

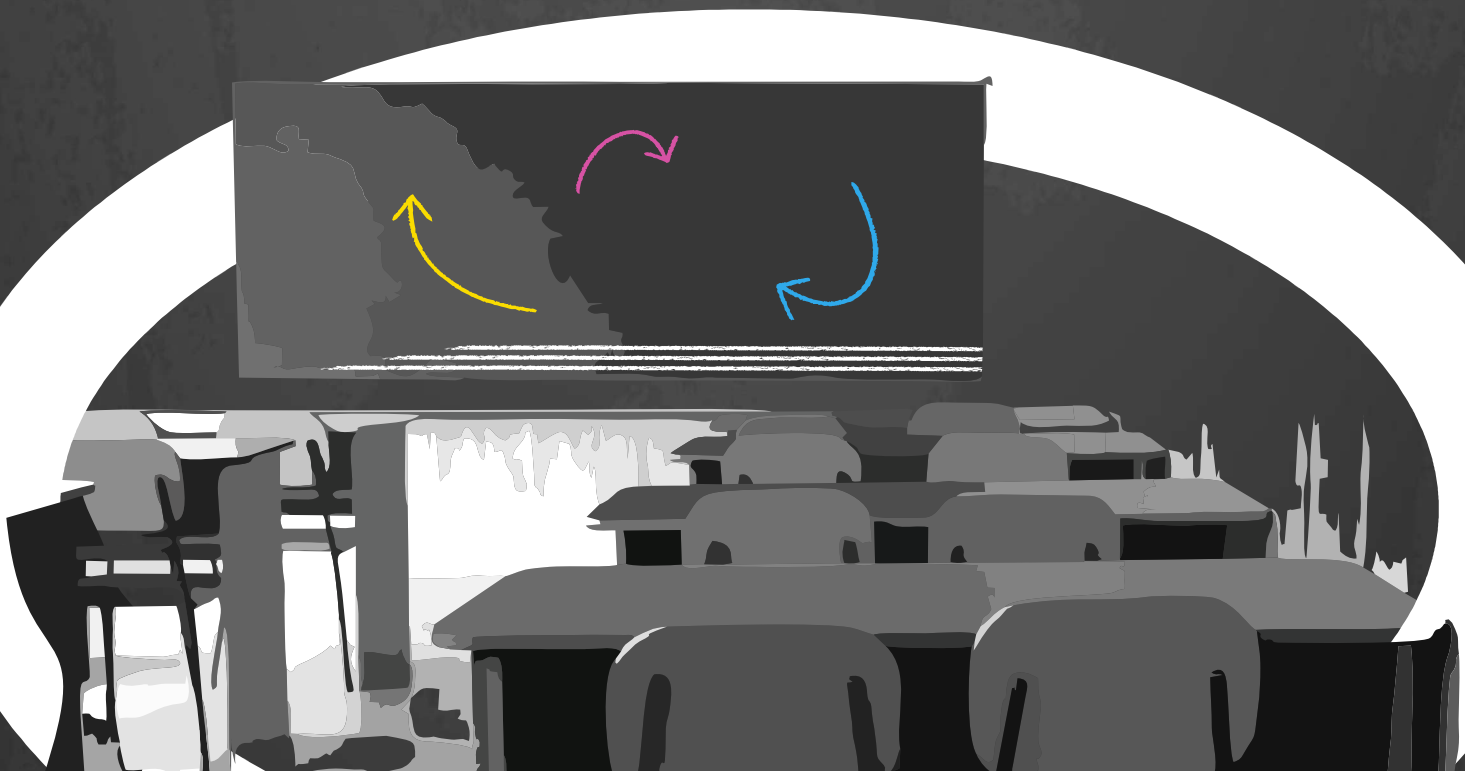


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SURVEY AND TEACHING GUIDELINES AGAINST TRANSPHOBIA

**KITS AGAINST DISCRIMINATION
OPEN EDUCATIONAL RESOURCES FOR TEACHERS**



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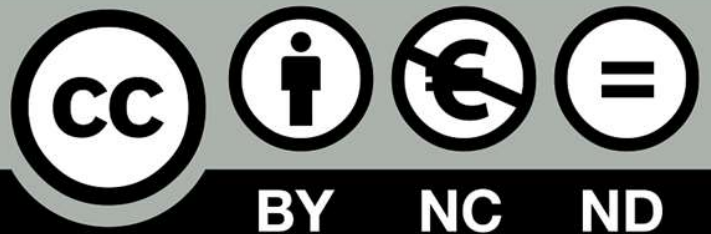
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BRIEF THEORETICAL INTRODUCTION OF SURVEY 5: TRANSPHOBIA

What is transphobia?

It is the rejection, fear, repudiation, prejudice, or discrimination towards trans people, which is caused by someone else's perception of their gender identity. At this point it should be clarified that gender identity is not related to sexual orientation: trans people can be heterosexual, homosexual, bisexual, etc., so they can have an added discrimination due to their sexual orientation.

What types of transphobia can occur in the classroom?

Transphobic bullying is one of the most frequent harassments that occur in classrooms in Europe. 54% of LGBTQ people have experienced bullying at least once in their lives because of their sexual orientation or gender identity in Europe, (GEM Report, Unesco).

Transphobia discriminates against people because of their gender identity, since it does not match the one they were assigned at birth. It is not necessary for the trans person to have begun a transition for transphobia to take place, since this discrimination is usually based on the person not following mainstream gender roles.

Trans* is an umbrella term that includes: transgender, transsexual, Drag Queens, and Drag Kings, and in general, all those who question the binary choice between man/woman as the only alternative for individual and social identification.

Lastly, it is key to point out that it is not necessary to be a trans person to suffer transphobic bullying, it is enough for the harasser to think you are. Thus, it is common for there to be bullying of CIS-heterosexual students who don't comply with mainstream gender and sexual norms, so just for not being



“masculine enough” or “feminine enough” for the harasser.

What is the first step in preventing or tackling transphobia?

Transphobic bullying, like many others, is often based on prejudice, stereotypes and ignorance, so it is essential that students know the affective-sexual and gender diversity that exists in society. It is highly recommended not to presuppose the CIS-heterosexuality of the students or any member of the educational community. Every person

may be or discover themselves heterosexual, homosexual, bisexual, trans, intersex, queer, or simply have doubts or their own position on the matter.

