My-ID Teacher Training Manual

Deliverable 2.1

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Content

1 User Guide

1.1 Preparation of the training

Sexual and gender diversity are sensitive topics for many people. When you offer a standardized training program while you are not aware of the needs of teachers you train, such sensitivities may cause challenges. When you expect a progressive open attitude of a group, it may still be that you will be confronted by adverse opinions. It could also be that conflicts arise during the training between colleagues who are supportive of diversity and others who see risks. Such challenges are especially risky when you do an in-service team training, because what happens in a team training tends to linger in the team after the training. Therefore, it is important to prepare the training by a needs assessment, which gives you an impression of the attitude of the participants, their previous experience, their questions and expectations of the training. It is also helpful to check if they are aware of what is expected of them after the training: is it just an awareness training or are you expecting them to implement certain activities? The training objectives should be tailored to the specific results of this needs assessment.

When you develop the needs assessment, be aware that teachers always want more *information*, no matter how much information they already have. Often they express needs for all topics related to sexual and gender diversity, so questions about needs for information do not really distinguish what participants really want to know.

In addition, it is quite common that questions for information are covering up underlying insecurities and discomfort. Teachers may think that having more information will solve or at least alleviate their insecurity about teaching about sexual and gender diversity. In practice, information on its own does not work like that. Insecurities may be related to the fear that (their) more traditional beliefs and attitudes will be rejected or to the fear that they may not be able to respond adequately to emotionally charged or biased remarks of students or parents. Some older teachers who may have a more traditional view of the teaching profession could feel that attention to social topics and inequality are not tasks of the school and that it is at odds with their view of offering "objective" information and "neutral" skills.

This is why is also important in the needs assessment to ask the participants in which areas they are most insecure and what they are afraid of. When you have identified the specific discomforts, insecurities and resistance alive in the team, the trainer can set specific objectives to overcome them.

1.2 Developing the program

Based on the needs assessment, the trainers should formulate a limited set of key objectives they want to reach in the training. We advise that such training objectives are formulated in a SMART way: Specific, Measurable, Acceptable, Realistic and Timed. The objectives could be focused on KASB: Knowledge, Attitudes, Skills or Behaviour.

Knowledge: Knowledge objectives are phrased like this: "students/teachers *know* that/about.. ". Keep in mind that the My-ID teaching technology maintains that – contrary to common beliefs about teaching – knowledge is not the key to effective teaching about sexual and gender diversity. Instead, we can better focus on attitudes. When students (and teachers have open attitudes towards diversity in general and sexual and gender diversity specifically, then the question for information will come up by itself. Teachers can then give students assignments to look up the information. Therefore, it is only necessary to give the most basic information in class. With "the most basic information" we mean ***key information that is really essential to develop an open attitude***. We offer these basic concepts in chapter 4.2.

Attitudes: Attitudinal objectives are phrased in terms of awareness, recognition, and feelings. Examples are:

➲ Students have respectful attention for sexual diversity.
➲ Students are interested in exploring their feelings and norms.
➲ Students feel confident in expressing their (same-sex attraction) feelings.
➲ Students appreciate diversity including sexual diversity.
➲ Students have revalued their value-system on citizenship and sexuality.

Each of these objectives can be adapted to teacher attitudes, for example: "teachers want to promote / feel confident / automatically facilitate that students have respectful attention for sexual diversity".

A guideline to formulate and hierarchically order attitudinal objectives can be found in the Taxonomy of Krathwohl. A taxonomy is a hierarchy of objectives, which maintains that some objectives need to be reached before you can get to other objectives. According to Krathwohl, the five levels of attitudinal objectives are:

➲ attention (passive focus)
➲ interest (active curiosity)
➲ appreciation (developing a single opinion/attitude, rather than acting on prejudice)
➲ integration (adapting beliefs and attitudinal framework)
➲ characterization (attitudes become part of the personality and automatic)

Skills: Skill objectives are phrased as that teachers *are able* or *can do* some things. We assume that teachers are professionals and already have general skills to teach. However, the skill to talk about sensitive topics and emotions with students in class may be new to some teachers. Specific objectives relating to sexual and gender diversity could be that teachers are able to create a safe atmosphere in class in which the students feel comfortable to talk about diversity and sexuality, and that teachers are able to respond in a sensitive way to insensitive or offensive remarks and questions.

Behaviour: behavioural objectives for teachers describe what they really would ***do*** in class. This is called "transfer of skills to practice". For the available time span of this My-ID training (8-16 hours), a focus on actual teaching behaviour may be overambitious. But we will come back on this in chapter 7 on transfer workshops.

It is wise to limit the number of objectives for specific training to about four. This will allow the trainers to keep the main objectives in mind all the time and it will help them to remain focused and not to become overambitious.

Based on the objectives, the trainers can choose or develop a series of sessions or modules to create a build-up of increasingly challenging goals and of team spirit.

We advise that any training about sexual and gender diversity should always start with a short explanation that this topic can be sensitive and by agreeing on ground rules that are valid during the training. Even when a team already has general ground rules, this remains important. In many cases generic ground rules are forgotten when discussions become heated on topics that are touching people in their deeply felt beliefs and attitudes.

After setting ground rules, it is helpful to start the content of the training with a *trigger* which focuses the attention of the participants on the topic and to engage them emotionally. The trigger should open up participants for the rest of the training by making them curious and interested. Without an open attitude, information will not "land". Give enough information to enable a good "locus of control" (a sense that the participants feel able to do what is asked from them) but avoid unnecessary or overly political correct information. Political correctness is good when it is done with the intention to treat everybody well, but it tends to turn on itself when it is perceived as an ideological dictate.

Make sure there is plenty of time for discussion and exchange during the training and that the breaks are long enough to unwind and relax. Training on sexual and gender diversity can be emotionally taxing.

Incorporate these suggestions in an overview of your training program with an approximate time schedule, which you can keep at hand during the training to keep track of your progress.

1.3 Facilitation of the training

Use your training program as a guide, but be attentive to the needs of the participants. Leave enough space for discussion and for breaks. If this requires breaking up the training plan, so be it. Keep your eye both on the needs of the participants and on the objectives you set. Ask regularly (for example after each part of the day or after each activity) if participants are happy and whether they get what they need.

However, beware of just following the superficial needs of the participants. This is called "going native". It may lead to very happy participants, but you may not have reached your goals. Also beware of rigidly trying to "convince" your participants of doing something in the "right" way. This way you may remain true to your set goals but you may lose your connection with the participants. Don't pretend that as the trainer you are "the expert". Through your own way of facilitation you can "role model" that participant-teachers don't have to be experts on this topic in their classes.

