explained in this manual.

Aim:To teach the students about the different terms and labels in the LGBTQ+ community. to clear up an misconceptions and to educate them on the correct terminology

Objectives:To allow smooth dialogue for the rest of the workshop

TERMINOLOGY



These definitions can be a bit technical and are provided so you have accurate definitions. However, we recommend explaining these to students using more accessible language. This will be explained to you in Volunteer Training but if you need any help please contact Bella@ShoutOut.ie

THE DIFFERENCE BETWEEN SEX AND GENDER

Gender is a cultural term which refers traditionally to men and women as distinct social groups. Sex is a set of biological traits which usually, but not always, define someone as a man or a woman. If you think of a line, with the most feminine characteristics on one end, and the most masculine characteristics on the other, then most people fall somewhere along this line, and this is their gender identity.

Sex is determined by your genes, the DNA that accounts for your eye colour, hair colour and all other traits, whereas gender identity is someone's expression of themselves within society. Often, a person's genes correlates with a person's gender identity in a specific way; in a lot of cases people with XX chromosomes identify as women, and those with XY chromosomes identify as men.

However, these two things do not have to correlate in this way, and not everyone is born with either XY or XX chromosomes (see "intersex").

ALLIES

People who identify as cisgender (see cis below) and straight, and believe in social and legal equality for LGBTQ+ people.

ASEXUAL

This is an umbrella term used for individuals who do not experience, or experience a very low level of sexual desire. Sometimes referred to as "Ace", this identity can include those who are interested in having romantic relationships, and those who are not. Those who are interested in having romantic relationships may identify as homo-romantic, hetero-romantic, bi-romantic, or pan-romantic.

BISEXUAL & PANSEXUAL

Someone attracted to more than one gender. Bisexual, linguistically, implies a recognition of binary gender, and therefore can mean an individual who is attracted to men and women, but those who identify as bisexual are not necessarily only attracted to traditional gender expression. Pansexual, with "pan" deriving from the Greek for "all", refers to those who do not adhere to binary gender in terms of their sexual and romantic relationships.

CISGENDER

A non-trans person (i.e. a person whose gender identity and gender expression is aligned with the sex assigned at birth). For example, someone who was assigned male at birth and also identifies as male

CIS & STRAIGHT

This the term we use to refer to people who are cis gender (see above) and heterosexual, i.e. not part of the LGBTQ+ community, unless they are an ally (see above).

COMING OUT

This is the process of revealing your sexual orientation or gender identity to individuals in your life; often incorrectly thought to be a one-time event, this is a lifelong and sometimes daily process.

DISCRIMINATION

Discrimination means making a distinction in favour of, or against, a person based on the group, class, or category to which a person belongs.

GAY

This term refers to someone who is attracted to people of the same gender. It is mainly used to describe men.

GENDER IDENTITY

Refers to a person's deeply-felt identification as male, female, or some other gender. This may or may not correspond to the sex they were assigned at birth.

HETEROSEXUAL (STRAIGHT)

Someone who is attracted to people of the opposite gender.

ANTI LGBTQ+ DISCRIMINATION

Anti LGBTQ+ bulliny encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, or bisexual. Transphobia relates to prejudice directed specifically at those who don't adhere to gender norms and people who are trans.

INTERSEX

intersex individuals have a difference in their sex characteristics (such as chromosomes, genitals, and/or hormonal structure) that do not belong strictly to male or female categories, or that belong to both at the same time. These are normal variations; just like hair and eye colour vary in individuals so can genitalia and/or sex organs. The most thorough existing research finds intersex people to constitute an estimated 1.7% of the population, which makes being intersex about as common as having red hair.

LESBIAN

A woman who is attracted to other women.

OUTING

When someone reveals another person's sexual orientation or gender identity to an individual or group, often without the person's consent or approval.

PREJUDICE

Prejudice is defined as a preconceived opinion that is not based on reason or actual experience.

SEXUAL ORIENTATION

The attraction felt between people.

TRANSGENDER (TRANS)

People whose gender identity and/or gender expression differs from the sex assigned to them at birth. This term can include diverse gender identities

NON BINARY

An umbrella term for gender identities that fall outside the gender binary of male or female. This includes individuals whose gender identity is neither exclusively male nor female, a combination of male and female or between or beyond genders. People who are non-binary may use they/them pronouns e.g. "They are really nice, they live in Dublin, they are going to the shop.