Therefore, the first step is to raise awareness on the situation these people live, and to teach what transphobia is. It is also very important to develop values such as empathy, tolerance and peaceful coexistence in the classroom to prevent any type of discrimination. To do this, we recommend to work on the LGBTQ+ Didactic Unit included in the Kit of Open Educational Resources on Sexual Diversity.

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RECOMMENDATIONS FOR THE TEACHER

SURVEY 5

How to detect transphobia or bullying due to gender identity?

1. The first step is to detect if there are students who are vulnerable to being harassed. To know this, watch the daily interaction between students, and notice if they use names/insults related to gender or sexuality (“faggot”, “dyke”, “sissy”, “tomboy”, etc.); if they mimic their way of speaking, moving, or walking; if they ridicule their way of dressing or expressing themselves with jokes, contempt, insults, or humiliation; hostile treatment or subjugation; if a student is left out of school and extracurricular activities and is usually alone; and if he/she interacts only with students of the opposite sex.
2. Know how to differentiate between an isolated incident or a case of bullying related to sexism. For this, it is usually considered that an abuse or harassment repeated three times or more has become bullying. There must also be intentionality and an imbalance of power, which in the case of transphobia is evident, because these students are especially vulnerable.
3. In recesses and physical education there are usually activities or games segregated by sex: watch the relationships between students in these spaces to detect situations of harassment linked to homophobia. Bathrooms and changing rooms are other spaces in which the division by sex, the absence of adults, and body exposure makes them potentially dangerous places for those who don’t identify with normative gender and/or sexuality.
4. Be aware that trans people are especially vulnerable students, since they are usually more visible than students who are bullied due to sexual orientation. Unlike other types of bullying, in this case families should not be notified without the consent of the trans student, since the decision to “come out” (make their gender identity public) is a very personal decision, especially considering that transphobia can also come from the families themselves.
5. Be careful to notice less obvious cases of harassment or discrimination; physical aggression is usually the most obvious, but most bullying is psychological or verbal. Also, pay special attention to cyberbullying, as it is an increasingly frequent and