The way how you do this is heavily dependent on your personality and personal skills. Research shows that 70% of the effect of training is dependent on the personality of the trainer, and not on the given information or on the type of program.

1.4 Follow-up of the training

A training is always just a moment in time. Ideally, the training is a link in a series of activities which ultimately leads to better teaching and a better school environment. What is learned in the training should be transferred to practice after the training. This is also a team effort, for which the training is often a kick-off.

A good training is always characterized by the participants wanting to learn more. This is the key aspect of expertise: the more expert you become, the more you realize that you don't know enough. True experts therefore are always eager to learn more about a topic. It is good to create a space for this.

Laggards

It may be that the training does not go well for some participants. The training may make conservative teachers more aware of their doubts about sexual and gender diversity. The average training has at least 5% of the participants realizing that this topic does not sit well with them.

*This will influence their own teaching practice, but also their role in the team. The organization innovation theory of Rogers states that all organizations have innovators, early adopters, an early- and late majority and laggards. **Laggards** are people who by their nature are inclined to resist any change. A training is not likely to change their basic attitude.*

In follow-up of the training, the trainers and the school management need to consider how to deal with the laggards in the school team. One option is to coach them personally and find a way which accommodates their deeply felt beliefs. Another option is to allow them a (temporary) opt-out during the implementation of the sexual and gender diversity innovation. A last resort option is to

give them the choice to adapt or to leave. This option could be viable when the laggard-teacher continuously keeps expressing offensive remarks towards LGBTIQ+ students or about LGBTIQ+ issues. Such a last resort strategy requires that the school management adopts a clear guideline about when students and teachers cross the lines of respect set by the school.

Some concrete ways to organize a transfer to practice after the training, are:

- ➲ organize follow-up exchange or discussions in the meetings
- ➲ offer follow-up training modules on specific topics, like LGBTIQ+ issues and religion
- ➲ organize workshops in which you co-develop some products
- ➲ open a helpdesk for teachers with questions (this could be a letterbox or a digital mailing list or forum)
- ➲ appoint a senior teacher as a coach for teachers who want some support or feedback
- ➲ offer a feedback form which teachers can use to offer feedback and improvements on certain class activities or other interventions
- ➲ set up a working group which coordinates such activities as a project and monitors the progress

2 Starting the training

All trainings about sensitive topics should start by creating a safe atmosphere and stimulate the participants to get engaged in the topic. Agreed rules about how to communicate in a comfortable way are called "ground rules". Stimulating the participants to get engaged is called a "trigger".

2.1 Safety: ground rules

The most common form to organize a ground rules activity is a brainstorm and an agreement process. After explaining why ground rules are necessary on this specific topic, the trainer facilitates a brainstorm which all participants can suggest communication rules they would like the group to have in order for them to feel safe and comfortable. Because it is a brainstorm, it is initially not allowed to comment on each other's suggestions; all suggestions are written down on a poster.

In some cases, a group without experience in reflecting on their emotions and with formulating ground rules has difficulty to come up with rules they need to feel comfortable. In such cases the trainers can help the group a bit by asking questions about fictitious situations. For example: "suppose you tell something personal in this training, would other participants be allowed to tell your story to someone else who is not here?" or "suppose someone really doesn't agree with what you say and responds with a comment that you regard as offensive; what rule could we formulate for a guideline in such a situation?"

To help the trainers check whether the most important rules have been mentioned, we offer four categories of ground rules that cover the basic aspects of a safe communication culture. We offer some suggestions for concrete rules, but these are are just examples.

Four categories of ground rules

*1. **Respect**: accept that other people may have other values; tolerance*

"Allow people to finish what they say before you speak"

"If others have an opinion you don't like, be curious"

2. *Within the lines: don't cross other people's limits*

"Consider other people's feeling before you say something"

"Don't touch people who don't like that"

3. *Non-violent: don't be violent or offensive*

"Listen with full attention to others"

"Don't judge others or their (opinions or feelings)"

4. *Approachable: allow other people to criticize what you say or do*

"People can give feedback to anyone"

"When you get feedback, you listen and consider the request"

Frits Prior (2005) "Het doet hier alles"

(Dutch publication from one of the first pilot projects on LGB issues in schools)

This brainstorm goes on until the group has exhausted their ideas.

The second phase of the ground rules exercise is to decide which rules the group wants to adopt as guidelines throughout the training. Commonly, the participants accept all the suggestions as they are. Sometimes they refine or add one or two formulations, or the decision process inspires them to come up with an additional ground rule.

Keep the poster with the ground rules in a visible place during the training. When participants break the rules, friendly remind them of the rules. When a conflict arises, allow the group to formulate a new rule to be added to the poster, or edit an existing rule.

2.2 Trigger: engaging

Like with meeting new people, the start of the training often sets the tone for the rest of the training. This means that the trigger which opens a discussion on the content of the training is really important. Choose a trigger that is engaging, but not too provocative.

A good trigger is short, inviting and engaging. It could for example be a short video, a news item, a personal experience, a fictitious story, or a riddle. In classes or teams where sexual and gender diversity is controversial, it is wise to choose a trigger which is funny and which could be more generic about judgments, stereotypes, or misconceptions. In a class where sexual and gender diversity is more or less accepted, a trigger can be more specific and challenging. We offer a few examples of triggers that can be used in a training or in class:

- ➲ Bob: a short video on heteronormative expectations
- ➲ A picture or short video impression of a local private event
- ➲ The crumpled sheet: the trainer hands out flat sheets to all participants and then asks them to crumple them into a ball. The participants are asked to make the sheet completely flat and uncrumpled again. This is of course not possible. Then the trainer comments: this is what happens when you bully or discriminate someone.
- ➲ The surgeon riddle: The trainer gives the participants a riddle: "A father and son are in a horrible car crash that kills the dad. The son is rushed to the hospital; just as he's about to go under the knife, the surgeon says: I can't operate — that boy is my son! Why can the surgeon not operate?" The solutions to the riddle are that the surgeon is his mother or that the surgeon is his other (gay) father.
- ➲ A teacher announced in the beginning of the academic year to her conservative Muslim students: "the gays are coming!" This created a lot of fuzz, and after a minute or so the teacher explained that representatives of the local LGBT organization would contact us to talk about their sexual orientation. A few lessons

later, the teacher said again: "don't forget, the gays are coming!" Again, there was some fuzz, but less than the first time. This time, the students are asked why they would be coming and there was a short discussion about this. The teacher kept on announcing the coming of the gays several times, each time diminishing the fuzz and increasing the interest of the students. When "gays" eventually came to do their presentation and panel discussion in April, the class was fully prepared to ask interested questions.