QUEER

An umbrella term for sexual and gender minorities who are not heterosexual or not cisgender.

MOVING DEBATE

TIME: 20 minutes

MATERIALS: None

METHOD:

To begin, ask all participants to stand in the middle of the room. Assign one side of the room as 'agree', the opposite side as 'disagree' and the middle as 'unsure'. Read through each of the statements on the following page (or as many as time allows) and ask the participants to choose whether they agree, disagree or are unsure with the statement

Take feedback from individuals with different points of view and guide the class into a healthy debate by using some of the prompt questions and notes provided with each statement.

PROCESSING:

In the large group, discuss:

Why is it important that individuals challenge homophobic and transphobic prejudices and bullying?

What might the result be in a school, for example, if individuals consistently challenged phrases like 'that's so gay' or words like 'bender' and 'homo'?

As a result of learning from this activity what do you think you could do differently?

Aim: The aim of this activity is to challenge the attitudes of the participants in relation to what constitutes homophobic bullying.

Objectives: On completion of this activity participants will be able to:
Identify homophobic bullying.

Challenge their own prejudices and that of their classmates in relation to homophobic bullying.

List the impact that homophobic bullying can have on some young people. State clearly the importance of taking individual responsibility for challenging homophobic bullying.

MOVING DEBATE STATEMENTS

- Saying something is 'gay' is just a saying. It's not meant to be offensive to gay people.
- Teenagers, under the age of 15, cannot know for certain that they are LGBTQ+.
- You can usually tell by looking at someone that they are lesbian, gay, bisexual or transgender.
- People often don't stand up to homophobic and transphobic bullying as they are afraid that people might think they are gay too.
- Having a few allies (friends that understand them and support them) in school is all a young LGBTQ+ person needs to make their school life easier.
- If we don't speak out or intervene when we witness or hear homophobic and transphobic bullying, our silence and inaction make us part of the problem.
- I feel like my school is a supportive place in which to come out
- I don't mind LGBTQ+ couples but I just don't want to see them kissing/holding hands

MOVING DEBATE FACILITATOR'S NOTES

Saying something is 'gay' is just a saying. It's not meant to be offensive to gay people.

Sometimes people use the word gay to purposely target gay people. Sometime they just use it as a general insult and don't mean to offend gay people. Even if someone doesn't mean to offend gay people, use of the word "gay" as an insult or pejorative adjective is very harmful for young LGBTQ+ people to hear. You should think about the outcome rather than the intent.

Teenagers, under the age of 15, cannot know for certain that they are LGBT.

The most common age to become aware of your LGBTQ+ identity is 12 years of age. The most common age to come out to someone else is 17.

You can usually tell by looking at someone that they are lesbian, gay, bisexual or transgender.

It is true that some LGBTQ+ people dress in a certain way and perhaps some live up to the stereotype of their sexuality. However, it is not true to say that you can tell by looking at someone what sexuality they are. The only person who can truly know what sexuality they are, regardless of how they look to the outside world, is the person themselves.

People often don't stand up to homophobic or transphobic bullying as they are afraid that people might think they are gay too.

It is true that cisgender or straight people often feel that they have to justify why they are supporting LGBTQ+ issues (I have a gay friend or my son/daughter is gay). What we are trying to achieve through these workshops is that everyone becomes an ally, that the majority of people support LGBTQ+ issues and promote equality and that that becomes the norm. We want a world where people are afraid to engage in homophobic or transphobic bullying for fear of reprisal from allies.

Having a few allies (friends that understand them and support them) in school is all a young LGBTQ+ person needs to make their school life easier.

Having a friends is great, but what we are trying to achieve is that the general school community is supportive and will call out homophobic and transphobic bullying. Trusted friends help young LGBTQ+ people develop resilience and help them to cope more positively with any difficulties they may be experiencing. Friends are also often the first person that someone choses to come out to so how one reacts to that can have a huge impact on the rest of that person's 'coming out' process. It is important not to underestimate your role as a friend.

If we don't speak out or intervene when we witness homophobic or transphobic bullying, our silence and inaction makes us part of the problem.

It is important that we recognise homophobic and transphobic bullying and that we have the courage and the conviction to challenge it. By not speaking out against it or reporting it perpetrators of homophobic and transphobic bullying will feel that they can continue to speak or act in such a way and that there is nothing wrong with it.

I feel like my school is a supportive place to come out.