especially serious phenomenon, because vulnerable students can be harassed 24/7, both inside and outside the classroom.

6. In addition to detecting harassment or discrimination, pay attention to other aspects or situations that are a symptom that something is not going well:
 - a) Changes in behavior or habits: it is necessary to notice if the vulnerable student drops their average grades, loses interest in certain activities, has a changing mood, changes their friendships, etc.
 - b) If you notice that the vulnerable student becomes isolated and their classmates avoid being with him/her, this is considered a relational aggression: exclusion from the group.
 - c) Outbursts of anger, problems with authority, and problems regulating emotions are a symptom that bullying may be taking place, and both harassers and the harassed may have these attitudes.
 - d) Leaders and privileges: in a classroom there are usually students who assume the role of leaders, and who usually have other students who follow them; these situations must be watched carefully before the leadership becomes negative, using this situation to harass vulnerable students or to encourage “followers” to harass them.

What to do about a situation of transphobia in the classroom?

1. The best option is always prevention, which is why it is key to educate the students in values like dialogue, empathy, tolerance, and the peaceful resolution of conflicts, especially at younger ages. It is also essential for them to learn what LGBTQphobia is, and the main reasons that cause it, in order to avoid it.
2. In cases where prevention is no longer an option (when harassment is already happening), the first step is to investigate and gather information, speaking with the parties involved.
3. Once you have all the necessary information, a sanction is required for harassers, adjusted to the seriousness of their actions, but it is essential that this sanction has an educational and not a punitive nature, meaning that it is necessary to work with the harasser’s empathy and respect for diversity, and make them understand how their actions can impact other people, especially the harassed person.

4. In the case of the victim, it is advisable to create and maintain a climate of communication, trust, and show support, but also working on assertiveness, on learning to say no, and to set limits, always without resorting to violence. If they have any feelings of guilt, make it clear to them that the aggressors are to blame, never him/her. Lastly, show them that a boost in self-confidence and a change in attitude can also improve things.
5. Regarding witnesses, explain to them that not opposing an unfair situation makes them accomplices, that many times harassers seek their applause, the benefits of being dominant, so if they react with rejection towards a bullying situation, it is much more likely to stop.
6. Lastly, one of the most useful prevention tools is to assign the figure of two or three student observers who identify and report situations of bullying (peer prevention).

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SURVEY 5: TRANSPHOBIA

Do you know what transphobia is?

1. Fear, hatred, or rejection of trans people.
2. I have no idea.
3. Fear, hatred, or rejection towards non-binary people.

Does sexual identity correspond to genitalia?

1. It has nothing to do with it.
2. Of course.
3. It depends on each person.

Would you mind if a trans classmate walked into the same bathroom as you?

1. Yes, they should not use this bathroom.
2. No.
3. As long as they leave me alone, they can do whatever they want.

What would you do if a friend tells you they are transgender?

1. Support them in everything they need.
2. Distance myself from them little by little, so they don't notice.
3. Stop being their friend.

What would you do if a friend was made fun of for being transgender?

1. Defend them, they don't deserve to be made fun of.
2. Supporting him and leaving, they don't deserve our time.
3. Stay on the sidelines.

Which of these options does NOT help stop transphobia?

1. Insult trans people.
2. Use inclusive language.
3. Respect trans people in their decisions.



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