➲ A teacher tells a personal story of how she attended a lesbian marriage ceremony during her vacation. She adds that it was an informal ceremony because gay and lesbian marriages are not yet legally possible in this country. She gives some examples of the arising challenges (not being able to collect their children from school, not being allowed to visit them in hospital, the threat that their homophobic parents will take away the inheritance of one of the partners and leave the other partner homeless) and asks the students what they think of this.

Trigger: "Bob"

"Bob" is a short film clip about two hamsters. One hamster is brown and the other one is white and fluffy. When the brown hamster sees the white hamster, it's obviously interested and it started to follow it. For the viewer, it looks like the hamsters are racing across the globe. Finally, the brown hamster is exhausted and falls over. Then the camera changes perspective, and the viewer sees that the hamsters are actually not following each other across the world but are in stationary treadmills in two terrariums, with commercial travel posters projected in the background. Then the end titles of the film appear.

However, the clip has not ended yet. After the titles the viewer sees that the white hamster is transferred to the terrarium of the brown hamster. They look at each other, and the white hamster approaches the brown hamster saying: "Hi, I am Bob".

Because of heteronormative expectations, most viewers will expect that the brown hamster is male and the white fluffy hamster is female. It comes as a shock when the white hamster turns out to be

male as well, but the presentation of it in a humorous way does not make it unpleasant.

In a short debriefing discussion, a facilitator can ask if the participants were surprised and why. The facilitator can focus as well on the shift of perspective during the film, when the viewers discover that the hamsters are not really traveling around the world but are in treadmills. The pay-off of such a debriefing discussion could be that "first impressions may not be what you think".

Do a short debriefing (a reflective discussion) after the trigger, but don't analyse the trigger in detail. The point of a trigger is **to set the scene** and not to use it as a formal educational activity. Avoid criticising the medium (when it is a video or picture) and focus on impressions and feelings of participants. Role-model that different feelings are arising and that is okay. We are studying ourselves, not disciplining ourselves or others. Alert the teachers in the training that this is also our goal in relation to students. We are not out to force them to behave the way we want, but to create awareness and help them to develop their personality and communication (prosociality).

3 Changing attitudes

3.1 Are teachers allowed to change attitudes?

It seems quite obvious that education about sexual and gender diversity involves changing negative attitudes into more positive or even supportive attitudes. But the way how to do that is not always clear. Teachers have been trained to transfer knowledge or train concrete skills, but not to change attitudes. Many teachers may even claim that you cannot or are not allowed to change student attitudes. Even if teachers think that schools can deal with attitudes, it is still often thought that this can be only done through cognitive reflection on attitudes. As one teacher as one teacher once said: "you can only stimulate them to think, not to change their opinion."

It is worthwhile to note that – despite these beliefs – schools are *always* influencing student behaviours and the underlying attitudes. School staff are constantly trying to make students more social, more friendly to each other, to take more responsibility, and to avoid negative behaviours like bullying, discrimination and polarization. In Europe, such "prosocial" transversal (transversal: relevant in all subjects) goals are framed in the wider perspective of human rights and equality. Even though there are some political parties which claim that furthering prosocial attitudes are forcing a "progressive" or "woke" agenda, we should be clear that it is completely legitimate for schools to promote prosociality and inclusion and to combat hate and exclusion. It may be better to accept that schools – by promoting prosociality – take up a "political" position in this debate, rather than to maintain that schools are "objective", and in the meantime allow social exclusion and hate to pervade the school culture and damage the prosocial goals of education and the emotional intelligence of students. We think it is important to be explicit about this rather than avoiding the discussion out of fear of political repression.

3.2 How to address attitudes in class

In the background reader that comes with this training, you can find a description of how certain social norms can lead to negative emotions, which in turn leads to negative attitudes, which in turn lead to negative behavior and stereotyping. We labelled this model the *social exclusion spiral*. In this model, negative attitudes are seen as a combination between negative emotions and cognitive arguments that cover up such emotions. In some cases, it is obvious that negative emotions are based on fierce primal instincts that reject difference and diversity, but in many cases attitudes are characterized by the emotions being "frozen", seemingly with the lack of emotions and covered up by cognitive argumentation. Cultural traditions and religion are often taken out of context and abused for such argumentation.

When you want to change attitudes in class it is best to avoid going into such cognitive arguments. Instead, teachers can better ask the students how they feel about a topic on which they display a negative attitude. This is a very sensitive activity, because students are often not used to talk about their feelings and may quickly feel judged. It is important to always accept their *feelings* as they are, but not accept potential *damaging behaviour* following from that. A discussion in class can be on negative consequences when negative attitudes are translated into marginalizing or discriminating behaviour, and on a discussion and reflection on why people sometimes have instinctual rejecting feelings (fight-or-flight instincts).

3.3 Making teachers aware of attitudes

Because teachers often misunderstand the importance and the mechanism of attitude change, in the training we should first make them aware of how offering information is not effective when you want to teach about sexual and gender diversity. We developed the Forty Questions activity for this.

The Forty Questions Activity

In the Forty Questions activity, teachers each get a sheet with 40 questions on it. The 40 questions are common questions students

often ask or would like to ask during sessions about sexual and gender diversity. Only the first four questions are truly informative. All the other questions are biased, and tend to ask for a confirmation of a prejudice rather than for a factual answer. Factual answers on biased questions will often result in students being unhappy with the answer, or the attitudes even becoming more negative because some of the prejudices are – in part – rooted in reality.

The teachers split up in couples and get the assignment to each select a few questions that they would find most difficult to answer, and then ask their partner this question. The partner answers the question like they would do in class. Then the couple reflects on why the question was answered in that particular way, focusing on the effect that the answering teacher was aiming to have on a student. After this, they shift roles and repeat the activity.

After 30 minutes, the couples have dealt with a few questions. The facilitator opens a plenary debriefing in which (1) informative questions are being answered and explained, and (2) teachers discover there is a difference between informative questions and biased questions, and in which the facilitator indicates that biased questions can only be responded to by asking the students how they feel and why, rather than offering them information or dictating them how to respond in a "correct" way.