Irish research shows that many LGBTQ+ people identified their school experience as hostile, homophobic and transphobic.. Schools operate according to the assumption that heterosexuality and gender conformity is the norm. It's really positive to see that people consider their school a supportive environment to come out in but there is always more that can be done and we'll look at that in a bit more detail in the next activity 'Ally in the School'.



In the large group, discuss:

Did anything surprise you about this activity?

What do you think the obstacles are, if any, to challenging discrimination towards the LGBTQ+ community?

What could prevent you from carrying out the positive list of reactions documented above?

WHAT TO DO WHEN..

TIME: 20 minutes

MATERIALS: Scenario card, paper and pen per group

METHOD:

Divide the class into smaller groups of between five and seven participants and allocate a scenario card, pen and paper to each group.

Explain to the group that you want them to come up with two positive and two negative ways of dealing with the scenario.

Allow the groups around ten minutes to discuss their scenario and complete the task asked of them.

Ask a student from each group to read their scenario aloud and share with the rest of the class what they documented as negative and positive reactions to dealing with the situation. Ask them why the examples of negative reactions given by the group were deemed to be harmful or unhelpful.

As they are feeding back the positive reactions, have your co-facilitator document all of these on the whiteboard or flipchart page so that everyone can see them.

When you have taken feedback from all the groups, read through the list of positive reactions documented on the whiteboard/flipchart. Ask the participants if they have anything they would like to add to the list.

Aim: The aim of this activity is to equip participants with the skills necessary to become strong allies to the LGBTQ+ community.

Objectives: On completion of this activity, participants will be able to:

State the importance of being an ally.

Recognise unhelpful strategies to dealing with disclosures and incidents of bullying.

List strategies to becoming a more supportive friend.

Confidently challenge homophobic bullying.

SCENARIOS

You're on a school trip and sharing a room with one of your best friends. While chatting that night they tell you that they think they are gay.

Sally was a classmate of yours. You aren't particularly close but you sat beside each other in English. After Easter break Sally arrives back at school and asks to be called Sam. Sam is wearing the boys uniform and is using the boys changing room. In English class Sam doesn't sit beside you but at the back of the class room because when he entered some of your class mates started shouting at Sam, calling him a "girl".

You're in a close group of friends, and one of the friends keeps referring to gay people as "gross" and using terms like "fag". There's no one out in your group of friends.

Your friend came out as bisexual but doesn't want anyone to know but you. She thinks people will assume it's a phase and doesn't want the hassle.

An exchange student joins your class, their name is Alex. Your friends keep asking if Alex is a girl or a boy, and eventually ask Alex themselves. Alex tells your friends that they are non binary, but your friends laugh at this and continue to ask Alex every day if they are a girl or a boy.

WHAT TO DO WHEN...

FACILITATOR'S NOTES

Points to consider when taking feedback from participants during this session:

- If someone comes out to you, it is likely that they just told you the biggest secret of their lives. Think about that before you do or say anything. Your first reaction matters. They're likely terrified you'll reject them or lose respect for them. Reassure them you're there for them. Coming out is a lifelong and sometimes daily process. There may be times in the future when your friend requires support. It's important that they know they can depend on you.
- Don't tell others. Until you ask and get permission, don't share the news of someone's sexual orientation with others. It's not your business. Ask whether this information is private or can be shared, and if so, with whom. Once someone is outed, they can't go back in.
- Challenge homophobic and transphobic bullying. To reiterate a point made earlier in the session, if we don't speak out or intervene when we witness or hear homophobic and transphobic bullying, our silence and inaction make us part of the problem.
- Don't be two-faced. Don't be an ally in front of your LGBTQ+ friend and then mock LGBTQ+ people behind their backs to other friends.
- Using the word "gay" to describe things in a negative way is offensive to LGBTQ+ people and allies. So if you didn't set out to be offensive, it's time you found another word!
- All schools have an anti-bullying policy which is applicable, under Irish law, to homophobic and transphobic bullying. It is important that all incidents of homophobic and transphobic bullying at school, or travelling to and from school, are brought to the attention of the management of the school in question. Unless the management of the school is aware of these incidents, measures to combat them will not be put in place. If the bullying is violent in nature, it should also be brought to the attention of An Garda Síochána.
- When talking with or about a trans person, it is important to use their preferred pronoun. If someone comes out as trans, don't continue to refer to them by their "old" pronoun or former name. Address someone as they wish to be addressed. Trans people know that you may use the incorrect pronoun by mistake, particularly initially. If this happens, apologise and try to remember their correct pronoun for the next time you use it.