The Forty Questions activity is ideal for teachers (and for voluntary peer educators) because it is very concrete and it helps participants to become alert to whether a question is serious and informative, or provoking and biased. It also creates an awareness that teachers need to be non-judgmental in responding to biased questions and that they have to sincerely inquire into why students feel the need to express negative attitudes or an act out negative behaviour. The ultimate aim is to engage in a dialogue (a non-judgmental conversation to exchange experiences and in which no-one

is "right") which explores where such instincts come from and how to avoid translating primal instincts into discriminatory behaviour.

The Forty Questions activity can be followed by a explanation of the OGLO model of heteronormativity and the spiral of exclusion model, which helps to frame the comments made in the debriefing. These models are explained in the background reader. In the training, you can either present them top-down as a speech, or present it in a more interactive way with question about how participants experience this in their own lives. You can make it even more interactive by sorting the 40 questions in the four domains of the OGLO model, or/and discuss in subgroups how to answer the most difficult questions in classes. But this takes more time.

The Forty Questions activity takes about 1 hour including the debriefing. Doing a top-down presentation on the OGLO and spiral of exclusion models can be done in 15 minutes, a more interactive presentation can take between one hour and 1.5 hour. Doing a sorting game and follow-up subgroup discussions will take one hour each.

It should be noted that the Forty Questions activity can lead to awareness, but that it is not enough to actually train the skills that are necessary to adequately influence attitudes in class. Training skills on attitude change requires also:

- ➲ overcoming your own fight-or-flight instinct when students make negative remarks
- ➲ not being put off by negative remarks, but seeing them as teaching opportunities
- ➲ being able to engage in a true dialogue with students (non-judgmental, personal)
- ➲ planning a range of small objectives towards the ultimate goal of attitude change
- ➲ embedding lessons on attitudes in a spiral curriculum to sustain change
- ➲ supporting attitude and behaviour change by a supportive school policy, which supports a truly prosocial and friendly school culture

4 Questions students may ask

4.1 The ambivalent role of information

As we have noted in the previous chapter, many teachers are used to transfer knowledge as the key activity in their teaching. We explained why this is not always helpful: when students ask biased questions, these are often "opinions disguised as questions", which they hope will lead to a confirmation of their prejudice. In such situations, factual answers can even damage the goals of tolerance and understanding.

How actual answers can damage tolerance

For example, when a student asks whether you can become homosexual by seduction, it may be that the underlying fear is that you can "become" homosexual and a need to know how you can avoid that.

The factual answer on this question is that we don't know. Research among identical twins and fraternal twins suggests that both nature and nurture play a 50/50% role. But this will not be considered as a satisfactory answer by students and may even lead to the strengthening the prejudice that you possibly can be seduced to become homosexual.

Answering that "homosexuals are born that way" may change the beliefs of some students, but remains factually unsubstantiated. "Born this way" is an often used slogan of LGBTIQ+ organizations, but the rationale behind this slogan

> *is based on the fear of anti-gay legislation and of conversion therapy. Teachers have to decide whether they want to use such "information" to "convince" students or whether they should ask students why they are afraid of seduction, or why it is important to know if same-sex attraction is 100% genetic. There are other human rights that are not based on genetics and no-one asks why they are legitimate human rights.*

For teachers, information and knowledge is an ambivalent topic. Teachers are trained to transfer knowledge, educational objectives are often framed in terms of knowledge and exams are designed to test knowledge. And teachers may feel insecure about their lack of knowledge about the sexual and gender diversity, even though most of that knowledge is not relevant.

This bids the question which knowledge is really necessary and minimum to be able to teach about sexual and gender diversity. This question is difficult to answer, because many teachers will not feel happy with just an understanding of the basic concepts. The more general insecurity of teachers relates to the sensitivity of the topic of sexual and gender diversity. Some information can alleviate this sense of insecurity. But an overload of information can also turn on itself and create more insecurity.

In the background reader you will find a range of questions, factual answers, and concrete suggestions on how teachers can answer frequently asked questions by students. In the reader we also include fact sheets on the Bible and the Koran, because we know that many teachers fear negative religious responses.

In the training for teachers, it is wise to reserve some extra time to reflect on basic concepts and information about sexual and gender diversity. We suggest that such a module could focus on how to teach basic concepts to students and on how to respond to expectations and fears that teachers need to know "everything".

4.2 Basic concepts

The basic concepts to know about sexual and gender diversity are:

➲ the difference between sex and gender
➲ the difference between identity and expression
➲ the difference between gender and sexual attraction

Sex, gender, sexual orientation, identity, expression

1. Sex: *the label that you get assigned when your are born (or later), based on sexual characteristics; like man, intersex, woman*

2. Gender identity: *how you feel and label yourself; like (cisgender) female, transgender, non-binary, (cisgender) male*

3. Sexual attraction: *who you are attracted to; like same-sex attracted, other-sex attracted, or attracted to more sexes / genders*

4. Sexual identity: *how you feel and label yourself sexually; like gay, lesbian, bisexual or heterosexual*

5. Expression: *what you show and how you act; like feminine, gender-neutral, masculine, whether you have relationships, or/and sex and how*

Note that the labels for gender and sexual identities are constantly expanding. This serves a need to become clear about one's own feelings and practices and a need for recognition of own choices in these areas.

In our opinion, these are the basic concepts that students and teachers need to understand to be able to become more tolerant of differences and to develop a curiosity about such diversities. In all areas, there is much more information to be found, but such additional information is not *necessary* but additional.

Why is this the minimal information?

- Many students confuse sexual orientation with gender. They often think that an effeminate boy is probably gay, and that an independent strong girl may be lesbian.
- Many students don't know the difference between sex and gender. They equate sex and gender, and often think biological sex inevitably leads to certain gender roles. Apart from not knowing the existence of intersex people, this way of thinking limits their free choice regarding gender roles. This is especially works out more negatively for girls and it is an important fundament for gender and sexual dominance and abuse by boys assume that maleness is superior to femaleness. Many students are not fully aware of the meaning of "identity". They often think this has to do who power and that it is a kind of monolithic image you have to present, rather than the multifaceted set of feelings and self-awareness that identity really is. By studying the concept of identity, it becomes easier for students to see it in a more nuanced way and to become more tolerant towards other identities.
- Many students assume that sex, gender, sexual attraction and identities automatically are followed by specific behaviours. When they become aware that feelings do not always have to be followed by standardized actions or expressions, they become more questioning about reality and about other people. For example, they may assume less that someone born male, will also automatically become masculine and adopt dominant behaviour. Or they will assume less that someone who identifies as gay, will also have sex with men or will be interested in seducing other boys (or shopping with girls). Or assume that bisexuals and transgenders are "confused" about their identity and choices.

4.3 How to train about basic concepts

A well tested way to teach and train about basic concepts is by using the "genderbread" person. The genderbread person is a figure of a cookie in the rough shape of human ("gender bread" it is a word-play on a gingerbread cookie). In this drawing, sexual and gender diversity aspects are simplified by locating gender in the brains, attraction in the heart, sex in the genitals, and expression as something that concerns the whole body.
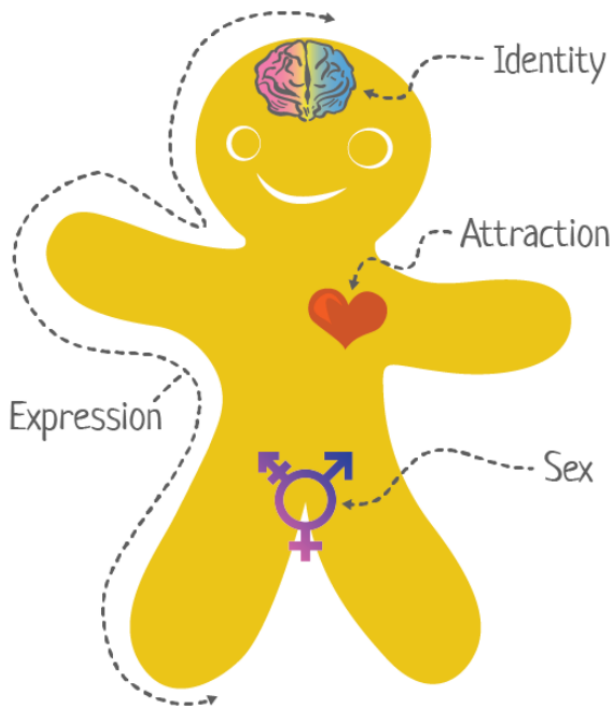
The puppet can be shown to clarify the difference between identity, attraction, sex and expression.

Identity: how you see and label yourself

Sexual attraction: who you feel attracted to

Sex: your biological markers

Expression: how you present yourself

One way to explore these concepts in more depth is to offer the trainees (teachers or students) a range of continuums (on sex, gender identity, gender expression, sexual attraction, and possibly on same-sex and other sex sexual behaviour. You can ask the participants to take some time to mark where they are on each continuum. This should be a private exercise and participants should not be forced to show their own results to other participants.

my iD my idea to be myself

Reviewed by GALE, 2023
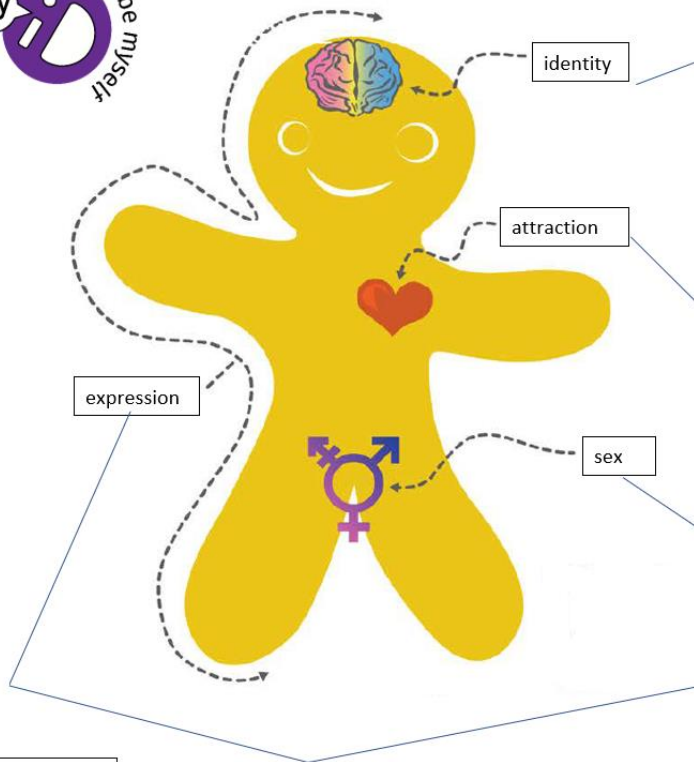
IDENTITY: how you see and label yourself...

Woman:	not at all	very much
Man:	not at all	very much
Hetero:	not at all	very much
Gay:	not at all	very much
Bisexual:	not at all	very much
Lesbian:	not at all	very much
Other label:	not at all	very much

ATTRACTION: who you feel attracted to and how...

Romantically

To women:	not at all	very much
To man:	not at all	very much
To both:	not at all	very much

Sexually

To women:	not at all	very much
To man:	not at all	very much
To both:	not at all	very much

SEX: your biological markers...

Chromosomes:	XY	XX
Hormones:	oestrogen & progesterone	testosterone
Genitals:	clitoris & vagina	penis & scrotum
Gonads (glands):	ovary & egg cells	testicles & sperm

EXPRESSION: how you present yourself...

Feminine:	not at all	very much
Gender-neutral:	not at all	very much
Masculine:	not at all	very much
Depends on situation:	not at all	very much
Sexually active:	not at all	a lot

identity · attraction · expression · sex

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In the debriefing, questions can be asked like:

➲ Was this a challenging activity?

➲ Do you consider filling in one or more of these continuums as private, and why?

➲ You were asked to fill in extents of how you feel. Some others could ask to score yourself on a continuum (or a binary scale); for example if you feel more male OR female, of more homosexual OR heterosexual. Which way is better?

➲ Do you think people can experience different sexual attractions, or feel more male and female at the same time or at different times?

➲ To what extent do you think that your choice on each question is a purely *personal* choice or *influenced by values and norms* in society?

➲ Do you think that this activity could be done with your students in this form, or does it need adaptation?

4.4 How much do you need to know?

With the growing acceptance of sexual and gender diversity, there is a growing push of LGBTIQ+ movements to get recognition. This expresses itself in part by a proliferation of symbols, self-expression labels and demands. In Europe and the USA, many LGBTIQ+ organizations believe *visibility* is the key to acceptance and *elaborate knowledge* about the needs of LGBTIQ+ people is required to truly understand their needs. In part these needs for visibility and dissemination of knowledge are based on the experience that when mainstream organizations - like schools - only focus on basic skills to promote tolerance and diversity, they will in fact only acknowledge cultural diversity and not a sexual and gender diversity. They want to secure that LGBTIQ+ are included.