In the large group, discuss:

Was it difficult to come up with two points under each question?

Do you think this list is realistic and achievable?

ALLY IN THE SCHOOL

TIME: 10 minutes

MATERIALS: Paper and pen per group

METHOD:

Ask participants to remain in the smaller groups that they were in for the previous activity and hand each group a blank sheet of paper and a pen.

Explain to the group that there are lots of things that a school can do to ensure that it doesn't tolerate homophobic or transphobic bullying
it is respectful of difference
supportive of LGBTQ students
There are also lots of things that they, as students, can do to ensure the same.

In their smaller groups ask the participants to give two points under each of the questions below.

What can I do to show that I don't support homophobic or transphobic bullying?
What can the school do to show that it is serious about supporting LGBTQ+ students?
Document their answers from each question on the whiteboard/flipchart. At the end of the activity read back the list to the group.

Note: If possible, take a photograph of this list on your phone and pass it on to the ShoutOut schools co-ordinator, who will in turn email it to the class teacher. This way it can potentially become a working contract for the participants.

Aim: The aim of this activity is to highlight to participants the role they each play individually in making their school community one of zero tolerance towards homophobic bullying.

Objectives: On completion of this activity participants will be able to:
List measures they can take to ensuring their school is one of zero tolerance towards homophobic bullying.



In the large group, discuss:

What learning or message will you take away from this workshop?

Q & A

TIME: 10 minutes

MATERIALS: None

METHOD:

Ask the participants if they have any questions for the volunteers. Encourage them to use this opportunity to ask any questions they have in relation to LGBTQ issues.

As this is the last activity of the workshop it is important to ask the group what they learned from the session. End the session with the processing question.

Note: It is important that you are open and honest with the participants in answering their questions but if you are uncomfortable with the line of questioning, if they become too personal or you feel the person asking is not being genuine, just say so to the group. Perhaps attempt to rephrase the question with a less personal slant. It is important that you, as facilitator, mind yourself during this session also.

Aim: The aim of this Q & A session is to allow the participants the opportunity to ask any questions they have in relation to LGBTQ issues.

Objectives: Participants will be able to:
Clarify any of the learning from the workshop.
Have any questions they have in relation to LGBTQ issues answered.

REFERENCES

Belong To (2010) Addressing Homophobia: Guidelines for the Youth Sector in Ireland. Dublin: BeLonG To

Headstrong (2012) My World Survey. Dublin: UCD School of Psychology.

Maycock, P., Bryan, A., Carr, N. and Kitching, K. (2009) Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People. Dublin: Gay and Lesbian Equality Network and BeLonG To Youth Service.

Norman, J (2010) Addressing Homophobic Bullying in Second – Level Schools. Dublin: The Equality Authority.



RESOURCES

If a student asked for more information, or lets you know that they are struggling, it's important you are able to let them know about the wonderful resources available to them:

The Republic of Ireland
TENI - Transgender Equality Network Ireland
www.teni.ie

BeLongTo
www.belongto.ie

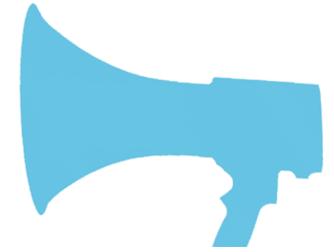
Gay Switchboard
01-872 1055

Northern Ireland
Cara-Friend
www.cara-friend.org.uk

GenderJam
www.genderjam.org.uk

SailNI
www.sailni.com

ENDORSEMENTS OF SHOUTOUT



"I wish to commend ShoutOut on their innovative and very valuable peer-based approach to supporting young people and promoting supportive and understanding school environments for LGBTQ+ students"
**- FORMER MINISTER FOR CHILDREN,
FRANCES FITZGERALD**



"The workshop was hugely important. It focused on real issues and the feedback I got from students was that it made them think about how they use their language in everyday life."
**MARGARET KAVANAGH
BLESSINGTON COLLEGE**



"It was very educational. The volunteers were very warm and friendly as well as relaxed, yet professional. The workshop was fantastic and the students felt it opened their mind to things that they were not aware of before. It is a great way to broaden their awareness and understanding of LGBT issues."
**GREGG O'NEILL, TEACHER,
CBC MONKSTOWN.**





VOLUNTEER GUIDE