We think that when teachers have really opened up to sexual and gender diversity, they will become curious for more information and gradually become more expert on the topic. However, do you really need to know all the emerging labels for sexual and gender identities? Do you really need to know a good sample of LGBTIQ+ famous people in history? Do you need to know all the animals species which we know engage in same-sex behaviour? Do you have to know all the same sex and gender nonconforming cultural traditions in different countries and cultures? Do you have to know the details of acceptance or rejection of nonconforming gender or sexual relations in different religions and their holy scriptures?

We think you don't have to know everything. Much of this information can be found on the Internet, but it is probably pedagogically more useful to ask students to find this out for themselves, then for teachers to know it all by heart and then to lecture on it.

However, it remains wise to consider how information can help you to be more inclusive. For example, the use of alternative pronouns for students or colleagues who want to present themselves as non-binary can be challenging. Maybe you don't know which pronouns there are for non-binary people. You may not be used to talk in ways that avoid binary expectations of males. In such cases knowledge about alternative pronouns can help non-binary students to feel more welcome and appreciated.

5 Spiral Curriculum

Many teachers are interested in how to sue concrete classroom activities on sexual and gender diversity. But we should be aware that single classroom activities cannot change students attitudes sustainably. Prejudice, bias and negative attitudes often are supported by a social attitudes and customs that cannot be changed with a single lesson or even a series of lessons. Creating a more open and interested attitude is a long-term goal. This goal is not limited to the LGBTIQ+ topic or target group; it is a more generic cross-sectional competence. Such a competence can only be created by implementing a spiral curriculum.

In this chapter we will go deeper into what a spiral curriculum is, how a school can develop it and how a trainer can make a start with developing a spiral curriculum in a school.

5.1 An effective spiral curriculum

The idea of a spiral curriculum was developed by Jerome Bruner. Bruner focused on learning concepts rather than teaching facts. The science of child development (based on Piaget) teaches us that children gradually develop their capacity to understand and use certain concepts. A good pedagogy should take this gradual capacity development in mind. Bruner translates developmental psychology to the school by proposing that teachers should start to teach students first simple concepts, and then revisit these concepts in way that gradually increasing their complexity.

For example, in the area of gender and sexual diversity, one could make young children aware of that what we call "male" of "female" in terms of bodies and gender roles is not a rigid or natural division and that friendship and having a crush on someone can happen to boys and girls, girls and girls and boys and boys. At a higher age or stage of development, children can be made aware of terms like intersex, gender, cisgender and transgender and about the difference between same-sex attraction, identity and behaviour. When students have developed a more abstract level of conceptualization, teachers may be able to explain and reflect on heteronormativity. It should be noted that this increased complexity does not only relate to more in-depth information, but

also – and maybe more importantly – to how this relates to the feelings, identity and social relations of the students.

The development of a spiral curriculum depends on the stage of development of the students and on their social and cultural backgrounds and influences. Therefore it is necessary to have a good view of the level of students in terms of conceptualizations and attitudes when they start high school. A good way to start developing the spiral curriculum is by setting desired standards for attitudes and behavior the school wants the students to have when they finish high school. This provides the school with a starting point and clear end-of-course competences. Starting levels and desired standards can be connected by formulating intermediate objectives. These objectives and concrete classroom activities to reach them are the core of a spiral curriculum.

When we develop a spiral curriculum on sexual and gender diversity, we don't refer to a curriculum solely devoted to this topic or these target groups. The competence to be open and interested for diversity is more generic than LGBTIQ+. But at the same time it is not sufficient to only give attention to generic diversity competences, because in practice it is shown that even if students have a diversity competences in a generic way, they do not always apply this to sexual and gender diversity. The development of a spiral curriculum on gender and sexual diversity is therefore a question of (visible) integration into a wider open and supportive attitude.

A more elaborate [guide to develop a spiral curriculum for vocational schools](#) was developed in the [SENSE-project](#), and much of this material can be applied to high schools as well.

5.2 A training module to involve the team

A good way to organize a training or workshop module is to work with the teacher team on the start of a spiral curriculum. A program could look like this:

➲ a short introduction of what spiral curriculum is, possibly with an explanation of the Taxonomy of Krathwohl

➲ a presentation or/and discussion about how the students enter the course and the desired concrete end-of-course competences/attitudes

- a workshop activity in which one subgroup works on formulation of intermediate objectives per academic year or per study period, and other subgroups brainstorm on concrete activities for integration in specific subjects throughout the course
- the workshop activity can be debriefed by presentations of the subgroups to the plenary group and discussion how to align the formulated objectives and brainstorm activities with each other
- if the Taxonomy of Krathwohl has not been discussed before, it is often useful to introduce it during this debriefing because it will help the participants to order the attitudinal objectives in a more logical way
- the final part of the debriefing discussion could be to review the total collection of objectives and activities and to explore whether the team thinks this general outline is usable and implementable
- interested participants can be asked to voluntarily join a working group which will elaborate the outline of a spiral curriculum into a more detailed plan, and to monitor how the implementation of the activities take place; the working group can also be part of another already existing school working group on well-being, citizenship, social competences or student care

Template for posters used in a spiral curriculum workshop

YEAR PERIOD	Mentor lessons	Biology	Social studies	History	Physical education
1.1					
1.2					
2					
3					
4					

6 Classroom Activities

How can you develop a training module about classroom activities? We see three strategies to do this.

1. Pre-selected activities: Choose activities, then train how to use these specific activities

2. Conscious choice of activities: Train teachers to choose objectives and linked activities

3. A workshop to jointly develop activities

Each of these approaches has its own advantages and disadvantages. In this chapter we will give attention to the advantages and disadvantages and propose ways to develop a module on classroom activities.

6.1 Training based on pre-selected activities

If you have prepared your project by already choosing some activities, you can train your teacher team in the practical use of these activities.

Advantages: the activities may be prepared well and fit perfectly within the pre-developed spiral curriculum, you can focus the training very specifically on implementation in the classroom, and you can invite only the teachers that are actually going to implement the specific activities.

Disadvantages: there may be lack of commitment or even resentment among the invited teachers to implement the activities, and this approach may miss opportunities to inspire teachers to invest their own professionalism.

A module focusing on the practical implementation of specific activities consist of:

➲ an introduction of the activities, with a focus on the goals and the positioning and the spiral curriculum and development of the students
➲ a brainstorm on advantages and disadvantages of each classroom activity

➲ trying out the more challenging activities in a role-play, in which one teacher introduces and facilitates the activity for a few colleagues, while two or three other colleagues observe the facilitation on verbal and nonverbal behaviour of the teacher and on the typical responses of (teachers playing the) students

➲ debriefing of the role-play in which the facilitation of the activity is reviewed, and which could possibly lead to editing of the activity itself to make it easier to use or to enhance the effect on students

6.2 Conscious choice of activities

If you have not yet chosen activities for your implementation, you can use the training module to help teachers choose their own activities. This could be done by offering the teacher team a number of preselected activities to choose from, or by preparing the teachers to search or develop their own activities, that can be tailored to their needs.

Advantages: this approach leads to more engagement of the teacher team and probably more commitment to the implementation, it gives the teachers more influence over the activities they are going to use and it offers possibilities to tailor activities to their personal needs.

Disadvantages: this approach may be too theoretical for the taste of the teacher team, and some teachers maybe impatient to become more practical, but on the other hand; some teachers may already feel challenged by the request to spend time on this topic and may feel that developing their own activities is too much to ask.

A module focusing on helping the teachers to consciously choose their own activities could consist of:

➲ going more in-depth about how to formulate objectives, and how objectives can be built up according to the taxonomy of affective goals (Krathwohl)

➲ if the teacher team is used to think in terms of topics and knowledge, it may be necessary to do an activity that shifts their thinking towards the need to focus on attitudinal/affective goals (the cognitive explanation of the Taxonomy of Krathwohl is not enough to reach this goal on are more deeply felt level)

A game to shift attention from topics to attitudes

Divide the group into teams. Tell both groups they should develop a classroom activity on the topic of "LGBTIQ+ Pride". Explain that LGBTIQ+ people annually organize a pride event which is meant to protest discrimination and to celebrate diversity. One of the two teams should develop the activity with a focus to promote understanding and tolerance, while the other team should develop the activity in a neutral way which ensures that students can make up their own minds and formulate their own opinion on this without any influence of the teacher. They get 10 minutes to develop a general outline of their approach; it does not have to be very detailed. After 10 minutes, each group makes a short presentation of two minutes.

Then the trainer facilitates a debriefing reflection in which the focus is on the role of knowledge objectives or attitudinal objectives in lessons. The key question is what the school wants with these lessons and what type of objectives are best to reach such goals sustainably.

The expectation is that teachers will come to the conclusion that it is necessary to formulate a series of attitudinal goals which ultimately lead to sustainable attitude change in students, while neutral or objective presentations of knowledge may create some more in-depth understanding of the issues in interested students but will probably not influence biased students in a positive way, or may even support their prejudice.

More possible activities for this type of module:

- ➲ an exercise on how to translate objectives to activities (for example a puzzle to match objectives with concrete activities)
- ➲ a dialogue on how to tailor activities to specific students groups and teacher personalities

> ### *A puzzle to translate objectives to activities*
>
> *The trainer makes two sets of cards: one with short descriptions of concrete classroom activities, and another set with specific objectives for those activities. It helps when the objectives are tailored to the division in four categories: knowledge, attitudes, skills and behaviour. The number of activities could be 8, 12 or 16 (2, 3 or 4 activities per type of objective). If the number of activities is higher, the exercise becomes too difficult and time-consuming. (An example of such materials is available in English on the My-ID website.)*
>
> *Divide the teacher team in subgroups of three or four people and give them 30 minutes to match the activities to the objectives. During the game, walk around to help participants considering which objectives belong to which activities. Be aware that although as a trainer you have formulated the activities and their objectives, that teachers may have a type of implementation in mind that serves another objective. So don't judge them, but be critical in your feedback. Always focus on what effect certain type of implementation of the activity will have on the students. When teachers focus on knowledge objectives (which is a strong tendency) be sure to ask how the knowledge objective will ultimately be a building block in desired attitude and behaviour change.*

In the debriefing, the trainer can focus on what teachers really want to reach with their students: an open and positive attitude. Ideally, we would like to reach behavioural goals (more tolerance, less negative behaviour), but apart from regulating such behaviours in school, it is difficult to sustainably learn them in the school context. Skills can be better learned in school, but remain "potential behaviour". Therefore, improving open and supportive attitudes is the key component in creating a positive environment for LGBTIQ+ people in the school context.

6.3 Workshop to jointly develop activities

A final way to develop a module to focus on classroom activities, is to jointly develop activities. Ideally, such a workshop takes place after the team already had a workshop or module on developing a spiral curriculum. The teacher team should be aware what attitude the school wants the students to have when they leave school and how their identity development will be supported by specific intermediate objectives throughout each academic year. If this condition is not fulfilled, there is a great risk that such a workshop will become a brainstorm on interesting topics, but without adequate attention to how all these activities will lead to sustainable attitude change in students.

Advantages: this approach is highly interactive and is most likely to create high engagement and commitment among teachers, it links into the need for autonomy and professionalism of teachers, and it allows teachers to develop activities that are fully tailored to their own subjects and personalities.

Disadvantages: this type of workshop may disintegrate into a brainstorm of nice ideas and topics which do not have enough context, do not link into each other, and do not support a systematic school effort to change the students attitudes, a lack of preparation and of awareness of the teachers of how attitudes can be changed through specific activities may lead to focus only on whether the activities are "acceptable" or "interesting" for students, without consideration whether it will challenge them enough to reconsider their attitudes van value frameworks.

A module focusing on interactively developing own activities needs to be preceded or include:

- awareness of the needs to focus on attitudinal goals rather than on topics and knowledge
- awareness of how attitudinal goals can be formulated
- awareness of how attitudinal goals can be systematically build up to reach long-term and sustainable attitude change (Taxonomy of Krathwohl)

The workshop itself could focus on:

- a reintroduction or recapitulation of the developed spiral curriculum strategy, with a focus on how to build up systematic attitude change in students
- presentation of a proposed joint model to describe classroom activities in an adequate way (the My-ID template for description of classroom activities can be used for this)
- division of the participants in small subgroups will focus on the development of one activity, and 30-45 minutes to develop the activity
- short presentations of each subgroup to the entire team, with time for feedback and suggestions of the other team members (make sure suggestions and remarks are written down so that they don't get lost after the training)
- a preview of what is going to happen after this training and a final celebration of the work done (for example applause for each other, announcement of a drink)

7 Transfer workshops

One of the disadvantages of trainings is that teachers go back to their daily practice and day-to-day tasks tend to take all their attention. This often leads to the trained awareness and skills not being properly implemented in practice. Therefore, it is very important to give attention to how the learned awareness and skills are going to be **transferred** to the classroom practice of teachers.

In this chapter we will point out three types of transfer-into-practice workshops: development sessions, supervision and peer reviews. Such workshops could be planned as a separate events, but they can also be discussion items in regular team meetings, in specific working groups or part of an educational retreat for teachers.

7.1 Development

Development workshops are sessions in which the team or part of the team comes together to develop joint products. We already gave examples of this in paragraph 5.2 (an outline for a workshop on developing a spiral curriculum) and in paragraph 6.3 (different types of workshops to develop classroom activities).

Development workshops can also be focused on increasing expertise, for example about how to deal with religious issues, or how to deal with complaining parents. The school could invite experts to do a talk about this, but it works far better to divide research tasks among the staff and to ask each staff member to the a presentation on their findings. This is called the "jigsaw" method, which can also be used in the classroom. The resulting presentations, questions, answers and discussion will increase the conceptual understanding of the team and create more interest and commitment to deal with the subject at hand.

7.2 Supervision

An important way to secure transfer into practice is clear leadership by the school management. Clear leadership does not (only) mean that teachers are told what to do, but also that they are motivated, involved in the development, and that a process of

monitoring of progress and feedback is organized. The implementation of integration of sexual and gender diversity in school can be seen as a project with a start situation and end goals, and a process that needs to be initiated, monitored and regularly checked by the school management.

"Supervision" is a form of monitoring and control by the school management. The management can appoint designated teachers to be a coach of less experienced teachers, or to help coordinate the implementation. The best implementation of innovations in schools is characterized by the school leader(s) setting up a working group which is empowered to initiate, implement and anchor the project. At least one school manager should be part of this working group to make sure that the group is and remains empowered to suggest attainable measures and to secure implementation.

"Supervision" may sound as a top-down control. This may be less appreciated in schools which are organized in a more horizontal way and in which teachers function largely autonomously. However, supervision can also be organized in a way which resembles more like a collegial monitoring of the implementation process with a maximum of mutual agreement. Still, implementation of attention for sexual and gender diversity may pose challenges, and in those cases it is important that formal and informal leaders take a stand and push the project forward.

In many cases, supervision takes place within the appointed working group which is made responsible for the implementation of the sexual and gender diversity project. The working group can consist of representatives of different school subjects. A mechanism needs to be in place to make sure the planned activities are implemented and that they have the intended impact on students. When some of the implemented activities turn out not to be impactful enough, the working group needs to decide to adapt or replace them. If this choice is left to individual teachers, there is a great risk that the activities and their effects to deteriorate to a level below the desired goals. The discussion within the working group and between working group members and other implementing staff needs to be sensitive and safe enough to allow for mutual feedback.

7.3 Peer review

The mutual feedback mentioned under supervision can also be organized in a totally horizontal way. This process is called peer review and is sometimes called "intervision".

The most simple way to organize peer review is to ask teachers to share their experiences in class with the teacher team and ask for supportive feedback. Peer review requires that teachers are able to show their vulnerabilities and dare to ask support. This can be problematic because research shows that most teachers would consider it a sign of weakness and lack of professionalism if they admit that they sometimes find it challenging to deal with a class situation. Such vulnerabilities are more often deflected by complaining about students rather than by engaging in self reflection with colleagues.

Another way to organize peer review is to ask teachers to anonymously submit short stories about challenging situations in class, and discuss these case studies independently of who submitted them. In such discussions, it should be avoided that people judge negatively about some suggested solutions and that the case studies are discussed in a serious and mutually supportive way.

If a team has difficulty to discuss a case study in an objective and neutral way, the Critical Incident method may be a solution.

Critical Incident

The Critical Incident method is a tool to help a group discuss a challenging situation in a way which avoids heated discussions and judgments. The method relies on a strict division in phases for how to discuss a dilemma.

0. One of the participants is asked to tell about a situation in which they had to make a decision. They tell this story in the present time ("I enter the class and a student says..") and they stop at the moment they need to take a decision.

Round 1. The participants ask (only) informative questions, which the storyteller answers without giving away what they decided to do. The questions can also be about the context, the feelings of the

storyteller or the impression of the storyteller about the students involved.

Round 2. All participants write down what their own decisions would be in this situation and why they would take that decision. Everybody (except the storyteller) reads out of their own decisions and rationale for it.

Round 3. The participants discuss the advantages and disadvantages of different types of decisions without judging the authors. If possible, the group can come to a consensus about a guideline on how to deal with such situations.

4. The storyteller reveals what their decision in reality was, why, and how it worked out. The storyteller closes the exercise by telling the others which parts of the discussion has helped them to manage such situations in the future.

8 Project information

8.1 Deliverable information

Project acronym	My-ID
Project title	My-ID – My Identity, My Idea to be Myself
Erasmus+ project nr.	2021-1-IT02-KA220-SCH-000034423
Project duration	1 November 2021 – 1 November 2023
Timeframe	January 2023 – June 2023
WP	2: teacher training
Result/deliverable	PR2.1 Teacher Training Manual
Status	First outline
Version number	1
Deliverable responsible	GALE
Dissemination level	Internal (partnership), participants LTTA
Citation	Dankmeijer, Peter (2023). My-ID Teacher Training Manual. Amsterdam: GALE
Copyright	
Due date	1-3-2023
Date of this version	13 February 2023

8.2 Project coordinator

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8.3 Version history

Version	Date	Author	Description
1.1	30-1-2023	Peter Dankmeijer	First outline
1.2	13-2-2023	Peter Dankmeijer	First draft

8.4 Summary of the project

The My-ID project is an elaboration of the "My-ID" education technology on sexual and gender diversity to the high school sector. The "My-ID" method is based on an analysis of heteronormativity and evidence-grounded methods to educate in a way which sustainably changes negative attitudes and the underlying negative emotions towards gender and sexual diversity. The project runs from November 2021 until 1 November 2023.

The project employs three key strategies to support high schools in implementing the My-ID method:

1. Developing concrete classroom activities to integrate in a spiral curriculum
2. Training to empower teachers
3. Guidance on how to inform and mentor parents

8.5 List of abbreviations

Acronym	Description

Partners

Coordinator
**Fondazione Hallgarten – Franchetti
Centro Studi Villa Montesca**
Italy

**DEFOIN – Formación para el Desarrollo
y la Inserción**
Spain

**GALE – Stichting Global Alliance for LGBT
Education**
Netherlands

EUROTRAINING – Educational Organization
Greece

CESIE
Italy

Xarxa I Col·Laboració Serveis Educatius, S.L.
Spain

Iedersland College
Netherlands

**Douka Ekpaideftiria AE – Palladion Lykeion
Ekfpaideuthria Douka**
Greece

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